

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:16-JUL-1997 11:50:00.00

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 <01ILB60UET7K000BHT@PMDF.EOP.GOV> for "william r. kincaid"@oa.eop.gov; Wed,

16 Jul 1997 15:48:24 -0500 (EST)

Received: from gatekeeper.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)
id <01ILB5YJJBTS00097Q@PMDF.EOP.GOV> for william_r._kincaid@oa.eop.gov; Wed,

16 Jul 1997 15:47:28 -0500 (EST)

Received: from vader.ed.gov by gatekeeper.eop.gov;
(5.65v3.2/1.1.8.2/17Oct95-0424PM) id AA12613; Wed, 16 Jul 1997 15:45:42 -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 NAA27163; Wed,
16 Jul 1997 13:08:59 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 1.04b)
id 3cd00470; Wed, 16 Jul 1997 13:09:27 -0400

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

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

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

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Online clips cover page

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- ` ` NATIONAL
1. The New York Times
U.S. Plans Civil Rights Inquiry Into Policy at U. of
California
 2. San Francisco Examiner
Feds eye UC law schools for bias
 3. Washington Times
Big drop in minorities at UC schools probed
 4. Associated Press
House votes to slash AmeriCorps funding
 5. Associated Press
NAACP panel defends school desegregation as key to
just society
 6. Los Angeles Times
Teachers Union Gives Failing Grade to Voucher
Program
 7. Los Angeles Times
Whether Its Homework or TV, Fewer Children are
Exercising
 8. The Washington Post
Clinton Insists Economy Won't Eliminate Deficit;

Budget Talks Resume With Optimistic Tone

9. Washington Times

Gingrich open to giving child tax credit to working poor

10. The New York Times

Laying Past Dissension Aside, N.A.A.C.P. Focuses on Policy Issues

11. ABC World News Tonight

Solutions: Chess

12. CBS Evening News

NAACP Convention

13. Los Angeles Times

Students Schooled in Arts Have Higher Test Scores, Study Finds

TRADE

14. Associated Press

Lawmakers will debate new standards

15. Education Daily

ENROLLMENTS WILL SWELL BY 200607, NCES SAYS

16. Education Daily

SPECTER EYES SCHOOL FUNDS FOR ANTICRIME PROGRAMS

17. Education Daily

HOUSE VOC ED BILL CHANGES QUELL CONSERVATIVE ATTACKS

18. Education Daily

HEARING OFFICERS' POWER SPARKS CALL FOR NEW RULES

19. Education Daily

TITLE I DIRECTORS HOPEFUL FOR SMALLER ACHIEVEMENT GAP

20. Education Daily

HOUSE PANEL AIMS TO HIKE ED FUNDING BY \$3 BILLION

21. Chronicle of Higher Education Academe Today

17 Conn. Colleges Could Lose U.S. Aid for Barring Military Recruiters

22. Chronicle of Higher Education Academe Today

Education Dept. to Investigate Bias in LawSchool Admissions at U. of Cal

23. Chronicle of Higher Education Academe Today

Pell Grants and NIH Would Get More Money Under Bill Approved by House Panel

24. The Chronicle of Higher Education

Colleges Gear Up to Offer OnLine Applications for Admission

25. The Chronicle of Higher Education

California Community Colleges to Be Wired for Videoconferences

26. The Chronicle of Higher Education

Students on Welfare Have Much at Stake in Budget Negotiations

27. The Chronicle of Higher Education

States Press Their Colleges to Make Transferring Easier

28. The Chronicle of Higher Education

In Pittsburgh Speech, Gore Lauds Clinton Plan for Tax Credits

29. The Chronicle of Higher Education

Tennessee Bank Pays to Settle Federal Lawsuit Over Loan Claims

30. The Chronicle of Higher Education

Project Seeks to Link Public Colleges to Public Schools

31. The Chronicle of Higher Education

New College Plans to Educate Only Graduates of Home Schooling

32. The Chronicle of Higher Education

- ' ' ' "U.S. News" Alters Methodology Behind Its College Rankings
- ' ' ' 33. The Chronicle of Higher Education
- ' ' ' We Must End the Conspiracy to Lower Standards

LOCAL

- ' ' ' 34. Associated Press
- ' ' ' Some graduates want to show not all alumni support Chief Illiniwek
- ' ' ' 35. Associated Press
- ' ' ' Scoring Missouri math knowledge is object of meetings ' ' ' 36. Sacramen
- to Bee
- ' ' ' Regents to consider partner benefits
- ' ' ' 37. Seattle Times
- ' ' ' Change due at Bellevue's alternative high school
- ' ' ' 38. Tampa Tribune
- ' ' ' Chiles pushes session
- ' ' ' 39. Tampa Tribune
- ' ' ' Education advocates find shift no shock
- ' ' ' 40. Ft. Lauderdale Sun Sentinel
- ' ' ' Governor vows to call fall session
- ' ' ' 41. Los Angeles Times
- ' ' ' Community Colleges Face Cutbacks : Schools Decline in enrollment and sta

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is forcing most campuses to slash budgets and eliminate classes.

- ' ' ' 42. Miami Herald
- ' ' ' GOP balks at special session
- ' ' ' 43. Baltimore Sun
- ' ' ' Then comes infusion to the rescue
- ' ' ' 44. The Washington Times
- ' ' ' Homeschoolers perform swimmingly in sea of possibilities
- ' ' ' 45. The Daily Oklahoman
- ' ' ' Garrett Urges Reading Focus For Students
- ' ' ' 46. Baltimore Sun
- ' ' ' Most Md. teachers support MSPAP
- ' ' ' 47. San Francisco Examiner
- ' ' ' Women object to sex suit costs
- ' ' ' 48. Columbus Dispatch
- ' ' ' Education fix divides lawmakers
- ' ' ' 49. The Dallas Morning News
- ' ' ' Web site serves up delights for dormroom life
- ' ' ' 50. The PressEnterprise Riverside, CA
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- ' ' ' In South Texas, Universities Seed A Powerful Hispanic Middle Class
- ' ' ' 53. Los Angeles Times
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- 60. Pittsburgh PostGa

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 - New Teacher Earns Award For Expertise
- 66. Houston Chronicle
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- 69. Hartford Courant
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 - An online learning experience
- 72. The Washington Post
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Body type#\ PP#Tabs-storiesdPublication#W\ PP# 1. The New York Times"Public
ation" #:\ P P# 07/16/97; Edition: Late Edition - Final; Section: Section B; N
ational Desk; Page 7, Column 1

Headline#\ P!P# U.S. Plans Civil Rights Inquiry Into Policy at U. of
Californi

aHeadline #:\ P"P#

By The New York Times

ddSAN FRANCISCO, July 15 " The United States Department of Education has told
the University of California that it plans to
investigate whether the universi
ty's dismantling of affirmative action has led to violations of Federal civil r
ights law.

ddIn a letter dated July 11 from the department Office for Civil Rights to Rich
ard C. Atkinson, the university's president, the department
said there was "su
fficient information" that the policy, which bars race as a factor in hiring a
nd admissions, may violate the Civil Rights
Act of 1964.

ddThe department, responding to a complaint filed four months ago by a coalitio
n of civil rights groups, will look into whether the
university is discriminati
ng against black and Hispanic students by using admissions criteria known to fa
vor white students, like
standardized test scores, while eliminating race or se
x as factors to be considered.

ddMinority enrollment has plummeted at several of the university's highly rated
law and medical schools. Boalt Hall, the law school at
the University of Calif

ornia at Berkeley, announced last month that none of the 14 black students admi
tted for the fall term would be
enrolling, and that Hispanic enrollment would d
rop to 18, from 28 last year.

ddThe law school at the University of California at Los Angeles also reported a
decrease in Hispanic and black enrollment.

ddFederal officials are expected to look first at admissions at the law schools

at Berkeley, U.C.L.A. and the University of California at Davis, but the department warned that it might widen the investigation to include professional schools at all nine campuses in the university system.

The new policy was passed in July 1995 after bitter debate among the university's Board of Regents, and affects graduate admissions this fall. The policy will be extended to include undergraduates next spring.

"We feel vindicated," said Martha I. Jimenez, chief lawyer for the San Francisco office of the Mexican American Legal Defense and Educational Fund. "We knew the discriminatory impact would be dramatic, and in fact, it was a lot worse than we imagined."

Supporters of the policy termed the investigation a ploy to intimidate the university.

"This is just harassment," said Ward Connerly, a regent who has been an outspoken opponent of affirmative action. "There is no evidence of discrimination at the University of California."

For officials at the university, the news of the investigation was met with quiet consternation.

"Whether there is some de facto discrimination is unclear at this point," said Terry Lightfoot, a spokesman for the university. "But it's unfortunate in that it clouds the perception that we're not committed to diversity. We want to reiterate that our commitment to diversity has been " and is " a constant goal."

Publication#W\ P#P# 2. San Francisco Examiner"Publication" #:\ P\$P#July 16, 1997 Category: Local

Headline#\ P%P# Feds eye UC law schools for bias Headline #:\ P&P#Subhead#[\ P'P# Drop in minority admissions at issueSubhead#:\ P(P# BY Carol Ness

OF THE EXAMINER STAFF

Plummeting minority admissions have sparked a federal investigation to determine whether the University of California's three law schools discriminate against non-white applicants and violate their civil rights.

The U.S. Department of Education's Office of Civil Rights informed UC-Berkeley's Boalt Hall, plus the law schools at Davis and UCLA, in a letter sent Friday that it had sufficient information to start investigating their admissions policies and practices.

The letter further said that the investigation could expand to UC's other graduate schools as their admissions data became public for the 1997-98 school year, the first affected by the UC Board of Regents' 1995 order removing race and gender as factors in admissions decisions.

The action came in response to a complaint filed with the OCR in San Francisco in March by six civil rights organizations.

The complaint said factoring in race and gender had helped balance other discriminatory admissions criteria, such as giving greater consideration to students from mostly white high schools than those from mostly minority ones. Removing race and gender, it said, would have a disparate impact on minority applicants.

Terry Lightfoot, spokesman for UC President Richard Atkinson, said the OCR letter had arrived Monday.

"We will be assisting them and cooperating in any way we can to make sure they get the information they need to carry out their inquiry," Lightfoot said.

Markedly fewer minorities

At Boalt Hall, where 81 percent fewer blacks and 50 percent fewer Latinos were accepted for admission this fall, compared with the fall of '96, spokeswoman

Nola Yee said Monday the OCR letter had not yet arrived and she had no comment.

Dean Herma Hill Kay, who had to defend herself last weekend against accusations that she tried to keep minorities from being admitted to pressure the regents

to change their minds on the 1995 order, had no comment.

Martha Jimenez, regional counsel in the San Francisco office of the Mexican American Legal Defense and Educational Fund, called the OCR decision "fabulous news."

"We filed this complaint because we believed there was going to be this disparate impact, and we're grateful that the OCR and the Department of Education and the federal government is recognizing this," said Jimenez, a 1986 Boalt Hall graduate.

"We believe they will find a violation. What's happened here is that the doors have been closed for so many qualified people of color."

The OCR investigation will focus on whether the three schools' admission practices violate Title VI of the Civil Rights Act of 1964, which says an educational program that receives federal money may not discriminate on the basis of race.

Admissions under scrutiny

Focus of the investigation will be the admission of African American, Latino, Asian and Native American students.

Boalt Hall's drop in minority admissions was the most dramatic of the three schools. At UCLA, 80 percent fewer blacks and 32 percent fewer Latinos were offered

admission than in the fall of '96. At Davis, the drop was 26 percent for blacks and 28 percent for Latinos.

The complaint had asked the agency to investigate allegations of sex discrimination as well. But the letter, by Stefan Rosenzweig, director of the OCR's San

Francisco office, said admissions data from the three schools "does not provide a sufficient basis for initiating an investigation under Title IX."

Jimenez said recent revelations about UC law school admissions confirmed the worst fears of those who opposed the regents' action.

Undergraduate admissions

will be affected beginning with the class chosen to enter in the fall of '98.

ddThe data also reportedly prompted UC Regent Ward Connerly, the force behind the board's 1995 vote, to accuse Boalt Hall Dean Kay of deliberately discouraging minorities from applying to pressure the regents to reverse themselves.

ddConnerly, who also headed the campaign for Proposition 209, last November's successful anti-affirmative action initiative, has taken his campaign against affirmative action national.

ddKay, an ardent proponent of diversity at her school, denied it and said in a statement:

dd"I have sought and will continue to seek permissible ways to encourage minority enrollment at Boalt Hall. Despite contrary assertions, I have carried out my administrative responsibility to implement the university's new admission policies in good faith."nyxddd

Publication#W\ P)P# 3. Washington Times"Publication" #: \ P*P#July 16, 1997

Headline#\ P+P# Big drop in minorities at UC schools probedHeadline #: \ P,P#
By Carol Innerst

THE WASHINGTON TIMES

dd The U.S. Department of Education, responding to a dramatic drop in minority admissions to the University of California's law schools, is probing the system's new "colorblind" admission policy to find out if it is discriminatory.

ddThe department confirmed yesterday that its Office for Civil Rights launched an investigation in March into the reduction in minority admissions that both sides of the affirmative-action debate say is politically engineered.

ddUC officials said in May the number of minority applicants admitted to Berkeley, Davis and Los Angeles law schools for the fall term dropped from 946 to 685 in the first academic year in which race, ethnicity and gender considerations were excluded in the admissions process for graduate and professional schools.

ddThe investigation was triggered by a March 19 complaint filed by the Mexican American Legal Defense and Education Fund "an organization with close ties to Assistant Secretary for Civil Rights Norma V. Cantu, former regional counsel for MALDEF in San Antonio" and five other groups that support affirmative action.

ddThe complaint claimed racial and sex discrimination, but the OCR determined that allegations of sex discrimination were unfounded.

dd"I think it's all politics," said Ward Connerly, a black businessman and University of California regent who led the repeal of the state's racial preferences.

dd"The president is responding to the call of Jesse Jackson and the preference cartel that want him to use the good offices of the president to slow down efforts to eliminate racial preferences," he said.

dd"There's clearly no evidence of discrimination against minorities from the institution that has been bending over backwards to give them preferences for 20

years. For 20 years whites and Asians have had to meet higher standards than blacks and Latinos."

ddEarlier, Mr. Connerly accused the dean of Boalt Hall School of Law at Berkeley of persuading minorities not to attend to create pressure on the regents to o

vertain their affirmative-action ban.

dd"I believe the dean has consciously been involved in trying to keep the numbers down, to sacrifice this class, if you will, in order to perhaps get the regents

to change their mind, and to rescind the action," Mr. Connerly said Friday during a radio interview.

ddAt Boalt, fewer blacks applied for this fall's classes: 304 this year against 414 last year. Fewer Hispanics also applied: 355 this year against 467 last year.

ddOf the 304 blacks who applied, 14 were offered admission, down from 1996, when 75 blacks were accepted.

ddWhile the law school numbers have declined, minority enrollment has shown dramatic increases "without affirmative action" in

the graduate journalism school

and in graduate engineering and science programs at Berkeley, Mr. Connerly said.

ddAt the undergraduate level, black enrollment was up 80 percent at Riverside and 50 percent at San Diego, he said. Both campuses were aggressively going into

the communities to encourage those who were admitted to in fact enroll as undergraduates, he said.

ddMALDEF, the lead complainant, charged that UC instructed admissions officers and staff to deliberately reduce the number of minorities and women in graduate

schools and programs. dd"That's outrageous; totally irresponsible," Mr. Connerly said. "To suggest that the regents have consciously or unconsciously tried to

chill the admission of minorities is absolute nonsense."

dd"Several faculty members at different UC campuses said they felt pressure to ensure that the number of minorities dropped in order to show compliance with the

regents' resolution," asserted Joseph E. Jaramillo, regional counsel for San Antonio-based MALDEF.

ddFaculty members sit on admissions committees at all three law schools, he explained.

ddThe OCR found "insufficient information to initiate an investigation of either of these allegations" of admissions manipulation but said it would evaluate any

additional information it received.

ddBesides MALDEF, complainants were the Asian Pacific American Legal Center of Southern California, Equal Rights Advocates of

San Francisco, the NAACP Legal D

efense and Educational Fund Inc. of Los Angeles, La Raza Centro Legal of San Francisco and the

California Women's Law Center based in Los Angeles.

ddThe six organizations that filed the complaint with the OCR did not act on be

half of any individual minorities denied admissions, said Joseph E. Jaramillo, a lawyer in MALDEF's San Francisco office.

ddTheir complaint claims UC's 1995 resolution banning preferences created the perception of a "chilly climate" that has deterred women and minorities from applying to UC graduate programs.

ddThe impetus for the complaint was a series of projections showing a sharp decline in admissions.

dd"Federal law says where you have minority admissions ... far lower than the admission rates for the group with highest admissions, it creates a presumption of discrimination and the burden shifts to the university to show compelling justification for utilizing a process that results in this discrimination," Mr. Jaramillo said.

dd"We want affirmative action back because we see it as a less discriminatory alternative."

ddUC's practice of upgrading or downgrading applications based on an academic rank assigned to the undergraduate institution contributed to the shortfall of minorities, he argued.nyxddd

Publication#W\ P-P# 4. Associated Press"Publication" #:\ P.P#07-16 0:05a
Headline#\ P/P# House votes to slash AmeriCorps fundingHeadline #:\ P0P# By JIM ABRAMS

Associated Press Writer

ddWASHINGTON (AP) - The House, in a late-night voice vote Tuesday, moved to slash in half funding for AmeriCorps, President Clinton's national service organization.

ddThe amendment, proposed by Rep. Todd Tiahrt, R-Kan., would cut by \$200 million the \$403 million provided for AmeriCorps in a \$70 billion bill to pay for veterans, housing and independent agency programs in fiscal 1998.

ddTiahrt's amendment would add \$25 million for veterans medical programs, including \$5 million for research on Gulf War illnesses.

The rest would go toward deficit reduction.

ddDuring debate on the measure, both Democrats and Republicans voiced strong support for AmeriCorps, but there were no requests for a roll call vote - several

lawmakers said the money would be restored when the House goes to conference with the Senate on a final bill to be sent to the president.

ddAttempts to kill or severely cut AmeriCorps have become an annual event in the House, but Clinton has managed to defend most of the spending for the program

under the Corporation for National and Community Service.

ddThe administration, in a statement, said that the president would be advised to veto any bill that tried to eliminate the AmeriCorps program.

ddIt expressed deep concern that the House bill had already cut \$146 million, or 27 percent, from the president's request for the

Corporation for National and
Community Service.

ddThat money is needed for the America Reads Challenge program, the national literacy campaign to ensure that every child can read well by the third grade, it said. "Without the requested funding, the corporation would not be able to finance 11,000 AmeriCorps tutors and coordinators to help recruit, organize and manage the America Reads army of 1 million volunteers," it said.
ddBut Tiahrt said AmeriCorps was "largely inefficient and ineffective" and that the money would be better used finding a cure for illnesses affecting Gulf War veterans.nyxddd

Publication#W\ P1P# 5. Associated Press"Publication" #:\ P2P#07-16 1:44a

Headline#\ P3P# NAACP panel defends school desegregation as key to
just society

yHeadline #:\ P4P#

By PAUL SHEPARD

Associated Press Writer

ddPITTSBURGH (AP) - While school integration may be losing ground with some blacks, the NAACP is taking pains to assure that it will remain a top objective of the civil rights group.

dd"Integration is inclusion," said Dennis Courtland Hayes, NAACP general counsel. "That's why we are for it."

ddHayes and other integration supporters spoke at a panel discussion, titled "Why the NAACP is for Integration," that drew a standing-room-only audience of several hundred at the group's 88th annual convention.

ddThe huge attendance underscored the controversy over how to achieve quality education for children in racially mixed environments.

ddFor many here, school integration and the related issue of busing was the key topic for discussion at this year's convention since a New York Times story in

June suggested the group might formally change its policy.

ddOn the panel, Willie Abrams, an NAACP staff lawyer, voiced the rationale of some in the black community who have turned their backs to school integration, saying some feel it is demeaning to suggest blacks can learn only while sitting next to white children.

ddOthers said that some of the early, poorly drawn redistricting plans of the 1970s forced children to ride for hours on buses and caused schools in black communities to close and black teachers and principals to be fired.

dd"Many black folks simply don't support (school desegregation) these days. Let's be honest," said Ted Shaw, a lawyer for the NAACP Legal Defense Fund.

ddHowever, Shaw added that the fund will continue to fight desegregation cases "even in the face of a nation that is running away from them."

ddMichael Sussman, an attorney from Goshen N.Y., said that while more blacks might be joining the larger number of whites who "wish the issue would go away,"

separate schools for the races are "fundamentally wrong."
dd"We are cutting off the chance for our children to have contact with other children," said Sussman, an expert on school issues. "That decision is fundamentally wrong because it limits our children's development with others."
ddSussman said that while some blacks might be less enamored with the principle of school desegregation, far more are simply silent on the issue. The result, he said, has been a growth in the racial segregation of classrooms around the country for the past 15 years.
dd"This issue has fallen off the map for many," Sussman said. "You see little advocacy on it from elected black officials and even local NAACP branches."
ddSussman said integration supporters should wait for the government to re-establish the integration of schools as a priority as it was in the 1970s.
ddThrough the 1960s and 1970s, the NAACP played a pivotal role in desegregating school districts through lawsuits that resulted in busing between urban and suburban school jurisdictions.
ddThe NAACP has had little, if any, practical impact on the busing debate in recent years, but even the symbolism reflected in the possibility of the nation's largest and oldest civil rights group rejecting school integration has generated great interest.nyxddd

Publication#W\ P5P# 6. Los Angeles Times"Publication" #:\ P6P#* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Headline#\ P7P# Teachers Union Gives Failing Grade to Voucher ProgramHeadline

#:\ P8P#ddA national teachers union has fired another volley in the war over school choice with a report lambasting the voucher program in Cleveland.
ddAnalyzing information provided by Ohio education officials, the American Federation of Teachers complained that the program was more expensive than advertised and often merely subsidized students already in private schools. Of the 1,994 voucher students in private schools, the study found, only 33% originally had been enrolled in public schools, while 25% were from private schools. Another 42% were kindergartners who were just entering school.
ddVouchers were funded by the Ohio Legislature at \$5.25 million, with the average voucher payment being \$1,763. The union, however, said the actual cost was \$3,192 when you added transportation, administration and state aid already given to private schools.
ddAbout half the public school students who met income and other requirements for vouchers did not enroll in a private school, possibly because they were unable to gain admission to the one of their choice, the study said.
ddUnion President Sandra Feldman said the figures show that "so-called school choice is a cruel hoax." But Jeanne Allen of the Center

for Education Reform in Washington pooh-poohed the union's spin, arguing that it offered no evidence that the program is ineffective or that voucher recipients are unhappy. Enacted in 1995 and launched in September, the Cleveland program allows low-income students to receive publicly funded vouchers to attend kindergarten-through-third-grades in private or religious schools. It is the first voucher program to include religious schools and low-income students who were already enrolled in private schools. Its constitutionality is under review by the Ohio Supreme Court.

School Vouchers Previous school Private school: 25% Public school: 33% None (starting kindergarten): 42% Current school Private non-religious: 23% Public religious: 77%nyxddd
Publication#W\ P9P# 7. Los Angeles Times"Publication" #:\ P:P#* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Headline#\ P;P# Whether Its Homework or TV, Fewer Children are ExercisingHeadline #:\ P<P#ddMidruff bulge afflicting little Tommy or Susie? A study shows that more American children are overweight than ever"and, if you ask them, homework may be to blame. The study by the International Life Sciences Institute, based on a poll by Louis Harris and Associates, found that fewer than one in four students in grades four through 12 exercise every day. More than half of those children who are anti-physical-fitness blamed a lack of time . . . and too much homework. But ask their parents for the reason and the answers were quite different: Two out of three said children are couch potatoes because they are disinterested in calorie-burning activity or prefer the sedentary stimulation of TV, video games and computers. "Daily physical activity for children needs to become a priority for parents equal to that of buckling seat belts," said James O. Hill, a professor of pediatrics and medicine at the University of Colorado Health Sciences Center and chairman of a nutrition project supported by the institute. Hill said parents also need to demand that schools make recreation part of the daily schedule. According to the study, 14% of children ages six to 11, and 12% of adolescents "those from 12 to 17"are overweight. That is up from about 5% to 7% in both groups during the 1970s.nyxddd

Publication#W\ P=P# 8. The Washington Post"Publication" #:\ P>P# 07/16/97; Edition: FINAL; Section: A Section; Page A04

Headline#\ P?P# Clinton Insists Economy Won't Eliminate Deficit; Budget Talks

Resume With Optimistic Tone
Headline #:\ P@P#By Peter Baker and Eric Pianin
Washington Post Staff Writers

President Clinton resumed budget negotiations yesterday and insisted the deficit it would not be eliminated without the plan he is crafting with Congress, despite new reports suggesting the booming economy may erase the red ink on its own.

Returning to the table after a week-long European mission, Clinton appeared annoyed that some financial analysts suggested the five-year spending blueprint is no longer necessary " and perhaps even counterproductive " because tax revenues are coming in so strongly that the deficit is falling far more sharply than expected.

"There are some I have heard since I've been gone who have argued that since the deficit has dropped dramatically it will somehow disappear just if we . . .

don't do anything else," Clinton said. "I have to say that I emphatically disagree with that. . . . It is plainly wrong that . . . if we did nothing" it would balance by itself.

The issue is sensitive for Clinton, who raised it without prompting yesterday after fuming to aides last week that he was not receiving due credit for his 1

993 deficit reduction plan. If the deficit continues to plummet without further action in Washington, it could diminish any luster of being the president who balanced the budget for the first time since 1969.

New Congressional Budget Office estimates circulating on Capitol Hill show the federal government ran a deficit of only \$11 billion during the first nine mo

nths of the current fiscal year " less than a third of what it was during the same period a year ago. Under current trends and without any new deal, the fiscal 1997 deficit could fall below \$30 billion, less than half of projections made as recently as May

and barely a tenth of the \$290 billion record set in 1992.

Clinton raised the issue at the beginning of a generally amicable White House meeting with congressional leaders from both parties.

Both Clinton aides and R

epublican leaders emerged predicting they could narrow their differences and find a mutually acceptable budget plan by the end of the month.

"At every point, the focus was on how do we get to an agreement not whether we break down," said House Speaker Newt Gingrich (R-Ga.).

Clinton likewise eschewed confrontational talk. "It does not serve the American people well if we explicitly and publicly turn this into the gunfight at the

O.K. Corral," he told reporters. "Now what we're trying to do is to find a way to work through our differences so we can get a bill that they can all vote for and I can sign."

Even with the public harmony, according to participants, Republicans delivered

d a clear and edgy warning to Clinton behind closed doors to drop his "class warfare" rhetoric and make good on his commitment to a tax package that includes a major reduction in capital gains taxes.

ddAt one point, according to officials, House Budget Committee Chairman John R. Kasich (R-Ohio) flew out of his chair as he reminded the president of trade-offs made in a general budget accord in early May. "You got the \$35 billion for education," he reportedly told Clinton, "and we got to write the tax cuts."

ddThe frustration reflected GOP concerns that they have been outmaneuvered by Democrats who have portrayed Republican tax plans as weighted toward the rich and unfair to lower-income working families who would not receive a \$500-a-child tax credit. Reading between the lines at the meeting, White House officials said they believe Republicans are looking for a way to concede on the child credit dispute if they can find a face-saving compromise.

ddThe two sides also discussed a Senate proposal to charge wealthier Medicare recipients higher premiums. Clinton said he supports it in principle, but they disagreed on the mechanics of how it would be collected.

ddHouse Majority Leader Richard K. Armey (R-Tex.) said he left the meeting under the impression that "the whole question might be too complex to deal with at this time" and it might be left out of the budget agreement. However, other participants, including Senate Majority Leader Trent Lott (R-Miss.), disagreed with that interpretation.

ddResponding to polls, Republican Party leaders have grown alarmed that the Democrats are winning the public relations war over taxes.

dd"I think we're losing," Wisconsin Gov. Tommy G. Thompson told reporters in Washington yesterday. "There's no question the Democrats are much better at rumor-mongering and much better at getting their message out. . . . We have not done the best job of selling our story."

ddRepublican National Committee Chairman Jim Nicholson complained the White House has engaged in "vintage class-warfare rhetoric," adding, "Our challenge is to get the word out to the people of America so they understand exactly how this is going to work and how the working-class people of America are going to benefit."

ddGingrich and other GOP leaders tried to do just that yesterday as they summoned reporters to an outdoor news conference to trumpet the increased family purchasing power they want to deliver. The centerpiece of the event was a table loaded with consumer goods that could be purchased with the average tax cut, with examples that included a child's bike, garden tools and milk, which was curdling in the blistering noontime heat.

ddRepublicans also introduced Debra Wilson of Dale City, Va., a divorced mother of three daughters who earns \$60,000 a year and who said she would benefit more from the GOP plan than Clinton's.

ddStaff writers Clay Chandler, Ceci Connolly and John E. Yang contributed to this report.nyxddd

Publication#W\ PAP# 9. Washington Times"Publication" #:\ PBP#July 16, 1997
ddHeadline#\ PCP# Gingrich open to giving child tax credit to working poorHead
line #:\ PDP#

By Patrice Hill

THE WASHINGTON TIMES

ddHouse Speaker Newt Gingrich yesterday signaled a compromise on giving the \$500-a-child tax credit to the working poor even as he raised the possibility of creating a school-voucher-like program in the tax-cut bill.

ddAfter a White House meeting called by President Clinton to lay down negotiating markers on the plans to balance the budget and cut taxes, Mr. Gingrich said

he was open to a Senate proposal to give a partial child credit to couples who pay no income taxes but pay Social Security taxes.

ddSenate leaders are pushing their plan as a compromise between the House and Mr. Clinton, who yesterday called again on Republicans

to give the credit to families earning \$22,000 to \$25,000 a year who zero out their income taxes by using the Earned Income Tax Credit (EITC).

dd"A majority of American taxpayers pay more in payroll taxes than they do in income taxes anyway these days," said Mr. Clinton, even

as he conceded that his proposal is more of an expansion of a welfare program for the working poor than a tax cut.

ddMr. Gingrich, reflecting the conciliatory tone of the meeting, called the Senate's stab at compromise "very useful" and said: "We all want to make sure that

every working family is better off. ... We're looking at several options."

ddMr. Gingrich's shift comes as other Republican leaders conceded they are losing the propaganda war amid a relentless onslaught by Democrats accusing them of

providing no tax cuts for the working poor while lavishing benefits on the rich.

dd"I think we're losing," Wisconsin Gov. Tommy G. Thompson said at a breakfast meeting with reporters. "There's no question the

Democrats are much better at rumormongering and much better at getting the message out. We have not done the best job selling our story."

ddMany Republicans believe that giving the child credit to people who don't pay taxes amounts to welfare, and they note that the Internal Revenue Service has

documented a fraud rate of 25 percent in the EITC program.

ddBolstering their case was a finding by the Joint Committee on Taxation this week that the president's proposal amounts to a spending

increase rather than a tax cut and makes his tax-cut bill fall short of the \$85 billion in net cuts over five years called for in the budget agreement.

ddMr. Clinton conceded the problem. "We've got to try to find a way to work through it," he said.

ddMeanwhile, Senate Minority Leader Tom Daschle of South Dakota said GOP leaders seem more sensitive to the "fairness" issue and predicted a quick agreement on the budget and tax bills.

ddWhile the two sides appeared closer on the child tax credit, Mr. Gingrich suggested for the first time adding a school-voucher-like provision to the tax bill to help meet Mr. Clinton's demand for \$35 billion in education tax cuts. The House bill includes \$31 billion in breaks for education.

ddMr. Gingrich said \$3 billion to \$4 billion in tax cuts "ought to go to children in elementary school." He endorsed a Senate provision that would allow parents who create tax-free savings accounts for college education to use the accounts to pay for the costs of elementary and secondary education.

ddBecause the provision resembles the GOP's school-voucher plan, some Democrats have come out against it since it was added to the tax bill on the Senate floor last month by Sen. Paul Coverdell, Georgia Republican.

ddIn other developments at the White House meeting, GOP leaders made it clear to the Democrats that they regard their reduced rates for capital gains taxes as non-negotiable. The House and Senate bills would lower the top rate on long-term gains from 28 percent to 20 percent and give families earning less than \$42,000 a rate of 10 percent.

ddMr. Clinton said he would like to see an agreement on a modified version of the Senate's proposal to require well-to-do seniors to pay higher Medicare premiums.

ddWhile the Senate proposal would have the Health and Human Services Department impose the higher charges, the White House wants to streamline the proposal by having the IRS take the charges out of seniors' tax payments.

ddHouse Republicans adamantly oppose the White House plan because it makes the premium increase look like a tax increase.

dd"The president understands the complexity of getting the IRS involved," said House Majority Leader Dick Armey of Texas, adding that the "consensus" at the meeting was to drop the means-testing plan.

ddBut other leaders said no decision was made. "Means-testing is very much a matter of further discussion and negotiation," Mr. Daschle said. "Some sort of means-testing could be included."

ddHouse Minority Leader Richard A. Gephardt, while conciliatory during the White House meeting, attacked the proposal afterward.

dd"Their [Republicans'] intent is to destroy Medicare," the Missouri Democrat said. "They want to pull apart the social contract."

ddCheryl Wetzstein contributed to this report.nyxddd

Publication#W\ PEP# 10. The New York Times"Publication" #:\ PFP# 07/16/97; Edition: Late Edition - Final; Section: Section A; National Desk; Page 10, Column 1

Headline#\ PGP# Laying Past Dissension Aside, N.A.A.C.P. Focuses on Policy Issues

Headline #:\ PHP#

By STEVEN A. HOLMES

PITTSBURGH, July 15 " Polly Williams was surprised and ecstatic " to gain a new audience.

The black state legislator from Wisconsin, an ardent proponent of government vouchers enabling poor children to attend private schools, took part this week

in a heated debate on the subject at the N.A.A.C.P. convention here.

It was the first time the civil rights group, which traditionally has opposed vouchers, had invited Ms. Williams to attend its annual gathering.

"I'm really very pleased about this," Ms. Williams said on Monday after a workshop on vouchers, charter schools and state takeovers of local school districts.

That the National Association for the Advancement of Colored People would solicit the views of such a prominent advocate of a policy

it has long considered

anathema, and that the workshop would produce two and a half hours of lively debate, are signs of the different mood that has infused this year's convention.

In contrast to recent conventions in which the N.A.A.C.P. focused on internal scandal, bickering, accusations of mismanagement and soaring debt, this year's

gathering seemed much more concerned with policy.

"It's more intense and more substantive," said William E. Cofield, a member of the board of directors. "It's an indication that people are getting their chance to raise concerns."

It is difficult to determine whether the different mood stems from a more stable leadership under Kweisi Mfume, the president, and

Myrlie Evers-Williams, the

chairwoman of the board " or from a realization that the N.A.A.C.P. risks becoming irrelevant at a time when

racial issues are more complex and racial violence harder to pinpoint.

But it is clear that the organization feels confident enough to grapple with issues " spiritedly in the case of school vouchers, tepidly on the subject of

school integration " and that the leadership feels secure enough to propose some internal reforms like raising the

membership dues and giving itself the power

to remove the heads of nonperforming chapters.

"We're getting our ship in order," said Ben St. Andrews Jr., a board member from Connecticut. "The battles are going to be difficult and

we have to step
into the big leagues."

ddBehind the discussion is a sense of frustration over the difficult problems i
n delegates' communities and a desire for advice and support.

"People are look

ing for guidance to deal with issues such as this whole integration issue," sa
id Floyd W. Davis, president of the Southside

Chicago N.A.A.C.P. branch. "We'r

e all for integration, but we have to look at how we're going to implement it.'

ddTo be sure, the discussions about policies like school choice and school inte
gration are at the moment just that: talk. There is little
indication that the

N.A.A.C.P. is going to modify any long-held policies. But the delegates did at
times hear some tough talk challenging

some long-held notions and current compl
agency.

dd"As I travel around this country . . . I see very little advocacy amongst bl
ack elected officials, black organizations, N.A.A.C.P. branches

on these issues

," said Michael Sussman, a private civil rights lawyer referring to housing an
d school desegregation. "If not from us, then

from whom? No one."

ddAfter 17 months on the job, Mr. Mfume is still finding his way, several board
members and delegates said. At present he can boast of

few solid accomplishmen

ts outside of the critically important one of retiring the organization's \$3.2
million debt.

ddAt a news conference on Monday, the former Congressman from Baltimore was ask
ed to point to evidence that the organization had

revived itself. The list Mr.

Mfume gave " increasing membership, appealing to younger blacks, establishing a
community development

bank " were mainly items he hoped to accomplish in the n

ear future, rather than things the organization had already done.

ddMr. Mfume and the organization have also made some missteps, and his relation
ship with the board of directors has had its awkward

moments. Those, however, d

o not compare to the pitched battles the board fought with Benjamin L. Chavis J
r., who was fired in in 1994

for using the organization's money to pay an out-o

f-court settlement to forestall a sexual harassment suit, and with William L. G
ibson Jr.who was ousted as board chairman in the wake of charges of financial i
mproprieties.

ddEarlier this year, Mr. Mfume was criticized for chastising some Maryland chap
ters that wanted to protest a speaking appearance of

Clarence Thomas, the black

, conservative Supreme Court Justice. And in February, Mr. Mfume, without expli
citly telling the board, called

for a boycott of hotels with a poor record of h

iring and promoting blacks.

ddThe announcement caught some board members by surprise, including Ms. Evers-W
illiams who, at the time, was staying in one of

the blacklisted hotels.

ddBut for many delegates gathered at this year's convention the absence of racism
or and the lack of concern over the group's survival is more
than enough to feel
I thankful for.

dd"There is general feeling among people of relief that they are back to where
they were before, at least in terms of image and financial
health," said Rona
ld Walters, professor of Afro-American Studies and Government and Politics at the
University of Maryland. "And for
most people that's enough for now." nyxd
ddy

Publication#W\ PIP# 11. ABC World News Tonight"Publication" #:\ PJP#July 15,
1997

Headline#\ PKP# Solutions: ChessHeadline #:\ PLP#

#:\ PMP# PETER JENNINGS The problem tonight is all too familiar and worrisome
for parents and schools, even during summer vacation. All
across the country,

as schools are planning their budgets for next fall, many schools with money p
roblem are cutting what are sometimes
called enrichment programs music and art
even though they've proven over and over again to help children with the crit
ical thinking

and concentration they need to do better in required subjects. S
o where are the kids to get this added value? ABC's Deborah Amos.

ddDEBORAH AMOS What can get kids quiet and deep in thought in school, even in
the summer?

ddFRITZ GASPARD, chess master Shake hands and good luck!

ddAMOS Chess. A surprise hit with the computer generation.

ddUNNAMED STUDENT In video games, you don't use your mind at all. You just pr
ess any buttons.

ddAMOS And chess master Fritz Gaspard is convinced the game can boost concen
tration, patience and analytical skills.

ddGASPARD The critical thinking factors that chess brings to a player can hel
p develop those skills. I think chess can help make you
intelligent. AMOS

Many educators agree and a growing number of schools are bringing chess into th
e classroom. Here in New York,

145 public schools offer weekly instruction in s

ome of the poorest neighborhoods in the city. In this sixth grade class, Fritz
Gaspard's

lessons have captured their attention like nothing else.

dd GASPARD Sometimes, I think that when they are playing, they don't realize h
ow long they are staying in their seat, and I think that's
the hook.

dd SECOND UNNAMED STUDENT You don't have to be smart, as long as you know how
to play.

dd AMOS And while they're having fun, they learn skills educators say they nee
d for reading and math.

dd PROFESSOR HOWARD GARDNER, Harvard University It's a very logical kind of ga
me and so it probably strengthens your
logic muscles some. It requires spatial
thinking and being able to see the world of space and being able to navigate i
n it.

dd AMOS Thinking that Dave Mendosa demonstrates in chess
dd DAVE MENDOSA, student I'm going to move my bishop from F1 to C4.
dd AMOS can help him with geometry in a few years. And with his concentration right now.
dd GARDNER If you're on a kind of fast food, fast video game diet, chess has a very different kind of rhythm. I mean, you can spend hours thinking about a move and that's probably a very valuable thing for a child to do.
dd AMOS And a low cost experiment for the schools. This Chess in the Schools Program costs \$3,000 a year paid for by the American Chess Foundation. Who thinks chess makes you better at school? In fact, a preliminary study in four cities showed chess in the classroom boosted reading scores. This sixth grade teacher says chess has given her students much more: A positive change in their attitudes towards learning from a game they learned to love.
dd MENDOSA I'm so obsessed with chess. I love it with all my heart.
dd AMOS Deborah Amos, ABC News, New York. #: \ PNP#nyxddd

Publication#W\ POP# 12. CBS Evening News"Publication" #: \ PPP#July 15, 1997
Headline#\ PQP# NAACP ConventionHeadline #: \ PRP#
#:\ PSP# DAN RATHER In Pennsylvania, one of the nation's most respected and oldest civil rights groups is taking a new look at one of its fundamental goals of modern times. CBS News correspondent Jacqueline Adams reports on the NAACP and what to do about school desegregation.
dd JACQUELINE ADAMS This may be the NAACP's 88th Annual Convention, but the look and substance are radically different. Children are center stage. And for the first time, delegates are questioning the value of courtordered school busing to achieve integration, with the blessing of their new president.
dd KWEISI MFUME, NAACP president and CEO There might be other ways to do what we want to do: To provide an integrated system for young people.
dd ADAMS Mfume says he too rode a school bus, but like many younger NAACP members who traveled crosstown in hopes of getting a better education, there were disappointments. Too many public school systems have resegregated as white families have fled and test scores for black students have not improved. Nettie Martin is attending the convention. What did you miss by not going to school in your neighborhood?
dd NETTIE MARTIN, convention attendee My friends.
dd ADAMS She spent two hours a day on a bus to sit next to white students in Clarinda, Mississippi 25 years ago. Today, she doubts that she received a better education and she doesn't want her daughter to go through the same thing.
dd MARTIN I would have some problems with her being bused, because of my experiences, yes. I think it's best that they are in the community.
dd ADAMS So this year the NAACP is openly debating alternatives to busing like

e vouchers, magnet schools, schools for gifted children
and where limited education dollars should be spent. Still Mfume insists the NAACP's historic commitment to integration is as strong as ever.
dd MFUME The NAACP stands by its founding proposition of a single, fully integrated American society with equal opportunity for all of its citizens.
dd ADAMS But longtime observers say that to grow, to remain relevant in a more complex racial atmosphere, the NAACP must push for excellence in education, rather than just transportation as the means of achieving integration. Jacquelin Adams, CBS News, Pittsburgh. #:\ PTP#nyxddd

Publication#W\ PUP# 13. Los Angeles Times"Publication" #:\ PVP#* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Headline#\ PWP# Students Schooled in Arts Have Higher Test Scores, Study Finds
Headline #:\ PXP#dd Schools have been giving the arts the ax since the late 1970s, when belt-tightening and a renewed emphasis on the basics began to edge art classes out of the curriculum. But a new study suggests that teaching about music and other art forms ought to be as fundamental as the three Rs.
dd UCLA Professor James S. Catterall analyzed the academic achievement of 6,500 poor students whose standardized test scores were reported to a federal database called the National Educational Longitudinal Study of 1988. He found that by the time these students were in the 10th grade, 41.4% of those who had taken arts courses scored in the top half, contrasted with only 25% of those who had minimal arts experience. The arts-active students also were more proficient readers and watched less television.nyxddd

Publication#W\ PYP# 14. Associated Press"Publication" #:\ PZP#07-15 11:04p

Headline#\ P[P# Lawmakers will debate new standardsHeadline #:\ P\P#
By JOHN McCARTHY Associated Press Writer
dd COLUMBUS, Ohio (AP) - The issue of local control vs. statewide performance standards could heat up as lawmakers debate education reforms designed to help with the passage of a tax increase for schools.
dd The House Education Committee began hearings Tuesday on a reform bill. Rep. Randy Gardner, who is conducting the hearings, said the committee should be ready to vote on the bill next week.
dd The bill sets new requirements for high school graduation, beginning with the class of 2002. Gardner doesn't want the bill bogged down with amendments, even if it frustrates those who think the state already dictates too much to local schools.

dd"We have members who believe very strongly in accountability and we have members who believe in local control. Sometimes, those are in conflict," Gardner, R

-Bowling Green, said after the hearing.

ddRep. Mike Wise, R-Mayfield, said he was concerned that new standards could supersede local control and overwhelm students and educators alike.

dd"As we have placed more mandates on our districts, we've seen their performance drop," Wise said.

ddThe bill would raise from 18 to 20 the number of credits, known as Carnegie units, that students would need to graduate. It also would place an emphasis on

math, science and social studies and reduce the number of courses a student can choose. The standards would go into effect with the class of 2002.

ddThe bill's sponsor, Sen. Gene Watts, R-Galloway, also wants a tougher proficiency test for students to graduate. The current ninth-grade test measures learn

ing through eight grades. The new tests, which students could start taking at the beginning of their junior year, would test knowledge through 10 grades.

ddThe Department of Education believes the reforms are needed, said Gene Harris, chief program officer.

dd"I am convinced at this critical juncture in Ohio's educational reform discussions, we must connect educational spending with accountability for results, assuring better conditions, and setting new graduation requirements," Ms. Harris told the committee.

ddThe House and Senate finance committees, meanwhile, continued hearings on the funding portions of the school reform package -

particularly the penny-per-dollar

increase in the state sales tax and plans to roll back residential property taxes.

ddSenate Finance Chairman Roy Ray, R-Akron, told reporters that he expects lawmakers to have a new version of the legislation ready for the committee Tuesday.

ddThat's too soon for Sen. Judy Sheerer, D-Shaker Heights.

dd"We should take our time on this," Sheerer said. "This is a situation that will affect 1.8 million kids. It deserves the full attention of the Legislature."

ddSheerer renewed the Democrats' opposition to the legislative race to beat the Aug. 6 deadline for placing issues on the November ballot, arguing instead that

the legislation should be parceled out to various House and Senate committees.

ddWhile Gov. George Voinovich and Republican legislative leaders have insisted on the condensed timetable, Democrats maintain the Legislature could let the voters

have their say in a special election early next year.

ddRay accused the Democrats of stalling.

dd"It's unfortunate they want delay for political reasons," he said.nyxddd

Publication#W\ PJP# 15. Education Daily"Publication" #:\ P^P#July 16, 1997

Headline#\ P_P# ENROLLMENTS WILL SWELL BY 2006-07, NCES
SAYSHeadline #:\ P`P#

\$d\$Total K-12 enrollment will jump to 54.3 million by 2006-07, according to data recently released by the National Center for Education Statistics (NCES).

The Education Department's statistics branch is forecasting a 7 percent rise from 1994-95 figures for public and private enrollment over the next 12 years.

ddMeanwhile, enrollment in higher education institutions will increase 16 percent during the same period, according to the projections.

ddBut anticipated increases will not be distributed evenly.

ddEnrollment in the West is expected to increase 17 percent, the largest gain; while enrollments are projected to rise by 9 percent in the South and 1 percent

in the Northeast, and to decrease by 1 percent in the Midwest.

ddReflecting fluctuations in the 18-year-old population, the number of high school graduates is projected to surge at least 20 percent, from 2.5 million in 19

94-95 to 3 million by 2006-07.

dd"Projections of Education Statistics to 2007" is \$19 from National Center for Education Statistics, Superintendent of Documents, P.O.

Box 371954, Pittsburgh

, PA 15250-7954, (202) 512-1800. Cite document number NCES97-382. Jonathan Foxn
yxddd

Publication#W\ PaP# 16. Education Daily"Publication" #:\ PbP#July 16, 1997

Headline#\ PcP# SPECTER EYES SCHOOL FUNDS FOR
ANTI-CRIME PROGRAMSHeadline #:\
PdP#

\$d\$The chairman of the Senate education funding panel this week may propose allowing states to tap vocational education, school-to-work and job training funds for youth crime prevention programs.

Sen. Arlen Specter, R-Pa., is considering an amendment to the Senate's bill to revamp juvenile justice programs that would let governors use vocational, school-to-

-work, tech prep, vocational rehabilitation, adult education and Job Training Partnership Act funds for youth crime prevention activities.

ddThe House yesterday afternoon was poised to vote on its version of the juvenile justice bill, H.R. 1818, which would allow states to use block grants to cur

b juvenile delinquency for education and job training programs (ED, June 20).

ddThe Senate Judiciary Committee, which started to mull over about 100 amendments to S. 10 last week, resumed votes on amendments yesterday and may vote on the entire bill tomorrow.

ddA draft of Specter's amendment obtained by Education Daily says states could

use the funds for remedial services for juveniles after "consultation" with the Education, Labor and Health and Human Services departments. Voc ed lobbyists fear that language would essentially give the federal agencies no authority to stop such use of the funds.

ddSpecter serves on the judiciary panel and is chairman of the Senate Labor, Health and Human Services and Education Appropriations Subcommittee, which is expected to take up its fiscal 1998 plan Monday.

ddVoc ed advocates already have fired off letters to Specter and other Judiciary Committee members warning of the consequences of his proposal.

ddIn a July 1 letter to Specter, the American Vocational Association (AVA) noted that voc ed programs for corrections, which include programs for young criminals, already receive 1 percent of funds appropriated under the Carl D. Perkins Vocational and Applied Technology Education Act.

dd"Allowing all Perkins funds to be directed to this effort would be devastating to the vast majority to vocational- technical education students who are not in the criminal justice system," wrote Bret Lovejoy, AVA's executive director.

ddVoc ed supporters say lawmakers should authorize separate funding for remedial services under the bill.dd"S. 10's failure to provide the remedial services necessary to solve our nation's juvenile delinquency challenges is not cause to allow complete redesignation of Perkins funds," wrote Kimberly Kubiak, executive director of the National Association of State Directors of Vocational Technical Education, in a separate letter to committee members.

ddNancy O'Brien, AVA's assistant director for government relations said the solution is not to take money from the school system and put it into new programs specifically aimed at youth crime, but the reverse: Congress should strengthen education so special crime prevention programs for youths aren't needed.

dd"Let's build on the best youth crime prevention system that we have: the education system," O'Brien said. "Matthew Dembickinyxddd

Publication#W\ PeP# 17. Education Daily"Publication" #:\ PfP#July 16, 1997

Headline#\ PgP# HOUSE VOC ED BILL CHANGES QUELL CONSERVATIVE ATTACKSHeadline # :\ PhP#

\$d\$The House tomorrow is expected to draw enough GOP votes to pass a vocational education bill over Democrats' objections to funding changes.

Republicans on the House education committee appear to have headed off conservative criticism that could have doomed H.R. 1853, which would reauthorize the Carl D. Perkins Vocational and Applied Technology Education Act.

ddKris Ardizzone, executive director of the Eagle Forum's legislative office in

Washington, D.C., said this week that she hasn't entirely reviewed H.R. 1853, but her group wouldn't oppose or back the bill if it's deemed acceptable. Some bill supporters were initially concerned H.R. 1853 could meet the same fate as last year's efforts to revamp vocational education under a massive training consolidation bill, which conservative groups claimed was designed to peg students for specific low-skill jobs (ED, Sept. 30, 1996). GOP staff of the House Education and the Workforce Committee said yesterday at a press briefing on the bill that they're confident they have broad-range support among Republicans to pass the bill, but will continue to try to compromise with Democrats on the in-state funding formula.

Democrats' Discontent Republicans have made few concessions to Democrats, who have vowed to vote against H.R. 1853 unless Republicans give in to some of their demands.

The House education committee last month narrowly passed the bill, reflecting Democrats' discontent primarily with changes to the local funding formula (ED, June 27).

H.R. 1853 would change the formula for states to distribute vocational funds to school districts starting in fiscal 1999.

It would use a formula based half on districts' population ages 15-19 and half on the poverty rate of that group.

While Republicans contend this would lead to several cities receiving more federal funds, Democrats argue it would hurt urban schools, and they want a formula based mainly on poverty (ED, June 26).

Dousing The Fire To ease conservative groups' concerns, Republicans agreed to language that would, in part, prohibit using the Perkins funds on programs below the seventh-grade level.

The bill says federal vocational funds couldn't be used to require youths to pursue a specific career or to attain a skill certificate, and stresses that students could change their course of training (ED, June 3).

The Eagle Forum continues to oppose a related bill even after Republicans tinkered with it to make it more palatable to the group. H.R.

1385, a House bill to rework federal job training programs, specifies that local workforce development boards couldn't mandate school curriculum (ED, May 28).

The House easily passed that bill after Republicans and Democrats both asserted it would decrease, not increase, federal involvement in local education and job training programs. H.R. 1385 would merge more than 60 federal job training programs into three state block grants (ED, May 20).

Republicans on the Senate Labor and Human Resources Committee plan to release a bill to again try to consolidate vocational and job training programs before Congress breaks for its August recess. Sen. Edward Kennedy, D-Mass., last week int

roduced the Clinton
administration's vocational bill, which would base the local Perkins
formula solely on Title I figures (ED, July 14). +Matthew Dembickinyxddd

Publication#W\ PIP# 18. Education Daily"Publication" #:\ PjP#July 16, 1997

Headline#\ PkP# HEARING OFFICERS' POWER SPARKS CALL FOR
NEW RULESHeadline #:\

PIP#

\$d\$With federal law granting hearing officers greater authority in special education
disputes, advocates for students are asking the
Education Department for
rules that would require additional training.

Liz Healey, a member of Pittsburgh's school board, told ED staffers Monday that
hearing officers will need training before
deciding when to temporarily change

a disabled student's placement"for up to 45 days"if a school proves the child
is substantially likely to inflict harm in class.

ddAnd Paul Marchand, director of governmental affairs for The Arc, repeated those
sentiments yesterday, saying ED should require

hearing officers to undergo training and meet standards for impartiality before being empowered to make alternative
placement decisions.

ddThe hearing officer's authority and extended alternative placements are just
two of the major changes in the new Individuals with

Disabilities Education Act

(IDEA) signed into law last month.

ddED began meetings Monday with advocates on writing rules for P.L. 105-17, continued
yesterday and plans to hold two more sessions

today. Staffers aren't indicating

provisions they will address in the regulations, expected this fall.

ddIDEA does not include requirements for a hearing officer's training or impartiality.

ddDixie Jordan, parent services coordinator for the Parent Advocacy Center for
Educational Rights in Minneapolis, said ED should

explicitly require that officers

not be retired school staff or visiting special education instructors from
another district.

More Or Less? The first day of testimony came primarily from parent groups who
want ED to detail a number of provisions in the new law, but
representatives

for states urged a minimalist approach.

ddNew requirements for individualized education programs (IEPs) and procedural
safeguards "are pretty fleshed out" in the law, said

Carnie Hayes, director of

federal-state relations for the Council of Chief State School Officers.

dd"We believe in letting IDEA speak for itself."

ddStill, parent advocates asked ED to

* Identify specifically when a disabled student may be excluded from a state-
or district-wide assessment and given an alternate test

instead. The new law requires

that such students be included in regular assessments starting July 1,

1998, and in needed alternate exams
by July 1, 2000 (ED, July 9).

dd* Explain what is meant by the "regular education curriculum." Starting next
July, IDEA will require IEPs specify students' access to
that curriculum. Denis

e Rozell, representing the American Foundation for the Blind, urged ED to assure
schools that access to the general
curriculum does not always mean choosing one
particular placement.

dd* Ensure that interagency agreements which must outline noneducational agencies'
responsibility for disabled students' assistive
technology, related service

s, supplementary aids and services and transition services costs+are not used as
a rationale for delaying the
services to kids. The law allows schools to pay
for items and then seek reimbursement (ED, March 12).

dd* Mandate that schools provide parents with a list of the full range of placement
options. The new law requires that parents be members
of any team that makes
placement decisions (ED, March 10).

dd* Set timelines for what is meant by "expedited hearings" in special education
disputes. Schools and parents can request such expedited
sessions when they disagree over whether a child's misconduct was related to the disability, which
will determine the discipline options.

dd* Define what is meant by causing "injury" to another student. While the law
allows alternative placements for dangerous students,
that could be misapplied

to a child who uses an assistive technology device and bumps into another, said
Edward Burke, lobbyist for the
Consortium of Developmental Disabilities Councils.

ddBarbara Raimondo, representing the Conference of Educational Administrators of
Schools and Programs for the Deaf, said rules
implementing the new requirement
that state funding formulas not result in restrictive placements "should protect
children appropriately
served in specialized schools."

dd Judith Heumann, ED's assistant secretary for special education and rehabilitative
services, said Tuesday she hopes to hold six
regional public hearings after
draft rules are proposed in September. "William J. Cahirnyxddd

Publication#W\ PmP# 19. Education Daily"Publication" #:\ PnP#July 16, 1997

Headline#\ PoP# TITLE I DIRECTORS HOPEFUL FOR SMALLER
ACHIEVEMENT GAPHeadline

#:\ PpP#

\$d\$State Title I directors are optimistic that their revamped programs can narrow
the achievement gap between low- and high-performing
students within 10 years,
but they aren't confident they can eliminate that gap.

Of 42 state directors surveyed, 45 percent estimated it would take six to 10 years to narrow the achievement gap, and 40.5 percent said it would take no more than five years, according to results released Monday. But nearly 76 percent said it would take 10 years or more to close the gap, according to a survey conducted by the National Association of State Title I Directors.

A recent Education Department study found that the compensatory education program that preceded Title I, called Chapter I, had no effect on the achievement gap between 1991 and 1994 (ED, April 2).

But since then, the program has been reauthorized, and state directors are using its emphasis on schoolwide efforts, standards and assessments, and local flexibility to strive for improvement, the survey says. Still, only 28 percent say they've seen progress in closing the gap since the amendments in the 1994 Improving America's Schools Act (IASA).

From Pull-Outs To Schoolwide "Positive changes have occurred more quickly and in more areas in schoolwide programs than in targeted assistance programs," the report

says, though both types have seen more parental involvement and professional development. Schools that serve only students specifically eligible for Title I still aren't putting much emphasis on high-quality curriculum or extended-time strategies, which ED has been stressing.

In the 1996-97 school year, nearly 27 percent of Title I schools were schoolwide programs, up from 18 percent the previous year. IASA gradually lowered the poverty threshold for using Title I funds for whole-school reform to 50 percent in 1996-97, enabling fewer campuses to rely on pull-out programs.

Moreover, ED Title I Director Mary Jean LeTendre has said that even more relatively well-to-do schools could likely get waivers to implement schoolwide reforms if they applied (ED, Dec. 10, 1996).

Standards And Testing While the reauthorization of Title I requires states to write content and performance standards for reading and math by the upcoming school year, many states are developing these gauges in other topics as well, the report says.

All 43 states surveyed on this question had content standards either fully implemented or under development in reading and math. Fewer had performance standards ready.

As of the 1995-96 school year, about a third of the states had fully developed assessments in place while most of the remaining states were developing or piloting their tests.

The tests are viewed as the most potent change agents.

Asked what would have the most long-term impact on raising student achievement, state Title I directors most often answered accountability and assessments.

The second most popular answer was standards.

Flexibility Applauded An overwhelming number+81 percent+of state directors said the revamped law allows freedom in local Title I design.

The number of waiver requests jumped from 131 in the 1995-96 school year to 169 the following year, and few were rejected,

indicating "an effective way to a

tain flexibility," the report says (ED, Nov. 18, 1996).

Moreover, the number and percent of waivers designed to maintain current programs " such as school attendance boundaries "

dropped while the number and perc

ent of waivers for schoolwide programs increased.

Many districts withdrew their waiver requests because it turned out they were n't needed, an indication that districts need more assistance

to learn what ref

orms they can undertake.

"Local teachers and administrators are becoming more empowered" in designing Title I programs, said Richard Long, executive director

of the state officials'

group. "They don't necessarily have the [technical] background, so we are trying to put out the information."

"Title I: A Program in Transition" is \$20 from National Association of State

Title I Directors, 444 North Capitol St. NW, Suite 422,

Washington, DC 20001,

(202)624-8911. " Laureen Lazarovicinyxddd

Publication#W\ PqP# 20. Education Daily"Publication" #:\ PrP#July 16, 1997

Headline#\ PsP# HOUSE PANEL AIMS TO HIKE ED FUNDING BY \$3

BILLIONHeadline #:\

PtP#

\$d\$The House education funding panel yesterday proposed a \$2.8 billion increase for the Education Department in fiscal 1998, seeking

major raises for special

education and Title I, and provisional approval for some of President Clinton's new initiatives.

The House Labor, Health and Human Services and Education Appropriations Subcommittee approved, by voice vote, its plan

to provide nearly \$29.32 billion for ED

, up from \$26.48 billion this year. That figure is for programs subject to annual appropriations, and

excludes spending on programs Congress must fund for all eligible recipients, such as student loans.

The subcommittee approved nearly \$7.7 billion for Title I grants to local education agencies in fiscal 1998, up from \$7.3 billion this

year and more than Cl

inton's request of \$7.5 billion.

And the as-yet unnumbered bill would level-fund Title I capital expenses, even though the U.S. Supreme Court ruled last month that

services can be provided

inside religious schools (ED, June 24). ED has said the money previously spent for items such as classroom vans

off campuses would be better spent on services

State grants for special education would get \$4.08 billion from the panel, besting the \$3.79 billion they received this year and the \$3.95 billion Clinton requested, but not enough to trigger a new funding formula under changes to the Individuals with Disabilities Education Act (ED, July 7). School-age programs would receive \$3.35 billion, preschool grants would total nearly \$389 million, and early intervention would hit \$341 million, with increases for all.

The panel set aside \$260 million for Clinton's children's literacy initiative, America Reads, to be spent in fiscal 1999 if Congress authorizes the program by April.

Education Secretary Richard Riley sent a letter to Chairman John Porter, R-ILL., urging his panel to fund the program in fiscal 1998, as agreed to in principle in the budget resolution Congress passed.

In the same vein, the subcommittee's bill would require the National Academy of Sciences to review the results of the field test of Clinton's national testing program by next June. It would prohibit administration of the reading and math tests nationally, slated for spring 1999, until the study is completed.

The only new Clinton proposal that didn't draw fire from the panel was after-school centers, which it would fund at \$50 million, as the president requested.

Porter said he wouldn't fund "low-priority programs" such as Goals 2000 and Safe and Drug-Free Schools at the levels Clinton requested. Under the bill, Goals 2000 "which the panel tried to eliminate last year" would see its funding fall from \$491 million to \$475 million next year. State grants for Safe and Drug-Free Schools would rise by \$2,000, to \$556 million.

The panel's ranking Democrat, Rep. David Obey of Wisconsin, said "we are not enthusiastic about the bill, but we can live with it."

The bill would zero out at least 16 ED programs, including State Student Incentive Grants and urban community service, programs for native Hawaiians and Alaska Natives, and the Star Schools technology program.

Funding for school technology programs would rise from \$200 million to \$460 million.

Under the bill.

* Pell Grant maximum awards would rise from \$2,700 to \$3,000, as Clinton requested.

* Bilingual and immigrant education would get \$354 million, Clinton's request, up from \$261.7 million.

* Impact aid would get \$796 million, up from \$730 million this year, although Clinton wanted a cut.

* State grants for vocational education would increase from \$1.132 billion to \$1.137 billion, while Tech prep would rise by \$5 million, to \$105 million; and

* School-to-work programs would get level funding, \$200 million each for the

Education and Labor departments.

ddSeveral parts of the bill emphasize "whole-school" reform, with a new, \$150 million line item under Title I local grants, and \$50 million for efforts in non

-Title I schools under the Fund for the Improvement of Education.

ddUnder HHS's budget, the panel met Clinton's plan to hike Head Start funds to \$4.3 billion.

ddThe House Appropriations Committee expects to take up the bill within the next two weeks, and Senate education appropriators will work on their bill Monday.

"Laureen Lazarovicinyxddd

Publication#W\ PuP# 21. Chronicle of Higher Education Academe Today"Publication" #:\ PvP#July 16, 1997

Headline#\ PwP# 17 Conn. Colleges Could Lose U.S. Aid for Barring Military Recruiters

Headline #:\ PxP#

By KARLA HAWORTH

ddThe Pentagon last week released a list of 17 colleges and universities in Connecticut that could lose their federal contracts and grants because of a state

law that bars military recruiting on their campuses.

ddThe institutions that could be affected are all four campuses of the Connecticut State University System, all 12 campuses of the Connecticut Community-Technical College System, and Charter Oak State College. The list was published in Tuesday's issue of the

Federal Register.

ddAlso in Tuesday's Federal Register, the Pentagon indicated that 10 out of 13 colleges that had previously been singled out as having

"anti-military" policies

remained on a similar list. They are City College of San Francisco, Mills College, Kenyon College, and seven law schools.

ddThose and other colleges have prohibited recruitment on their campuses because, they say, the military's "don't ask, don't tell" policy for dealing with gay

people violated their campus anti-discrimination policies.

ddIn the last year, however, some colleges, including Sonoma State University and California State University at Sacramento, have reversed their policies barring

ing military recruitment. They acted out of a fear that their students would lose financial aid under a 1996 law

that bars the Departments of Education, Energy,

and Health and Human Services, among other agencies, from giving grants or awarding

contracts to colleges that prohibit military recruiting on their campuses.

A similar 1995 law forbids the Pentagon to grant money to colleges that bar

military-recruiting programs.

ddFederal law requires the Department of Defense to publish every six months a list of higher-education institutions that are ineligible for federal aid. In F

February, the Education Department announced that students at colleges deemed by the Pentagon to have "anti-military" policies would not lose their eligibility for Pell Grants or federal student loans. Because of that announcement, some colleges, such as

Kenyon, said they had no plans to change their policies barring military recruiting.

The Connecticut colleges, however, are caught between conflicting federal and state laws. In 1991, the state enacted a gay-rights law that bars state agencies

from discrimination in employment on the basis of sexual orientation. State lawmakers subsequently passed a law exempting Reserve Officer Training Corps programs from the gay-rights statute.

Last year, the Connecticut Supreme Court ruled that the gay-rights law forbade on-campus recruiting by the Pentagon because the military was a discriminator

employer. But under the 1996 federal law, the colleges risk losing aid from the Departments of Education

and of Health and Human Services. The federal government has given the colleges until March 29, 1998, to comply with the law.

Natalie Turner, a spokeswoman for the Connecticut State University System, said that public colleges in the state were working for an exemption from the federal

law, or an extension of the time to comply with it. The institutions, she said, also are opening negotiations

with the Defense Department to find an acceptable

way for them to comply with the federal law while protecting gay students' rights.

"If that fails, we'll attempt to change the state law," Ms. Turner said. "Whatever course we take, we want to make sure it protects our students, both in receiving

federal funding and in their right to be in an environment that doesn't discriminate."

Publication#W\ PyP# 22. Chronicle of Higher Education Academe Today"Publication" #: \ PzP#July 16, 1997

Headline# \ P{P# Education Dept. to Investigate Bias in Law-School

Admissions at

U. of Cal. Headline #: \ P|P#

By DOUGLAS LEDERMAN

The U.S. Education Department is investigating whether the University of California discriminated against minority applicants to its three law schools this

spring by using admissions standards that favor white and male students.

The department's decision to investigate, which it revealed in a letter to the university last week, is seen as a direct challenge to the July 1995 vote by

California's Board of Regents to ban consideration of race in admissions.

In a July 11 letter to Richard C. Atkinson, the university's president, the department also said that it had found no evidence that the law schools' current

admissions policies discriminated against women, or that university officials had purposely sought to reduce the number

of minority students who applied or were admitted.

Those were among the charges made in a complaint to the Education Department in March by six organizations that represent minority groups and women. The complaint cited steep drops in the numbers of minority students who had applied to and been accepted by the university's professional schools.

The groups charged that in the wake of the ban on affirmative action, the university was using admissions standards that were systematically biased against minority students and women. The standards discriminated, the groups argued, by relying too much on standardized-test scores, by weighing students' past professional experiences, and by adjusting applicants' undergraduate grade-point averages depending on the perceived quality of the college they had attended.

The regents' policy barring the use of racial and gender preferences affected students who applied to the university's graduate and professional schools for enrollment this fall, and will affect undergraduate applicants beginning next year.

In the letter, an official of the department's Office for Civil Rights wrote that the office had found "sufficient information" to begin an investigation in to "whether the admissions policies and procedures currently in use" at the university's Berkeley, Davis, and Los Angeles law schools violated federal civil-rights laws. The letter said that the investigation would cover black, Hispanic, Asian, and American Indian students at the Berkeley and Los Angeles law schools, and black, Hispanic, and Asian students at Davis.

"As admissions data for the 1997-98 school year becomes available for other graduate and professional schools, O.C.R. may identify additional schools for investigation," the letter said.

Joseph Jaramillo, a lawyer for the Mexican American Legal Defense and Education Fund, said Tuesday that he was not surprised that the department had agreed to investigate.

"The numbers were so stark, the federal government could hardly sit still and ignore the situation," he said. "The numbers scream out discriminatory impact."

He noted that Berkeley's law school had admitted one in 20 black applicants and one in nine Hispanic applicants, compared with almost one in four white applicants.

Mr. Jaramillo said the university's admissions standards could be greatly improved by placing less weight on standardized-test scores, by no longer adjusting applicants' grade-point averages based on where they had attended college, by taking into account applicants' ability to overcome racism, and by considering "what one will bring to the intellectual process by virtue of one's diverse background."

ckground." The last
criterion is specifically banned by the regents' policy, he
acknowledged, but the others would be permitted.
ddCritics of affirmative action derided the Education Department's decision to
investigate as a political payoff by the Clinton
Administration to the minority
groups that are a core Democratic constituency.
dd"The President has simply entered this to give them some comfort, because the
preference cartel is taking its lumps in the courts," said
Ward Connerly, a Ca
lifornia regent who led the campaign for the ban on considerations of race. The
big drop in the number of minority
applicants admitted to the law schools, he
argued, showed just how much the university had depended on racial preferences
in the past.nyxdddy

Publication#W\ P}P# 23. Chronicle of Higher Education Academe Today"Publicati
on" #: \ P~P#July 16, 1997

Headline#\ PP# Pell Grants and NIH Would Get More Money Under
Bill Approved by
House PanelHeadline #: \ PP#
By STEPHEN BURD and PAULETTE WALKER CAMPBELL
ddA House of Representatives panel approved a bill Tuesday to raise the maximum
Pell Grant to \$3,000 for fiscal 1998 and to increase
the budget of the Nationa
l Institutes of Health by 6 per cent.
ddThe \$300 increase in the maximum Pell Grant would represent a major victory f
or President Clinton, who has pushed for it.
ddThe increase for the N.I.H., while not as large as supporters of biomedical r
esearch had wanted, was far more generous than many
lobbyists had feared the ag
ency would receive this year.
ddThe Appropriations Subcommittee on Labor, Health and Human Services, and Educ
ation approved the bill unanimously on a voice
vote. ddIn the weeks leading up
to Tuesday's vote, some observers had predicted that it might be difficult for
the subcommittee to increase
spending on education " in fulfillment of promise
s made in the balanced-budget agreement between President Clinton and Republica
n
Congressional leaders " without giving short shrift to biomedical research.

ddBut the bill, as crafted by Representative John Edward Porter, the Illinois R
epublican who chairs the subcommittee, provided sizable
increases for both the
maximum Pell Grant and the N.I.H.
ddRepublicans and Democrats alike applauded Mr. Porter. Representative David R.
Obey of Wisconsin, the ranking Democrat on the
panel, said "we can feel good"
about the increases in Pell Grants, in the N.I.H.'s budget, and in programs for
minority and disadvantaged
students. However, Mr. Obey added, "There are many
items in this bill that I think do not adequately represent the level of invest

ment

necessary to provide for the economic growth of this country or to provide for an equitable distribution of opportunity to all of our citizens."

ddThe Clinton Administration and the higher-education associations were pleased that the House panel had approved \$500-million to make Pell Grants available to

about 200,000 more single, independent students. That amount was about \$200-million less than the

President had requested for the purpose, but Edward M. Elm

endorf, vice-president for governmental relations at American Association of State

Colleges and Universities, said that it would "help immeasurably in restoring

equity as well as eligibility to a critical group of

students who were disen

franchised in 1992, when they lost eligibility for the grants or had their awards reduced."

ddIn 1992, when Congress last revised the Higher Education Act, it lowered from \$6,400 to \$3,000 the amount of money an independent

student could earn each year

and still qualify for a Pell Grant.

ddStill, the money the House subcommittee would provide for such students could

not be spent unless Congress changed the government's

formula for deciding who

is eligible for the grants. In his fiscal-1998 budget request, President Clinton

proposed increasing the income

allowance for single, independent students from

\$3,000 to \$9,000.

ddMr. Elmendorf said that Congress would have to act quickly to approve legisla

tion to change the Pell Grant formula. The money would

be wasted, he said, if

lawmakers waited to make the changes as part of their consideration of the Higher

Education Act, which expires in

September.

ddAmong the subcommittee's other actions on student aid:

ddThe panel was slightly more generous than the Administration in its support for

two programs: the College Work-Study program and

the TRIO programs for disadvantaged

students. The subcommittee would provide \$860-million for work-study,

\$30-million more than

it is receiving this year and \$3-million more than the President

proposed in his budget request. For TRIO, the House subcommittee would

provide \$532-million, \$32-million more than it has this year and \$7-million more

than the President wanted.

ddThe subcommittee would reduce the federal contribution to the Perkins Loan Program

by \$23-million for fiscal 1998. The President

had proposed holding the program

steady at \$158-million, the same amount it is receiving in 1997.

ddThe subcommittee, like the President, would eliminate the State Student Incentive

Grant Program.

ddSubcommittee's Actions on Research and Technology

ddAs it has done in recent years, the subcommittee provided significant support

to the N.I.H. and the Centers for Disease Control and

Prevention.

ddUnder the panel's plan, the N.I.H. would receive \$13.5-billion for fiscal 199

8, up from the \$12.7-billion that the agency is receiving this year. That amount is significantly larger than the \$13-billion that President Clinton had requested. But it is smaller than the 9-per-cent increase that N.I.H. officials had said they needed to keep pace with inflation and to support new areas of research.

The panel's budget for the agency would provide \$90-million for the next phase of construction of the Clinical Research Center on the N.I.H. campus, in Bethesda, Md. The fiscal-1997 appropriation allocated \$90-million for the first phase.

The bill also would provide \$500,000 for the National Foundation for Biomedical Research, a non-profit organization created last year to raise money from the private sector for biomedical research.

Lobbyists for biomedical research were somewhat disappointed with the panel's budget for the N.I.H.

"Given the scientific opportunities and the pressures that are on the N.I.H. with regard to the number of applications that deserve funding, 6 per cent would be okay, but it would be somewhat inadequate," said Janet Shoemaker, the spokeswoman for the American Society for Microbiology. "We are hopeful that the Senate will recommend at least 7.5 per cent, and maybe we'll get something closer to 7 per cent when the two bills come together."

For the C.D.C., the panel recommended an \$82-million increase over the current fiscal year's spending level, bringing the agency's fiscal-1998 budget to \$2.384-billion. The Health Professions Training Program, which President Clinton had proposed to cut significantly, would receive \$306.5-million under the panel's plan, an increase of \$13.7-million over this year's level.

The full Appropriations Committee is expected to vote on the bill on July 22.

ddnyxddd

Publication#W\ PP# 24. The Chronicle of Higher Education"Publication" #:\ PP# July 18, 1997

Headline#\ PP# Colleges Gear Up to Offer On-Line Applications for AdmissionHeadline #:\ PP#

By Lisa Guernsey

Even though many high-school seniors say they would prefer to fill out college applications on line, only a few institutions offer that option. But admissions officials at many colleges say they're working to improve their on-line capabilities.

Admissions offices around the country are spending the summer months gearing up to digitize the application process. A number of administrators envision World-Wide Web pages with forms that can be filled out and submitted at the click of a button. And they want

the incoming applications to be channeled directly in to a custom-designed admissions data base.

But getting there isn't easy. First, many colleges are still trying to design Web sites that will be inviting to prospective applicants. And admissions officials

say they're not yet ready to set up the data bases and networks necessary to handle information from on-line

applications. They also are concerned about

security issues: How should students send in their fees? What about their signatures?

So far, in fact, few colleges have offered true on-line forms.

"In terms of actual on-line, 'click-and-send' applications, a small minority has gone this far," says Kenneth E. Hartman, director of elementary and secondary

programs for the College Board. He writes an on-line column about the Internet for college-bound students

(<http://www.collegeboard.org/gp/hartman/html/intro.html>).

More than one-third of the seniors who are applying to college for 1998 would prefer to fill out their applications on line, according

to a survey released

by a college-marketing company called the Art & Science Group. That number is up from 11 per cent the year before.

The University of Delaware, which has offered on-line applications since last summer, lets students answer the fill-in-the-blank

questions on the Web (<http://www.udel.edu/admissions/application.html>).

But the personal statement and essay, along with the \$40

application fee, must be mailed in.

Last year, the university received about 400 applications through the Internet and nearly 16,000 in the mail. So far this year, the number

of applications received

on line for admission this fall is already triple last year's total, according to the admissions office. "It's only going

to continue to increase," says

Jeffrey Rivell, senior associate director of admissions.

The California State University System offers Web-based college applications

(<http://www.co.calstate.edu/admissions.html>), but it hired a private company, X

AP Corporation, to produce them. To apply using the Web, students must register with the company. The process

creates passwords for registrants, allowing them

to return to their applications on line until the work is complete.

California State applicants can also download copies of applications and work on them off line. In fact, electronic applications that are

downloaded appear

to be more common than those filled out on line. Dozens of universities have set up links from their home pages on

the Web to pieces of software or text files

that can be saved on the applicant's personal computer. But doing so can be frustrating for people

who lack sufficiently advanced computers and Web browsers.

Downloading and viewing the files almost always require the use of special software

ware.

After students have filled out such applications, they are to print out the finished forms and mail them in, along with a diskette containing the data. (On some campuses, once an application arrives, it is entered into an admissions database by hand " an incongruous step, given that the applications first existed in electronic form.)

High-school guidance counselors usually prefer such a system, says the College Board's Dr. Hartman, because they want a chance to see the applications before they are submitted.

But would students choose downloaded applications over Web-based forms that don't require paper or diskettes at all? The new options that will be available this fall will help answer that question, Dr. Hartman says.

For hundreds of colleges that are farther from the cutting edge, electronic applications are still months or years away. But many institutions have provided

at least some on-line interactivity on their Web sites. Some have created request forms so that students can sign up to receive paper applications by mail. Others have posted notices announcing that electronic applications will be available by the fall.

Nearly all of them have included e-mail addresses on their Web pages. "Colleges are now being inundated with messages," Dr. Hartman says.

Indeed, many colleges report that as more and more high-school students explore the Web, the biggest challenge for admissions offices will be a problem far more basic than getting the application process on line. Who, admissions directors want to know, is going to answer all that e-mail?

Publication#W\ PP# 25. The Chronicle of Higher Education"Publication" #:\ PP# July 18, 1997

Headline#\ PP# California Community Colleges to Be Wired for VideoconferencesH eadline #:\ PP#

All 107 of California's community colleges are getting wired for Internet videoconferencing, which will let them expand their distance-education offerings.

The new capability is part of a two-year upgrade that will link the community colleges to an existing high-speed network that serves the California State University System. The upgrade is being coordinated by Butte Community College, which was chosen by the chancellor's office of the community-college system to receive a \$2.5-million grant to oversee the project.

The upgrade "will open the full potential of distance education and the Internet to every community college in California," said LeBaron Woodward, dean for

instructional technology in the chancellor's office. Butte, in northern California, was chosen to coordinate the project, he said, because it has a history of offering distance education in a rural area and because it has close ties to the Chico campus of the state-university system.

By piggybacking onto the state-university network rather than building their own, the community colleges are saving a significant amount of money, officials

say. The state-university system is expanding the network to accommodate the additional users.

Publication#W\ PP# 26. The Chronicle of Higher Education"Publication" #: \ PP# July 18, 1997

Headline# \ PP# Students on Welfare Have Much at Stake in Budget Negotiations

Headline #:\ PP#

By Douglas Lederman

Among the many decisions Congressional negotiators will make this month as they craft compromise legislation to balance the federal budget is one that could

make it much harder for welfare recipients to remain in college.

The welfare law that President Clinton signed last fall specified that at least a quarter of a state's welfare recipients be engaged in

"work-related activities" by this fall.

States short of this goal risk losing a share of their federal welfare funds.

The proportion of welfare recipients who must work is set to rise to 50 per cent

nt, in annual five-point increments, by 2002.

But the welfare law left unresolved one important question: In meeting the work requirement, to what extent may states count welfare recipients who are getting

ing vocational training? A state will be unlikely to encourage welfare recipients to stay in college if their study does not help it meet the work standard. So

recipients on track to learn a real skill, and possibly start a career, might be forced to quit to get a job immediately.

The bills approved by the Senate and House of Representatives last month to balance the federal budget in five years attempted to resolve the question of whether

whether vocational education counts as work.

But the measures provided radically different answers, which negotiators from the two chambers began trying to sort through last week.

The Senate bill would offer the more generous solution, allowing a state to count up to 20 per cent of its entire welfare caseload toward the work requirement

nt. In a state with 100,000 welfare recipients, for instance, 25,000 would have to work, but 20,000 of them " 20

per cent of its overall welfare caseload " could be getting job training in college.

The House bill itself offers two clashing alternatives. One, proposed by the House Ways and Means Committee, would permit 30 per

cent of the 25 per cent of a state's welfare recipients who must work to be vocational students. So in the state with 100,000 recipients, 7,500 " 30 per cent of the 25,000 who must work " could be counted as working as they get a vocational education.

ddThe other House measure, drafted by the Committee on Education and the Workforce, would cap the proportion of welfare recipients in vocational training at 20 per cent of the state's working welfare recipients. In other words, in a state with 100,000 welfare recipients, 5,000 " 20 per cent of the 25 per cent who must work " could be getting a vocational education.

ddThat proposal contains another restriction that could further limit the number of welfare recipients that states allow to remain in college. It would interpret the new welfare law to count under the 20-per-cent cap teen-age parents who, because of another provision in the law, must seek their high-school diplomas or the equivalent. The Senate bill and the other House provision would exclude such students from their calculations.

ddThe number of welfare recipients who are teen-agers varies from about 3 per cent to 11 per cent in different states, and in some of them, "teens would take up the whole voc-ed cap," says Ashley Giglio, who monitors welfare issues for the American Association of Community Colleges. That would leave little room for states to count students in college vocational-education programs toward fulfilling their work requirements.

ddFrederick W. Capshaw, president of Community College of Philadelphia, believes that failing to count vocational education as work is shortsighted.

dd"It underestimates the potential of welfare recipients," says Dr. Capshaw, whose institution counts about 5,000 people on welfare among its 45,000 students.

"It doesn't lead to the permanent change in cycles of dependency that's needed to solve some of the welfare problems in this country."

ddMany of the vocational programs that the Philadelphia college offers include a requirement that students work in internships or clinics. Students in a nursing program work in a hospital, and those in the college's automotive program train at a dealership. "Why shouldn't that count as work?" Dr. Capshaw says.

ddConservative critics of welfare respond that allowing college study to count as work would repeat the errors of earlier federal welfare reforms, by letting recipients avoid work.

ddBut changing the standard to count more job training as work would not allow welfare recipients to avoid work for long, even if they were inclined to. Another provision of last year's welfare law limits welfare recipients to training programs that last no more than a year.

Publication#W\ PP# 27. The Chronicle of Higher Education"Publication" #:\ PP#
July 18, 1997

Headline#\ PP# States Press Their Colleges to Make Transferring EasierHeadline
#:\ PP#Subhead#[\ PP# New laws seek to make community colleges, which are l
ess expensive to
students and taxpayers, more attractive Subhead#:\ PP#

By Peter Schmidt

ddMore than a dozen states are trying to force their public colleges to be more
accommodating to transfer students, in some cases
mandating that the instituti
ons accept credits earned elsewhere.

ddIn Texas, for example, Governor George W. Bush last month signed a measure th
at requires every public college to offer an
undergraduate core curriculum that
can be automatically transferred to any other public institution in the state.

dd"In our increasingly mobile society, more and more students are starting thei
r education at one institution and finishing it at others,"

says State Senator

Teel Bivins, who sponsored the new law. "I wanted to remove the obstacles to th
eir completing their education." Mr.

Bivins, a Republican, is chairman of the S
enate Education Committee.

ddAlabama, Arizona, Connecticut, Florida, and Ohio have adopted similar measure
s. Most guarantee transfer students admission to other
public colleges. Unlike
the Texas measure, some also contain provisions requiring the students to attai
n minimum grade-point averages
or meet other standards.

ddNearly all of the states seeking to ease the transfer of students have, at th
e very least, begun prodding public colleges to use common
course titles and co

urse-numbering systems, which often are posted on the Internet to help students
with academic planning.

ddSeveral states have approached the task with a combination of new policies. N
orth Carolina is using common course numbers and
statewide transfer agreements,
and community colleges there have been told to switch their academic calendars
from quarters to semesters
to coincide with those of public universities.

dd"It costs too much money and takes too much time right now for a lot of stude
nts to get their college degree," says North Carolina State
Senator Virginia A.

Foxx, a Republican. She has called for the state to go a step further and make
it easier for residents to earn college
credits in high school.

ddFor now, the lawmakers and higher-education officials behind the new policies
in the various states are simply trying to help students
who otherwise might l
ose credits or have to repeat classes when they transfer from one public colleg
e to another.

ddBut in the long term, many of these officials say, they hope to unleash a qui
et revolution in their higher-education systems, with

two-year colleges assuming an expanded role in providing remediation and general-education credits to residents who plan to continue their education elsewhere.

Once barriers to student transfer are removed, they predict, the relatively affordable and cost-efficient community colleges will no longer be commonly viewed as a last resort for students who lacked the money or academic credentials to enroll directly in a four-year institution.

Many more residents, they say, will enroll in community colleges as the first step toward a bachelor's degree.

Such a change may already be under way in Massachusetts, where all public colleges have entered into statewide joint admissions agreements. "You really see the community college serving as the entry point for four-year colleges," says Carole A. Cowan, president of Middlesex Community College. Because two-year colleges charge lower tuitions and provide instruction at a lower cost to the state, the academic credits earned from them represent "a real value," she says.

The University of Massachusetts promoted the agreements so that it could feel free to raise its standards and offer less remediation.

"The goal is to have a better-prepared student enter the university," Dr. Cowan says.

Although colleges have long voluntarily entered into bilateral transfer agreements, many officials of four-year colleges are resisting state efforts to force changes in their transfer policies. They argue that such mandates infringe on their autonomy, and that the blanket transfer of community-college credits ultimately undermines the value of the degrees conferred by their institutions.

James R. Mingle, executive director of the State Higher Education Executive Officers Association, contends that the near-automatic transfer of credits threatens the coherence and integrity of the curricula at four-year colleges. In the upcoming issue of *Trusteeship*, published by the Association of Governing Boards of Universities & Colleges, he argues that the movement to insure easy transfers is based on a skewed definition of educational quality that focuses "almost exclusively on specific skill acquisition and educational experiences that are 'good enough.'"

Dr. Mingle and officials in some states say this push arises from an exaggerated perception of the obstacles to student transfer, a perception based largely on stories told by the small minority of transfer students who are denied credits.

"We have very few students who have problems transferring credits between institutions. However, the students who do have a problem tend to be very visible," says Michel Hillman, vice-chancellor for academic affairs at the North Dakota University System, which recently helped persuade the state legislature to drop

p a bill requiring colleges to accept all transfer credits, including those earned at private colleges.

In legislative hearings, system officials testified that at students had been allowed to keep all but about 50 of the 50,000 credit hours they

had tried to transfer into North Dakota State University last year.

ddAlthough the North Dakota system is adopting common course numbering wherever possible, it believes that "legislatively mandating that everything be accepted

as an equivalent is really not fair to students," Dr. Hillman says.

ddMany of the lawmakers behind these mandates say they hear from transfer students who complain that they have lost credits and have had to take repetitive or

unnecessary courses, at great cost to themselves and the state. "At a time when our state resources are incredibly

scarce, I don't think we can afford that kind

of inefficiency," says Senator Bivins, of Texas.

ddSome accuse four-year colleges of complicating the transfer process for motives less noble than a concern for educational quality. Noting that North Dakota's colleges receive state financing based on their enrollment, State Senator Dan

Wogslund, a Democrat, asks: "If they can keep you there for five years instead

of four, who is better off?"

ddKentucky State Senator Tim Shaughnessy recalls that he encountered "outright hostility" from college officials and professors when

he began trying to change

transfer policies in 1992. "You have this mindset among colleges in the system that, Yes, we are a state

institution, but we are different, we are unique. Do

not tell us what curriculum we should associate with our various academic programs."

ddMr. Shaughnessy says: "Excuse me, but English 101 is English 101."

ddIn 1996, he succeeded in winning overwhelming passage of a law that requires public four-year institutions in Kentucky to accept a

60-hour block of general-

education credits that transfer students have earned at community colleges.

ddState plans to make transferring easier tend to have the support of community college officials, many of whom share the belief that most

public colleges offer

credits of similar value for a given course.

dd"These days, there is very little distinctiveness among institutions. No one has a lock on a particular flavor of higher education," says

Edward J. Liston,

president of the Community College of Rhode Island, who has helped link his institution to dozens of others, inside and

outside the state, through transfer agreements.

Having such arrangements helps his institution draw students, he says

, adding that college

officials have a responsibility to broker such agreements

to help keep college costs down.

ddThe efforts to ease transfer appear to be gaining momentum, given high tuition and limited state budgets. In Georgia, where the

university and the technical

college systems agreed in 1994 to negotiate a set of transfer agreements, more

e than 280 such arrangements
are now in place, and the public colleges have beg
un a cooperative degree program in applied science.
ddThe South Carolina Commission on Higher Education is trying to insure that pu
blic-college students can automatically transfer blocks
of credits in various f
ields, including business administration, engineering, teacher education, and n
ursing. Kentucky officials are doing
the same for specific majors.
ddIn Utah, state officials hope that by simplifying transfers and getting more
students to start at community colleges, they can relieve
overcrowding at their
public universities. In other states, higher-education officials are trying to
address attrition-related problems by letting
transfer students from community
colleges replace students who have dropped out of four-year institutions. Beca
use community colleges
serve a disproportionate share of minority students, eas
ing transfer is also seen as a way to diversify four-year colleges.
ddMany of the officials behind such efforts say that students who transfer into
four-year colleges after earning associate's degrees have
proved just as capab
le of doing the work as students who entered as freshmen, and may be less likel
y to drop out.
ddSuch students enter the university with more appreciation for what they have,
says Dr. Cowan of Middlesex. "They know they have
a goal. They know they can g
et there from here."nyxddd

Publication#W\ PP# 28. The Chronicle of Higher Education"Publication" #: \ PP#
July 18, 1997

Headline#\ PP# In Pittsburgh Speech, Gore Lauds Clinton Plan for Tax
CreditsHe
adline #:\ PP#
By Douglas Lederman
ddThe Clinton Administration's plan to provide tax credits for college costs wo
uld help seven million more students than would the
competing versions Congress
has approved, Vice-President Gore said in a speech at the University of Pittsb
urgh last week.
ddThe Administration's credits would be available to upperclassmen, graduate st
udents, and part-time students, he said, while the Senate
and the House have ap
proved tax credits only for the first two years of college.
dd"Compared to the Congressional plans, our tax credits would help more types a
nd ages of students, including older students seeking
the education they need t
o succeed in the workplace," he said.
ddRepublican aides in Congress said they had not fully reviewed the Administrat
ion's figures. But they objected that in developing the
figures, White House of
ficials had compared the Administration's two tax credits for tuition with the
single credit contained in the House

and Senate plans " ignoring, they said, the tax deductions that the Congressional proposals would use in place of the Administration's

second credit. Counting the students who would benefit from those tax deductions would help even the score, they said.

As part of an agreement with Congress to balance the federal budget, President Clinton last month revised his plan to provide tax breaks to help students afford college.

The new plan would offer a tax credit of up to \$1,500 a year for tuition costs in a student's first two years

of college " Mr. Clinton's "Hope

Scholarship" " and a credit worth 20 per cent of up to \$5,000 a year (\$10,000 after the year 2000)

that a student spends on tuition after the first two years of college.

Both the House and Senate plans have versions of the Hope Scholarship, but instead of the second credit, they offer tax deductions designed to encourage families to save for their children's education.

White House charts released last week showed that the initial \$1,500 credit in all three plans would aid about 5.6 million students in

1999. But because the Administration's 20-per-cent credit would be available to students after their first two years of college, its two credits would serve 12.6 million students,

the documents showed.

nyxddd

Publication#W\ PP# 29. The Chronicle of Higher Education"Publication" #:\ PP# July 18, 1997

Headline#\ PP# Tennessee Bank Pays to Settle Federal Lawsuit Over Loan ClaimsH

eadline #:\ PP#

By Jeffrey Selingo

First Tennessee Bank agreed to pay \$2.75-million last week to settle a federal lawsuit that had accused the bank of falsifying records to collect money from

the government for defaulted student loans.

The settlement did not include an admission of guilt by the Memphis-based bank, but Frank W. Hunger, a lawyer for the Justice

Department, said the settlement

should send a "clear and powerful message" that the government will punish lenders who falsify

information about student aid.

The Justice Department sued First Tennessee Bank in 1994, charging that it had failed to make minimal efforts to collect on delinquent

loans before filing for

or federal payments. According to the lawsuit, the bank submitted fabricated documents to collect government-financed

insurance on more than \$1.5-million in bad loans.

Since the lawsuit was filed, the bank has repurchased more than \$200,000 of the loans from the government, and the government has

collected nearly \$1-million

from borrowers who had defaulted, according to the Justice Department.

ddLew Weems, the bank's president, said it denied any wrongdoing but had settle
d to avoid a long legal fight.nyxddd

Publication#W\ PP# 30. The Chronicle of Higher Education"Publication" #:\ PP#
July 18, 1997

Headline#\ PP# Project Seeks to Link Public Colleges to Public SchoolsHeadline
#:\ PP#

By Peter Schmidt

ddThe Education Commission of the States has begun an effort to get public coll
eges to work hand in hand with elementary and secondary
schools in preparing pe
ople for the work force.

ddThe undertaking, partly financed by the Pew Charitable Trusts, seeks to bring
about major changes at public colleges to insure that
people are being prepare
d for decent jobs.

ddSix states have been asked to promote collaboration among public colleges, pr
ecollegiate educators, and business leaders. They also
have been asked to rethi
nk their public colleges' missions, the way they finance higher education, and
policies on such issues as tenure
and faculty workloads.

ddAmong the states involved is Colorado, where educators at all levels are seek
ing ways to improve public colleges' English departments
to insure that their g
raduates have adequate writing skills.

ddMinnesota, New Jersey, New York, Oklahoma, and Wisconsin are the other states
involved.nyxddd

Publication#W\ PP# 31. The Chronicle of Higher Education"Publication" #:\ PP#
July 18, 1997

Headline#\ PP# New College Plans to Educate Only Graduates of Home
SchoolingHe

adline #:\ PP#Subhead#[\ PP# The 2-year institution is to focus on training
students for jobs in government
and journalism Subhead#:\ PP#

By Mary Geraghty

ddHome schooling, a fast-growing and controversial movement for elementary and
secondary education, is soon to get its first college.

ddStudents at the two-year college would not be educated at home, but they woul
d be in class only with others who had been through
home schooling.

ddThe planned institution, which has yet to be named, is expected to open withi
n the next two years. It is being set up by the Home School

Legal Defense Assoc

iation, which was established in 1983 to provide legal representation to famili
es embroiled in court over home
education. The college would offer a combinatio
n of classroom and on-the-job training in government and politics as well as jo
urnalism.

ddMichael P. Farris, president of the association, says the college will allow
home-schooled students to continue to bypass traditional

educational routes on
their way to well-paying careers.

ddMr. Farris, who is active in Republican politics, made parents' right to keep
their children out of public schools a central issue in his
unsuccessful bid f

or Lieutenant Governor of Virginia in 1993. An ordained Baptist minister, he ha
s received strong support for his politicaland educational campaigns from evang
elical Christians. Within the home-school movement, he is attracting the most s
upport from people

who advocate a Christian-based home-school curriculum. But M

r. Farris says the new college will not have a religious focus.

ddSome home-school advocates question the wisdom of putting students on an acce
lerated career track, saying those attending the college
would miss the variety

of educational and social opportunities provided by a four-year, residential c
ollege.

ddJon Schemitz, who teaches his 8-year-old son at home in Santa Cruz, Cal., say
s he would "think twice about sending any child" to the

college, in part becaus

e "it doesn't sound like they're going to get any kind of well-rounded educatio
n."

ddMr. Farris says that the early teen years are the time for breadth in educati
on, and that home-schooled students are "a ripe group that
around age 18 would

be ready to go into career-training mode in white-collar professions."

ddDonna Dean, who has taught her children at home in Arlington, Tex., for 11 ye
ars, agrees with him. Home-schooled students have
studied many of the topics co

vered in the first two years of college before they reach traditional college a
ge, and by age 18 many of them

are "ready to move into final career-preparation

stage," she says. They and their parents would be eager to pursue that path at
the planned

college, she says.

ddMr. Farris says good writing skills will be one of the primary admission requ
irements. He says he hasn't decided how to measure those
skills, but applicants

probably will have to submit an essay and a research paper. Applicants also wi
ll submit SAT or ACT scores and a

portfolio describing their high-school-level
work, he says.

ddIn the few months that he has been talking publicly about his plans for the c
ollege, Mr. Farris says, he has received about half a dozen
inquiries from Ph.D

.s seeking teaching appointments. He says that he will hire teachers whose cre
dentials meet accreditors' requirements,

but that practical experience working
in their fields will be as important as the degrees they hold.

ddAt this point, the college's financing is uncertain. The Home School Legal De
fense Foundation, an arm of the association, has purchased

33 acres in northern

Virginia's Loudoun County for \$408,000. Mr. Farris says he hopes to attract do
nors to cover start-up costs that won't
be met with tuition revenues.

ddHe expects the annual tuition to be \$5,000 to \$7,000, about the same as that of other private two-year colleges. The average yearly tuition at four-year private institutions is about \$12,800. At first, the college may have 50 or fewer students, he says, but he hopes eventually to have as many as 300.

ddMr. Farris, who has a law degree from Gonzaga University, has no experience working for a college or university.

ddFor the home-schooling college to get started, it must win recognition from the Commonwealth of Virginia and from the Southern Association of Colleges and Schools.

ddMichael McDowell, a spokesman for the State Council of Higher Education for Virginia, says that in order to begin admitting students, a new college must meet

at least half of the council's 27 standards for institutional approval. These include establishing an institutional budget; insuring that full-time faculty members will plan and develop the curriculum; and providing adequate and accessible library facilities for students and faculty.

ddAfter meeting half of the standards, a college could begin admitting students, but it would be required to meet the rest of the standards within two years.

The college would not be permitted to confer degrees until it met all of the standards and was awarded accreditation.

ddMr. McDowell says the council is "obligated to make sure the degree would be worth something."

ddMr. Farris is willing to adjust his plans to meet accreditation requirements, but he says he'll go only so far. "We have a reasonable degree of flexibility,

but there's a point at which we lose the whole idea of what we're trying to do," he says. If accreditors reject the plan for the college, Mr. Farris says, he

'll set up the program as two-year internships.

ddBut even if the college were accredited, many parents who teach their children at home say their children need four-year degrees to compete in the job market.

ddCerelle Woods Simmons, who teaches her three children at home in Aledo, Tex., says she would be surprised "if someone with a two-year degree could step into

a white-collar profession." A four-year degree is a must in the current "credential-driven" market, she says.

"When I hear 'two-year degree,' I think of the community college down the road, and that's not what I want for my children."

ddBecause more colleges are willing to accommodate applications from home-schooled students, she adds, there's no need for a separate college for home schoolers.

ddIn fact, her daughter Ariel, who will be a freshman at Hampshire College this fall, says being only with other home-schooled students would be too limiting.

"I wouldn't like a college for kids who were solely from public schools, either

r," she says. "I don't think there needs to be a special place for home schools. The 'normal' higher-education system is perfectly suitable." Mr. Farris says he knows that his college will be a tough sell " he can't even be sure that his own children would want to attend. His eldest daughter, who will be a senior at Cedarville College this fall, wanted a traditional college education. Mr. Farris says he will wait to see if her nine brothers and sisters feel the same way.nyxddd

Publication#W\ PP# 32. The Chronicle of Higher Education"Publication" #:\ PP# July 18, 1997

Headline#\ PP# "U.S. News" Alters Methodology Behind Its College

RankingsHeadl

ine #:\ PP#

By Mary Geraghty

The magazine U.S. News & World Report is changing the methodology of its controversial college rankings in such a way that it will be harder for any institution to be No. 1 over all.

Sources at the magazine say that in this year's rankings " due out at the end of next month " colleges' total scores, which are based on such factors as average SAT scores, financial resources, and selectivity in admissions, will be rounded to the nearest whole number instead of to the nearest one-tenth.

College administrators repeatedly have said the rankings create a false sense of precision by rating one college higher than another based on the difference

of only a few tenths of a point. The rounding, U.S. News sources say, will reduce that effect.

For example, if the scores had been rounded on last year's list of "National Universities," then Yale, Princeton, and Harvard Universities would have tied for

first place instead of being listed as first, second, and third, respectively.

Columbia University, the University of

Chicago, the University of Pennsylvan

ia, Cornell University, and the Johns Hopkins University would have tied for 11th place rather than

being listed as 11th through 15th, respectively.

Critics are unimpressed by the latest alteration to a system they believe is fundamentally flawed. Arthur J. Rothkopf, president of

Lafayette College, said

the change amounted to "tinkering in a system that may not be fixable."

He said the magazine should be looking for ways to evaluate and compare colleges in terms of students' success rather than continuing

to use factors that fa

vor the "richest and most selective" colleges.

Debra J. Thomas, a spokeswoman for Bryn Mawr College, said even the less-prec

ise rankings would give people the impression that

one college is better than a

nother simply because it is one or two places higher on the list.

"I don't see this as any big improvement," she said. "The public, which is no

t stupid, is going to fill in the numbers."

ddAlan J. Stone, president of Alma College, who this year tried to persuade other college presidents to join him in boycotting the rankings, said that the cha

nge "doesn't begin to correct all the problems with the survey," but that he was happy to see U.S. News attempting to improve its college guide. "Anything they can do to lessen the kind of sureness with which they present it is for the good," he said.

ddBruce Zanca, director of communications for the magazine, would not discuss specific changes in this year's rankings, but said any changes would be the resu

lt of discussions between editors and college officials about improving the rankings.nyxddd

Publication#W\ PP# 33. The Chronicle of Higher Education"Publication" #:\ PP# July 18, 1997

Headline#\ PP# We Must End the Conspiracy to Lower StandardsHeadline #:\ PP# By Roger Shattuck

ddFor many years now, we have heard about the decline of elementary and secondary schools. More recently, colleges and universities, once considered the pride

of our educational system, have come under attack for rising costs and falling standards. But amid all this discussion of educational reform, a key point has been ignored " these two independent and uncoordinated levels of education are trapped in a mutually harmful alliance.

ddOne central fact warrants honest assessment: Today, more than 50 per cent of high-school graduates go on to college. This fact is widely interpreted as evid

ence that many Americans wind up educated. I would argue, on the contrary, that it signifies the decline of a coherent

12-year sequence of studies that leads to a diploma certifying basic readiness for the job market, along with a knowledge of history and

literature adequate for citizenship in a democracy. At the college level, it signals a decline in entrance requirements and academic standards.

We must face the fact that we have allowed something approaching a conspiracy between our two levels of education to pull down each other's standard of achievement.

ddSixty years ago, my two brothers-in-law did not go to college. After a no-nonsense high-school education, both trained on the job and worked their way up. O

ne became the manager of a large hydroelectric plant. The other became an executive in the Magnesium

Corporation of America. They were not offered four youthful years at college to mix study, play, and sport at great expense to their parents

or themselves. Years later, when they were parents, they came to feel that the educational system was failing to serve their children as well

as it had served them.

My brothers-in-law deplored declining standards in the schools, which did not give their children the background necessary to adapt to the work of the world.

They also felt uncomfortable about spending large sums to send their children away to a college or university that they did not fully trust. But times had changed; employers wanted credentials. For their children, there seemed to be no alternative.

Many people today share the skepticism of my brothers-in-law. A bit of history may clarify the picture. The rapid growth of American colleges and universities began with the GI Bill after World War II and was further spurred by economic prosperity.

As campuses developed in the '60s and '70s into centers of radical political agitation, they also took on the status of a tolerated bohemia where the young went through rites of passage, coming into contact with drugs, sex, and communal living. Standards were further eroded as student and faculty agitation about the "relevance" of courses began to lead to the elimination of many academic requirements. More and more freshman courses in English and mathematics became remedial courses that should have been taken in high school at far less expense to all concerned.

Between 1956 and 1970, I watched the total enrollment at the University of Texas at Austin, where I then taught, grow from 17,000 to 35,000, with no corresponding improvement in SAT scores. No educational purpose or policy was served by that growth, nor could a few of us on the faculty convince the administration and the Board of Regents that raising admissions standards and capping enrollment would boost the scholastic level of the university and, at the same time, prevent it from becoming an impersonal leviathan. Austin landowners, real-estate agencies, building contractors, and ordinary Texas boosters cheered every September when the newspapers announced a new enrollment record.

This experience occurred on campuses around the country. In essence, secondary schools increasingly allowed ill-prepared students to graduate from high school, while colleges and universities willingly admitted these students into diluted undergraduate programs. Except in the sciences, mathematics, and engineering, a college degree came to represent a collection of loosely related courses rarely certified by a comprehensive examination in the field in which a student was majoring. What many critics cite as a failure of articulation between the two levels of education begins to look more like remarkable accommodation, a tacit arrangement somewhat like price fixing in reverse to produce lower

standards on both levels simultaneously. The fit was and still is all too good " even though no one admits to wanting lower standards. We confer high-school diplomas and bachelor's degrees that are seriously diminished. The slackened admissions requirements at all but the most prestigious institutions deprive high schools of a major incentive to maintain rigorous standards.

The responsibility for the malfunction of our elementary and secondary schools lies in great part with a bloated system of higher education " one whose immense bureaucracy now requires more than two million tuition-paying novitiates every year to keep institutions in, or at least near, the black. At the same time, the decline of high-school standards causes many parents and students to feel

that they must assume the sometimes crushing financial burden of four years of higher education. College attendance is increasingly seen as the only road to success for young people.

Can we do anything to remedy this entrenched and faceless conspiracy against improving the quality of education? Promising solutions are available, but they

are effectively blocked by widespread, tenacious, and wrong-headed beliefs about education " especially the entrenched article of faith that the content of what is taught in elementary and secondary schools must be subject to the control of local

school boards. Nonetheless, let me offer four steps that could drastically improve lower and higher education.

* Each state should adopt a core curriculum for kindergarten through 12th grade that sets the overall sequence and content of courses in English, mathematics,

science, history, geography, and the physical and biological sciences. Such a curriculum would provide the essential framework for the voluntary national standards

in core subject areas that are called for under the federal "Goals 2000" legislation. State

guidelines that are currently being developed vary widely. (They are carefully surveyed and evaluated in a report from the American Federation of

Teachers, "Making Standards Matter 1996.")

Some independent curriculum-development projects could, if widely adopted, bring coherence to the efforts in the 50 states. For example, the "New Standards"

project, supported by the independent National Center on Education and the Economy and the University

of Pittsburgh's Learning Research and Development Center,

has published several volumes of a highly regarded curriculum. The volumes are

filled with sample lessons that follow a reasonably sequential curriculum for language arts, mathematics, science, and other areas.

The best-designed curriculum that I have seen for kindergarten through sixth grade comes from the non-profit Core Knowledge

Foundation in Charlottesville, Va., and is available in bookstores under separate titles for each grade, such as *What Your First Grader Needs to Know*. The volumes are edited by E.D. Hirsch, Jr. More than 300 schools in 40 states have adopted parts of the curricula set out in these volumes. Curricula for grades 7 and 8 are being developed.

ddIf states will pay attention to such curricula, and if they will consult with each other, we can achieve a national understanding about what to teach in our schools " and how to raise standards in them.

dd* More high schools should administer standardized tests in basic subjects as a graduation requirement. Each state should set minimum scores at a reasonably demanding level, and results should be made available on request to prospective employers and to colleges and universities. Insofar as possible, all states should also have established assessments of students' knowledge in core subjects in two or three earlier grades.

dd* Colleges and universities should establish entrance requirements well above their present levels. The news media should pay more attention to the reasons that accrediting agencies accommodate the present lax standards. These accrediting agencies, responsible to no one outside of the profession that they are charged to regulate, are a vital part of the reason that lax standards continue to exist.

ddRaising entrance requirements will cause enrollments at some colleges and universities to decline, and the financial stress of less tuition revenue will no doubt produce strong protest. But higher education needs such downsizing to promote quality in education at every level. Open admissions should become a thing of the past.

dd* Faculty members and administrators should stringently evaluate undergraduate programs and courses in new subjects such as cultural studies and gay-and-lesbian studies. Do they have the scholarly rigor to qualify them as alternatives to traditional disciplines in the humanities (where many of these new subjects are found)? My experience leads me to believe that most do not. Colleges and universities should also insure that all fields in which students major require comprehensive examinations, to enhance the integrity of the undergraduate degree.

ddNone of these four measures is new, administratively infeasible, or without strong support both inside and outside education. But each of them violates at least one of the unwritten beliefs that most Americans hold about education.

ddFor example, we distrust uniformity, particularly when mandated by a government agency. Therefore, we resist efforts to standardize parts of schools' curricula.

ula and cling to local control of school districts as a guarantee of freedom. That freedom can become an obstacle to adopting a well-designed and comprehensive curriculum and firm standards for the schools. We have also come to believe that a college degree is the surest path to success. That belief helps blind us to the need to demand higher standards for a high-school diploma, standards that would certify the readiness of high-school graduates for many jobs that do not, and should not, require a college education.

Our faith in the baccalaureate degree also has allowed many colleges and universities to avoid evaluating what their degrees actually certify.

In many fields in the humanities and social sciences, students can earn a degree without acquiring adequate knowledge of the history of our national institutions and our culture, without learning to write clearly, without studying a second language, without any rigorous comprehensive examinations, without having done anything but take a collection of one-semester courses. Not surprisingly, many parents

if not administrators and faculty members are beginning to suspect that they are paying for an oversold boondoggle, at even the best institutions of higher education.

In sum, we need to re-examine our fundamental beliefs about educational excellence. If we do not confront these assumptions, we shall never be able to change

the ways in which our two levels of education conspire to lower standards.

Roger Shattuck is a university professor at Boston University and author of Forbidden Knowledge: From Prometheus to Pornography (St. Martin's Press, 1996).

yxddd

Publication#W\ PP# 34. Associated Press"Publication" #:\ PP#07-16 10:28a

Headline#\ PP# Some graduates want to show not all alumni support

Chief Illini

wekHeadline #:\ PP#

URBANA, Ill. (AP) - Some University of Illinois graduates say not all alumni support Chief Illiniwek, and they've formed a group to get that message across.

The group, Alumni Against Racist Mascots, plans a letter-writing campaign to the university's board of trustees from alumni who want to withhold donations until

the school drops Chief Illiniwek as its symbol.

"It's really important to force the board of trustees to recognize that they can't continue to perpetuate this myth that alumni support the chief," said Lav

ina Velasco, a spokeswoman for the group.

A non-Indian student performs as Chief Illiniwek at halftimes of home football and basketball games. Supporters say the mascot honors the tribes who once lived

in Illinois. Opponents contend the mascot is a racist stereotype and point

out that Illiniwek Indians had a different language, culture, religion and home land than the Sioux who were the inspiration for Chief Illiniwek's outfit. ddLou Liay, executive director of the University of Illinois Alumni Association, said most alumni he interacts with are still "very much in favor of the chief."

ddLiay said the association may poll its members in coming months to see if opinions have changed. dd"I believe everybody has their right to speak for and against it," he said. But he added, "I really and truly, in my heart, don't understand how something people love and respect and feel good about can be bad."

ddVelasco said Alumni Against Racist Mascots, which formed about six weeks ago, has about 100 members. She expects it to grow as more alumni learn about it. ddPaula Ostrovsky, 33, who received her doctorate in microbiology from the university, joined the group this summer. dd"I think the racial climate in the United States is very tense," she said. "If we want to better the climate, if we want harmony in this country, then universities have to take responsibility for that role."nyxddd

Publication#W\ PP# 35. Associated Press"Publication" #:\ PP#07-15 10:00p
 Headline#\ PP# Scoring Missouri math knowledge is object of meetingsHeadline #
 :\ PP#

By SCOTT CHARTON
 Associated Press Writer
 ddLAKE OZARK, Mo. (AP) - An educator for nearly two decades, Elsie Heller said she appreciates the broader emphasis on learning in Missouri's proposed math tests for public school students. ddThat's because the tests aren't just about math. dd"They require reading and thinking, and the students have to relate these numbers to real life," said Heller, elementary principal in Kennett 39 school district. "They have to think about how these numbers are relevant."

ddHeller is among more than 100 educators, parents and business leaders who are reviewing the proposed math tests for three days this week at a Lake of the Ozarks hotel. Together, they are trying to recommend ways to score how students fare on the tests, and decide what constitutes advanced learning - or failing performance. ddThe State Board of Education is to consider the group's recommendations later this month, in advance of putting the math tests in place for grades 4, 8 and 10 next spring. ddAn initial round of sample tests were given to about 133,000 students in those three grades last spring. On Tuesday, Heller and other meeting participants took the same tests, and studied which questions were ranked hardest or easiest.

ddThe adults' scores weren't tallied Tuesday; the point was to expose the group

to the same challenges as the students, organizers said.

dd"What we noticed was how critical reading will be. Reading, reading, reading, that's a key," Heller said.

ddAdded Linda Coutts, a 27-year veteran educator and math supervisor for Columbia public schools: "You may have been a real numbers-cruncher and done well in math in the past, but math is more than addition and subtraction today. Reading and logic permeates all of this."

ddFor example, a sample question geared to fourth-graders says that every time Darcy (presumably a youngster receiving an allowance) walks her dog, she earns a quarter and a nickel (both of which are shown).

ddHow many times does she need to walk her dog to buy a 90-cent ice cream cone (also pictured)? Four possible answers are listed, including the correct answer, three times, which is choice "C."

ddAnother sample question asks how much must be subtracted from 12 to get five. But there's a wrinkle: the test-taker is asked to try for extra credit by counting one dozen children who are in a hopping relay, then dividing the 12 along the lines of how many are bouncing on one foot versus using both feet. The answer is still seven and five - but extra attention is needed to reach the result.

ddOther questions are more demanding, asking students to write memos about how they could apply the results of their calculations.

These tests will be different every year.

ddMeeting participants are planning to break down the possible scores ranging from zero ability to advanced knowledge. The week's major question is where to cut

out off the scores in each category.ddThe new ways of assessing student knowledge were mandated in a 1993 education law that raised taxes for public schools. The tax

increase was accompanied by controversial new statewide student achievement standards - along with mandates for new ways of assessing student progress.

ddGerald Lee, chief operating officer of City Utilities in Springfield, was among the sample test-takers this week.

ddA father of public school students who is active in business-education partnerships, Lee sat in on a review of the proposed eighth-grade test. He said later

that it offered the kinds of thinking challenges he wants his employees to tackle every day.

dd"From a business perspective, this is exactly what we are looking for - logic and problem-solving capacity. In the business world, it's rarely as simple as

two plus two equals four, because you also need to apply logic and context," Lee said.

ddOrganizers of the meeting said the test questions were drawn up by Missouri teachers, with input over the months from parents and business people.

dd"I don't think these are vague or fuzzy at all. When we get down to drawing lines in the sand and saying you have to do this well, I believe the students will find these difficult," Lee said.
ddFirst to be drafted were the math assessments, which are to be put in place permanently starting next spring.
ddThat's when testing begins in assessments for science and communications arts, with more tests to be drawn up for social studies. All of the new assessments are to be in place by 2000.nyxddd

Publication#W\ PP# 36. Sacramento Bee"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Regents to consider partner benefitsHeadline #:\ PP#
By Pamela Martineau
Bee Staff Writer

ddUnder increasing pressure from students, faculty and staff, the University of California Board of Regents on Thursday will discuss extending health and retirement benefits to the domestic partners of university employees.
ddSaying "widespread support" for such benefits exists within the university community, UC President Richard C. Atkinson is asking regents to study the estimated costs of such a change and look at similar programs at comparable universities.
ddBut many within UC believe approval of the new policy could be difficult for the regents, all of whom have been appointed by Republican governors.
ddUC Regent John Davies was wary of such a change, saying it "undermines the institution of marriage" to give financial benefits to heterosexuals who by law are free to marry.
dd"There's been a long-standing concern that the university is treating its employees disparately," said John Dixon, a UC Davis employee and past state chairman of the UC Lesbian, Gay, Bisexual and Transgender Association.
ddDixon said the university should offer benefits to live-in partners of heterosexuals and homosexuals.
dd"Not only is this an equity issue . . . but the university is losing its competitive edge in hiring because of its current policy," said Dixon.
ddSeveral other public and private universities of comparable size or academic merit to UC "including Stanford, Yale, Harvard and the University of Michigan" offer benefits to domestic partners. The University of Illinois and University of Virginia do not.
ddUC Regent Ward Connerly believes UC should join the majority of its peers. The Sacramento businessman, who led the regents in abolishing the university's affirmative action policies, said he supports offering benefits to domestic partners because he "believes government should not treat people differently because of their race, ethnic background . . . or sexual preference."
dd"I would not be true to my convictions if I did not support it," Connerly said of the inclusion of domestic partners.

ddThe controversy over benefits for domestic partners has swirled within the UC system for 10 years, said Terry Colvin, a spokesman with the UC president's office. In April 1994, the Academic Council of university faculty members recommended extending health and retirement benefits to live-in partners, but the issue was "eclipsed" by the heated two-year debate over affirmative action, Colvin said.

ddAtkinson has spoken publicly in support of offering benefits to domestic partners, once in October 1995, when he met with leaders from all nine UC campuses,

and again this year at a meeting with Berkeley student leaders, Colvin added.

ddBut Colvin intimated the notion may be a hard sell to the regents, saying "there are several board members currently on the board who are adamantly opposed to the idea."

ddA final vote will be taken later, but two options will be presented to the board for discussion Thursday. The first would offer benefits

only to same-sex do

mestic partners, while the other would offer benefits to both opposite and same-sex partners.

ddUniversity officials estimate that of UC's 120,000 employees, 4,800 to 9,600 would enroll their same- or opposite-sex partners for health benefits if they w

ere offered. That would cost UC \$10 million to \$20 million a year. A change in health benefits applying only to same-sex partners would involve an estimated 6

00 to 2,400 employees and cost \$1.2 million to \$5 million a year.

ddOfficials estimate 3,600 to 7,200 employees would enroll their same-sex partners for retirement benefits if they were offered, a move

that would cost the un

iversity \$2 million to \$3.8 million annually. If the university offered retirement benefits to both same-sex and

opposite-sex partners, officials predict a 6

percent to 10 percent increase in enrollment, which would cost the system \$3.8 million to \$6.6

million a year.

ddThe university currently funds increases in health benefit costs through cost-of-living increases. Colvin said there is no proposal about how health benefit

s for partners would be funded.

ddUC has not required employer or employee contributions to its retirement system since the early 1990s because of its healthy return

on its investments. High

er employer or employee contributions to the system might be needed if domestic partners are offered benefits.

ddThe regents also will discuss allowing students in same-sex and opposite-sex partnerships access to student family housing. That system is self-supporting and would not require any money from the university.

ddIn a survey of officials at universities that offer domestic partner benefits

, officials said they chose to extend their benefits plan to maintain competi

veness, increase employee morale and promote diversity. Most require domestic partners to sign an affidavit swearing

to the length of the partnership and proof that the partners share finances through joint bank accounts, credit cards or a joint lease.
The city and county of San Francisco recently adopted an ordinance requiring all companies doing business in the county to offer domestic partner benefits to their employees. UC's general counsel is scheduled to discuss that ordinance's impact on UC San Francisco and whether not offering a benefit plan there could threaten UCSF's partnership with the city at San Francisco General Hospital.
nyx
ddy

Publication#W\ PP# 37. Seattle Times"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Change due at Bellevue's alternative high school Headline #:\
PP#by Katherine Long
Seattle Times Eastside bureau
BELLEVUE - Hoping to curb a severe dropout rate, Bellevue school administrators this fall will change the way the district's alternative high school is run.

"We just want to try things for a year - it will be a year of study," said Sylvia Hayden, new principal at Off-Campus High School, who also serves as director of the district's alternative programs.
Off-Campus is Bellevue's alternative high school, serving about 200 teens who have a tough time regularly attending a big high school. Some have learning disabilities, others have daytime jobs. A few have fallen behind academically because of illness or some other upheaval in their lives, and others are pursuing sports or performing-arts careers that make it difficult to be in school five days a week.
Last year Off-Campus students were skipping their appointments with teachers 50 percent of the time, and half of the 200 students dropped out of school, Hayden said. Just 20 of the school's 90 seniors graduated.
Hayden, formerly a principal of Phantom Lake Elementary School who was reassigned to Off-Campus this past spring, discovered that many students didn't realize how many credits they needed to graduate and how long it would take to get them. This summer, each Off-Campus student is meeting with an adviser to count credits and develop a plan to finish high school.
Starting this fall, the school will offer some small-group classes. Now, teachers meet with students one-on-one to go over completed work and give new assignments. Although teachers have said individual attention was critical to the school's success, some students say they're willing to take science and history in small groups.
Later this year Off-Campus may offer evening classes, Hayden said.
Hayden was made principal of the school as part of a districtwide principal shake-up in the spring by Superintendent Mike Riley. Riley

is trying to reduce a

20 percent districtwide dropout rate. Improving Off-Campus is one of the keys to his dropout-prevention plan.

ddAnother key is improving middle schools. This fall, the Off-Campus building, a former church in the Lake Hills neighborhood, will house a new middle-school

program for 30 students chosen from the district's five middle schools.

ddThe program is designed to serve students who are foundering in middle school and would benefit from working in a small group with just a few teachers, Hayd

en said. The ratio of teachers to students will be 1-to-9, and a part-time social worker from Youth Eastside Services will work with the group.

ddOnce the program is under way, students will take field trips every Wednesday to places such as City Hall, art museums, libraries and businesses. "We want t

o build common experiences - to show them that learning occurs everywhere, and to make them feel they belong to the community," Hayden said.

ddAlthough the school will be housed at Off-Campus, the alternative middle school is a separate program that will be run in the school's second-floor west wing, Hayden said.

ddThe students will work toward a goal of going to one of the district's large high schools, although some may choose to enroll at Off-Campus, she said.nyxddd

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Publication#W\ PP# 38. Tampa Tribune"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Chiles pushes sessionHeadline #:\ PP# By ROB CHEPAK of The Tampa Tribune

ddTALLAHASSEE - Gov. Lawton Chiles on Tuesday vowed to call the Legislature into special session before Thanksgiving to address public school overcrowding, ignoring criticism from Republicans and a likely Democratic candidate for governor.

dd``I just think the people are ready to see us deal with it now," Chiles told the Governor's Commission on Education, a panel of prominent business, educati

on and political leaders that he created to improve education and to find a solution to school overcrowding.

ddWith the new school year one month away, Chiles predicted state leaders will lose credibility with the public if they fail to address overcrowding soon.

ddOnly the governor has the authority to call a special session. Governors have called the Legislature into special session 86 times since 1869.

ddThe dearth of classroom space has reached near-crisis proportions in many areas, particularly in Hillsborough County and South Florida, educators and many p

arents say. Jammed classrooms force students into rickety portable classrooms, double-session scheduling and cafeterias to serve lunch at 9:30 a.m.

ddWhile school overcrowding has been the biggest issue before the commission si

nce its inception one year ago, political criticism of the panel and Chiles' call

for a special session mounted Tuesday.

The result: A consensus on how to raise the money to build new schools is still elusive.

Chiles insists there's no way to ease overcrowding without new revenue, which undoubtedly will lead the commission to consider a number of local and statewide

tax increases before a special session.

House Speaker Daniel Webster, R-Orlando, frowned on Chiles' call for a special session. He withheld applause at the end of Chiles' remarks and later said he

doesn't want to bring lawmakers back to pass a tax increase for new schools.

Webster said wasteful spending on building is a bigger problem. In 1996, the cost of a Florida elementary school ranged from \$72 per square foot in Brevard

County to \$154 a square foot in Orange County. The gap is too wide, Webster said.

The commission originally proposed expanding a 2.5 percent gross receipts tax on utilities and telecommunications, but Webster and House Republicans balked.

Also, Webster doesn't consider overcrowding a major statewide issue.

"I have not been convinced that there is a need for a special session," he said.

While Webster isn't ready to back a special session, Democratic Rep. Keith Arnold of Fort Myers wants to abolish the commission and bring the Legislature back

now. The commission has too many "Ivy League graduates with Ph.D.s" who are missing the urgency of the overcrowding issue, Arnold said.

Predicting school overcrowding will be a major issue in the 1998 gubernatorial race, Arnold may announce his candidacy for governor this week.

Meanwhile, another potential candidate for governor, Senate President Toni Jennings, R-Orlando, wants the commission to focus on developing performance stan-

dards for schools and students. New construction is only one educational issue to address, Jennings said. But

Chiles is reluctant to open a two- or three- day special session to more than a few closely related issues.

While Chiles is taking a minimalist approach to the agenda, Jennings released an 11-point plan Monday to improve public education.

She wants the commission

to adopt it and back its approval by the Legislature.

Packed with suggestions that range from reforming the complex formula for funding education to rewarding successful pre-kindergarten programs, Jennings' plan

is smart politics that could lead to a consensus solution on school overcrowding, said Rep. Jim King, R-Jacksonville.

That's because lawmakers with school districts that aren't overcrowded will need other incentives to vote for new school construction, King said.

Also, King added, there's no way to have a successful special session without

a consensus among lawmakers beforehand.
ddChiles has given the Legislature four months to find one.
dd``The only thing I am confident about is we are going to have a special session," he said.nyxddd

Publication#W\ PP# 39. Tampa Tribune"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Education advocates find shift no shockHeadline #:\ PP#By DAVI
D COX

of The Tampa Tribune
ddTampa area education advocates said Tuesday they aren't surprised some legislative leaders are apparently backing away from addressing public school overcrowding this year.
dd``I'm kind of disappointed, but I'm not surprised," said Connie Milito, a lobbyist for the Hillsborough County School Board. ``I can see that this commission has gotten so big - I question whether they can reach a decision by fall."
ddMilito was referring to the Governor's Commission on Education, which Democratic Gov. Lawton Chiles set up with the help of Republican legislative leaders to study the state's school overcrowding crisis. The panel, which has more than 60 members, met Tuesday in Tallahassee.
ddJust last April, Republican leaders stood arm in arm with Chiles and vowed to search for a solution to school construction needs. They planned to meet over the summer and agreed to consider a special session in the fall.
ddBut Monday, Senate President Toni Jennings, R-Orlando, said the Legislature's goal should be ``academic excellence, not construction."
Later in the day, House Speaker Daniel Webster, R-Orlando, accused advocates of inflating the overcrowding ``crisis."
ddStephen Fischer, assistant executive director of the Hillsborough Classroom Teachers' Association, said Republican leaders appear nervous about raising the estimated \$3 billion to \$8 billion needed to build new classrooms statewide.
ddJennings' aides said Tuesday her comments were misinterpreted and that she believes classroom construction is an important part of an overall educational improvement formula. At the same time, she has carefully avoided committing herself to a special session on school construction.nyxddd

Publication#W\ PP# 40. Ft. Lauderdale Sun Sentinel"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Governor vows to call fall sessionHeadline #:\ PP#dd

By LINDA KLEINDIENST

Tallahassee Bureau Chief

ddTALLAHASSEE " Gov. Lawton Chiles will call the Legislature into a fall session to address school crowding " even if he has no proposed remedy from his Commission on Education or support from legislative leaders.
ddDemocrat Chiles threw down the gauntlet to Senate President Toni Jennings and

House Speaker Dan Webster, both Orlando Republicans, during an education commission meeting on Tuesday. All three sit on the commission.

dd"I am going to call a special session of the Legislature before Thanksgiving," Chiles said. "I will have a plan at that time to address school overcrowding. I hope this commission will have a plan, and I hope the Legislature will have a plan " and that we all can get together in that plan."

ddTraditional political wisdom is that special sessions are not called unless the state's big three political leaders have reached a tentative agreement on a solution to a problem.

ddBut as of Monday, a consensus appeared unlikely. Jennings has called for a far more ambitious agenda for a special session, and Webster remains unconvinced that crowding is a major problem.

ddBut Chiles made it clear he plans to lead the way. He is expected to launch a statewide drive to build public support to get more state dollars set aside for school construction.

ddAccording to the Florida School Boards Association, 52 out of Florida's 67 counties are experiencing some problem with crowded classrooms. The most severe problems are in South Florida, where a heavy annual influx of students sometimes pushes class sizes over 35 or 40 students, and temporary classrooms have been trucked in by the hundreds to handle the overflow.

ddJennings wants the Legislature to consider other education-related issues " many aimed at student performance and parent empowerment " during any special session. She said the Commission on Education needs to move more quickly to make a host of recommendations on school-related issues.

dd"If all we talk about is school construction, we won't have sufficient support within the legislative body," she said. "We have to talk about performance . We have to talk about what goes on inside. It's all part of the dialogue."

ddWhile Broward and Dade counties in particular might have a problem finding room for all the new students coming this fall, Jennings said crowding isn't that pressing a problem in all areas of the state. Still, she said the Senate is willing to look at new revenues for school building " if there are ways to hold the school districts accountable for how they spend the money.

ddRepublican legislative leaders have been critical of local school construction programs and have questioned the wide disparity in construction costs throughout the state. Of the 21 elementary schools built in Florida last year, the square-footage costs range from a low of \$71.76 for Sherwood Elementary in Brevard to a high of \$154.88 for Whitney Elementary in Orange County.

dd"I don't think we've pinpointed the problem yet. It looks to me like a school construction waste problem right now. There are school

districts that build a school for half the price as other districts," said Webster, who added he will oppose any new statewide tax or revenue source for school construction.

ddBroward School Board member Diana Wasserman, a member of the education commission, said she isn't sure the group can come up with a viable recommendation to help ease crowding because Webster, Jennings and their key lieutenants on the commission don't see the problem.

dd"They have no idea what an overcrowding crisis is," she said. "The special session will be our chance to be heard."nyxddd

Publication#W\ PP# 41. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# Community Colleges Face Cutbacks : Schools Decline in enrollment

t and state subsidies is forcing most campuses to slash budgets and eliminate classes.

Headline #:\ PP#By SANDY BANKS
TIMES STAFF WRITER

ddA funding crisis has hit all but one of the nine campuses in the Los Angeles Community College District, which has been mired in financial problems for years because of declining enrollment and shrinking state subsidies.

ddMost of the eight campuses affected are facing what officials described as belt-tightening, with cuts representing about 10% of their budgets. But for Mission College in Sylmar the cuts are particularly deep and wide-ranging.

ddForced to cut \$2 million from an already strained budget, Mission plans to eliminate almost 200 classes, cancel its athletic program, limit hours at its new library and cut its citizenship program when school resumes next month.

ddThe school, one of the district's smallest and newest campuses, has been especially hard hit because its growth has consistently exceeded budget projections, forcing it to run at a deficit each year.

ddThis year, the district's Board of Trustees decided that the deficit must finally be made up. At Mission, it will mean scaling back operations 21%.

dd"When a school is in a growth mode, as Mission has been, it's at a severe disadvantage," Mission College President William Norlund said Tuesday.

ddUnder the district's funding formula, he said, each campus receives money based on its average spending over previous years "an inadequate sum when expansion is rapid. So the district loaned Mission College and others in its system enough money from its reserve fund to meet their expenses.

dd"But that reduced the district's reserves to an extremely dangerous level, consequently we're no longer able to do that," Norlund said.

ddIn fact, the district was warned by state officials last year to boost its financial reserves, which had been seriously depleted by the need

to bail out struggling campuses. Mission must refund the district \$800,000 this year.

ddA Mission College campus committee including administrators, faculty members and support staff met this month to calculate what could be cut and found few choices. The panel expects to make its final decision next week.

ddThe cuts will undoubtedly affect the school's profile in the northeast San Fernando Valley where residents long lobbied for its creation and expansion and heartily celebrated the opening of its \$12-million high-tech library center this year.

dd"The cuts amount to suicide," said professor Chuck Dirks, the school's faculty president. The new library "is the dream of the community. Half of our students go to class at night, so for the library and the resource center to be open then is critical."

ddOnly East Los Angeles College, a large campus that did not exceed its budget, will remain unscathed.

dd*

ddPierce College in Woodland Hills is in the same situation as Mission College, "but not as bad," said campus President E. Bing Innocencio. The school has about 14,000 students almost four times as many as Mission.

ddPierce will have to cut about \$2.5 million this year, but its budget exceeds \$23 million, giving it more room to maneuver for reductions.

ddJim Heinselman, president of Harbor College in Wilmington, said he still hopes that the state will increase his school's funding this summer. But if the current allocations stand, Harbor will have about \$1 million less to spend for the upcoming academic year.

ddThe school anticipates a 5% increase in enrollment and the elimination of about 30 courses and about 20 fewer temporary faculty members, Heinselman said.

ddAt Southwest College, Vice President of Academic Affairs Janice Hollis said the school is perpetually trimming its \$9-million budget, so this year's cuts will not be that painful.

ddThe school "a small campus like Mission" plans to cut about 45 classes, trim faculty leave time and condense the academic schedule so students will spend less time on campus.

dd"It's a routine thing for Southwest College," Hollis said of the cuts. "We've been pretty lean."

ddTimes staff writer Nicholas Riccardi contributed to this story.nyxddd

Publication#W\ PP# 42. Miami Herald"Publication" #:\ PP#July 16, 1997

Headline#\ PP# GOP balks at special sessionHeadline #:\ PP#Subhead#[\ PP# More money for schools at stakeSubhead#:\ PP#

By TYLER BRIDGES

Herald Capital Bureau

ddTALLAHASSEE "It seemed like a good idea at the time.

ddTwo months ago, Gov. Lawton Chiles put senior GOP lawmakers on a blue-ribbon

commission studying the state's education system.

He hoped they would become co

nvinced of the need for higher taxes to build schools, especially in Dade and B
roward counties.

ddThat hasn't happened.

ddOn Tuesday, after hearing Chiles explain that he plans to call the Legislatur
e into special session before Thanksgiving to devise ways
to pay for new school

s, Republican lawmakers disagreed with him on point after point.

ddGOP leaders said they're not convinced that Florida needs \$3 billion for new
schools. Nor do they think new taxes are the solution or
that a special session

is necessary to address the problem.

dd``I don't think we've pinpointed the problem yet," said Speaker Dan Webster,
R-Orlando. Webster opposes raising taxes to pay for new
schools. He thinks the

answer is building cheaper schools by eliminating waste and inefficiency in co
nstruction by local school districts.

ddThe Governor's Commission on Education has found that while it cost \$120.56 p
er square foot to build R.R. Moton Elementary School
in Dade County, for exampl

e, Wicklow Elementary School in Seminole County cost only \$75.92 per square foo
t.

ddWebster and GOP leaders like Rep. John Thrasher of Orange Park believe that f
igures like these indicate wasteful spending.

ddWhile Chiles said he isn't giving up on convincing Republican leaders, Democr
atic members of the commission couldn't help taking
shots at their GOP colleagu

es.

dd``Is there waste in construction? Yes," said Rep. Keith Arnold, D-Fort Myers

. ``Should we cut out waste? Yes. But cutting out waste
won't solve a \$5 billio

n problem. It ain't gonna happen without new revenue."

ddAdded Rep. Buzz Ritchie, D-Pensacola, the Democrats' leader: ``I think there'
s a lot of denial in the room." (Ritchie is not a commission
member.)ddThe imp

asse between Democrats and Republicans left Diana Wasserman, a Broward School B
oard member, frustrated and angry.

dd``I don't feel very hopeful that we're getting anywhere to make them understa
nd our crisis," Wasserman said, arguing that Broward's
overcrowding problem is
particularly acute.

ddRepublicans countered that if Broward County needs more schools, then voters
there ought to be willing to pay for them. Rep. Jim
King, R-Jacksonville, noted

that voters in Santa Rosa County " in the Panhandle " recently approved a ha
lf-cent sales tax increase to

pay for more schools, while Broward County voted
down a one-cent sales tax increase two years ago.

dd``Why would you expect the people of Santa Rosa to take care of Broward, wher
e the people have not acted as responsibly?" King
asked, adding that any new s

tatewide tax would require residents in Santa Rosa and elsewhere to help pay to
alleviate Broward's

overcrowding.

ddOne thing with which Democrats, Republicans and community leaders on the 69-member commission seem to agree is the need for the Legislature to impose more controls on how local school districts spend their dollars in building new schools.

ddJack Critchfield, the commission's co-chairman with Chiles, said he will try to mold a consensus in the coming months and put forward a proposal agreeable to all sides.

dd``I don't think they're that far apart," said Critchfield, chairman of Florida Progress Corp., the St. Petersburg utility. But he admitted to being frustrated.

ddIf the commission cannot agree on a recommendation for solving the overcrowding problem, King said he thought Chiles would withdraw his plan to call a special session.

dd``The governor is too smart to call us into special session with no chance of success," King said. ``The he-coon didn't become the he-coon by making stupid political decisions."nyxddd

Publication#W\ PP# 43. Baltimore Sun"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Then comes infusion to the rescueHeadline #:\ PP#Subhead#\ P
P# Citizenship: School systems in Maryland are increasingly using in-class projects,

such as letter-writing, so students can achieve the necessary hours for the state's 'service learning' graduation requirement.

ddSubhead#:\ PP#

By Mike Bowler
SUN STAFF

ddSO IN THE end only 49 of the state's 45,000 high school seniors were denied diplomas this spring for failing to complete 75 hours of "service learning."

ddTo whom the credit? Educators would give it to the thousands of students and teachers who took seriously the state's pioneering attempt to make community service a graduation requirement.

ddCynics would say "infusion" came to the rescue.

ddThe latest buzzword in Maryland education, infusion allows students to complete the community service requirement with in-class work, often writing letters in the cause of citizenship and voluntarism. (It's not to be confused with "inclusion" " the mainstreaming of special education students in regular classrooms.)

ddA real example of infusion from Baltimore County's Sudbrook Magnet School: Students got service learning credit for writing letters to their parents urging them to vote and telling them why voting is important. The letters were never mailed, but the students presumably

had learned about service, which state officials say is the often neglected half of the service learning requirement. What a curious word! Most of us think infused is what we would like to be " with cash from the lottery. But in education, the word has a different meaning.

If students complete all or part of their required service learning time in class, they are infused. Not confused or amused, mind you, but infused.

The application of the word to service learning apparently originated in Anne Arundel County, but the practice is spreading across the state. Harford County

has moved almost entirely to infusion in its service learning program, according to state officials. But critics see infusion as a spreading virus, taking still more valuable time from in-class work.

"It seems as if a lot of infusion projects will be either service without the learning or learning without the service," said Nancy Knisley, a Catonsville resident whose son, Matthew, 13, will be in the eighth grade this fall at Sudbrook. "I'd heard infusion had spread to Baltimore City and had hoped it wouldn't get to Baltimore County. Unfortunately, it has."

Knisley and her husband, Ray, are longtime school and community volunteers, but she wasn't thrilled about service learning in the first place. She said she had doubts about the oxymoronic nature of required voluntarism. When Matt came home with a report card crediting him with 13 in-class infusion hours, including several hours he didn't know he had earned, Knisley said her doubts were confirmed.

The Knisleys distinguish between infusion, which Matt Knisley said is "normal classwork except you get credit for it," and "regular" service learning.

In the regular category, Matt, an accomplished athlete, earned 21 hours last year as an assistant coach of his younger brother's soccer team.

"We only won one game, but I learned a whole lot about how frustrating it is to be a coach," he said.

His mother agreed: "He learned lessons for life that aren't likely to be forgotten, although he may forget how he learned them."

"Service learning" began its life (uniquely in Maryland) as "community service," but when educators realized that community service is what felons often are forced to do as punishment, they changed the name. (They also wanted the program's title to include the learning element.)

Still, most people associate service learning with voluntarism, such as serving in a nursing home, working in a soup kitchen or homeless shelter, helping in a community cleanup project or perhaps doing what Matt Knisley did with his brother's soccer team.

Infusion has at least two advantages for educators. It gives them tighter control over service learning activities, and it allows virtually all of the students to fulfill the requirement, with teachers doing the recordkeeping.

ddIf a student is short a few hours, assign a letter or two to a nonprofit organization such as the Chesapeake Bay Foundation.

ddBut that's the cynic's view. There is, of course, a contrary argument from Luke Frazier, executive director of the Maryland Student Service Alliance, which oversees the program for the state Department of Education.

ddFrazier said infusion is the opposite of what its critics say it is: It is designed to get learning into service learning, not take it out.

ddInfusion "emerged as a way to make sure academics weren't left behind," Frazier said. "We were getting too much service and not enough learning."

ddMoreover, said Frazier, infusion is harder for educators to accomplish than stereotypical community service. "It's much more difficult to devise a lesson that incorporates both academics and a service component than it is to simply list the agencies that need volunteers and say go to it."

ddThe vast majority of infusion projects are substantive, Frazier said. For every mindless exercise in letter-writing, he said, there are "many, many more worthwhile endeavors" such as one by 10th-graders at Old Mill Senior High in Anne Arundel County, who are writing and publishing their own children's stories, then reading them at a day care center "and leaving the bound copies to be read later."

dd"Infusion has brought more sophistication and quality to service learning, and things are going to continue to travel in that direction," he said.

Publication#W\ PP# 44. The Washington Times"Publication" #:\ PP# 07/15/97; Edition: 2; Section: E;FAMILY TIMES; Page E1

Headline#\ PP# Home-schoolers perform swimmingly in sea of possibilitiesHeadline #:\ PP#By Paula Gray Hunker
THE WASHINGTON TIMES

Want to be an executive of a toy company and get paid to play with toys all day? Would you like to run your own computer company at 24? How about launching a magazine at 17 and then writing your first book by 21? Want to get a law degree in your spare time?

ddThen don't go to school.

ddMost Americans expect to be in school 16 years before we "begin" life - 12 years in public school followed by four years in college.

ddFor hundreds of thousands of young adults who just a month ago earned a diploma after 12 years in school, this summer is a brief respite before they pack and leave for the next four-year stage in their educational journey.

ddBut for a growing number of young adults who, with their parents, already choose a less traditional education by studying at home, their next stop may be far less predictable.

ddAaron Fessler is the founder of a successful computer firm - at age 24. Josh Harris became a magazine publisher at 17 and at 22 has

published a book and is apprenticing to be a minister. Tommy Teepell at 23 is living actor Tom Hank's role in the film "Big." Jaimie Smith had her comic published when she was 17 and is now interning at a newspaper.

ddAlthough many of the 1.2 million home schoolers go on to traditional universities and colleges, and many high school graduates pursue alternatives to higher education, these young people credit their ability to reach their precocious achievements to the flexibility in their educational structure.

dd"For home schoolers, the line between youth and adulthood is much fuzzier than for their schooled peers," wrote Mary Griffith, author of "The Homeschooling Handbook." "Most home schoolers spend much of their teens stepping gradually into adult responsibilities. Rather than being suddenly on their own, they develop their independence bit by bit, rather like infants freeing themselves from dependence on their parents."

ddThis is a recurring theme for many of these successful young people. Not only did they achieve "adult" success early but, through the support of their families, they were able to work in their areas of interest during their teens where they discovered a surity of purpose and established early goals.

ddTommy Teepell, 23, is in charge of new products for Kid Power, a toy manufacturing company in Brentwood, Tenn., famous for this summer's ubiquitous swim toy Funoodles. Although he went to high school until ninth grade he called himself a "typical hyper kid who spent 20 percent of the time in the hall, 20 percent in the principal's office and 20 percent doodling." His parents thought he could be learning more in a less structured environment and brought him home to be educated by giving his creativity free reign.

dd"Home schooling and my parents taught me that I am not limited," he says in a recent interview. In between his coursework Mr. Teepell discovered that he had a proclivity for clothing design. He began by creating his own ties, dusting off his mother's unused sewing machine. One Easter he made matching ties for his whole family and his mother asked him to whip up a matching dress. Soon his mother's closets were filled and he had more orders than he could fill for women throughout the neighborhood.

ddJamie O'Rourke, owner of Kid Power, heard about Mr. Teepell's creations and, meeting him at a home schooling seminar, asked him if he "ever thought of designing toys. The rest is a story straight out of the movie 'Big.'"

dd"I'm like Tom Hanks in 'Big' when he raises his hand and says, 'I don't get it,' " Mr. Teepell says. He is the one who decides whether a toy will be a commercial success or not. In addition to the original Funnoodle there are 13 related products. An upcoming hit, predicts Mr. Teepell, is the Luminator, a foam

sports ball with LED lights "so you can play at night."

ddSaying that "every day is a learning experience," Mr. Teepell considers his workplace an extension of his education. "I just can't wait to put on my shoes each morning and run to work."

ddBUILDING A BUSINESS

ddAdam Fessler couldn't wait to run a business. By the time he earned his high school degree at 17, he had already assembled an impressive business resume.

At age 14 he established a mail-order book company, specializing in material about out and for home schooling

with \$300 earned from a paper route. With his entrepreneurial interests supported by his parents who viewed his enterprises as part of his

education, he grew the firm to \$30,000 in sales before he sold it at a profit when he was 18.

dd"I always knew that I'd be in business," he says during a recent phone interview from his Huber Heights, Ohio, computer firm. Mr.

Fessler says he was eager

to enter the business world and was grateful for "having the freedom to pursue my interests of business and computers" while he was home schooling.

dd"Honestly speaking, I worried about my friends who were going off to college," he says, explaining that he was concerned their degree

would give them an edge to surpass him in his field.

dd"But I made that my motivation," Mr. Fessler says. "I decided to use the four years when my peers were getting formal education to work twice as hard as they

to make sure of my success."

ddThe strategy seemingly has paid off. Beginning with \$5,000 and "a couple of credit cards," Mr. Fessler has built his firm Allegro Group into the second-largest

gateway for intracompany e-mail systems. He now has Domino Pizza and Mercedes International as two of his many clients.

ddNot every paper route will turn into a successful computer business, but Mr.

Fessler advises young people to realize that education can and should take place

all the time and with every life opportunity. He credited his parents, Robert and Olivia, for creating his supportive

educational environment and giving him the time to "pursue his dreams."

ddWhether they go on to higher education or jump start into a career, Manfred Smith, head of The Learning Center, an umbrella group

for Maryland home schoolers

as well as head of Maryland Home Education Association (MHEA), believes that homeschoolers have two

advantages:

ddThey "are not burned out on the educational experience." If they decide to go to college, they really want to be there, he says.

dd"In most cases by the time home schoolers are 14 or 15, they know what they want to study," and adds that many have already taken

college-level courses while

e they are still in high school.

ddMr. Smith says many people - including himself - come out of college still unsure of their career path. "That's pretty messy and a waste of time, and money and life," he says.

dd"The best thing about being home schooled was that I had time" to pursue my interests," says his daughter, Jaimie Smith, 19, of her interest in art. She says she was able to take art courses as part of her home school curriculum and developed a comic strip, "Jaimie's World."

ddWhile still a senior studying at home Miss Smith took some courses at Howard Community College - a route echoed by many home schoolers. There she "checked out the newspaper" because she wanted to be cartoonist. Although they published her strip, her interest in journalism grew and graphic arts diminished as she got more involved in the paper.

ddShe later transferred to the University of Maryland at Baltimore County to pursue her journalism major and will be managing editor of the paper next year after she completes her internship at the Baltimore Sun this summer.

ddAlthough Miss Smith chose to invest four years in college before going into her chosen profession, she credits her flexible study time for enabling her to "discover and explore" her interests at an early age.

dd"I feel so lucky," she says in comparing herself to her friends whose time was much more regimented "by going from class to class all day. You have time to find yourself" and answer the key questions asked at this age of "who am I and what do I like to do?"

ddMiss Smith says her ability to "experiment and try things out" before graduating gave her an enormous edge. "You can see what works and what doesn't" and it saves so much time. "I know that I enjoy journalism because I have been doing it for years and I can make my mistakes when my readership is 5,000 instead of 500,000," she says.

dd'I LEARN BY DOING'

ddJosh Harris agrees that education can be largely experiential. His father, Greg Harris, is a well-known speaker on home schooling issues and helped his son begin a successful career as a speaker to home school teens. This expanded when the younger Mr. Harris launched a magazine geared to that market and published a book - all before age 21. At an age when most young people are deciding their major in college, Mr. Harris is launching his second career by studying in an pastor apprenticeship program at New Life Covenant Church in Gaithersburg.

dd"Everything that I have done is my college education," he says. "I learn by doing and I learn by watching others do."

dd"I look for the goal rather than the means to get it," he says.

ddTimmy Teepell, 22, is Tommy's younger brother and his goal is to be a lawyer,

although he is achieving it by unusual means. Through an acquaintance of his father, he began working for a judge and became exposed to law while still a young teen. He completed his high school coursework at 16 and then apprenticed in a law program.

ddAlthough many states allow one to take the board tests without a law school education, a college degree is still required. Of the 120 credit hours needed for a bachelor of arts degree, which Mr. Teepell earned by age 19, 60 of these were earned in a long one-day testing through College Level Exchange Program, or CLEP, exams.

ddWith a college degree earned, he then enrolled in Oakbrook College of Law, a correspondence course out of California. He plans to sit for the California bar in February 1999.

ddAlthough earning a law degree can easily be a full-time occupation for anyone, Mr. Teepell is also working as executive director of the Madison Project, a political organization located in Purcellville, Va.

ddHe says that he had no regrets about going this route because it allowed him to create a "network of mentors" whose knowledge he can draw from throughout his career.dd****BOX

ddMORE INFO:

ddAs home schooling families have grown in number over the last few years, the information available - especially on the Internet, which is a prime educational

resource for these families - has grown as well. The following sites are suggested starting points because they offer resources for home schooling teens who are preparing for their next educational step.

ddONLINE -

ddWeb site: <http://www.home-ed-press.com/index.html>

ddThis site has a great deal of resources as well as links to other related sites. It has information on applying to colleges; lists of colleges who welcome

home schoolers and other books and materials.

ddWeb site: <http://www.midnightbeach.com/hs/>

ddConsidered by many the premiere home school information site. This is constantly updated and has the most extensive list of home school friendly colleges and

universities as well as links to their home pages. It also has articles and other resource information useful to graduating teens.

ddWeb site: <http://finaid.org/>

ddComplete resource for all information on available and gaining financial aid for higher education.

ddPUBLICATIONS -

ddHomefires, Journal of Homeschooling

ddPublished six times a year for \$24.95

ddMail: Homefires

dd180 El Camino Real; Suite 10

ddMillbrae, Calif. 94030.
 ddPhone: 888/4-HOME-ED.
 ddE-mail: Edotpr@Homefires.com
 ddWeb site: http://www.homefires.com/
 ddASSOCIATIONS -
 ddMaryland Home Education Association
 ddMail: 9085 Flamepool Way,
 ddColumbia, Md. 21045.
 ddPhone: Manfred Smith at 410/730-0073.
 ddFax: 410/964-5720.
 ddHome Educators Association of Virginia
 ddMail: PO Box 1810,
 ddFront Royal, Va. 22630.
 ddPhone: 703/635-9322.
 ddBOOKS -
 ddThe Homeschooling Handbook
 ddBy Mary Griffith
 ddPrima Publishing, 1997
 ddHas excellent resource guides in the back, including lists of colleges that have accepted home schoolersnyxddd

Publication#W\ PP# 45. The Daily Oklahoman"Publication" #:\ PP# 07/15/97Section: NEWS; Page 01

Headline#\ PP# Garrett Urges Reading Focus For StudentsHeadline #:\ PP#By Mick Hinton

Capitol Bureau

TULSA - Wynnewood student Donna Shirley read a book about Mars when she was in junior high. Now she's a NASA project leader intricately involved in the land

rover's first-ever experiments on the surface of Mars.

dd"It's amazing what a single book can do," said state Superintendent Sandy Garrett, who launched a statewide effort Monday to emphasize reading, which will be

the focus of the Education Department in the coming year.

ddIt was the book, "The Sands of Mars" that gave Shirley a vision, Garrett said

ddShirley is manager of NASA's Mars exploration program. She designed the 2-foot-long roving vehicle that is roaming the surface of Mars. She also coordinates

plans to send robotic probes to Mars. Eight have been approved.

ddGarrett made her statements in her State of Education address during a school leadership conference in Tulsa. She urged the 2,000 school administrators attending

meetings Monday and today to open up their school libraries.

dd"Don't keep your books locked up in the school library all summer," Garrett said.

ddA little-noticed appropriation during the legislative session last spring armed the state Education Department with \$3 million to train teachers how to assess

the reading progress of their students, Garrett said.

ddThe Legislature appropriated an additional \$103 million for common education in the coming school year, which now has a budget of \$1.6 billion. Garrett said

the state's "very strong economy" bodes well for education funding next year as well.

Garrett said her goal is to see that every child who attends Oklahoma public schools owns a book. Her favorites: "Make Way for the Ducklings," "Charlotte's Web" and "Moby Dick." State-mandated tests show Oklahoma students are performing above the national average on every subject of the Iowa Test of Basic Skills

at ages 3 and 7, Garrett said. In reading, third graders score at the 58th percentile and at the 57th percentile for seventh graders. This means Oklahoma stu-

dents score higher than more than half of U.S. children taking the test.

On the other hand, Garrett said that about a fourth of the students need reading improvement; although, reading scores for all students surpass the national average.

"Teachers must learn how to teach phonics," said Garrett; although, she said this isn't the only way to read.

She applauded lawmakers Rep. Betty Boyd and Penny Williams, both Tulsa Democrats, for passage of a bill last session that provides for frequent assessments of students in the first, second and third grades.

Boyd said some teachers scoff at phonics teaching while others are convinced that is the only ingredient in the reading recipe. Those favoring what is called

"whole language" reading believe comprehension and communication skills cannot be taught with phonics alone.

Boyd herself said when she came home from first grade with all A's, her mother asked her to read, "but I couldn't." Boyd said her mother, a teacher, taught her phonics.

During Oklahoma public schools' year of reading, Garrett called for:

- Parents and community leaders to conduct a reading audit, assessing reading resources in the community, such as what books are available;

- School administrators to elevate professional development of staff, analyzing students' problem areas in reading;

- Superintendents and principals to make reading the top priority. Otherwise, the crusade won't work, Garrett said.

Also Monday, those attending the 1997 Oklahoma Administrators' Annual Leadership Conference were told that:

- \$7 million has been appropriated so that the vocational-education system can instruct teachers in computers;

- Next year, the first-ever statewide tests in geography and Oklahoma history will be given;

- Garrett is seeking a legislative interim study to assess students with three, rather than two, benchmarks. Currently, students are assessed as doing either

satisfactory or unsatisfactory work. Garrett said a benchmark showing advanced or higher achievement is needed.

On the 1996 Iowa tests - with the national average at 50 percent - Oklahoma third-graders scored in the 64th percentile, 14 points above the national average

and one point higher than the scores of last year's third-graders.

Publication#W\ PP# 46. Baltimore Sun"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Most Md. teachers support MSPAP Headline #:\ PP#Subhead#[\ PP
Survey of union finds members favor tests; some want changesSubhead#:\ PP#

ddMost members of Maryland's largest teachers union generally support the state
's school performance assessment tests but say some
changes are needed, a poll
released yesterday shows.

ddThe survey of more than 400 members of the Maryland State Teachers Associatio
n found that 60 percent said they think the assessment
program is improving the
education of students in their schools.

ddAnd 83 percent of the teachers said they think their schools are "on the righ
t track" with the program, formally known as the Maryland
School Performance As
sessment Program.

dd"In short, MSTA members who work most closely with MSPAP believe it supports
our commitment to ensuring that each Maryland
child has an opportunity to learn
," union President Karl K. Pence said at a legislative hearing in Annapolis whe
re the results were made
public.

ddThe MSPAP tests, which began seven years ago, are given each spring to public
-school students in third, fifth and eighth grades.

ddThe tests generally are comprised of questions that require students to write
extensively and are designed to measure each school against
statewide standard

S.
ddState school Superintendent Nancy S. Grasmick, who has led the development of
the MSPAP, said she was pleased with the results
of the teachers union poll.

dd"To see the overwhelming support of teachers was really very, very gratifying
," Grasmick said.

ddCritics of the test say the show of support from teachers did little to sway
them. Some parents have complained that the test includes
questions they consid
er in-

ddappropriate, such as one that asked students to write about a murder. Others
say the tests are designed to test attitudes and feelings rather
than basic fac
tual knowledge.

ddBut the biggest complaint revolves around the secrecy that some parents say s
hrouds the tests. Parents are not allowed to see the actual
test their children

take, although they can see tests from prior years.

ddGrasmick said security concerns dictate that the tests be kept confidential b
ecause half the questions are used in consecutive years.

ddIn response to criticism, Grasmick recently established two panels to oversee
the test " one to oversee the entire MSPAP process, and
one to screen test qu

estions for potential controversy.

ddThe Columbia-based polling firm of Mason-Dixon Political Media Research Inc.

did the survey, which was conducted shortly after the tests were concluded in May. The company interviewed 417 MSTTA members who teach in kindergarten through eighth grade. The union represents about 47,000 teachers statewide. A majority of the teachers said the MSPAP test, which is given over five days in May, takes up too large a block of time each spring and could perhaps be administered in shorter segments through the school year. "It's too long for the children who take the tests and it's too long for the children whose instruction is virtually suspended while MSPAP is being administered to the other students," Pence said. In response, Grasmick said the state school board would have to look "seriously" at breaking up the test into smaller segments.

Publication#W\ PP# 47. San Francisco Examiner"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Women object to sex suit costs Headline #:\ PP#Subhead#\ PP# City College seeks to recover court fees in harassment case involving professor
Subhead#\ PP#

By Emily Gurnon

OF THE EXAMINER STAFF

An attorney for two former City College students called for city officials to stop what she said is a punitive move by the college district to recover court

costs in a sexual harassment case against a photography professor.

Two San Francisco women, who go by the pseudonyms Catherine M. and Stephanie G., claimed they were subjected to repeated sexual

advances by James Doukas, a

photography professor, said Pamela Price, the attorney for the women.

The women sued Doukas and the college district in 1994. Doukas is currently on administrative leave.

In January, a San Francisco Superior Court judge agreed with the district that the district should be dropped from the lawsuit because it had taken what the

court considered appropriate action in response to the women's complaints.

Price said she is appealing that decision.

In the meantime, the district is entitled to recover its attorneys' fees in connection with the suit. It has scheduled a debtor's examination

Thursday in which

city officials plan to interview one of the plaintiffs to determine her assets.

Price said her clients don't have the \$40,000 the district says it is owed.

What's more, the action could deter other victims of harassment from coming forward, Price said.

"The message sent by this is, if you complain . . . we're going to retaliate against you," he said.

Price said she has appealed to Mayor Brown and other elected officials to stop the interview.

Brown spokesman P.J. Johnston said Tuesday he was not familiar with the case, but that "it would be improper for Mayor Brown to intervene in a legal process

"
ddChancellor Del Anderson said Tuesday she could not comment on the case, since
it is still in litigation.
ddThe women's trial against Doukas is scheduled for April 1998, Price said.
ddThe women said Doukas made unwanted sexual advances and sexual comments to th
em while they were his students. Stephanie G.,
who went on a class trip to Baja
with Doukas, said he tried to get into bed with her and take a shower with her
.nyxddd

Publication#W\ PP# 48. Columbus Dispatch"Publication" #:\ PP#July 16, 1997

Headline#\ PP# Education fix divides lawmakers Headline #:\ PP#
By Catherine Candisky
and Lee Leonard
Dispatch Statehouse Reporters
ddThe 'rithmetic of Ohio's proposed education reform is pretty clear " pump an
other \$1.1 billion into the public schools " but
lawmakers have not decided ho
w to make sure that improves students' reading and 'riting.
dd"There is no consensus," Rep. Michael Wise, R-Chagrin Falls, said yesterday a
fter a three-hour hearing on reforms before the House
Education Committee. "The
well is poisoned. Concerns about school standards have been bubbling for three
years and now they want
them in three weeks."
ddLawmakers are trying to assemble and pass by Aug. 6 a constitutional amendmen
t and a statement of intent to increase taxes by \$1.1
billion a year to bring p
ublic school funding up to a constitutional level.
ddThe tax package, recommended by Gov. George V. Voinovich, includes raising th
e sales tax to 6 percent from 5 percent, a small
increase in the business prope
rty tax and a real estate tax cut for homeowners, particularly the low-income e
lderly and disabled.
ddLast week, legislators decided to develop a reform package that would include
legislation to improve student/teacher performance and
another bill to ensure
that school districts are fiscally responsible.
ddThe committee began hearings yesterday on student/teacher performance criteri
a under consideration for insertion into Senate Bill 55
by Sen. Eugene Watts, R
-Galloway.
ddRandall Gardner, who is the House majority floor leader and acting committee
chairman, said the legislation could come before the
full House for a vote next
week.
dd"We're looking at three days of testimony. That's not enough time," said Rep.
Charleta Tavares, D-Columbus. "There is just so much
and so many areas to dive
into. We can take more time (with the reform package) and put (the tax issue)
on the ballot later."
ddRep. Joseph Sulzer, D-Chillicothe, also questioned the rush.
dd"We as a committee ought to put a face on this. Let's take this on the road a

nd see what the folks I represent in Vinton County think," Sulzer said.

ddProposed reforms include creating a tougher proficiency test for students to pass before graduating, reducing elementary school class sizes in districts performing poorly, setting up alternative schools for disruptive students and establishing merit pay for teachers. Another idea would establish performance criteria for districts. Those not meeting the requirements would be subject to state intervention.

ddMore graduation requirements already are in the bill and appear to have widespread support in the House. As passed by the Senate, Senate Bill 55 would increase the number of credits students must complete to graduate high school to 20 from 18, and require them to take more English, math, science and social studies and fewer electives.

dd"As education becomes a growing state funding priority, it is clear that the citizens of our state and a growing number of educators are expecting their legislators to enact meaningful accountability measures to ensure enhanced academic performance and effective use of tax dollars," Gardner told colleagues.

ddAfter the hearing, Gardner acknowledged many proposed reforms are too controversial to address in such a short period.

dd"For those members who think accountability and performance is important, the time is now to achieve those goals. It doesn't mean we can do everything," he said, adding, "This issue did not start this week and it won't end next week. We will be working on these for the rest of the year."

ddSen. Roy L. Ray, R-Akron, chairman of the Senate Finance Committee, said his panel will rework Senate Joint Resolution 3, the governor's tax package, and may have a substitute ready by Tuesday.

ddAnother proposal by Voinovich "amending the Ohio Constitution to empower the legislature, not the Ohio Supreme Court, to have the final word on what is an adequate education" was declared dead yesterday by the Senate Republican leadership.

dd"The governor believes that's within the purview of the legislature," said his press secretary, Michael Dawson. "He also believes the people should have the right to vote on it."

ddThe Senate committee also is considering financial accountability provisions for school districts that would be inserted into House Bill 412, by Rep. Gary W

. Cates, R-West Chester. Among the possibilities are early warning systems and emergency help for districts in financial trouble.

ddCates said his bill, which has cleared the House, permits the state auditor to conduct performance audits on school districts that are on "fiscal watch" and

"fiscal emergency" status. He said there are 10 districts on fiscal watch and six on fiscal emergency.

Existing law provides for a performance audit of only the 21 largest school districts. Cleveland and Youngstown have been audited.

Several senators told Cates the performance audits should be mandatory, not up to the discretion of the auditor. They said some schools do not improve operations unless they are forced to do so.

Senate Democrats questioned Ray and state Budget Director R. Gregory Browning about the governor's school-funding plan and about the Senate's timetable for dealing with it.

Sen. Judy B. Sheerer, D-Shaker Heights, objected to majority Republicans putting together a substitute bill behind closed doors, saying school funding should be dealt with "issue by issue in a thorough-going fiscal discussion."

"We should take our time about crafting a resolution to satisfy the Supreme Court," Sheerer said. "This is an issue that affects 1.8 million kids. It deserves the attention of the full legislature."

Ray called the Democrats' objections "partisan positioning. Where is their solution?" he asked. "The only thing they've offered is political bickering. They have not come forth with a constructive alternative."

Browning parried the attempts of Sen. Leigh E. Herington, D-Kent, to get into a budget-cutting exercise to avoid a tax increase.

The director said the Voinovich administration cut the budget four times in the early 1990s and made "stunningly significant" systems reforms, especially in welfare.

"We've saved hundreds and hundreds and hundreds of millions of dollars in the area of Medicaid," said Browning. "We would not have the primary and secondary education budget we have without it (the other spending cuts)."

Publication#W\ PP# 49. The Dallas Morning News"Publication" #: \ PP# 07/15/97;
Edition: HOME FINAL; Section: EDUCATION EXTRA; Page 15A

#i2PP#INSIDE EDUCATION#:\ PP#
Headline#\ PP# Web site serves up delights for dorm-room lifeHeadline #: \ PP#
By Jayne Noble Suhler
Entertaining in your dorm room?

All you need is a toaster oven, a package of English muffins, a little cheese and some tomato sauce to make pizza for your friends or date, according to a new cookbook for the "dorming gourmet."

Simple and inexpensive recipes from the cookbook *You're Not in Mom's Kitchen Anymore! College Cooking for the Dorming Gourmet* are now being served up on the Internet, along with lots of other stuff college students are sure to find useful.

Most colleges and universities now have their own Web sites, offering everything from online applications to virtual tours of the campus.

Other sites, like the one now under construction by *College Bound* magazine, work as springboards to other useful sites and give

students school-survival tips - like how to eat on a budget.

Easing the transition

dd"Helping make the transition from high school to college a little easier, that's our mission," said Gina LaGuardia, editor-in-chief of

College Bound . The

magazine's free site - www.cbnet.com - formally kicks off Sept. 1 but can be accessed now.

ddThe site offers profiles of colleges, information about financial aid and scholarships, feature articles about handling homework and living

on a budget, an

advice line where students can send e-mail to counselors and other experts, recipes and even music reviews.

ddThe site also offers links to other Web pages such as those of the U.S. Department of Education and the Student Loan Marketing

Association (Sallie Mae) and

to college Web pages and search engines that students can use to navigate the

Web.dd"We're kind of like a starting board," Ms. LaGuardia said.

ddThe site is "designed to be interactive and give students information about things they're interested in or will need when they get to

college."

ddLike food.

ddRecipes and tips from *You're Not in Mom's Kitchen Anymore!* by chef and actor Garry Pastore will be online this fall.

ddInformation about purchasing the paperback recipe collection, which is published by College Bound, will also be available on the site.

ddA range of recipes

ddMost of the quick-and-easy recipes can be made in microwaves or kitchenettes in dorms for a price of well under \$10. They range from

simple meals like dogs-

in-a-blanket and brownies to more elegant fare like shrimp scampi and "easy" cheesecake.

ddEach comes with a guide to its cost, time, serving size and a "gas probability factor."

ddA recipe for fajitas, for instance, has a 100 percent gas rating, and the book warns that you may not want to make them for a date:

dd"If you're going to be a couple, gas could be a problem, but if there are several of you in one room, do what everybody else does - blame

it on the other guy!"

ddTips on the herbs and spices to keep on hand, how to avoid "the freshman 15" weight gain and how to lower cholesterol levels are also

available:

dd"Greasy fries shouldn't be the staple meal in your life."

ddMs. LaGuardia, who edited the cookbook, said it's meant to be fun and informative at the same time.

dd"Students don't have much time and they sure don't have any money, but they have to eat and they want to impress their dates."

Jayne Noble Suhler writes about higher education for *The Dallas Morning News*.
nyxddd

Headline#\ PP# BRIEFHeadline #:\ PP#Subhead#[\ PP# Corona Bilingual program receives a boost
ddSubhead#:\ PP# Coronita Elementary School received a \$1.2 million federal grant that will allow the school to restructure the bilingual education program.
ddProject START (Spanish Transitional Achievement through Restructured Teaching) is a five-year Title VII grant funded by the U.S. Department of Education. I
t is similar to a grant already in place at Home Gardens Elementary School.
ddSandra Johnson, assistant superintendent of instructional services in the Corona-Norco Unified School District, said the grant money will allow Coronita Principal Alma Backer to restructure the bilingual education program serving 36 percent of the students at Coronita, recruit and train new bilingual teachers and offer parenting education classes.nyxddd

Publication#W\ PP# 51. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# Community Colleges Face Cutbacks: Decline in enrollment and state subsidies is forcing most campuses to slash budgets and eliminate classes.Headline #:\ PP#
By SANDY BANKS
TIMES STAFF WRITER
ddA funding crisis has hit all but one of the nine campuses in the Los Angeles Community College District, which has been mired in financial problems for years because of declining enrollment and shrinking state subsidies.
ddMost of the eight campuses affected are facing what officials described as belt-tightening, with cuts representing about 10% of their budgets. But for Mission College in Sylmar the cuts are particularly deep and wide-ranging.
ddForced to cut \$2 million from an already strained budget, Mission plans to eliminate almost 200 classes, cancel its athletic program, limit hours at its new library and cut its citizenship program when school resumes next month.
ddThe school, one of the district's smallest and newest campuses, has been especially hard hit because its growth has consistently exceeded budget projections, forcing it to run at a deficit each year.
ddThis year, the district's Board of Trustees decided that the deficit must finally be made up. At Mission, it will mean scaling back operations 21%.
dd"When a school is in a growth mode, as Mission has been, it's at a severe disadvantage," Mission College President William Norlund said Tuesday.
ddUnder the district's funding formula, he said, each campus receives money based on its average spending over previous years"an inadequate sum when expansion is rapid. So the district loaned Mission College and others in its system enough money from its reserve fund to meet their expenses.dd"But that reduced the d

istrict's reserves to an extremely dangerous level, consequently we're no longer able to do that," Norlund said.

ddIn fact, the district was warned by state officials last year to boost its financial reserves, which had been seriously depleted by the need to bail out struggling campuses. Mission must refund the district \$800,000 this year.

dddddA Mission College campus committee"including administrators, faculty members and support staff"met this month to calculate what could be cut and found few choices. The panel expects to make its final decision next week.

ddThe cuts will undoubtedly affect the school's profile in the northeast San Fernando Valley where residents long lobbied for its creation and expansion and heartily celebrated the opening of its \$12-million high-tech library center this year.

dd"The cuts amount to suicide," said professor Chuck Dirks, the school's faculty president. The new library "is the dream of the community. Half of our students go to class at night, so for the library and the resource center to be open then is critical."

ddOnly East Los Angeles College, a large campus that did not exceed its budget, will remain unscathed.

ddPierce College in Woodland Hills is in the same situation as Mission College, "but not as bad," said campus President E. Bing Innocencio. The school has about 14,000 students"almost four times as many as Mission.

ddPierce will have to cut about \$2.5 million this year, but its budget exceeds \$23 million, giving it more room to maneuver for reductions.

ddJim Heinselman, president of Harbor College in Wilmington, said he still hopes that the state will increase his school's funding this summer. But if the current allocations stand, Harbor will have about \$1 million less to spend for the upcoming academic year.

ddThe school anticipates a 5% increase in enrollment and the elimination of about 30 courses and about 20 fewer temporary faculty members, Heinselman said.

ddAt Southwest College, Vice President of Academic Affairs Janice Hollis said the school is perpetually trimming its \$9-million budget, so this year's cuts will not be that painful.

ddThe school"a small campus like Mission"plans to cut about 45 classes, trim faculty leave time and condense the academic schedule so students will spend less time on campus.

dd"It's a routine thing for Southwest College," Hollis said of the cuts. "We've been pretty lean."

ddTimes staff writer Nicholas Riccardi contributed to this story.nyxddd

Publication#W\ PP# 52. The Wall Street Journal"Publication" #:\ PP# 07/16/97;
Edition: Texas Journal; Section: TEXAS JOURNAL; Page T1

Headline#\ PP# In South Texas, Universities Seed A Powerful Hispanic
Middle C

lassHeadline #:\ PP#

By Patrick Barta

Staff Reporter of The Wall Street Journal

MCALLEN " Meet the new Hidalgo County establishment.

ddLike the old guard, its members have master's degrees and country-club member ships. Unlike the old guard, they have Hispanic surnames, and they credit their

rise to prosperity to a university that some Texans still call "Taco Tech," but is properly known as the University of Texas-Pan American.

dd"We went from picking cotton to what we're doing now, and I can tell you it's a lot better," says 48-year-old lawyer Ramon Garcia. "It wouldn't have happened

without Pan Am. Most everybody I grew up with went to Pan Am. It was a way out."

ddIndeed, while the Anglo elite in McAllen was sending its sons and daughters to the University of Texas at Austin, Southern Methodist University or the Ivy League,

the offspring of local Hispanic families were swelling the ranks of Pan Am in nearby Edinburg. And just

as New York's City College was once a gateway to

the middle class for generations of European immigrants, Pan Am has served as the

means to the mainstream for recent generations of this region's long-disadvantaged Hispanic majority.

ddOnly now, though, is the number of alumni in McAllen and other border communities reaching a level that gives them the social, political and economic clout

of a fully fledged middle class. "We're just now seeing the positive effects of the university system," says Jerry

Polinard, a Pan Am political scientist. "There's

a much larger Hispanic middle class and educated class here now than ever before."

ddThat is encouraging news for Texas. Various studies have forecast a troubled future for the state's Hispanic residents, who represent about 27% of the state

's population today and will by Texas A&M University estimates make up about 36% of the total by the year 2010.

Just last year, a Texas A&M report predicted

steadily declining income levels for Hispanics if education and other services aren't improved.

ddBut the growth of McAllen's Hispanic gentry, which echoes a shift throughout the border region, illustrates a quite different trend. "It shows the promise that

is there for the future of the state," says Steve Murdock, the primary author of the Texas A&M study.

ddMost of the progress for McAllen-area Hispanics has occurred in the span of one generation. As recently as 15 years ago, Anglos

dominated the high-paying professions

in the metropolitan area, which is less than 20% white. Today, the number of white lawyers is

falling off, the number of Hispanic lawyers is growing

, and the Hidalgo County Young Lawyers Association is overwhelmingly Mexican-American

erican.

ddSimilar strides have been made in the health-care industry. Three of the biggest banks are headed by Mexican-Americans. The McAllen Country Club, which 15 years ago had as few as one Hispanic member for every 10 Anglos, is today nearly one-quarter Mexican-American.

ddAnd newfound Hispanic buying power is helping fuel a local economic boom. McAllen-based demographics consultant Mike Blum notes that in a recent six-month period he studied, some 70% of new-car purchases were made by Hispanics, who spent an average of \$20,500 on each vehicle. "That would have been highly unlikely 10 years ago," Mr. Blum says.

ddNot everyone is pleased with the changes, of course, though discontent is not publicly aired. Othal Brand Sr., the white mayor ousted two months ago after 20 years in office, puts it this way: "You are seeing the passing of a breed, of a generation."

ddIt is not that Hispanics in McAllen "or elsewhere in Texas" have until now lacked political clout. Though voters didn't get around to replacing Mr. Brand with the city's first Hispanic mayor until May, the region is represented by Hispanics in the Legislature and in Congress. And while the McAllen City Commission today comprises two Hispanics and three whites, 15 of the Valley's 18 court judges are Hispanic.

ddBut now, the power at the polls is being augmented by increasing economic power. For decades, "we didn't have a middle class here," says Roland Arriola, who directs an economic-development center at Pan Am. "There was a rich class and a poor class, and the Anglos were rich and the Hispanics were poor. Now that has changed completely."

ddAmong the first members of this emergent class is Mr. Garcia, a graduate of Pan Am and the University of Houston School of Law.

While growing up in the 1950s and '60s, he was a part-time farm laborer. His father earned \$70 a week at a gas station. His mother was an illegal immigrant. Anglos ruled: A promotional brochure put out by area chambers of commerce just two years before Mr. Garcia was

born referred to Hispanics as "wetbacks" and touted the Mexicans' contribution to the local scene this way:

dd"He doesn't mind the hot sun or back-bending work and goes about his job singing, talking and laughing. . . . Mi Amigo ["my friend"] seems to like it here, for we have known of his being deported one day and the next morning being back on the job, as cheerful as ever."

ddNow, the wealthy Mr. Garcia wears monogrammed shirts. A photo of himself with Hillary Clinton is displayed in his office. His high-dollar hobbies include sport fishing and auto racing, and he is chairman of the local Democratic Party. "It was very difficult [for

Hispanics] to understand the economic and political structure" until recently, he says. "We didn't have any of our people in it. The doors were not open. The university did a lot to open those doors." Higher education wasn't seen as an option for many Mexican-Americans until the 1960s, when the civil-rights movement and such incentives as Pell Grants and federal student loans encouraged poor youth to go to college. And through the late 1980s, the student body at Pan Am quadrupled in size. Almost all new students came from Hispanic backgrounds, and almost all were first-generation college students.

Still, it wasn't exactly a premier institution. Established in 1927 as Edinburg College, a two-year community college, it expanded to a four-year university in 1952 but had no professional schools and no doctoral program. It didn't offer its first master's degree "in education" until 1971.

Then, in 1987, the League of United Latin American Citizens filed a lawsuit on behalf of Hispanic students, alleging that public universities throughout South Texas didn't adequately serve the students' needs. As a result, the Texas Legislature awarded \$350 million in new funds for South Texas schools and later incorporated many into either the University of Texas or Texas A&M systems.

Pan Am has since added five undergraduate degrees, 14 graduate degrees and a full doctoral program in business administration, as well as a shared doctoral program in educational administration with the College of Education at UT-Austin. Other universities in the Rio Grande Valley are flourishing, too.

"The institutions on the border have made all the progress that we had envisioned," says Al Kauffman, the Mexican-American Legal Defense and Education Fund lawyer who represented plaintiffs in the 1987 suit.

But that doesn't mean all Hispanics are on their way to the middle class, warns Texas A&M's Dr. Murdock. He notes that the educated Hispanics' gains can be offset by the continued expansion of an undereducated Hispanic lower class. "It is good that more people are enjoying higher standards of living," he says, "but it may not be changing the overall picture."

Hidalgo County is still one of the poorest in the nation, with nearly 60% of its households earning less than \$25,000. The high-school dropout rate for Hispanics is higher than it is for whites, and in some school districts, standardized tests scores are about 15 points below the state average.

The difference between the 1990s and the 1970s, community leaders say, is that there are far more Hispanic role models today, and much more dedication to pushing young Mexican-Americans toward college. A lot of high-school graduates in town are either already

enrolled or getting ready to go, says Mary Villareal, a 19-year-old grocery-store clerk who is saving to study for a nursing degree.

"I've got

to get an education," she says.

ddWhen 54-year-old Leo Montalvo was in his teens, "we only had three Hispanic teachers in the entire secondary system" in McAllen,

he recalls. Now Mr. Montalvo

is McAllen's first nonwhite mayor, having defeated Mr. Brand by a 144-vote margin in the May 3 election.

(Mr. Brand is challenging the results in a lawsuit

filed in state court, alleging that noncitizens cast ballots.) Pan Am's Mr. Pol

inard calls

the 77-year-old Mr. Brand "the last patron" of the older, wealthy w

hite landowners who for generations kept a tight grip on economic

power across

South Texas.

ddOddly, Mr. Brand and Mr. Montalvo are in many ways much alike. Born into a po

or Georgia farming family, Mr. Brand quit high

school and moved to the Valley i

n the 1950s, launching a vegetable growing and processing operation that in its

heyday sold produce

across the U.S. and in South America and Europe.

ddMr. Montalvo also grew up poor. Born in Mexico, he moved with his family to T

exas when he was nine. His father had a second-grade

education, and Mr. Montalvo

o himself wouldn't have considered college had it not been for the prodding of

the owner of the grocery store

where he worked while in high school.

ddAfter earning a master's degree in school administration from Pan Am in 1972,

he became a civil-rights activist and was an unsuccessful

candidate for Texas

assessor/collector on the statewide La Raza Unida ticket. He earned a law degree

e from the UT School of Law in Austin

in 1981. He was elected to the City Commi

ssion in 1983.

ddThese days, Leo Montalvo sounds an awful lot like Othal Brand, who was, after

all, among the most progressive, albeit controversial,

city leaders in the Val

ley. Though Mr. Montalvo promises to open city government to more dissenting vo

ices, he says Hispanics shouldn't

expect major changes at City Hall. "Don't exp

ect Leo Montalvo to spoon feed you," he says. "You've got to take responsibilit

y for yourself."

ddMr. Montalvo says many middle- and upper-class Hispanics' move to the politic

al center shouldn't be surprising. "People's interest

change, simply because of

their pocketbooks," he says.ddAnalysts note that in McAllen, a politician's et

hnicity doesn't necessarily mean much. "You change the surnames," says Mr. Poli

nard,

"but on a political level, the approach is about the same."

ddIt is economic endowment, community leaders contend, that will make the big d

ifference. They point to 32-year-old Alonzo Cantu,

a former Pan Am student who

is now one of the Valley's most successful developers. A year and a half ago, h

e co-founded Vamos ("let's go"), which offers college scholarships to young Mexican-American migrant workers.
ddSo far, Vamos has raised \$350,000, mostly from "doctors and lawyers and others who have been there and remember their roots and want to help others," Mr. Cantu says. He believes that when young Hispanics "get an education, all of a sudden they're a force to be reckoned with."
ddWhat happens after the coming generations graduate? Ted von Ende, a Pan Am administrator, predicts they will be increasingly influential beyond the Valley.
"As the population of Texas becomes more Hispanic," he says, "people are going to look to this region for leaders."nyxddd

Publication#W\ PP# 53. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Orange County Edition; Section: Metro; Zones Desk; Page B-3

Headline#\ PP# O.C. Urged to Give Schools SettlementHeadline #:\ PP#
By CATHY WERBLIN
ddCity officials are urging the Orange County Board of Supervisors to disburse to local school districts the \$30-million settlement it negotiated with Merrill Lynch for the firm's part in the bankruptcy.
ddProposed by Councilman Mark Leyes, the City Council voted Monday night to urge the supervisors to follow an earlier agreement to give the first \$50 million in bankruptcy-related income to local school districts.
ddLeyes, who said officials have considered putting the Merrill Lynch income in county coffers rather than giving it to the schools, said local districts are entitled to the money.
dd"Orange County schools should receive the first \$50 million in proceeds. Only after that do they [other agencies] get in line and get a share of the rest," Leyes said.
ddGarden Grove, which was one of only a handful of public agencies that did not invest in the doomed county bond fund, inherited a \$1-million loss suffered by the Garden Grove Sanitary District's investment in the pool when the city took over the agency earlier this year.
dd"The sooner the schools get their money, the sooner we can stand in line with our hands out," Mayor Bruce Broadwater said.nyxddd

Publication#W\ P PP# 54. San Diego UnionTribune"Publication" #:\ P P#July 16, 1997

Headline#\ PP# School ignored abuse, judge saysHeadline #:\ P P#Subhead#[\ P
P# Three students sentenced in rape Subhead#:\ PP#
By Pat Flynn
STAFF WRITER

ddA Juvenile Court judge blamed Rancho Bernardo High School officials yesterday for ignoring what he said was a "culture" of abuse that culminated in the broomstick rape of a freshman baseball player in a locker room this spring.

ddJudge Joe O. Littlejohn said the high school "had a culture where 'raping type' activity was known of by the coaching staff and thought to be acceptable conduct by the student athletes because the coaching staff never challenged the students' conduct."

ddThe judge ordered the three 16-year-olds responsible for the attack to spend a minimum of 30 days in Juvenile Hall, but he said, "clearly the adults who had been told about the intimidation practices, and who failed to act, share the responsibility and blame for the assault that brings these minors before the court."

ddSince the March 20 attack became public, parents and students have spoken of rituals involving older athletes stripping the pants off younger students and spraying or smearing various substances on their buttocks.

ddBut Littlejohn's condemnation yesterday, based on his reading of police reports and other statements in the court file, was the most formal and public indictment of a pattern of abuse at the school.

ddPoway Unified School District officials and coaches have consistently denied such abuse, which has been described as "hazing" by attorneys for the student athletes.

dd"The behavior that was exhibited wasn't tolerated and will not be tolerated," Leslie Fausset, a spokeswoman for the district, said yesterday after the hearing.

ddAsked if that contradicted the judge's observations, Fausset said, "I'm not contradicting the judge, nor am I validating him."

ddFausset refused to say if any coaches or other staff members have been counseled or disciplined in connection with the assault of the 15-year-old baseball player or other abuse of athletes at the school.

ddIn sentencing the former junior varsity ballplayers, Littlejohn disregarded the Probation Department's recommendation that they be ordered to serve up to 240 days at the county's Juvenile Ranch Facility in Campo.

ddInstead, each will serve between 30 and 90 days in Juvenile Hall. When released, they will be required to do work projects for 10 weekends under the supervision of the Probation Department, and they will lose their driving privileges for a year.

ddThe teen-agers also may be required to pay for counseling for the victim and another boy they were accused of attempting to rape.

ddThe attempted-rape charges were dropped in exchange for guilty pleas entered June 18.

ddOne teen-ager pleaded guilty to rape with a foreign object by force and violence. Two others, who held the 15-year-old down during the attack, admitted to an assault by force likely to lead to great bodily injury.

ddThe pair also pleaded guilty to vandalism that caused more than \$5,000 worth of damage in an unrelated incident in September.

ddAll three were expelled from the high school after the locker-room incident.

ddNeither the victim nor his assailants are named in this story because it is the policy of The San Diego Union-Tribune not to identify victims of sexual assault or minors charged with crimes in Juvenile Court.

ddThe father of the victim was led out of the courtroom after the sentencing and could not be reached for comment later.

ddBut prosecutor Bill Collins said the father found the sentence too lenient.

dd"He thinks it should've been longer," Collins said. "But he's not an overly emotional man. He's not going to jump up and down about it."

ddMeanwhile, the father of one of the assailants expressed his frustration at the conduct of officials at Rancho Bernardo High and the district office.

dd"Nobody ever wants to own up to any of this," he said. "They shove these three guys at the door and say, 'There's the problem. Have at it.' Nobody at the school wanted to take any responsibility for the fact that they let this go on."

ddHe said his son had been harassed last fall when he played on the junior varsity football team. His pants had been pulled off and a substance sprayed on him.

. The incident was reported at the time to two coaches and a trainer, the man said.

ddAt an April expulsion hearing at district headquarters, the father said, several athletes testified that there was a pattern of abuse of younger athletes by older boys.

dd"But then they tell us and tell the newspapers that they've never heard of anything like this," he said.

ddThe father said he took some comfort from Littlejohn's observations. "I feel good that the judge at least sees this," he said.

ddAs for his son's sentence, the man said that while he is worried about the boy's well-being, he doesn't object to the Juvenile Hall sentence.

dd"It could've been worse," he said. "It could've been better. We've always felt our son should be punished. He did something wrong. He has to pay a price for that."

ddDuring the hearing yesterday, Littlejohn noted that the nature of the attack in March was more serious than the other behavior engaged in by athletes.

dd"However, it seems to be clearly predictable that such behavior, unencumbered and unfettered by adult-imposed restraint, would deteriorate into dangerous and dehumanizing delinquent behavior," Littlejohn said.

dd"Viewed in this context, the minors' assaultive behavior was a foreseeable circumstance arising from an environment which appeared to condone such behavior by failing to squelch it at its inception."

ddAn official with the Poway district confirmed that a claim, the first step in legal action against a public agency, was filed June 23 in connection with the

hazing incident.

ddHowever, the lawyer for the district said the victim of the locker-room rape has not filed a claim.

ddStaff Writer Lisa Petrillo contributed to this report.nyxddd

Publication#W\ PP# 55. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Headline#\ PP# County Schools Told to Repay State FundsHeadline #:\ PP#
By REGINA HONG

ddThe state Department of Finance is asking the county superintendent of schools office to correct earlier erroneous attendance reports

for McBride School, a

campus for incarcerated youths.

ddAt issue is about \$750,000 in state money the county office could potentially have to repay.

TD

ddThe state allotted the amount based on the attendance of students at McBride School in Ventura between 1992 and 1995. But while

county officials say the pay

ments were warranted, state finance officials maintain the district claimed money to which it was not entitled.

ddIn a recent letter to county schools Supt. Charles Weis, state officials maintained that the county had "received state funds on the basis

of reported [attendance] that

does not comply with the law."

ddIn the June 7 letter, Kathryn Radtkey-Gaither, a budget manager for the Finance Department, said the county schools office should file

a report correcting p

ast errors in claimed attendance.

ddBased on an independent audit in 1995, the county office "charged with overseeing local court and community schools" found that

it had inappropriately claimed

money for McBride, state officials said.ddFirst, it was unclear whether the students at McBride were in the presence of certified teachers, as required by the

state, finance officials

said. Second, the county used the corrections department, rather than teachers, to keep track of whether students attended classes,

Radtkey-Gaither said in an interview.

dd"The entire [attendance] system is based on teacher attendance rules," Radtkey-Gaither said. "To have what essentially amounts to the

correctional agency co

unting the population as a proxy for school attendance is not something that wo

uld ever be acceptable."

ddWeis maintains that the McBride students were under the care of teacher aides , who under education law can temporarily replace teachers.

ddAs for the problem of correction's officers keeping track of student attendance, that was taken care of once it came to their attention in the 1995 audit, Weis said.

ddHe said he is trying to get state education officials to waive the \$750,000 repayment.

ddWeis also maintains that the Finance Department has no authority to ask for the \$750,000. The request has to be made by the Education Department, he said.ny

xdddy

Publication#W\ PP# 56. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Orange County Edition; Section: Metro; Zones Desk; Page B-2

Headline#\ PP# 6 Teachers to Share Technology GrantsHeadline #:\ PP#ddSix teachers in Capistrano Unified School District will share \$15,000 in grants from the Orange County division of the California Technology Assistance Project, known as CTAP.

ddThe grants of \$2,500 each are to be used in the classroom for technology projects.

ddWinners from Capistrano Unified are Joy Larsen and Nancy Haas, Shorecliffs Middle School; Elaine Foster and Lynn Takacs, San Juan Elementary; Carrie Millat, R.H. Dana Elementary; and Hollen Smith, Palisades Elementary.nyxddd

Publication#W\ PP# 57. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PP# Supporters of School Bond Test Voter Mood

Headline #:\ PP#

By DAVID R. BAKER

SPECIAL TO THE TIMES

ddTHOUSAND OAKS " As the campaign for a \$97-million school bond issue in Thousand Oaks gears up, consultants are taking a quick phone poll to test the mood of local voters.

ddDo residents support a bond issue to pay for repairs to aging schools? Would they back it if some of the money were used to reduce class sizes or buy new computers?

dd"It's to get a feel for what the community will support and what they won't," said Pat Phelps, who co-chairs a committee of residents pushing for the bond's passage.

ddThe telephone poll of 400 residents, conducted by a Bay Area-based consulting firm, will give Phelps and other backers a better idea how to pitch their position to voters, who will decide the bond's fate in November.

ddAlthough the survey will not be finished for weeks, Conejo Valley Unified School District officials hope that the results mirror those of a less specific survey conducted this spring. That poll, which also included questions about city services and the local park district, found that 74% of those contacted said they would approve spending more tax money to improve local schools.

ddThe support found in the earlier survey also appeared to be broad-based. Of the people who favored increased school spending, 70% did not even have children, Supt. Jerry Gross said.

dd"We'll see what we come out with this time," he said.

ddThe bond measure "which will appear on the November ballot as Measure Q" will need approval by a two-thirds majority to pass.

ddThe new survey will be conducted by Price Research, which has performed similar services for other local school districts in what has come to be a banner year for bond elections. In January, Price reported that 69.3% of Ventura residents would support a school bond. In June, Ventura voters approved an \$81-million bond issue "by a 74.8% margin."

ddPhelps said her committee will scrutinize the survey results, looking for patterns that will help the group tailor its campaign. Do particular kinds of residents "say, people of a certain age or sex" back the bond issue, while other groups don't? The information will come in handy when volunteers begin phoning Thousand Oaks residents to drum up support.

dd"If we see a trend, we'll work on it," she said.

ddIf passed, the bond issue would help repair and modernize the Conejo Valley district's schools. Administrators are drawing up a list of projects, including air-conditioning installation and bathroom repairs. A final tally is expected after the start of classes in the fall.

ddConsultant Dale Scott, whose firm has been hired as the district's financial advisor on the bond issue, said the survey will explore just how thoroughly the public understands the issues. His firm, Dale Scott & Co., hired Price Research for the survey.

dd"What we're hoping to learn is how much people are aware of the needs of the district," Scott said.

Publication#W\ PP# 58. Los Angeles Times"Publication" #:\ PP#* 07/16/97; Edition: Valley Edition; Section: Zones Desk; Page A-1

Headline#\ PP# Mission College to Cut Sports, 200 ClassesHeadline #:\ PP#
By SANDY BANKS
TIMES STAFF WRITER

ddSYLMAR " Forced to cut \$2 million from an already-strained budget, Mission College plans to eliminate almost 200 classes, cancel its athletic program, limit hours at its new library and cut its citizenship program when school resumes next month.

ddThe wide-ranging and deep cuts are sparked by a funding crisis that has hit all but one of the nine campuses in the Los Angeles

Community College District, the nation's largest, which has been mired in financial problems for years because of enrollment drops and shrinking state subsidies.

Most of the eight campuses affected are facing what officials described as belt-tightening, with cuts representing about 10% of their budgets. But Mission College, one of the district's smallest and youngest campuses, has been especially hard hit because its growth has consistently exceeded budget projections, forcing it to run at a deficit each year.

This year, the district's Board of Trustees recently decided, that deficit must finally be made up. At Mission, it will mean scaling back operations by 21%.

"When a school is in a growth mode, as Mission has been, it's at a severe disadvantage," Mission College President William Norlund said Tuesday.

Under the district's funding formula, he explained, each campus receives money based on its average spending over previous years "an inadequate sum during times of rapid expansion. So the district loaned Mission College and others in its system enough money from its reserve fund to meet their expenses.

"But that reduced the district's reserves to an extremely dangerous level; consequently, we're no longer able to do that," Norlund said.

In fact, last year, the district was warned by state officials to boost its financial reserves, which had been seriously depleted by the need to bail out struggling campuses. Mission must refund the district \$800,000 this year.

A campus committee "including administrators, faculty members and support staff" met earlier this month to calculate what could be cut and found the choices few. The panel expects to make its final decision next week.

Of the \$9 million the school will receive for 1997-98, approximately \$7.2 million is already committed to salaries for tenured professors and union employees whose labor contracts require them to stay on through this year.

Subtract money required for such fixed expenses as utilities, supplies and maintenance, and that leaves precious little room for negotiation, said Norlund.

Axed will be about a fourth of its academic offerings and the school's modest but competitive athletic program "which cost the school about \$185,000 and included teams in baseball, men's soccer and golf, and men's and women's cross-country.

Last year, the school spent \$900,000 on part-time instructors. This year "we ended up with an ability to fund . . . about \$600,000. That translates to a cut of about 150 classes." Norlund said it is not yet clear how many professors may lose jobs.

Keeping an athletic program "even a scaled-back program" would cost the school at least \$100,000, Norlund said, and require the elimination of another 50 classes.

ses, "which we couldn't afford to do."

ddBut Athletic Director John Klitsner said the sports program cuts will probably cost the school its 100 student-athletes, who account for approximately \$250,000 in tuition and funding revenue.

dd"Those are students who will enroll somewhere else. That is money we'll lose," Klitsner said. "From a business standpoint, it doesn't make sense."

ddNorlund said the school is also considering shutting down its Citizenship Center, which prepares immigrant students for citizenship, and reducing hours at its new library/learning resources center.

ddThe cuts will undoubtedly affect the school's profile in the northeast Valley, where residents long lobbied for its creation and expansion and heartily celebrated the opening of its \$12 million high-tech library center earlier this year.

dd"The cuts amount to suicide," said professor Chuck Dirks, the school's faculty president.

ddThe Citizenship Center costs \$180,000 to run"equivalent to the cost of offering 90 other classes. But Dirks said it brings in almost \$400,000 in revenue and

attracts scores of new students to the campus.

ddThe new library, he said, "is the dream of the community. Half of our students go to class at night, so for the library and the resource center to be open

when is critical. There are 300 computers in that library, and many of these students don't have the money to afford computers at home. This is the only thing that will allow them to compete in this high-tech age."

ddAmong other funding cuts on the table are the elimination of classes through Mission College outreach programs in Burbank and Chatsworth, special programs for

or veterans, and after-school classes to motivate high schoolers.

ddThe matter of which classes will be sacrificed is under discussion now by the campus review panel and the heads of each academic department. The course cuts

will probably be across-the-board in virtually every department, from art and language classes to history, English, engineering, science and math.

dd"We're looking at classes that are traditionally small, barely making it and probably shouldn't have been scheduled in the first place,"

Norlund said. "That

's probably about a third of the cuts.

dd"Then we get into the bone and marrow, and look at classes that meet at odd times, subjects that are of narrow interest. It's a very painful process."

ddOther campuses also face the need to cut spending, but none expect to make cuts as deep and broad as Mission. Only East Los Angeles

College, a large campus that did not exceed its budget, will remain unscathed.

ddPierce College in Woodland Hills is in the same situation as Mission College, "but not as bad," said Pierce President E. Bing Inocencio.

The school has about

t 14,000 students"almost four times as many as Mission.

ddPierce will have to cut about \$2.5 million this year, but its budget exceeds \$23 million, giving it more room to maneuver for reductions.

ddPierce officials will meet this month to resolve the shortfall, and Inocencio anticipates a budget based on a combination of cost cuts and revenue increases

dd"It's clear we're to have to do some cost cutting, but we're going to try to maintain the same number of classes, maybe by increasing class size," he said.

ddAt Southwest College, Vice President of Academic Affairs Janice Hollis said the school is perpetually trimming its \$9-million budget, so this year's cuts wi

ll not be that painful.

ddThe school"a small campus like Mission"plans to cut about 45 classes, trim faculty leave time and condense the academic schedule

so students will spend less

time on campus.

dd"It's a routine thing for Southwest College," Hollis said of the cuts. "We've been pretty lean."

ddTimes staff writer Nicholas Riccardi contributed to this story.nyxdddy

Publication#W\ PP# 59. San Diego UnionTribune"Publication" #:\ P P#July 16, 1997

Headline#\ P!P# UC admissions inquiry labeled as harassment Headline #:\ P"P#

ddBy Richard Cole ASSOCIATED PRESS

ddJuly 16, 1997

ddSAN FRANCISCO " A federal probe into plunging minority enrollment at University of California graduate schools was branded

as harassment yesterday by the m

an who led the drive to dismantle affirmative action in the state.

ddThe investigation by the U.S. Education Department was triggered by complaints from Mexican-American and other groups that the

new race-blind admissions pro

gram systematically excludes minorities and women.

ddIf not resolved, the federal government could withhold \$1.2 billion in federal

funds for the university system, which has a 1996-97

budget of \$8.5 billion.

ddUC Regent Ward Connerly, a black Republican who has become a national critic of affirmative action, accused the Clinton

administration of caving in to the R

ev. Jesse Jackson and others demanding preferences for minorities and women.

dd"There is obviously no evidence at all of discrimination at the University of California," Connerly said. "It's just harassment " it's more

of the presiden

t's program of not mending (affirmative action), but continuing it."

ddEducation Department spokesman Rick Miller in Washington said the civil rights investigation was not targeting affirmative action,

or the lack of it.

dd"We're looking at whether admissions policies discriminate," Miller said. "We're not looking at affirmative action, whether it is being

implemented, or whet

her it is effective."

ddThe formal complaint was filed in March by the Mexican-American Legal Defense and Education Fund (MALDEF) and five other groups.

ddIt notes that at UC Berkeley's Boalt Hall law school, enrollment of minorities has dropped from 25 percent to only 4 percent since affirmative action was abandoned.

ddIt also said the percentage of black applicants admitted to Boalt is under 5 percent, a figure that rises to 12 percent for Latinos. Those compare to 30 percent admission rates for whites and 23 percent for Asians.

ddMALDEF's director, Martha Jimenez, said in San Francisco that the discrimination complaints are very specific.

ddOne involves UC's graduate admissions policy of "downgrading" grade point averages from undergraduate schools. A 4.0 from Howard University "or any of the

California state universities" is lowered to a 3.6 for graduate or professional school admissions, she said.

dd"It penalizes students for going to less expensive schools," Jimenez said, which falls especially hard on minorities.

ddShe received support on that complaint from an unlikely ally "Connerly himself. He denied the downgrading was racially discriminatory, but said the practice troubled him.

dd"I candidly have wondered why we downgrade some of our California state university campuses," Connerly said, adding that it seemed to send the wrong message to students.

ddThe discrimination complaint also said admissions officers improperly used small differences in Law School Admissions Test scores to exclude students, even though LSAT officials cautioned against it. And the complaint said UC allows life experiences to count toward admissions, but refuses to include overcoming racism in that category.

dd"The law prohibits not only intentional discrimination, but policies that have a discriminatory effect on minorities and women," Jimenez said.

ddMiller cautioned that the Education Department is unlikely to cut off funds even if discrimination is found.

dd"That's a long way off. We have never actually done that," he said. "The first thing we would do is work with the system to alleviate the problem."

ddThe university system will cooperate fully with the investigation, said spokesman Terry Lightfoot, but he refused to comment on the charges themselves.nyxdd

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Publication#W\ P#P# 60. Pittsburgh Post-Gazette"Publication" #:\ P\$P# 07/15/97; Edition: SOONER; Section: LOCAL; Page A-6

Headline#\ P%P# SCHOOL CHOICE SPARKS DEBATEHeadline #:\ P&P#CARMEN J. LEE POST-GAZETTE STAFF WRITER

While public opinion polls show strong support among black people for school

vouchers and school choice, most of the panelists at the NAACP's education workshop yesterday said such moves were political attempts to put "public money into private hands."

But a very vocal dissenting voice came from A. Polly Williams of Milwaukee. A Democratic state representative in Wisconsin, Williams strongly supports her city's program, which provides families with government-funded vouchers to attend private schools.

Williams insisted that efforts such as vouchers empowered black families to choose the best education for their children. Like a gadfly, she often got under the skin of panelists and some audience members yesterday, provoking quick reaction.

"I represent your customers, and you got a product they don't want. If what you have is not best for their children, they're going to shop around," she said during the 2 1/2-hour session at the David L. Lawrence Convention Center. "We're talking about parents having the power to decide what's best for their children."

In seconds, the equally outspoken Walter C. Farrell, an education professor at the University of Wisconsin-Milwaukee, described Williams' comments as "an example of how the conservative right plays us against one another."

"Conservatives dismantle the economic stability around schools. Then they want to hold teachers and schools accountable for what's going on," he said. "They ship jobs out of the country and try to bust unions, and they enlist African American grass roots people as shock troops. They say if you get a voucher, you're going to get a job that's already taken from you. It's not about education, it's about putting public money in private hands."

In keeping with the high profile education is taking at this year's annual convention of the National Association for the Advancement of Colored People, yesterday's education workshop was lively and packed.

About 500 people showed up to listen to eight panelists discuss school vouchers, charter schools and government takeovers of public schools.

In addition to Farrell and A. Polly Williams, the other panelists were Belinda Williams, a research specialist at Brown University; Andrea DiLorenzo, a senior policy analyst for the National Education Association; Sheila Simmons, director of the NEA's Center for the Advancement of Public Education; Edith "Burnie" Bond of the American Federation of Teachers' Education Issues Department; George Springer, president of the Connecticut Federation of Teachers and AFT vice president; and Delphina Brisco, principal of Milliones Middle School in the Hill District, who retires in August.

AFT and NEA members of the panel tried to establish that the two teachers uni

ons supported charter schools if certain requirements were met, such as hiring certified teachers. But they, along with other members of the panel except A. Polly Williams, were soon singing the same tune as Farrell.

dd"Personally, I agree that it's all about money, politics and control," Springer said.

dd"We are being forced to make decisions based on a market model, and that's no basis for education," DiLorenzo said. "Our biggest fault is that we're reacting all the time."

ddSurveys conducted by the Joint Center for Political and Economic Studies, a Washington think tank, have found more black people support school vouchers than don't - a finding that tracked closely with the respondents' dissatisfaction with their public schools.

ddDuring yesterday's workshop, many members of the audience reflected such discontent as they asked questions about the high suspension rates of black students, the large percentages of minority students placed in special education classes and what many viewed as teachers' racist reactions to black students.nyxddd

Publication#W\ P#P# 61. Orange County Register"Publication" #:\ P(P# July 15, 1997. Category. Local.

ddHeadline#\ P)P# Wilson ties funding to new school test Headline #:\ P*P#Sub head#\ P+P# EDUCATION: State testing plan wins backing at top, draws fire from rank and file.Subhead#:\ P,P#

By JOHN GITTELSOHN and DANIEL M. WEINTRAUB

The Orange County Register

ddNearly every California public school student would take the same statewide exam under a tentative agreement reached by Gov. Pete Wilson and top legislative leaders, but rank-and-file Democrats and local educators opposed the plan Monday.

ddAll school districts receiving money for class-size reduction would be required to administer the exams.

ddThe plan provides \$56 million for "voluntary" testing of second- through 11th-graders.

dd"It's not a required test, but an offer you can't refuse," said Superintendent James Fleming of Capistrano Unified School District, which spent \$200,000 last year to develop its own standardized test. "This raises many questions about the state's leadership in public education issues."

ddDespite criticisms, Wilson said he would not back away from his plan to implement the first statewide exams since 1994.

dd"We've been cheating both the kids and the parents," the governor said.

dd"Testing is a fundamental part of education. It is a necessary tool. Without individualized testing, parents cannot know what their child is learning. They cannot know what the deficiencies are."

ddTo have the same test in classrooms across California by spring 1998, Wilson's proposal would require the state Board of Education to pick one of the 65 "off the shelf" tests currently approved for use. Orange County school districts use 11 different tests in English and Spanish.

ddFor Donna van Guilder of Laguna Niguel, a statewide test would help determine how her two daughters' schools compare with others across California.

dd"I can understand the need to have a test," said van Guilder, whose daughters attend Malcom Elementary and Niguel Hills Middle schools. "They need something to measure class-size reduction."

ddHer sixth-grade daughter, Rebecca, took an exam created especially for Capistrano Unified, but van Guilder and her husband, Mike, a professor of math and statistics at California State University, Fullerton, didn't understand the results.

dd"When my husband, who's a statistician, can't figure it out, there's something wrong," she said.

ddWhile endorsing statewide testing in principle, Fleming and other educators criticized the Wilson plan for several reasons. Among them:

Most districts would

not be able to afford to continue their current tests, making long-term tracking of student achievement difficult.

ddThe plan takes away local decision-making and raises the possibility of a test that has little relation to current curriculum guidelines, which differ in each district.

ddWhatever test is adopted will be obsolete in two or three years, when new state exams are written to test students on statewide curriculum standards.

ddCalifornia's recent history of statewide testing has been fraught with controversy. In 1994, Wilson vetoed funding for the California Learning Assessment

"CLAS" exams, because they were not designed to report individual student scores. The next year, the

Legislature approved paying \$5 per student for school districts that used one of the 65 authorized exams. But the results could not be

compared from one district to another.

dd"I have parents and realtors calling me and asking how my scores compare with Los Alamitos or Anaheim or Tustin," said Al Sims, administrator of evaluation in Garden Grove Unified. "I can't answer that, because we all give different tests."

ddSims, like many educators, opposes the rush to adopt a single statewide test. Teachers need to adjust their lessons to the tests. Students need time to learn

the material. Administrators need to develop a plan to give the tests and forward results to parents.

dd"It's a great big can of worms," Sims said.

ddWilson's testing proposal is part of a broad outline drafted over the weekend behind closed doors by the governor and legislative leaders

in hopes of resolving differences over the public school budget for the fiscal year that began July 1.

The so-called Big Five — Wilson, Senate President Pro-Tem Bill Lockyer, D-Hayward; Senate Republican Leader Rob Hurtt, R-Garden Grove; Assembly Speaker Cruz Bustamante, D-Fresno; and Assembly Republican Leader Curt Pringle, R-Anaheim — agreed in principle to spend \$22.2 billion of the state's \$68 billion budget on K-12 education.

The plan would include almost \$1.5 billion for class-size reduction operations, nearly double last year's \$771 million allocation. Orange County schools received \$44 million from the state to reduce classes to 20 for 72,000 children in kindergarten through third grade. Twice as many local children are expected to be in small classes this fall, when funding rises to \$800 per student from \$650.

The budget outline also includes \$100 million for a Wilson initiative to buy new computers for high school classrooms and \$86 million to give a cost-of-living increase to so-called categorical items — a priority for Democrats — such as programs for the gifted and the fund that pays for new classroom materials.

The outline was well-received by Republican lawmakers, but many Democrats objected, saying they feared Wilson's proposal would conflict with the work of a state commission drafting new academic standards and force school districts to junk tests they already are using to measure the progress of their students.

Kerry Mazzoni, D-Novato, and chairwoman of the Assembly Education Committee, said the testing plan would invalidate long-term information on student academic progress from earlier exams. Senate Democrats also balked at the plan.

Senate Leader Bill Lockyer, D-Hayward, "took it to the caucus and there was no agreement," said his spokesman, Sandy Harrison. "The leaders will continue to meet and try to find more common ground." Assemblyman Steve Baldwin, R-La Mesa, said the testing plan could be used to reform schools from top to bottom.

"With this plan you are going to have for the first time a situation where you could actually say the cumulative scores for this classroom show that this teacher is outperforming that teacher," Baldwin said.

Publication#W\ P-P# 62. The New York Times"Publication" #:\ P.P#
 Headline#\ P/P# Legislators in Albany Face Hurdles on School Bond ActHeadline
 #:\ P0P#

By JAMES DAO

ALBANY, July 15 — With the state facing an emerging crisis over the condition of its schools, hundreds of which are dilapidated or severely overcrowded, Gov

. George E. Pataki and the Legislature are considering an ambitious proposal that would authorize the state to borrow \$2 billion over the next five years to build or repair classrooms.

But the plan, put forth by Assembly Democrats, is tied to negotiations over the \$68 billion state budget, and with those talks deadlocked, the proposal's fate hangs in the balance. Though there is broad political support behind the bond act idea, the Legislature must approve it by Aug. 4 if it is to be placed on the ballot this November "and it was far from clear today whether a final budget deal could be reached by then.

"I don't see the Governor making any movement toward finishing things by Aug. 4," said Assembly Speaker Sheldon Silver, a Manhattan Democrat who is the primary architect of the bond act plan.

But Republican officials said today that the proposal was still alive. "We're willing to talk about any and all proposals," said Michael McKeon, a spokesman

for Mr. Pataki. And the State Senate majority leader, Joseph L. Bruno of Rensselaer County, said of the bond act, "It's possible."

If approved by voters, the plan would authorize the first bond act in the state's history devoted solely to refurbishing schools, state education officials

said. Under the Assembly plan, which is sure to be modified in negotiations with Mr. Pataki and the

Republican-controlled Senate, the state would borrow \$400 million to \$600 million a year over the next five years to help school districts

correct safety problems, relieve crowded classrooms and replace aging buildings. The state already spends nearly \$700 million a year on school construction and maintenance.

The proposal comes at a time of growing concern about the physical state of the nation's classrooms. A 1995 report by the General Accounting Office said that

\$11.2 billion was needed to fix the nation's crumbling schools but that only \$3.5 billion had been spent the year before. Despite the report, a Clinton Administration proposal to spend \$5 billion on school repairs was quietly killed in budget

negotiations this spring. Increasingly, states and school districts seem to be turning to large-scale, voter-approved bond acts to finance school repairs. Last year, North Carolina voters overwhelmingly approved a \$1.8 billion school construction bond act, while this year, Los Angeles voters passed a \$2.4

billion plan, considered the largest bond act in history for a single school district. Statewide school bond acts are under consideration in Florida, Colorado and Alabama.

In New York State, a study by an independent panel in 1995 found that many of New York City's 1,069 schools were so run down

that they posed safety hazards to students. This year, a State Education Department study estimated that half of the city's schools need extensive roof repairs, almost 90 percent need plumbing fixed and more than a third need upgrades of old fixtures. The report projected that \$15 billion would be needed over the next five years to fix schools across the state, which is \$5 billion more than the state and local districts have budgeted for that purpose. The State Education Commissioner, Richard P. Mills, who proposed a \$5 billion school bond act earlier this year, says a huge infusion of money is particularly needed in New York City, where on average, the schools are older, more decrepit and more crowded than elsewhere.

In a recent interview, Mr. Mills said the scope of the problem hit him on his first day on the job, in September 1995, when he made a visit to Public School 31 in the South Bronx. Mr. Mills had chosen the school for his inaugural day because it is considered an excellent performer, and he wanted to spotlight it as an inspirational example of how schools in even the poorest of neighborhoods can succeed.

But upon entering the school, he had to walk under the permanent scaffold erected to keep the building's facade from falling down.

"I was shocked," he said, adding that since then, he has seen many such schools in travels around the state.

"There are a great many schools you walk into," he said, "that are bright and inviting, that say: 'You are important and this is an important place. Let's get down to work.' But there are other places where there are holes in the ceilings, the plaster is pulling away and you can't even have adequate technology because the walls are filled with asbestos. They send a very different message to students."

The bond act plan is part of a broader Assembly Democratic proposal that would pump billions of dollars into state schools over the coming five years. The plan also includes proposals to spend \$1 billion to make prekindergarten programs available to all 4-year-olds, \$60 million to have full-day kindergarten programs in all school districts and \$445 million to reduce the size of kindergarten classes to no more than 20 students.

Though Mr. Pataki and the Senate Republicans want to scale back that plan, they seem open to key elements of it, particularly expanding prekindergarten programs. But the Governor and the Senate are only willing to approve parts of the Assembly plan in exchange for passage of Republican proposals to cut school property taxes, which would mainly benefit homeowners in the Republicans' suburban

strongholds.

ddIf the school bond act plan is passed by the Legislature before Aug. 4, many politicians say it stands a strong chance of being approved by voters in November. New York City voters have traditionally supported bond acts, and this one, in its promise to repair dilapidated schools, would hold particular appeal to the city.

ddBut Commissioner Mills predicted that even upstate voters would support a school bond act. "This is unlike lots of ideas that come and go," he said. "The condition of facilities only declines. And the buildings are right there for everyone to see." nyxddd

Publication#W\ PIP# 63. The New York Times"Publication" #:\ P2P# 07/16/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk; Page 1, Column 5

Headline#\ P3P# Plan Offered For 'Majoring' In High SchoolHeadline #:\ P4P# By SOMINI SENGUPTA

ddNew York State's Education Commissioner has proposed that all high school students be required to choose a field of concentration, akin to a major in college, from English or history to advertising or health.

ddUnder the plan, which would be the first of its kind in the country, all high school students would have to take five or six yearlong courses and internship

s in their chosen field in order to get a diploma.ddThe proposal by Commissioner Richard P. Mills, which the Board of Regents will discuss at their meeting tomorrow and vote on

sometime this fall, is part of the state's efforts to raise graduation standards. Last year, the state began requiring all students to pass a battery

of college-preparatory Regents examinations to graduate and said that it would phase out the easier competency tests now required.

dd"There should be a core of courses, a common core of study required of all students," Mr. Mills said in an interview yesterday. "In addition, students should

have an in-depth knowledge of something."

ddSupporters of the proposal include some of the city's alternative high schools, which already have curricula built around particular themes and require related internships.

ddThe proposal also helps address the concerns of business leaders seeking high school graduates with workplace skills. Some education experts agreed with the

Commissioner that such specialization will encourage students to learn to study a subject in depth, not just gloss

over it. ddBut others were more critical.

They worried whether smaller schools could offer many choices in majors and whether New York City

schools, where many teachers are considered ill-prepared

in the subjects they teach, could offer adequate programs.

dd"It would mean that more attention would have to be paid to teachers teaching

g in the field for which they received a degree," said Kathy Christie, an analyst with the Education Commission of the States, a group based in Denver that monitors state education policy. "If they're teaching math, they better have a degree in math."

In the past, some educators and parents have resisted the idea of forcing students to choose an area of concentration at age 14 or 15, which they say is too early to limit educational options. State officials maintain that the broad range of required core courses will expose all students to an academically rigorous liberal arts education. Under Mr. Mills's plan, most students would be expected to make their choice at the end of their sophomore year. The new requirements could also extend the time it takes many students to graduate; in New York City, for instance, half of the high school students last year took more than four years to graduate. Because of crowding and teacher shortages in New York City, some large high schools cannot offer a wide array of electives, such as foreign languages, or do not offer them every year.

New York City Schools Chancellor Rudy Crew was on vacation yesterday and could not be reached for comment. His spokeswoman, Karen Crowe, said school officials would need more details before commenting on Mr. Mills's recommendation. State officials could not immediately say what portion of the state's 800,000 high school students would see their schedules radically altered under the proposal. But for most of New York City's 300,000 high school students, the proposed requirement would force them to alter their schedules by choosing a set of electives in an area of specialization. About two-thirds of the 20.5 credits required for a diploma are already determined: four years each of English and social studies, two of math, science and physical education, and a semester of health. (Unlike with college, one high school credit represents a yearlong course.)

Mr. Mills has also recommended that students be required to take 22 to 24 credits for graduation.

For a health major, for instance, a student at Bushwick High School in Brooklyn could do an internship at an area hospital and take a course in anatomy at a community college, as well as biology and health courses offered at the high school.

But for many college-bound students, the proposal would have little practical effect. A student aiming for M.I.T., for example, now ordinarily takes four or five units of math, and several Advanced Placement science courses. Under the new proposal, he could take the same classes and declare himself an engineering major. Other college-bound students might not see much change because they already

take enough courses to qualify as a major in, say, English or the humanities.

In addition, thousands of students in New York City attend specialized high schools that focus on a particular field of study, like the performing arts, law or health.

The proposal is part of Mr. Mills's initiative to spell out the state's tougher high school graduation requirements, which are being phased in over the next

several years, starting with the class of 2000. All high school students will have to pass five Regents exams "in English, math, American history, global studies and science. But Mr. Mills has proposed creating several tiers of diplomas.

As a temporary safety net for the state's most vulnerable students, the Commissioner has proposed that special education students be granted a diploma if they

pass the competency tests, but fail the Regents exams. The state will evaluate how well the students perform on

the Regents exams and will decide whether to

continue offering them a regular diploma. The most severely disabled students will still be

allowed to graduate with what is called an Individual Education

Program diploma. Those who score above 85 on eight Regents exams will earn a Regents diploma with honors, while those who earn high marks in their area of

concentration will be awarded a Regents diploma "with distinction."

State officials said most students have the time to concentrate on a particular field of study. Most high-achieving students in the state already take up to

seven classes a year. And Mr. Mills said that while he recognized that the tougher graduation requirements would be difficult for many students, he did not believe they would lead students to drop out.

The Chancellor of the Board of Regents, Carl T. Hayden, said yesterday that his colleagues supported the thrust of Mr. Mills's recommendations, but that many

details would have to be ironed out "such as what would constitute an area of concentration" before

the board votes on a package of proposals on new graduation

standards in September. Included in that package will be a contentious proposal

made by the Commissioner earlier this year to translate Regents exams into languages other than English.

"I think it's safe to assume he has a good deal of conceptual support," Mr. Hayden said. "There may be disagreement of particular parts of this."

Heather Lewis, the executive director of the Center for Collaborative Education, which has helped establish 23 alternative high schools across the city, praised

the proposal for allowing students to choose their area of concentration.

Most students at the Center's schools are

required to perform community service

and integrate that experience into their classwork.

dd"What we want is for the state to set the standards, to specify the core general areas of learning that students should be proficient in," she said. "And

also, we support the concept of having more flexibility and more student choice driving what students do." nyxddd

Publication#W\ P5P# 64. The New York Times"Publication" #: \ P6P# 07/16/97; Edition: Late Edition - Final (New Jersey); Section: Section B; Metropolitan Desk ; Page 1, Column 1

Headline#\ P7P# Teaching Sexual AbstinenceHeadline #: \ P8P#By TERRY PRISTIN
TRENTON " After months of debate, the State Department of Health has decided to accept \$4.2 million in Federal money earmarked to teach children to avoid sex until they are married, officials said yesterday. ddBut since the terms of the five-year

grant require that all mention of contraception be avoided, the money will go to private, nonprofit organizations with programs for children ages 10 to 14, rather than to public schools, said Leah Ziskin, the Deputy Health Commissioner. The new statewide core curriculum developed

for the public schools by the Whitman administration includes instruction about various forms of contraception. ddSome criticized the Health Department's decision and said it was unrealistic to expect all children to abstain from sex.nyxddd

Publication#W\ P9P# 65. St. Louis PostDispatch"Publication" #: \ P:P#July 16, 1997

Headline#\ P:P# New Teacher Earns Award For ExpertiseHeadline #: \ P<P#
By Carolyn Bower
Of The Post-Dispatch Staff

ddTeaching runs in Jennifer Susan Dorn's blood and in her heart.

dd"I knew I wanted to be a teacher when I was 10 years old," said Dorn, who teaches second grade at Chesterfield Elementary School in the Rockwood School District.

ddDorn, 23, of Ballwin, is one of 53 teachers in the United States and the only teacher from Missouri selected for this year's Sallie Mae first-year teacher award.

ddDorn was selected by educators picked by the American Association of School Administrators on behalf of Sallie Mae - the Student Loan Marketing Association, which finances student loans for school.

ddThe honor includes a \$1,500 award and a trip to Washington Sept. 25-28. Amanda Schoenberg, a teacher at Lakeview Elementary School in Grayslake, Ill., won the Sallie Mae award in that state.

ddDorn's principal, Roger Stock, called her "the most enthusiastic, dedicated c
ommitted child advocate you would ever meet." He said
she communicated with par
ents and involved them in the classroom.

dd"Entering her class, you would be shocked to find out she is a first-year tea
cher," Stock said. "Her expertise, her whole practice is so
wonderful. She inco
rporates so many strategies. She is totally focused on personalized, individual
ized instruction."

ddLast year, educators placed a challenging boy in Dorn's class to give him a f
resh start. The boy smiled every day and blended in with
no behavior problems,
Stock said.

ddDorn started a system where each child got tokens for class jobs such as feed
ing the rabbit or passing out paper. Perfect spelling tests
also earned tokens,
which could be redeemed for toys.

ddDorn has a bachelor's degree in elementary education from Southwest Missouri
State University in Springfield. She is a graduate of
Parkway Central High Scho
ol in west St. Louis County.

ddHer mother, Sue Dorn, teaches Spanish at Marquette High School and coaches th
e assistant varsity soccer team at Lafayette High
School, both in Rockwood. An

aunt, Judy David, teaches at Selvidge Middle School in Rockwood. (begin THREE S
TAR text) Her late

Uncle John Russell David taught at Wydown Middle School and
Clayton High School in the Clayton district. (end 3* text) Her grandfather
Russ

David is the St. Louis musician.

ddJennifer Dorn has spent the summer planning for teaching this fall.

dd"I can't see me doing anything else," she said. "I really miss teaching this
summer."nyxddd

Publication#W\ P=P# 66. Houston Chronicle"Publication" #:\ P>P#July 16, 1997

Headline#\ P?P# Center blasts suggestion to end HISD race quotas Headline #:\
P@P#

By MELANIE MARKLEY

ddA task force recommendation to eliminate racial quotas in HISD's gifted and m
agnet programs drew fire Tuesday from an Hispanic
activist who said the system
is already balanced against minorities.

ddW.R. Morris, representing the Hispanic Policy Action Center, said whites are
overrepresented in the Houston Independent School
District's Vanguard, or gifte
d, programs.

ddFigures from 1996-97 show 33.4 percent of the children in HISD's Vanguard pro
gram are Anglo; 31.2 percent are Hispanic, 27.9
percent are black and 7.4 perce
nt are Asian.

ddHISD's entire student population's ethnic makeup is 10.9 percent Anglo, 51.9
percent Hispanic, 34.4 percent black and 2.7 percent
Asian.

dd"If anybody is being discriminated against, it's the blacks and Hispanics," Morris said. "We're being denied services. We're being denied the gifted and talented programs we should be getting just based on the population."

ddA task force appointed to examine the policies for admission to HISD's gifted and magnet programs recommended many changes Monday, including a controversial one to remove race as a factor in selecting students.

ddCurrently, magnet and Vanguard programs strive for a student population 65 percent black and Hispanic and 35 percent white, Asian and other.

ddTask force members said they recommended eliminating race as a factor after hearing people at hearings call the quota system divisive.

dd"After hearing it over and over again," said task force member Jeff Reitman, "we thought a change was needed."

ddThe task force recommended that HISD officials make selections based in part on such subjective criteria as socioeconomic status, ability to overcome hardships, leadership potential and desire and determination.

ddForty percent of the selection criteria would be based on test scores and 60 percent on subjective factors.

ddHISD had been planning to re-examine magnet admissions policies when a lawsuit was filed in federal court challenging the racial quotas.

ddEdward Blum, chairman of the legal defense and education group funding the suit, said many people of all ethnicities believe race-based policies are wrong.

ddBlum said he does not oppose basing part of the selection criteria on such factors as socioeconomics and overcoming hardships as long as race is not considered.

ddBut Morris, who has a daughter in a Vanguard school, said that until there is truly a colorblind America, quota systems are necessary.

ddMorris is not alone in disagreeing with the task force's recommendation not to consider race.

ddSeveral HISD trustees, scheduled to vote on the proposed policy changes in August, have questioned the recommendation.

ddAnd community leaders who include Leonel Castillo, education liaison for Mayor Bob Lanier, and Deloyd Parker, executive director of the SHAPE community center, said they have concerns.

ddParker said quota systems are needed as long as racism exists, and "the bottom line is that racism is still alive and well and kicking."nyxddd

Publication#W\ PAP# 67. Bergen Record"Publication" #:\ PBP#July 16, 1997

Headline#\ PCP# N.J. denies funds for abstinence-only Headline #:\ PDP#
By RUTH PADAWER
Staff Writer

ddThe state announced Tuesday that New Jersey taxpayers will not provide the matching funds required under a controversial federal grant for sex education programs that stress that no sexual activity should occur outside marriage.