

ddInstead, community groups seeking funds for abstinence-only programs will have to assume the state portion.

ddThe \$50 million grant " of which \$843,000 is earmarked for New Jersey over each of the next five years " requires states to provide \$3 for every \$4 in federal funds, a stipulation that has made the program a harder sell. Connecticut, for example, opted not to apply for the grant because it couldn't afford the matching portion.

ddBut some states, including Illinois, Wisconsin, and now New Jersey, have chosen to pass on their share of the cost to the groups that would provide the abstinence education, according to Advocates for Youth, a Washington-based non-profit group that has tracked state responses to the abstinence-only funding.

dd"Taxpayers are already supporting a comprehensive sex-ed curriculum which includes abstinence," said Leah Ziskin, deputy commissioner for the Department of Health and Senior Services. "The state looks to private-public partnerships, and with willing private partners, why not?"

ddThe department plans to request local grant proposals in November, with program funding to begin Jan. 1.

dd"We would like to see local groups develop after-school programs that target 10- to 14-year-olds and that stress peer leadership," said Health Commissioner

Len Fishman in a statement. "We believe that type of program has the best chance of making an impact."

ddThe state, however, does not plan to evaluate the effectiveness of such an approach on reducing teen pregnancy, Ziskin said.ddPrograms could, for example, host teen mothers to tell their peers about the effects of early motherhood on teen life. The money could

also be used on mentoring programs or classes that teach refusal, communication, and decision-making skills " as long as they meet the other requirements of the grant.

ddUnder the provisions, funded programs may not teach contraception and must stress, among other things, that sex outside marriage "is likely to have harmful psychological and physical effects." The programs in New Jersey will be offered outside public school settings because they conflict with state requirements to teach not only about abstinence, but also about birth control, said Ziskin.

dd"New Jersey is committed to the state's educational standards requiring a comprehensive family life education program in the public schools," said Governor Whitman in a statement. "This federal program provides one more way to reach New Jersey's young people with information they need."

ddThe grant's provisions require that all funded programs must, as their "exclusive purpose," teach the "social, psychological, and health gains" of abstinence. They must also teach that a "monogamous relationship in the context of marriage is the expected standard of human

sexual activity," and that "attaining self-sufficiency before engaging in sexual activity" is important. Critics say such an approach is naive. "We share some of these goals, but we believe you also have to teach kids how to use condoms," said Lula Linder, executive director for Ad House, a private non-profit program in Newark that works on teen pregnancy prevention and offers prenatal care for those who need it. "With our population here, what with AIDS and sexually transmitted disease, you have to teach both. The reality is they are sexually active, and you have to teach them to protect themselves." Supporters of the abstinence-only approach, however, were jubilant about the state's decision. "There are many, many resources available for adolescents who need contraceptive resources," said RoseMarie Peterkin, director of the Newark Best Friends Program, a teen-pregnancy prevention program that stresses abstinence. "What isn't available is support for the healthiest behavior: postponing sex until they have the maturity and foresight that sex requires. But now we have a fighting chance."

Publication#W\ PEP# 68. New York Daily News"Publication" #: \ PFP#July 16, 1997

Headline#\ PGP# Graduation From HS To Be TougherHeadline #: \ PHP#Subhead#[\ PIP# More tests sought Subhead#:\ PJP#
By LAWRENCE GOODMAN
and KIMBERLY SCHAYE
Daily News Staff Writers

City high school students would have to declare an academic or career major and take up to 2 1/2 additional full-year courses under tough new graduation standards outlined yesterday by the state's schools chief.

Education Commissioner Richard Mills also proposed a change in the state diploma system, new rules for special education students and a plan to allow some teens with limited English ability to take required state exams in their native languages.

If approved by the Board of Regents this fall, the changes could take effect with the 1998-99 incoming class of ninth-graders.

The new proposals, which Mills will formally submit to the Board of Regents in September, follow a series of tougher graduation standards already being phased in statewide. The plan expands proposals he made in April.

"This is one more very important step in raising the level of performance of the children in the schools," Mills said.

By requiring students to declare a major or career goal in high school, the teens will be better prepared for college, work or other schooling, Mills said.

"All students are eventually going to graduate and work, and they need to know what work is about," he said.

The extra course requirements are needed to prepare students for the state Re

gents exams they will soon be required to take under a prior Mills plan. By the

fall of 2000, all entering ninth-graders will have to pass five Regents exams to graduate. In the new school year, students will have to take up to two of the exams.

The state now requires students to have 20.5 credits to graduate, although teens in the five boroughs currently must take the equivalent of 21.5 or 22. Mill

said the requirement should be boosted to 22 to 24 credits statewide.

His proposal would reflect students' academic performance on their diplomas. Those who excel would get a special designation.

Mills said special education students should not be exempt from the new Regents exam requirements, but should have a "safety net" if they can't keep up.

For the next four school years, he proposed allowing special ed students entering ninth grade to take easier competency tests if they fail required Regents

exams. The students would have a "special education" designation on their diploma.

Mills said the state should study whether to continue issuing special education diplomas past 2000.

Under Mills' proposal, students with a limited English proficiency would have to pass the English Regents exam to graduate. Those who start school in ninth grade or later would be allowed to take all other required Regents exams in their native languages.

Larry Edwards, the city superintendent for grades K-12, said he was generally supportive of the changes but that city schools would need a longer school day and more state funding to accomplish them.

Several parents of city school kids, while not opposing the plan, raised concerns. "We have problems getting our kids through school in four years now," said

Barbara Paone, a Bay Ridge parent leader with a child at Franklin D. Roosevelt High School in Brooklyn. "Will high school become a five-year, six-year endeavor?"

With Russ Buettner

Publication#W\ PKP# 69. Hartford Courant"Publication" #:\ PLP#July 16, 1997

Headline#\ PMP# Hartford school administrator leaving for Philadelphia Headline #:\ PNP#

By RICK GREEN

Ismael Carreras, a once-influential administrator who now does not figure prominently in the reorganization of Hartford schools, is quitting to take a job in Philadelphia.

Carreras, the highest-ranking Latino administrator in the city schools, said he is leaving both in frustration and for a fresh start.

He said that little is improving in Hartford and that conditions at Hartford Public High School, which faces a potential loss of accreditation, have grown worse.

dd "I really think the system has not yet hit rock bottom," said Carreras, a popular administrator whose job as assistant superintendent had recently been eliminated by new Superintendent Patricia Daniel in a reorganization. "I am leaving for a better opportunity," he said.

dd Daniel said she had not yet made a decision on filling jobs, including one for Carreras. "I am striving to get those individuals who are well qualified," she said.

dd "I wish [Carreras] well," Daniel said when asked about his departure. "I learned yesterday that he was going to Philadelphia."

dd Carreras, 50, has worked in Hartford schools for nearly 25 years, but he said that now there is no place for him under Daniel. Carreras said he has accepted a major promotion to become one of 22 district superintendents in the Philadelphia school system, which has more than 200,000 students. Hartford has 24,000 students.

dd A former principal at Quirk Middle School, Carreras had most recently been assigned to Hartford Public High as it struggles with a possible loss of accreditation. Last winter, Carreras had publicly criticized the board of education, saying it mishandled the process by which Daniel was hired. Daniel was hired at a tumultuous session in January at which the board announced it intended to hire one candidate, but was swayed in favor of Daniel by a boisterous crowd.

dd Despite serving as an assistant superintendent, Carreras said, he had little contact with Daniel. "I was never offered any position" in Daniel's administration, he said.

dd He said the city is wasting its time fighting the potential loss of accreditation at Hartford Public. Instead, the school system should be focusing on trying to improve conditions at the school, he said.

dd "Everybody has been spinning their wheels regarding the accreditation issue. What has happened in the interim? I don't know," said Carreras.

dd Carreras, who had been helping to lead efforts to improve Hartford Public, said things were in disarray at the high school. The city has been fighting a recommendation from the New England Association of Schools & Colleges to revoke Hartford Public's accreditation. A decision is expected this fall.

Publication#W\ POP# 70. Los Angeles Times"Publication" #:\ PPP#* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Headline#\ PQP#

Educators cite threats and harassment in survey of disruptive people and groups

. Headline #:\ PRP#Subhead#[\ PSP# Advocates say they are only exercising their constitutional rights.

Subhead#:\ PTP# By RICHARD LEE COLVIN
TIMES EDUCATION WRITER

ddAnyone who has dropped by a local school board meeting knows that "probably sooner than later" someone will stand up and start shouting about textbooks, teachers, test scores or . . . the superintendent.

ddIt goes with the territory.

ddParents with "gifted" children, representatives of ethnic groups and employees unions "all have their own brand of ax. And they are happy to grind it, often

to the point of being annoying. But annoying or not, it doesn't take a civics teacher to know that the U.S.

Constitution protects their rights to do so "no matter how uncomfortable it makes educators.

ddJust how uncomfortable is made starkly clear in a survey conducted this past school year by the Assn. of California School Administrators that asked its members about "disruptive" people or groups.

ddIn an extraordinary summary of the responses obtained by The Times, officials in 42 districts not only vent their frustrations over those who question their

performance but in many cases name their antagonists. When parent activists recently got a copy of the document, they had their own name for it: an "enemies list."

ddEnemies list or not, it spotlights the hostility between administrators in some communities and a few of the people they serve.

ddOne Riverside County superintendent accuses two local activists "by name" of going so far as to threaten his life.

dd"These people are dangerous," the summary of his remarks states. "I have received death threats through the mail and by phone at my home and office. I have had my car vandalized and have been followed and harassed at night after meetings."

ddA Fresno County superintendent as much as charges another activist with extortion.

ddHis "major goal is to get publicity for himself," the superintendent said. "He also offers to make your problems go away if you hire him as a consultant."

ddMost of the administrators, though, are rankled by activities that seem anything but nefarious. Those they see as opponents "act as advocates for Mexican American

students." Or they oppose the now-defunct state CLAS test and whole language, the controversial method

of teaching children to read. Another "disruptive"

group merely complained to the state Department of Education "that we are not properly

complying with state laws in the ways that we set up our parent advisory groups."

ddThe head of the Scotts Valley Union Elementary district, south of San Jose, is quoted as reporting that one nervy couple "speaks out at board meetings" again

st him and sends a "constant barrage of letters requesting information and letters to the editor."

dd"[The association] needs to get involved!" pleads the superintendent, although it's not clear how.

ddRecognizing the volatility of such remarks, many superintendents quoted in the

e report declined to explain their views publicly. But leaders of the statewide group, embarrassed by the appearance that they might be seeking to quash dissent, emphasized that they have no plans to use the information in the document against any of those identified.

ddThey also insisted that the survey demonstrates that political turmoil is not widespread, noting that the group got only 42 responses to 1,000 questionnaire

s.

ddThe association's executive director, Tom Giugni, a former superintendent, sent them out in December with a cover letter that specifically sought reports on the Mexican American Political Assn. and a more radical splinter group, the Mexican Political Assn.

dd"Several districts have been targeted by political activists" from the latter group, Giugni noted. "[The association] has been asked to assist some of these

districts to determine . . . if some of these groups are working together or have the same goals or mission statement."

ddWhat the survey found was that superintendents are unhappy with groups and individuals representing a broad political spectrum"from the ACLU to religious co

nservatives such as the Christian Coalition. Some consider members of their own school boards or the California

Teachers Assn. to be disruptive. And, yes, 15

superintendents affirmed having problems with the two Latino groups named in Giugni's letter.

ddSome of those people who are identified in the survey are proud to be considered enemies.

dd"What we do is make school districts accountable to the community and it rubs them the wrong way," said Gil Navarro, a Riverside "education advocate" who is

a regional representative for the Mexican American Political Assn.

ddNavarro said he has helped 500 parents understand their rights when students faced suspension or worse"a role that earned him a mention as a disruptive forc

e in three Inland Empire districts.

ddAccording to the survey, Karen Harshman, Fontana's superintendent, said Navarro questioned "curriculum, instruction, suspensions, expulsions and all discipl

ine matters, special education placement and services for Hispanic students."

ddHarshman did not return calls seeking comment. Neither did Del Alberti, superintendent of Lodi Unified School District.

ddLester Patrick, a Lodi telecommunications specialist and parent activist, was saddened that officials consider him an opponent.

ddPatrick got involved when he discovered two years ago that 60% of the African American students there had D averages. Rather than

simply complain, he and ot

her parents formed a committee that met with the NAACP, an African American teachers association and other

groups"as well as the school district"to develop a six-point plan to improve students' performance.

ddThe district is starting to implement the plan. But according to a summary of his response to the survey, Alberti criticized Patrick's group for being "not willing to compromise or find common ground in meeting their goals" and requesting special treatment for black students.

ddPatrick said he was "terribly disappointed that they would pretend to work with us yet consider us an enemy. We thought . . . they were sincere."

ddThe survey comes as many parents are expressing concern about the poor performance of California students, while others fear federal influence over education.

ddAlthough administrators may not welcome criticism, courts have ruled that they cannot be insulated from it. Last August, U.S. District Judge Robert J. Timlin

in Riverside issued an injunction against the Moreno Valley Unified School District, ruling that it could not prohibit

a parent, Victoria Baca, from criticizing

school district officials by name at a public meeting. Baca, the president of the Mexican Political

Action group, was named by four superintendents in the survey.

ddEarlier this month, a federal judge in San Diego, Ted Moskowitz, issued a similar order against the Vista Unified School District. There, two parent activists

sued the district after being "gaveled down" when they questioned the performance of the superintendent.

dd"When people accept public employment at public expense, one of the things they have to expect is public discussions of how they perform their jobs," said Guylyn R. Cummins, a San Diego ACLU attorney who sued the school district. "It would be interesting if

President Clinton tried to pass a ban on criticism."

'Disruptive' Groups Here are excerpts from the survey of "disruptive" groups by the Assn. of California School Administrators: Selma

Unified School District, Fresno County: Mexican American Political Action "is a constant thorn in the side of many districts.

Parents/students love to threaten districts with MPA.' Taft Union High School District, Kern County: The Kern County Human Relations Commission "mediates on behalf of employees who have unresolved issues with their employer. Find evidence of discrimination/mistreatment and expose the abuser by using media smears.' Ventura County Office of Education: The Christian Coalition

et al. attacks "all decisions made by educators, especially those that would change public education. Our county board is dominated by sympathizers.

Our local ring-leader was resoundingly defeated in her bid for reelection in November 1996 to the county board.' Chualar

Union Elementary School District, Monterey County: "MPA, a very small group. Don't make them out to be any superpower. . . that's

what they want, yours and everybody else's attention. Just don't give them a public forum . they'll go away when nobody is there to stroke the m, their egos just go flat.' Madera Unified School District: MAPA appears "at board meetings to spring "surprise' attacks; videotaping audience . presumably to 'keep them in line,' news conferences in front of central office and school, recruitment of students to join their cause.' Traver Joint Elementary District, Tulare County: "Periodic pressure from 1 or 2 parents on minute points. It is done to be an irritant.

Insinuate that 'somebody' will be called if necessary a ction is not taken. The 'somebody' is believed to be MAPA..'nyxddd Publication#W\ PUP# 71. Boston Globe"Publication" #:\ PVP#July 16, 1997

Headline#\ PWP# An on-line learning experience Headline #:\ PXP#Subhead#[\ P YP# Family Education Network seeks to become trusted link with schools, parents Subhead#:\ PZP#

By Robert Keough

Globe Correspondent, page D1

Jonathan Carson, a 40-year-old bachelor, would seem an unlikely font of parental wisdom. Yet Carson wants to become the undisputed source of information for harried parents anxious to see their children succeed in education and in life

In the Internet, he may just have found the vehicle.

Carson's Family Education Network, the fast-growing wing of his seven-year-old Family Education Co., is busy building easy-to-manage sites on the World Wide

Web for local public school districts. The sites not only link home and school but connect both to the network's national Web site, a source of information and discussion on schools, families, and learning. The sites provide everything from school menus to parenting tips, with Carson's company providing the content.

Sponsored by advertisers anxious to get their names in front of homebody consumers, the sites come at no cost to schools or parents.

"The Family Education Network is part of the localization and personalization revolution on the Internet," says Peter Krasilovsky, vice president of Arlen

Communication, a new-media research company, and an adviser to the network. Carson is something of an unlikely entrepreneur - someone trying to turn a profit on education. His Boston-based, 45-employee company is not yet making money but projects revenue this year at more than \$3 million, doubling last year's amount.

Nationally, eight school system sites are up and running, two of which are in Massachusetts - Hingham and Ipswich. Many more are waiting in the wings for a back-to-school launch in September. So far, the network has been chosen to build sites for about 50 districts, including the state of Maryland. Nearly 500 schools are expected to be hooked up to Web sites by fall.

ddAnd that's before this summer's direct marketing push to the nation's 16,400 school districts.

ddThe Family Education Network might also be the first for-profit venture welcomed into schools with open arms. Channel One, the Whittle Communications venture now owned by New York-based Kohlberg Kravis & Roberts, caused controversy everywhere it went,

as parents in many communities refused to have their children bombarded with television commercials in homeroom.

ddBut Family Education Network has the active national support of superintendents, school boards, and the Parent Teacher Association.

It has even forged a partnership with the US Department of Education.

ddIt may help that the network delivers its advertising pitches to a different market than Channel One. "The problem with Channel One is that the audience is

kids," notes Josh Bernoff, senior analyst at Forrester Research in Cambridge.

"The audience for Family Education Network is parents."

ddIt's an audience Jonathan Carson has cultivated with care. A graduate of Babson College and the Yale School of Management, Carson worked for McKinsey & Co.,

then started a consulting firm of his own, Strategy Associates, which he sold to the Baker Insurance Cos.

in 1989. Carson says he wanted his next business to

have "some socially redeeming features" but also "to stand at the intersection of

powerful structural forces" in society.

ddHe found such an intersection at the crossroads of work, family, and education, where overloaded baby boomer parents have found

it increasingly hard to get

involved in their children's education.

dd"I was the market," declares Carroll Miller, who worked with Carson at Strategy Associates and whom Carson calls his "godsister"

(Carson's mother was Miller's godmother).

"I had three kids, and I was caught in all the workplace issues."

ddIn 1990, Carson and Miller cofounded the Family Education Co., whose Educational Publishing Group quickly established itself as

a specialty publisher of parent-

ent-focused materials on learning. Its flagship is "Education Today" - which

will soon be renamed "Family

Education Today" - an eight-times-a-year newsletter

distributed as a work-and-family benefit by more than 50 large corporations

, including

AT&T and Bristol-Myers Squibb.

ddIn 1993, Carson bought "In the Learning Center," a long-running radio show hosted by child development specialist Lonnie Carton

that airs in 16 major markets.

ddCarson and Miller also spent a lot of time in Washington, D.C., trying to build credibility and courting educational policy and advocacy

groups, such as the

American Association of School Administrators and the PTA.

ddWhile the print publishing business became profitable last year, Carson says, it was never going to provide ``lift-off" for the company.

By 1994, the emerging option of on-line publishing began to look like the ``home run," says Carson. ``The idea was to build a Web site that took all the content we had developed ... and that could be a single, trusted source for the next generation." ddCarson watched as Time Warner, Walt Disney, and others launched family and parenting sites, but none, he thought, fulfilled parents' need to be involved in their children's education at the local level.

ddCarson and Miller launched their national Web site (<http://www.familyeducation.com>) and three local demonstration sites last fall, aimed at kindergarten through high school.

ddThe core site offers information and discussion about everything from homework to special needs, while the local sites provide material ranging from the school calendar to teacher e-mail addresses, all using templates the school system can easily revise.

ddSchools distribute reams of information to students, but not all of it reaches parents, notes Kim Cobb, mother of three boys at South elementary school in Hingham, one of the network's first local districts. Cobb regularly checks the lunch menu or the day's after-school activities. If she missed the last parent-teacher organization meeting, she can read the minutes on line. ``It's very convenient. You can just buzz in and out," she says.

ddThe Ipswich public schools, whose site was launched in May, were already planning their own Web site when the network approached last year. ``They made it simple, and easy to update," says Superintendent of Schools Richard Thompson.

ddFor schools, it costs nothing beyond basic Internet access, plus the effort it takes to load fresh information onto the site.

ddFamily Education Co.'s revenue comes from sponsors - through the advertising banners, logos, and hypertext links to advertisers' commercial sites. These devices

have become ubiquitous on the Web but still generate scant income for Internet publishers.

dd``Right now there are way more sites competing for the user's attention than there is advertising money available," says Bernoff of Forrester Research. ``I

f you are the Family Education Network or any other Internet publisher, you can lose a whole bunch of money while you're working to get market share."

ddWhat the network offers potential advertisers is association with an institution near and dear to their customers' hearts - their kid's school.

dd``Our customers have told us time and again that education is something they care deeply about," says Kelly Statmore, a spokeswoman for AT&T Learning Network,

a five-year, \$150 million program that provides free Internet access to schools and training for teachers.

ddAT&T sponsors the Family Education Network's national Web site and now has become the lead local sponsor for the network's Web

hookup of Maryland's 24 school districts.

dd`This puts AT&T in a position to gain and retain customers by being associated with a positive thing in the community," says Bernoff.

ddOther advertisers include Microsoft, Nellie Mae, the college loan organization, and MediaOne, the cable TV company.

dd`Marketers have begun to discover that education is a powerful way to build loyalty," says Carson.nyxddd

Publication#W\ P[P# 72. The Washington Post"Publication" #:\ P\# 07/16/97; Edition: FINAL; Section: Prince William Extra; Page V03

Headline#\ PJP# Concerned by Education Overhaul, Lawmakers Draft Own PlanHeadl

ine #:\ P^P#

By Spencer S. Hsu and Ellen Nakashima

Washington Post Staff Writers

After months of anxiety that the scope of Virginia's public schools overhaul is focused too narrowly on academic test performance,

Northern Virginia educators

are getting a sympathetic hearing from state legislators.

ddLawmakers have drafted a rival blueprint to the sweeping plan by the state Board of Education that was debated in final public hearings

this week. In broad

strokes, a General Assembly Commission on the Future of Education has crafted a wider vision of education reform,

giving failing schools and students more leeway

to fix poor performance, urging families and private businesses to enter the classroom

and proposing that the state spend more to train teachers and equip

schools and consider lengthening the school year.

ddAlthough the legislature's plan has no direct effect on the tougher school certification rules and higher graduation requirements that

Republican Gov. George

Allen's education board will vote on in September, senior lawmakers in both parties said they will use it when

the General Assembly meets in January to review

the board's decisions. They also said they hope it will lead to compromise.

ddFor local superintendents and school board members, the bottom line is that the General Assembly acknowledged their claim that it

might take more than higher

expectations to improve what children learn.

ddLucy S. Beauchamp (At Large), chairman of the Prince William County School Board, said the state board's proposals were so

controversial that she anticipated

and welcomed action from the General Assembly.

dd"I think this whole thing has become very, very political to where we've forgotten what we're doing this for," Beauchamp said, citing

specifically eruptions

over sex education and elementary school guidance counselors. "Let's step back and look at what's best for children.

. . . If this is what the General Assembly

is intending to do, have at it. Because somehow, it's been forgotten."

ddFellow board member Steven Keen (Woodbridge) said the involvement of the General

ral Assembly is purely political and is a reaction by a Democratic body to a Republican-appointed Board of Education.

dd"Now all the members have been appointed by Allen," Keen said. "They're proposing things that are counterpoints of the liberalism of the [Governor Douglas] Wilder years and now the General Assembly's saying, 'Well, we better get more involved now.' It's just a matter of whose ox is being gored."

ddThe lawmakers' 54-point plan goes further than the state board in public involvement. The commission proposes that business and economic development organizations help set job skill standards for public schools, that the state fund more pilot programs for new vocational training programs and that business, state and local school boards, and the General Assembly cooperate to set and fund technology guidelines for school Internet access by fall 2000.

ddThe panel is silent on the potential cost of its proposals, leaving a financial impact study for later this year.

ddStill, many education leaders, such as Fairfax School Board Chairman Kristen J. Amundson (Mount Vernon), praised the panel's "broad themes."

ddSaid Loudoun County School Superintendent Edgar B. Hatrick III: "I don't have a problem with holding kids accountable, as long as we hold adults accountable — teachers, principals, legislators."

dd"The [General Assembly] plan is suggesting many other things that educators have been talking about in terms of their concerns with the [state rules] being too narrow in their focus," Hatrick said. "A light has finally been turned on in some dark corner."

ddEducators contend that the state board plan is too rigid and arbitrary when it proposes that all students must pass new standardized tests in grades 3, 5, 8 and 11 in four core subjects — English, math, science and social studies — to graduate and that schools must have more than 70 percent of their students pass to stay accredited.

ddIn Arlington County, for example, 42 percent of students entering kindergarten this fall will be non-native English speakers, Arlington School Board Chairman Mary H. Hynes said.

ddMeanwhile, Loudoun estimates that teaching the higher standards will cost \$7 million in things such as textbooks and training. The state board makes no provision for higher teaching costs.

ddIn Prince William, School Superintendent Edward L. Kelly said that Northern Virginia districts endorse higher academic standards and have helped lead the state in raising them. But he said professional educators fret that the Virginia board's plan might be simplistic in crafting new learning targets without consulting education researchers or classroom practitioners.

dd"We have no problem with having standards and high standards. The question is

what do those standards measure?" Kelly said.

ddThe legislative plan would widen that key test. It proposes to expand Allen's "back-to-basics" emphasis past testing children on facts to include problem-solving and analysis.

ddIt also would give pre-high school students two chances to pass fifth- and eighth-grade tests before holding them back from promotion; give extensions to non-native English speakers; allow schools that fail to achieve a 70 percent test passing rate but show improvement over time to keep their accreditation; and give schools more time to improve performance.

ddViewed one way, the work by the 20-member commission, chaired by Del. W.W. "Ted" Bennett Jr. (D-Halifax) is a supplement to the state board's new Standards of Accreditation.

ddAs Bennett said in defending his work, "We aren't diluting the education standards, we're supplementing the curriculum and putting another layer on top of it."

ddAllen's defenders on the commission considered it a frontal assault on the work of his Republican administration's education appointees.

ddSaid Robin DeJarnette, a lobbyist for the Family Foundation serving on Bennett's commission: "It's just a way to reverse the [state standards]. You have the Commission on the Future of Education versus the Board of Education."

ddStaff writer Ann O'Hanlon contributed to this report.nyxddd

Publication#W\ P_P# 73. The Wall Street Journal"Publication" #:\ P`P# 07/16/97

Headline#\ PaP# Letters to the Editor: Mandate for Sharply Focused MathHeadline #:\ PbP# In response to Lynne V. Cheney's June 11 editorial-page commentary "President Clinton's Mandate for Fuzzy Math," on the voluntary national mathematics test: Ms. Cheney asserts that the efforts to raise standards by the National Council of Teachers of Mathematics (NCTM) have resulted in students failing to learn the basics of math. While a colorful claim, this just isn't true. Ms. Cheney blatantly mischaracterizes NCTM's philosophy in claiming that it believes students needn't learn basic arithmetic.

ddHer views toward NCTM are an apparent change of heart. She was a member of the National Council on Education Standards and Testing. In its final report to Congress, which Ms. Cheney signed, the council specifically cited the work of NCTM as an example of how "standards and assessments can serve as catalysts for raising expectations." The model national mathematics standards, introduced by NCTM in 1989, are the basis of many states' own mathematics standards.

ddThe recent results of the Third International Mathematics and Science Study (TIMSS) show that our nation's fourth graders are doing

better than ever in mastering the basics of arithmetic. While we must aim even higher, TIMSS shows that our fourth graders perform above the international average in mathematics. These findings were in contrast to last November's results showing that eighth graders scored below the international average in mathematics. This suggests that it is in the fifth, sixth, seventh and eighth grades " when our students should

be moving beyond arithmetic to learn elements of geometry, algebra, and measurement " that our schools need to do more to raise expectations and achievement.

This is exactly what the voluntary national test in mathematics is intended to promote. The test will be demanding " far from the "fuzzy math" that Ms. Cheney asserts. The test will be based on the National Assessment of Educational Progress (NAEP), which shows how we are doing in the core academic subjects by regularly testing a small sample of students. One good way to understand how badly

Ms. Cheney has mischaracterized the situation is to look at two representative items from recent NAEPs.

The first question asks students to estimate the amount of a 15% tip on a restaurant check of \$24.99. Students could solve the problem in two basic ways, by

rote calculation (multiplying 0.15×24.99) or by estimation. A common approach to estimation would be to realize that 10% of \$25 is \$2.50 and that 5% (or half of 10%) of \$2.50 is \$1.25. Thus, the total for a 15% tip of \$24.99 is approximately \$3.75.

While most adults need to do this sort of calculation on a regular basis, and certainly whenever they dine out, of the nation's eighth graders could choose the correct answer.

The second question asks students to analyze data presented in a chart and text, which involves determining which data is relevant and which should be grouped together. To correctly answer the question, students must calculate the amount of population growth, must understand the differences between an absolute population growth and a population growth rate, and they must determine which type of population growth is being described in each section of the question. Finally, they are required not only to give a number answer, but to clearly communicate and defend their arguments, using both written English and mathematics. Only 35% of our eighth graders successfully answered this question. In business and civic life, being able to analyze this sort of data and make arguments based on it is critical. This problem shows, as often happens in the real world, that there can be more than one way of interpreting data. To be successful in the workplace and society, our students need to be able to understand and solve the

se sorts of problems.

ddMarshall S. Smith

ddActing Deputy Secretary

ddDepartment of Education

ddWashingtonnyxddd

Publication#W\ PcP# 74. Richmond Times Dispatch"Publication" #:\ PdP#July 16, 1997

Headline#\ PeP# One Grand Way (And One Mundane One) to

Circumvent Dissent Head

line #:\ PfP#

By Robert Holland

ddIt's so messy when the entrenched sociopolitical elite knows what Big Program

it wants to prescribe for the masses, but finds it has to

go through the motio

ns of submitting its wisdom to public scrutiny and debate.

ddThat was the dilemma last week of Virginia's Commission on the Future of Publ

ic Education, a body set up by the General Assembly's

Democratic braintrust wit

h an eye to getting a Clinton Democrat in the Governor's Mansion. Indeed, polit

icos of both parties seek to

reassure a nervous education establishment that so

on all its favorite statist initiatives will be going great guns in the Old Dom

inion.

ddSo the commission circulated a "draft" of its 54 recommendations (though co

pies weren't marked "draft" and looked more like a fait

accompli), and tolera

ted light discussion by token dissenters, before delaying a final vote. The com

mission will report to the 1998 General

Assembly.

ddThat's understandable. It would be messy to let the Big Program cat too far o

ut of the bag in the summer of a gubernatorial campaign.

The commission's ideas

would remind too many people of the lefty educrats' Outcome-Based Education sc

heme that became a red-hot

Virginia issue in the summer of '93 and had a major

impact on the Governor's race that fall.

ddOf course, the elitists never, ever let the letters O, B, and E slip their li

ps in succession: never heard of OBE, or, er, never was for it,

and anyway it's

long gone. Sure. Actually OBE survives in School-to-Work, the heart of the Cli

ntons' push to nationalize education.

ddSTW IS ALL about integrating education with industrial production, complete w

ith statist specifications for training all children to be

compliant workers an

d servants of economic development. Two of the main Outcomes of Virginia's unpo

pular scheme of '93 were that

schools mold children to be Collaborative Workers

and Quality Producers. And, yes, not only Clinton Democrats but a good many

Re

publicans and big-biz types support STW.

ddAnyway, the Virginia Commission's Recommendations contain so much of the STW/

OBE malarky that a full debate now would cause

considerable commotion. Here are

some of them:

dd* Mandate that all school boards institute workforce-skills portfolios of middle and high school pupils;

dd* Call on business and economic development officials to tell educators what "skill needs of the workplace" should be the focus of education;

dd* Direct the State Board of Education and local school boards "to eliminate the dichotomy" between "academics" (the commission uses quotes around that word,

suggesting a certain contempt) and vocational and career programs (no quotes used); and. . .

dd* Downgrade the factual testing being started for the state's Standards of Learning in favor of performance-based assessment, which probes students' "critical

thinking skills" (actually, attitudes). Never mind that key states like Kansas are now scrapping that kind of assessment as an expensive, invasive experiment that bombed. Virginia's statist/corporatist elites want equal opportunity to waste millions before having to back off.

ddWHAT an embarrassment, though, that in their effort to avoid the messiness of free and open public discussion, Virginia's beautiful people once again have failed to learn a lesson from that cutting-edge (left side) state: California.

ddIn the Golden State, the elitists pushed through changes in the Penal Code that empower grand juries to issue instructions to public agencies on advancing social programs. Under that authority, a grand jury in Orange County has just reported "findings" that ringingly endorse STW's integration of "school-based and work-based learning," and that demand much more tax-funded regional collaboration, and propaganda, to be put behind School-to-Work.

ddThe beauty of this injection of criminal justice into the social-policy domain is that it avoids the muss and fuss of public debate altogether. The proceedings of a grand jury are secret; members are sworn to silence. There is no requirement that a grand jury tediously listen to both sides.

ddFurthermore, given that the grand jury's job has been to evaluate criminal charges against persons charged with crimes to determine if a bill of indictment should be issued, a report endorsing a program like STW is bound to have the clout of serious intimidation going for it. Suddenly, a Labor Department pronouncement "the notorious SCANS system for instilling "personal qualities" in young people

" acquires the effective force of law from having the grand jury's endorsement.

ddWho would wish to run afoul of a grand jury? This, for all practical purposes, criminalizes dissent.

ddYET ANOTHER way to buy into STW without public debate is simply, well, to buy into it " by spending tax dollars on the mountains of materials being produced to make education at all ages totally a tool of workforce prep. For instance,

Vocational Biographies, Inc., of
 Sauk Centre, Minnesota, produces Career Finder, a computerized assessment whereby children can be authoritatively told by elementary counselors the "careers that best suit them" after answering several questions.

ddThese are not just your general teacher/doctor/lawyer/journalist categories, mind you, but 875 very specific jobs. Johnny and Janie can be steered toward becoming a boat sewage pumping service owner, clerk on a bingo hall floor, role-playing game designer, sex equity project coordinator, environmental organizing consultant, economic diversification coordinator, or some other exciting jobholder across the Bridge to the 21st Century.

ddEarly specialization is rampant in School-to-Work. The University of Missouri's Instructional Materials Laboratory offers a large inventory including a workbook entitled All Aspects of an Industry. That phrase comes verbatim from federal STW legislation stating that "all students" should have knowledge of "all aspects of the industry" they are preparing to enter. The workbook shows how to accomplish such tracking. The lab's materials mark "career paths" starting in kindergarten.

ddSo Virginia's elite commission should not fret. There are plenty of ways to implement STW without bothering itself with individual or community wishes.

Publication#W\ PgP# 75. The Washington Post"Publication" #:\ PhP# 07/16/97; Edition: FINAL; Section: OP-ED; Page A19

Headline#\ PiP# On Their Best BehaviorHeadline #:\ PjP#By David S. Broder

It is evident to congressional Democrats that Clinton has other priorities more important to him than their well-being. When Vice President Al Gore walked into the theater of the Old Executive Office Building, across from the White House, one day last week, he found an unusually large contingent of reporters and TV cameras waiting.

ddPresident Clinton was in Europe and the journalists left behind were desperate for a story. But the lure that brought most of them to the session was the promise that Gore would be joined by the Democratic leaders of the House and Senate in a rare display of partisan solidarity.

ddWhen House Minority Leader Dick Gephardt and Senate Minority Leader Tom Daschle recited their scripted denunciations of the Republican tax bill, Gore beamed paternally and proclaimed that "we are united" in determination to pressure the GOP for changes.

ddThis is news? Only in the context of the tensions that have plagued the Democrats at least as much as the well-publicized differences within the Republican

Party. After all, it was only a few weeks ago that Gephardt and Daschle were criticizing Clinton for negotiating the outlines of a budget deal with the Republican leaders of Congress, while stiff-arming those who were his nominal party allies. Eventually, Daschle was placated, and supported the deal. But Gephardt denounced the Clinton-GOP agreement when it was made, and he told reporters last week that the Republican tax bill provisions "now deemed unacceptable by the White House" proved that he was right all along. If Clinton accepts a final bill that includes much of what the Republicans want, no one would be surprised to see

Gephardt and many other House Democrats vote no again. Daschle has been more of a Clinton loyalist, often mustering the votes to block Senate bills that the president dislikes. But he too finds ways to show his independence. Just last week, Daschle helped kill a White House request for a new commission that would initiate another round of military base-closings. These shutdowns are politically painful medicine for congressional politicians, but Clinton and

his Pentagon appointees said they are essential to preserve funds for defense priorities. Daschle was not swayed. These differences are not capricious. As Michael Barone points out in the introduction to the latest volume of his biennial reference book, "The Almanac of American Politics," it is possible to "make the case that the Clinton presidency has been disastrous for the Democratic Party."

Barone bases that statement on the sharp drops in the number of Democratic officeholders between 1992, the year of Clinton's first election, and now: 53 fewer House members, 11 fewer senators, 11 fewer governors and about 500 fewer state legislators.

But it might have been even worse for the party had Clinton not come along. He is, after all, the first Democrat since Franklin Roosevelt to win a second term,

and it is clear that his popularity has borne dividends for his party. Last week's Washington Post poll found Clinton with his highest-ever job approval score "64 percent" and reported that voters now give the Democratic Party an edge, not just on traditional issues like education and the environment, but on taxes, the economy and crime" areas where the Republicans usually have had the advantage.

All this notwithstanding, it is evident to congressional Democrats that Clinton has other priorities that are more important to him than their well-being. He is manic fund-raising efforts have included many events for House and Senate candidates. But politically, he has made clear that his No. 1 goal is securing Gore's nomination and election in 2000 "which puts him at odds with Gephardt and

any number
of ambitious Democratic senators who may be eyeing the White House
themselves.
ddSubstantively, he will make policy as he sees fit, whatever the consequences
for Democrats in Congress. That will be demonstrated
again this autumn, when th
e White House will put on a full-scale drive to give the president fast-track a
uthority to negotiate new trade
agreements that will expand the North American
free trade zone beyond the United States, Canada and Mexico.
ddCongressional Democrats once again will be placed in the excruciating positio
n of being importuned by the White House to cast a vote
that can only damage th
eir ties to their trade-union allies, who are bitterly opposed to this legislat
ion. As with NAFTA, most will probably
say no and force Clinton to seek enough
Republican votes to pass his plan.
ddGiven what lies ahead, it may have been a rare and newsworthy occasion to see
Gore, Gephardt and Daschle standing together.nyxddd

Publication#W\ PkP# 76. The Washington Post"Publication" #:\ PIP# 07/16/97; E
dition: FINAL; Section: OP-ED; Page A19

Headline#\ PmP# Its Glory Days Are Long PastHeadline #:\ PnP#By Linda Chavez
When the U.S. Commission on Civil Rights was created in 1957, blacks could not
vote or sit next to whites at lunch counters throughout
the Deep South, nor co
uld they get certain jobs or buy homes where they wished, even in the North. Un
willing to prohibit this blatant
discrimination outright in the 1950s, Congress
instead created a bipartisan commission to investigate such abuses and report
its findings
to the president and Congress. In its early years, the commission
played a vital role in documenting widespread discrimination, especially
in vot
ing, which ultimately led to passage of the two most important civil rights law
s in our nation's history, the Civil Rights Act of 1964
and the Voting Rights A
ct of 1965.
ddSuch glory days are long past for the commission, however. Today the agency h
as become so ineffectual that President Clinton recently
left it out of his "na
tional conversation on race," appointing an entirely new body to conduct hearin
gs around the country and advise himon the state of contemporary race relations
. Meanwhile, the General Accounting Office this week issued a devastating repor
t charging that
the commission "appears to be an agency in disarray." Clearly,
it's time to rethink the commission's purpose.
ddThe Civil Rights Commission has never had authority to enforce civil rights l
aws. Rather, its purpose has always been to study
discrimination, investigate v
oting rights violations and hold public hearings. Nonetheless, from its earlies
t days the commission published
influential studies of discrimination in educat

ion, employment, housing and the administration of justice. Over time, it increasingly took

on the role of gadfly to successive administrations, urging tougher enforcement and larger budgets for federal civil rights agencies and offices.

ddBy the early 1980s, the commission and its state advisory committees had vastly expanded the interpretation of discrimination to include any policy, public

or private, that might adversely affect members of minority groups or women. The

he commission began pushing not only

for racial preferences in hiring, college

admissions and government contracts but for abortion rights, more lenient banki

ng credit policies

and better sanitation facilities for migrant farm workers "

all in the name of civil rights. In 1983 President Reagan revamped the

commiss

ion, appointing a group of new, anti-quota commissioners and me as staff direct

or to run the day-to-day operations of the agency.

Democrats in Congress, angry

at the commission's new direction, cut the agency's budget by half " all the w

hile accusing the Reagan

appointees of scaling back the scope of its activities

.

ddYet we still managed to produce high-quality studies on school desegregation,

equal pay for so-called comparable worth, affirmative

action and minority busi

ness set-asides, discrimination against handicapped infants and a series of rep

orts on the economic status of blacks,

Asians, and southern and eastern Europea

ns. The commission's work was regularly the focus of front-page and network new

s coverage

and helped shaped the national debate over affirmative action, which

still rages.

ddMuch has changed since then. According to the General Accounting Office, the

commission can barely turn out a single report per year

these days. The GAO not

ed that projects often take years to complete, averaging four years from initia

l commission approval. In fiscal years

1993 through 1996, the commission comple

ted only five projects, despite a current staff of 91 (plus eight commissioners

) and an annual

budget of \$8.75 million.

ddPart of the problem may be that the commission now devotes so little of its r

esources to studies and reports. The GAO estimates that

the agency expends abou

t 10 percent of its budget on projects, but cautioned "we were unable to verify

project spending because of the

Commission's poor record-keeping." Indeed, the

GAO reported that neither commissioners nor management staff had any clear ide

a how

appropriated funds were actually spent: "The Commission reported that key

records " which either provided the basis for or documented

decisions about Co

mmission operations and project management " were lost, misplaced, or nonexiste

nt."

ddAs disturbing as these problems are, solving them won't necessarily restore t
he commission's image or make its work relevant to current
concerns about race
or discrimination. Even if the staff were better managed and proper financial c
ontrols put in place, the leadership of
the commission remains deeply divided.
Four commissioner " including the chairwoman, Mary Frances Berry " are lifelo
ng advocates
of affirmative action and racial preferences as remedies for past
discrimination, while the remaining four, to varying degrees, remain critical
o
f such solutions. This policy deadlock has remained more or less steady since t
he Reagan era, when Congress rewrote the commission's
authorizing legislation,
depriving the president of sole authority to appoint all commissioners.
ddCongress is considering whether to reauthorize the commission. Maybe instead
it should simply abolish the U.S. Commission on Civil
Rights, which after all w
as created as a temporary agency. When Congress established the commission, alm
ost no institutions were devoted
to studying discrimination. Today dozens of pr
ivate, nonprofit groups do so across the political spectrum. What's more, liter
ally hundreds
of studies pour out of university research departments and think
tanks every year on the effectsof race, ethnicity and sex on earnings,
educatio
n, and voting. Many of these studies far surpass in quality anything the commis
sion has produced on these issues in more than
a decade.
ddSad as it is to admit it, the commission has simply outlived its usefulness.
The president already appears to have reached this conclusion.
The GAO report n
ow gives Congress a great opportunity to do the same.
ddThe writer was staff director of the U.S. Commission on Civil Rights from 198
3 to 1985 and is now president of the Center for Equal
Opportunity.nyxddd

Publication#W\ PoP# 77. St. Petersburg Times"Publication" #:\ PpP#July 16, 19
97

Headline#\ PqP# Out of step on integrationHeadline #:\ PrP#
By BILL MAXWELL
ddPITTSBURGH " If the NAACP's 88th annual convention has failed in any way, th
at failure has come in the organization's refusal
to conduct a forthright debat
e on its traditional stance on school integration as officials had promised the
nation.
ddDuring a news conference the day before voting delegates arrived, Myrlie Ever
s-Williams, board chairwoman of the National
Association for the Advancement of
Colored People, and Kweisi Mfume, the organization's president, said that, des
pite widespread rumors
to the contrary, the NAACP will not alter its position o

n integration in the schools.

ddEvers-Williams emphasized that journalists, especially the writer of a June 23 article in the New York Times, had misconstrued her earlier remarks on integration.

dd"There is no new story," said Evers-Williams, whose oldest child, Darrell Kennedy, was a petitioner in the 1964 suit that challenged school segregation in Mississippi. "Separate, segregated schools are inherently unequal and will not provide the quality of education needed for the 21st century," she said. "We owe it to those who sacrificed their blood, sweat and tears to knock down the doors marked 'white only.' "

ddNo, I and other journalists had not misconstrued Evers-Williams' earlier comments on integration. She clearly had said she would listen to rank-and-file delegates and perhaps re-evaluate the NAACP's stance. Apparently, something happened between the time she spoke out and the opening of the convention.

ddDuring the same news conference, Mfume, seemingly sensing the appearance of duplicity, weighed in, suggesting that school integration is a complex process that requires more than busing and mixing the races in the classroom. Integration, he said, will occur when segregated housing patterns change and when gaps among incomes are closed.

dd"Most school kids are bused in America every day," he said. "The problem is not that they are being bused. It is when you try to integrate the process that it becomes an issue."

ddMfume tried to answer journalists' charges that he and Evers-Williams were trying to silence delegates who want to return to neighborhood schools or use volunteers. "We believe that stifling discussion limits our ability as an organization to lead," he said.

ddYes, talk of integration and busing is swirling inside and outside the David L. Lawrence Convention Center. But the NAACP leadership is not taking such talk seriously.

ddDuring the keynote address Monday night, Evers-Williams vowed to fight the "rats" who would undermine the organization and who would try to separate black and white people.

ddWhile voicing a willingness to discuss other tactics in the quest for integration, she said: "It's okay to have little skirmishes. It's okay to disagree. It's okay to actively debate the issues. It's okay to wrestle with controversy and conflict."

dd"But when the dust settles and the winner raises his arms in triumphant victory, let's make sure that the battle was won because of 'civil rights' and not lost due to infighting."

ddDuring his address on Tuesday morning, Mfume referred to the "rats" Evers-Williams spoke of. But he called them "snakes."

ddThat afternoon, during a session on vouchers, charter schools and school take
overs, Randa Trapp, president of the NAACP's San Diego
branch, said: "If (school
l) integration is not working, then we might want to focus on not being so concerned
with having our children
sitting in class with white children. We need to
look at how best to educate children as a whole."
ddIf Trapp had made these comments a few months ago, she would have been fired
like the presidents of the Bergen County, N.J., and
Yonkers, N.Y., branches who
questioned the viability of busing as an integration tool.
ddThousands of other conferees are disappointed that top officials are ignoring
their concerns. "I feel like they didn't keep their word,"
said Ely Sutton, a
landscaper who drove to Pittsburgh from Los Angeles. "If somebody says he's going
to listen to you but says up front
that he won't consider changing his opinion
on, what's the point in talking? We just want to be heard in a real way. That's
all."
ddNAACP leaders may be morally correct in remaining committed to school integration.
But rank-and-file members eventually will force
leaders to vote up or down
on a resolution that re-evaluates the organization's position.
ddAfter all, surveys conducted by the Joint Center for Political and Economic Studies,
a Washington think tank, show that most black
people support vouchers and
neighborhood and charter schools and clearly are dissatisfied with public schools.
ddOn this one issue, the nation's oldest civil rights organization is still out
of step with average black people.
" Bill Maxwell is a columnist and editorial writer for the Times.nyxddd

Publication#W\ PsP# 78. The Washington Times"Publication" #:\ PtP# 07/15/97;
Edition: 2; Section: A;COMMENTARY;OP-ED; Page A17

Headline#\ PuP# National testing, national curriculumHeadline #:\ PvP#By Michael Farris

Today the House Appropriations Subcommittee on Labor, Health and Human Services,
and Education is scheduled to vote on a measure
intended to block President

Clinton's unilateral decision to create a national achievement test based on "real,
meaningful national
standards." Although the test is supposed to be voluntary - at least initially - Mr. Clinton
has declared, "I believe every state
must
participate and that every parent has a right to honest, accurate information
about how his or her child's doing." That doesn't sound
particularly voluntary.

ddCongressional critics of national testing argue that it would lead to an unwarranted
national curriculum, stifling local control of
education at the level of
textbooks and teachers. The administration counters that local control would
not be lost because the simple taking

of a test does not mandate the use of a particular curriculum or teaching style.

The critics are right, but for reasons that have largely been missing from the public debate.

The American Psychological Association and two related professional groups have created an official rulebook for the ethical and professional use of standardized tests.

The book, "Standards for Educational and Psychological Testing" (known in professional circles

as the "APA Standards") is not only accepted by the

education establishment as the bible of testing, it has been frequently used by federal

and state courts to invalidate various testing requirements that do not measure up.

One of the basic precepts of the APA Standards is that students may not be given tests unless they have had an opportunity to learn the material on the test

. In a leading federal case from Florida, *Debra P. vs. Turlington*, a high school graduation test was invalidated

because there had been no validity study done

to match the curriculum in use by all students with the test required for graduation.

Mr. Clinton claims that he wants a national test in place so that accountability can be measured against real national standards. The

only way this can happen,

according to the APA Standards and the case law, is if every student who takes the test for accountability

purposes has his or her curriculum checked to

see if it includes all of the skills being tested. It is absolutely impossible to do a single,

proper-content validity study when 16,000 school districts in

this country are free to choose 16,000 different courses of study. There would

have to be 16,000 content validity studies done at an astronomical cost to the taxpayers. A very simple content validity study can cost \$250,000.

The only feasible alternative to validating 16,000 courses of study is to impose a uniform national curriculum. Then you know for sure

that every child has

been taught the material that is in the test. To do otherwise is unfair to the

child, professionally unethical and illegal. The only way to have a test that

imposes "real, meaningful national standards" is to have a national curriculum

. Currently used nationally normed standardized achievement tests produced by a variety of private testing companies do not have to be validated for each school

district's curriculum because there are no official accountability steps which follow failure on such a test. In other

words, a student doesn't flunk the

third grade because of his score on the Stanford Achievement test.

The Stanford test, which is a very good test, gives a parent a general idea of his or her student's achievement compared to other students

across the country.

But it would be improper to say that the Stanford test judges whether or no

t the student has mastered the material he
has been taught.

ddIf all we want is for parents to know how their child is doing in a general sense, then there is no reason in the world that the very fine
tests that are pr

ivately developed and widely used do not suffice.

ddAmerican public education does not need better testing. It needs better teaching. And the problem with poor teaching is not the fault
of the teachers but

their centralized managers.

ddWe have hamstrung teachers with meddlesome centralized regulations and an army of supervising bureaucrats. Can you think of any
other profession where the

supervisors outnumber the assistants? Teachers should outnumber administrators just as nurses outnumber
hospital administrators.

ddEducation, like the economy, does not work when it is managed by centralized government. American public education has been on
a crash-and-burn descent tha

t is directly related to the increase of centralized control.

ddNational testing will be the last nail in the coffin of local control of education. Anyone who wants to hasten the demise of public schools
should vigorous

ly support President Clinton's testing program. People who care about individual children need to fight for their right to
receive a real education that is n

ot the one-size-fits-all pabulum that is the necessary result of a national test.

ddMichael Farris is the president of the Home School Legal Defense Association and is a member of the Education Commission of
the Statesnyxddd

Publication#W\ PwP# 79. Issues in Science and Technology"Publication" #:\ PxP
#Spring, 1997

Headline#\ PyP# A New Business Agenda for Improving U.S. Schools Headline #:\
PzP#Subhead#[\ P{P# A decade of business involvement in public education has
produced some

sobering lessons# and a renewed commitment to change.Subhead#:\

P|P#

By NORMAN R. AUGUSTINE

ddFor more than a decade, since the report A Nation at Risk warned of "a rising
tide of mediocrity" in our public schools, members of
the U.S business communi

ty have been actively engaged in multiple efforts to improve public education.

We have served on blue-ribbon

policy commissions; hosted summits with political

leaders; and convened national, state, and local task forces. We have advocated higher
d higher

academic standards and more challenging tests. We are funding New American Schools, a multiyear effort that has developed seven
innovative approaches

for transforming local education systems. We have participated in hundreds of
business-education partnerships,

mentored thousands of students, and served as teachers and principals for a day. We have donated computers, volunteered in classrooms, and given parents time off to attend teacher conferences. Many of us have opened our companies to give teachers and principals a firsthand look at the new world of work.

The good news from all these efforts is that we have seen some progress. More students are doing better than they were a decade or two ago. The bad news is that they—and we—are not performing nearly well enough to meet the challenges of the 21st century.

During the past decade of increased involvement with the schools, we have learned some lessons about what works and what does not, and about how we can work

more effectively in the future. Primarily, we have learned three lessons:

Improvements must be comprehensive and address all parts of the education system, from public policies to classroom practices.

Improvement must start with the development of challenging, rigorous standards, coupled with a system of testing that gives insight into how well we are doing

and how we can improve, and that holds students, educators, and the community at large accountable for results.

Better public policies are not enough. Companies and other institutions outside the schools need to provide real-world incentives for students to work hard and do well in class. Low performance

It has become commonplace to bemoan the failures of the U.S. K-12 education system, and there is ample data to support this view.

Fewer than half of U.S. adults

have the literacy skills to compete successfully in the global economy or exercise the rights and

responsibilities of citizenship, according to the 1994

National Education Goals Report. Only 25 percent of fourth-graders, 28 percent of

eighth-graders, and 37 percent of 12th-graders reach or exceed a proficient level in reading. Further, only 18 percent of fourth-graders,

25 percent of eighth-graders,

and 16 percent of 12th-graders reach or exceed a proficient level in math. Only 71 percent of all students

entering ninth grade graduate four years

later, and less than half of students in urban schools graduate in four years, according to the

National Center for Education Statistics.

So how can the United States have the finest college-level education system in the world and at the same time have a K-12 system that is often mediocre or worse?

The answer is the same as the answer to the question, How can you drown in a stream with an average depth of six inches?

Our best still rank with the very best on Earth, with world-class abilities in subjects ranging from computer science to calculus and from ethics to microbiology.

ology. Such is the pace of the advancement of knowledge that it is not unusual to walk through a high-school science fair today and find a project that demonstrates a scientific principle Noble Prize winners struggled with only a few years earlier. The problem is that most U.S. schools are not good enough to prepare students for the new challenges that await them when they graduate from high

school. Many of the graduates we see today fall far short of world-class level. More and more are simply ill-prepared,

not just for jobs and careers but also

for the basics of survival in the 21st century. We see less consistency and more polarization across

the spectrum, with ominous implications for the future of

our country and its citizenry as America's great strength—its middle class—becomes

bifurcated.

Perhaps these examples would be less disconcerting if the economy of the United States were still based on an early industrial model,

where hard work, a strong

back, and common sense could secure a decent job for even an illiterate person. But today's economy is

unforgiving. As Peter Lynch, the prominent Wall Street

money manager, recently observed, Twenty years ago, you could get a job if you

were a dropout. You could work a lathe, or you could work a press. Those jobs are gone now.

Unfortunately, many of those who do graduate from high school arrive at the doors of industry unable to write a proper business letter,

fill out simple form

s, read instruction manuals, do essential mathematical calculations, or understand basic scientific concepts. Given that

today's economy is defined by constantly

evolving technology, falling behind is a recipe for disaster. Countries that do not lead will be more

than economically disadvantaged; they will be economically

irrelevant, just as many underdeveloped countries are today.

A new strategy for business

In trying to help educators deal with this crisis, business has used numerous strategies. They are aptly described in a recent Conference

Board report, which

discusses four waves of business involvement in school reform. First came individual school partnerships,

adopt-a-school programs, and similar stand-alone efforts.

Next came the transfer of management principles such as total quality management

to schools. Then came a period when business advocated a range of solutions, including school choice and higher academic

standards, but these were often

seen as quick-fix, silver bullets that were not connected to the larger issue of changing whole systems.

Finally, the fourth wave, where we are now, involves

abandoning ad hoc programs and addressing all the many interrelated aspects of the

education system, from public policies to classroom practices.

In pursuit of comprehensive reform, the Business Roundtable published a nine-point agenda in 1990 that committed our more than 200 corporate members to a 10-year state-by-state transformation of our schools. This agenda was updated in May 1995. The revised agenda, called Continuing the Commitment: Essential Components of a Successful Education System, is the equivalent of a business improving its products and services through a process of continuous quality improvement. It is an agenda for change based on the fundamental belief that all children can and must learn at ever-higher levels.

The nine components are:

1) Standards. A successful system expects high academic standards that prepare students for success in school, in the workplace, and in life.

2) Performance and assessment. A successful system focuses on results, measuring and reporting student and system performance so that students, teachers, parents, and the public can understand and act on the information.

3) School accountability. A successful system assists schools that are struggling to improve, rewards exemplary schools, and penalizes schools that persistently fail to educate their students.

4) School autonomy. A successful system gives individual schools the freedom of action and resources necessary for high performance and true accountability.

5) Professional development. A successful system insists on continuous learning for teachers and administrators that is focused on improving teaching, learning, and school management.

6) Parent involvement. A successful system enables parents to support the learning process, influence schools, and make choices about their children's education.

7) Learning readiness. A successful system provides high-quality pre-kindergarten education for disadvantaged children. It also seeks the help of other public and private agencies to overcome learning barriers caused by poverty, neglect, violence, or ill-health for students of all ages.

8) Technology. A successful system uses technology to broaden access to knowledge and to improve learning and productivity.

9) Safety and discipline. A successful system provides a safe, well-disciplined, and caring environment for student learning.

This is not an a la carte menu, but nine interacting components that are a comprehensive and integrated whole. Leaving any one of them out of a reform agenda will sharply reduce the chances of success.

Focus on standards

The second lesson we have learned is that high academic standards must be the starting place and centerpiece of our comprehensive approach. Standards set the

the expectations for performance against which progress can be measured. They are the equivalent of corporate goals. Lou Gerstner, chairman and chief executive officer of IBM and a Business Roundtable member, recently observed, "Standards are the sine qua non of virtually every human endeavor. I have to confess I find the whole [issue of K-12 standards] baffling. In virtually everything else we

do, we set high standards and strive to be No. 1. Why not in education? In basketball, you score when the ball goes in the hoop, not when it hits the rim. In

track and field, you must jump over the bar, not go under or around it. The only way we can

ensure that the skills of our young people will keep pace with the rapidly advancing, technology-based world marketplace is by setting standards

for our schools, putting in place the processes to meet those standards, and then testing to ensure that the standards are in fact being met.

The recent release of a study of classroom practices and student achievement in 41 countries, including the United States, underscores the central importance

of raising our expectations about what U.S. students must know and be able to do.

The Third International Math and

Science Study (TIMSS) found that U.S. eighth

graders perform slightly above average in science and below average in math. No surprises

there; these results are consistent with the performance of U.S. students in previous international comparisons. The significance of the new TIMSS

report is its finding that foreign students complete a much more demanding course of studies than U.S. students. The U.S.

science and math curriculum tends to

be an inch deep and a mile wide; students are expected to know a little bit about a lot of topics. By

contrast, their peers in countries such as Japan and England

are expected to know a lot about a handful of academic areas deemed essential

for success in the 21st century. Perhaps anticipating the TIMSS research,

one observer noted a few years ago that "The American K-12 curriculum is overstuffed but undernourished."

Even though our performance in science was better than our performance in math, neither result is good enough to compete in today's

high-performance, technology-

driven workplace. The study provides ample evidence that our curricula and our expectations for young

people are not demanding enough. The encouraging implication

of this study is that this is something we can fix, by raising the level of

expectations for U.S. academic achievement. Setting higher standards is the mechanism for making this happen.

To date, there is mixed news on the effort to set more rigorous standards. On the positive side, all but two states—Iowa and

Wyoming—have taken steps to put

in place more challenging standards. Although the standards-setting effort has

been advanced through business advocacy at the national level and seeded with some federal funds through the Goals 2000 initiative, the primary work has occurred in the states, which establish regulations and provide a significant share of local school funding.

ddLess encouraging, however, is that few states have made the simultaneous commitment to develop and put in place high-stakes tests that tie students' performance on these tests to their promotion from grade to grade and to graduation from high school. Maryland, where Lockheed Martin is headquartered, is one fortunate exception to this rule. Already we have seen the benefits of tougher standards and challenging tests that hold students accountable for meeting these new performance goals. In 1996, a few years after the new standards and assessments were introduced, the state reported that 19 of 24 school districts were performing better overall on state tests than in 1995, and that all school districts had improved their scores since 1993. In addition, since 1993, the percentage of students who met one or more standards in grades three, five, and eight has climbed from 31.7 percent to 40.7 percent. Also in 1996, 16 of 24 schools had 40 percent of students at the satisfactory level in the state tests; in 1993, only four did.

ddOther communities, including New York; Charlotte, N.C.; Milwaukee; Edmonds, Wash., and Beaufort, S.C., also have had encouraging success in using tougher standards as the lever for improved student achievement. The United States, however, has more than 15,000 largely autonomous school districts. The challenge now is to make these successes more the norm and less the exception.

ddProviding incentives The third important lesson of the recent past is that improved state and local policies are not enough to turn the tide of educational mediocrity. Policies must be coupled with sustained efforts by companies, colleges, and other major institutions in order to send a strong and consistent message to students that their efforts will have a tangible payoff: admission to a quality college or university or the chance to compete for entry-level jobs that could lead to a prosperous future.

ddTo that end, U.S. business leaders made an unprecedented commitment during the March 1996 Education Summit with the nation's governors. "As business leaders, we commit to actively support the work of the Governors to improve student performance and to develop coalitions of other business leaders in our states to expand this support, according to one statement. As such we clearly communicate to students, parents, schools, and the community the types and levels of skills necessary to meet the workforce needs of the next century

and implement hiring practices within one year that will require applicants to demonstrate academic achievement through school-based records, such as academic transcripts, diplomas, portfolios, certificates of initial mastery, or others as appropriate. We commit to considering the quality of a state's academic standards and student achievement levels as a high priority factor in determining business location decisions.

To follow up on that commitment, in September 1996 The Business Roundtable, the National Alliance of Business, and the U.S.

Chamber of Commerce announced a common agenda to help educators and policymakers set tough academic standards that apply to every student in every school; assess student and school-system performance against those standards; and use that information to improve schools and create accountability, including rewards for success and consequences for failure.

In addition, the three organizations agreed to mobilize employers to request information on student achievement in hiring decisions; consider a state's commitment to achieving high academic standards when making business location decisions; and direct their

education-related philanthropy toward raising academic standards and improving student achievement. Employers who make it a regular practice to ask for job candidates' high-school transcripts or other records gain

important benefits. When students learn that employers in their areas want employees who can read and write well, solve problems and reason, and want proof of those skills, they begin working harder in school. Employers, as a result, gain access to a larger supply of skilled, capable workers.

Employers can also benefit because transcripts can provide valuable information for hiring decisions. Most transcripts, for example, include the courses students have taken, the grades they received, and their attendance history. Some school records also include participation in school activities and selected standardized test scores.

Kingsport, Tenn.-based Eastman Chemical Company, with 12,000 employees, has been asking applicants for their most recent academic record and spreading the word to schools that they want evidence that entry-level candidates have satisfactorily completed difficult courses in math, science, and English. As a result, the company reports, enrollment in higher-level math and science courses at area schools has increased dramatically in recent years; the failure rate of entry-level employees has hit an industry low; and new employees move through apprenticeship programs with less need for remediation.

Looking Ahead

Efforts such as these are making a difference. By a number of measures, the state of education is better than it was a decade ago: The country is moving in the right direction. Consider these data from the U.S. Department of Education's Condition of Education 1995: More students are taking rigorous academic classes. Between 1982 and 1992, the number of high-school graduates who took the recommended core academic courses—four units of English; three of math, science, and social studies; and half a unit of computer science—increased from 13 to 47 percent. Although there is still much room for improvement, there is solid evidence that schools are steering students away from the watered-down courses condemned in A Nation at Risk. Many schools, in fact, are eliminating these classes altogether.

Math and science achievement is up. Between 1982 and 1992, math and science scores for 17-year-olds on the National Assessment of Educational Progress increased 9 and 11 points, respectively, which translates into a one grade-level improvement in achievement. Achievement on college entrance exams is up slightly. Bit by bit, scores on SAT and ACT exams seem to be inching up. Between 1975 and 1995, verbal scores on the SAT rose from 423 to 428 and math scores increased from 479 to 482. Average composite scores on the ACT test went from 20.6 in 1991 to 20.8 in 1995.

Dropout rates are down. Between 1982 and 1992, the dropout rate declined from 13.9 to 11 percent. For whites, the rate dropped from 11.4 to 7.9 percent; for blacks, from 18.4 to 13.6 percent; and for Hispanics, from 31.7 to 27.5 percent.

But formidable challenges remain. Significant turnover among governors, state legislators, corporate CEOs, and chief state school officers since 1990 requires recruitment of new business and political leadership.

The Rand Corporation's 1994 assessment for the Business Roundtable remains accurate today: In all states, implementation has just begun. States still need to learn how to establish standards that have concrete meaning in the classroom, develop and fund testing programs that are true to the standards and do not disrupt instruction, align staff development and other school improvement efforts, and assist or develop alternatives to schools that cannot raise their levels of performance. State reform coalitions also have to engage teachers and administrators, especially in the big city school systems that frequently disregard state initiatives.

In addition, our foreign competitors are not standing still. Like us, they know that competition in the marketplace is increasingly "a battle of the classrooms." They are improving their systems as well. As Will Rogers once observed, "Even if you're on the right track, you'll get

run over if you just sit there."

Hence, we need to redouble our commitment to systemic change and accelerate our efforts.

The reform infrastructure is in place. Thanks to efforts by the Business Roundtable and others in the past several years, almost every

state now has a broad

-based coalition of reform advocates: business, civic, religious, and education

al leaders who are keeping the pressure

on local school systems to change and,

in many cases, providing resources to help them do so. Groups such as the Maryland Business

Roundtable for Education, the Washington Business Roundtable, the

Partnership for Learning in Washington, and the Partnership for

Kentucky Reform

provide essential continuity in an environment where governors, state legislators,

and chief executive officers change

regularly.

Our agenda emphasizes the values of hard work and personal responsibility#character,

in other words. Persistent effort, combined with

initiative and imagination,

must guide the lives of students, teachers, and administrators. The business

community must demand this level

of effort, but we also must support it. We

recognize the need to improve the entire system of education. We have no choice

but to insist

that widespread change occur. And we know that this will take years

to accomplish.

U.S. corporations are too often accused of looking at the short-term bottom line.

In education, that is demonstrably not the case; we

are concerned with the

long haul. Educational improvement is not just a high priority for the nation.

We see it as nothing less than an issue

of our economic, political, and social

survival, for with each passing year another class of America's schoolchildren

may have been denied

the opportunity for a quality life.

Norman R. Augustine is chairman and chief executive officer of Lockheed Martin Corp.

and chairman of the Business Roundtable's

Education Task Force.

Publication#W\ P}P# 80. Richmond Times Dispatch"Publication" #:\ P}P#July 16, 1997 Category: Editorial

Headline#\ P}P# A Liberal Education Cannot Exist Divorced From Study of History

y Headline #:\ P}P#

By Mark Obenshain

Many alumni and parents of students at James Madison University will be dismayed

to learn that students no longer are required to

study American history. If

JMU could drop its American history requirement, where will it be dropped next

? At the College of William

& Mary, or the University of Virginia, Thomas Jefferson's

academic village? Well, actually " according to Mike McDowell, spokesman

n
for the State Council of Higher Education for Virginia, not one of Virginia's
16 public colleges and universities still requires that its students
take even
the first class in American history.

ddMost schools in Virginia still do have lists of required classes that student
s must take in order to graduate. Those lists usually are labeled
"general edu
cation" programs, and students often choose from a variety of courses.

ddJMU, which is hardly alone, has just completed an overhaul of its general edu
cation program. The new program is intended to give
students more choice in sel
ecting their foundational courses. The result is that students now can choose t
o avoid taking classes in
disciplines that previously had been considered indis
pensable to a liberal arts education. Under the old general education program,
JMU
required that its students take six hours of history and three hours of lit
erature. The new general education program gives students so much
latitude that
they can (and many will) avoid taking any history or literature.

ddUNLESS all pretense of providing a liberal arts education is abandoned, no st
udent should be awarded a college diploma if the student
has not studied histor
y. That proposition, however, should be taken one step further; neither JMU, no
r any other public college or
university in Virginia, should be turning out gra
duates who have not studied American history.

ddIt is not possible for a college student to claim a liberal arts education wi
thout having developed a basic understanding of this nation's
history. Without
this requirement, students will graduate from JMU (and every other school in Vi
rginia) without knowing anything about
James Madison or his role in the establi
shment of our constitutional system of government.

ddSome attempt to explain that students study American history in high school.
They argue that requiring college students to take
additional American history
classes is unnecessary. But if high schools were providing students with an ade
quate foundation in American
history and government, one would expect to find c
ollege students universally knowledgeable as to the most basic facts about our
nation's
history. Sadly, that is not so.

ddThe declining level of historical literacy among American college students is
well-documented. A 1987 Gallup Poll of 700 college
seniors found that 24 perce
nt thought Columbus arrived in the New World after 1500; 55 percent could not i
dentify the Magna Carta;
23 percent thought Karl Marx's statement " From each
according to his abilities, to each according to his needs " is a part of the
U.S.
Constitution. Those findings are no anomaly, and the results are not impro
ving.

ddIN 1996, a study of Florida's university seniors found that only 10 percent correctly identified Abraham Lincoln as the leader who defined American democracy as "a government of the people, by the people, for the people." Just 35 percent knew that nine Justices sit on the U.S. Supreme Court. Finally, there was the result most likely to shock Virginians: Only 68 percent of the graduating college seniors could identify Thomas Jefferson as the author of the Declaration of Independence.

ddAs depressing as the results of those surveys are, they address only simple facts and dates. Many high school graduates are familiar with basic landmarks of

American history, which is all high school history really is meant to teach. That, however, is not enough. They do not possess the historical insight or perspective that students should acquire through a liberal arts education. ddI suppose there might be compelling reasons for a college or university to conclude that American history should not be included among the few critical classes that every student must take in order to graduate. The problem, however, is that nobody has stepped forward to say exactly what those reasons might be.

ddOne explanation has been that with so many other critical areas of study, it would be wrong to elevate American history to a position where students might be deprived of the opportunity to take other classes of equal value. Taking JMU again as an example, if students were required to take American history, they might not have time to take "Personal Wellness," in which students can receive credit for documenting their participation in "Condom Week" (which fittingly begins on February 14). Most of us would have little reluctance to say that history

is a more important component in students' liberal arts education.

ddWHETHER American history should be taught is not a partisan issue. It is a simple proposition upon which broad agreement exists.

ddIn his autobiography, Walter Cronkite wrote about the responsibility to teach history, stating bluntly that "(u)nderstanding the issues on which citizens

of a Republic are expected to vote is impossible without an understanding of the past. Those who have the opportunity but fail to impart that lesson can be accused of sabotaging the democratic process." Our colleges and universities have unilaterally and without public notice decided that American history is superfluous.

ddIt is time for administrators and board and faculty members to wake up and do something about the disappearance of an American history requirement. If administrators fail to rectify this omission, then the responsibility falls to the college and university boards. Although they did not drop the history requirement, it is the college and university boards that have the ultimate responsibility as well as the ability

" to return American history to its proper place as an essential component of a liberal arts education. Mark Obenshain, a Harrisonburg lawyer, is a member of the James Madison University Board of Visitors.

Publication#W\ P}P# 81. The Washington Post"Publication" #:\ P}P# 07/16/97; Edition: FINAL; Section: OP-ED; Page A19

Headline#\ P}P# The Budget: A Model of MuddlingHeadline #:\ P}P#BY Robert J. Samuelson

It is a close call whether the present federal budget package " nearing final congressional approval " would be good or bad for the country. The gains and setbacks are finely balanced, and the exercise recalls an important essay written by Yale political scientist Charles Lindblom in 1959. He titled it "The Science of Muddling Through" and observed: "Democracies change their policies almost entirely through incremental [small] adjustments. Policy does not move by leaps and bounds." Precisely. The press and politicians are in a constant state of denial about this obvious truth. We describe a world of momentous decisions, titanic combats and profound policy changes, when it actually consists of messy compromises, slight policy shifts and unintended consequences. The result is a continuous disconnect between how government works and how we portray it. The budget agreement is a prime example. President Clinton and the Republican congressional leadership hail it as a landmark that would balance the budget " for the first time since 1969 " in 2002. This is a stretch. What's mainly driving the budget toward balance are lower-than-predicted health costs and higher-than-predicted tax revenues. Susan Tanaka of the Committee for a Responsible Federal Budget points out that the budget would balance earlier if Congress and Clinton simply preserved present policy. Renew the existing 10 percent airline ticket tax. Keep Medicare premiums at 25 percent of doctors' costs (Part B). Continue existing "caps" on so-called discretionary spending. Leave everything else alone. The budget would balance in 2001 under the assumptions of the Congressional Budget Office. Over five years, deficits would be nearly \$120 billion less than under the budget agreement. The new budget delays a balanced budget by allowing Clinton and Congress to do what they like best: raise spending and cut taxes. Between 1998 and 2002, the extra spending (above existing spending ceilings and programs) would total \$126 billion; that's partially offset by further savings in Medicare of \$115 billion. In the same period, the net tax cut would total \$85 billion. These amounts are tiny compared

with all spending or taxes over five years (about \$9 trillion). Still, Clinton and Congress are sprinkling favors to selected causes and constituencies.

ddAlmost everything in the agreement is inflated for popular consumption. One advertised new program would provide more health insurance for uncovered children. The sponsors hoped to reach 5 million children; the CBO puts new coverage closer to 500,000. The Medicare changes are praised "and damned" as fundamental. Most aren't. Savings generally stem from lower reimbursement rates to hospitals, doctors and managed-care groups.

ddThe budget also falls short in other ways. Consider: It doesn't forthrightly face the pressures of an aging society, which "unless Social Security and Medicare are changed" will sharply raise spending, taxes or deficits (and maybe all three) in the next century.

ddThe tax cuts mutilate the Tax Reform Act of 1986, which lowered top rates and broadened the tax base. Instead, Clinton and Congress are fashioning a system with high rates and many tax breaks that's more complex and cumbersome. Some specific cuts "the tax breaks for college tuition and the cut in the capital gains rate" are bad on their own.

ddThe budget doesn't end government's least effective or needed programs (from farm subsidies to Amtrak). As a result, government spends too much on its worst programs and not enough on its best.

ddThere has been no rigorous national security review, and defense cuts "reflecting the end of the Cold War" may have gone too far or focused on the wrong areas. In 1990 defense was 24 percent of all spending; by 2002 it's projected at 14 percent. Sen. John McCain (R-Ariz.) puts the amount of "pork barrel" spending in the defense budget at a hefty \$5 billion.

ddIs there any good here? Well, yes. The broad commitment to a balanced budget marks a shift from the mushier concept of "deficit reduction." If deficits unexpectedly widen, this might induce Congress to restrain them. Perhaps Congress will even adopt, as Tanaka urges, new enforcement rules. These would compel spending cuts "or tax increases" if the costs of entitlement programs (such as Medicare) or tax revenues don't meet estimates.

ddAs important, the Senate dealt with some issues of an aging society by slowly raising the eligibility age for Medicare to 67 and requiring that wealthier Medicare recipients pay higher premiums. If either proposal survives a House-Senate conference, it may mean that Democrats and Republicans can debate these matters without accusing each other of slaughtering the elderly.

ddFinally, the new budget would correct some past mistakes. The largest was Congress's decision last year to deny government benefits (under the SSI and food

stamp programs) to legal immigrants. Changing the rules abruptly was hugely unfair. The new budget would partially restore benefits for almost 500,000 elderly and disabled immigrants. But it also would withhold benefits for new immigrants on the principle that their American sponsors "not taxpayers" should be responsible for them.

No one can say who "won" the budget agreement. Conservatives can argue that their balanced-budget rhetoric triumphed and that "measured by spending" government is shrinking. In 2002 spending is projected at 19 percent of gross domestic product; that compares with 22 percent in 1990. Liberals can gloat that virtually all the drop comes from lower defense spending. Government isn't really in retreat.

In 1990 programs for the poor represented 1.7 percent of GDP; by 1996, they were 2.6 percent of GDP, where they would roughly stay through 2002.

Lindblom wrote that public officials avoid big changes because they don't "know enough . . . to avoid repeated errors in predicting the consequences of policy moves." Ignorance breeds caution; no one wants a calamity. Small errors can be reversed; small successes can be enlarged. This is half common sense, half timidity. A last-minute dispute could cause the budget agreement to unravel. Chances are it won't. Either way, we're muddling along. Whether forward or backward, only time will tell.

#:\ P}P#Publication#W\ P}P# 82. New York Post"Publication" #:\ P}P#July 16, 1997

Headline#\ P}P# Worthless diplomasHeadline #:\ P}P#

Only in New York would somebody file suit to force the issuance of essentially worthless community-college degrees "and only in New York would there actually be a judge willing to find for the plaintiffs.

Bronx state Supreme Court Judge Kenneth L. Thompson ruled on Monday that, the more than 100 Hostos Community College students who were denied graduation this spring because they are effectively illiterate in English deserved their diplomas after all.

To be sure, the litigious students have a real grievance. They were led to believe that a basic grasp of the English language "and we stress basic" wasn't a graduation requirement at Hostos.

How else should they have interpreted the decision by Hostos administrators to substitute a homemade English test for the exam mandated by the City University for all would-be community-college graduates?

After all, the CUNY test itself shouldn't baffle a high-school freshman, let alone a candidate for a college degree. Students, for example, were asked to "Describe an especially difficult decision that you have made." A passing essay e

xam, according to the university's criteria,
 had to incorporate grammar that is
 "usually, although not always correct" and a student needed to spell "common w
 ords with a reasonable
 degree of accuracy."
 ddLet's face it: Folks who can't pass such a watered-down test have no business
 being awarded a public university degree in New York.
 The decision by Hostos a
 dministrators to graduate these students anyway devalues both the CUNY diploma
 and the hard work done by
 those students who did earn their sheepskins.
 ddAfter all, there's no check mark on the degree indicating who passed the Engl
 ish test and who did not. Potential employers thus can
 be expected to hold all
 Hostos grads in suspicion.
 ddWe understand that Hostos isn't the only CUNY unit to degrade its diplomas in
 such a fashion. And we applaud the determination of
 university trustees to tac
 kle the scandal head-on.
 ddBut these are considerations apart from the lawsuit at issue. Judge Thompson'
 s decision would turn loose more unqualified graduates
 on a job market that's a
 lready profoundly skeptical of CUNY and the education it provides.
 ddNew York employers (and those businesses that leave the city behind) frequent
 ly mention potential workers' poor command of English
 as a prime reason they fi
 nd it difficult to do business in the Big Apple.
 ddThe very least the taxpayer-funded university can do is require that its grad
 uates leave school with a modicum of English proficiency.
 CUNY plans to appeal
 the Hostos ruling. Here's hoping it's successful.nyxdddy
 Publication#W\ P}P# 83. Houston Chronicle"Publication" #:\ P}P#July 16, 1997

Headline#\ P}P# ACCOUNTING Headline #:\ P}P#Subhead#[\ P}P# Tracking program
 for HISD merits a try and an eye Subhead#:\ P}P#

ddA computer tracking system for which teaching methods work best for which gro
 ups of students and at what cost is on the table for
 approval this week by Hous
 ton Independent School District trustees.
 ddThe system, known as "Class Act," could be part of an overall move to make HI
 SD more efficient and more accountable and should
 be considered very carefully.

ddAt a cost of \$2 million, about \$20 per student, it is a sizable investment. I
 f approved, the money will be budgeted for the upcoming
 1997-98 school year.

ddSizable as well are the claims being made about the system, whose software wa
 s developed by several firms with national reputations
 in the educational field

ddUnder the system, all HISD financial, student and teaching data will be place
 d in a data base that will be used to match individual
 students with the learni

ng plan that works best for them so that the district can get the biggest bang for its instructional buck. Almost 100 of the district's 272 schools will be in the program.

dd"There no longer will be any guessing about which instructional methods work and which students are progressing," said HISD Superintendent Rod Paige. "And t here will be no more question about exactly how every penny is spent."

ddA district spokeswoman says HISD will be the first in the nation to participate in this "national field test" because of its size " the country's sixth-largest school district " and its progressiveness. Well enough.

ddBut if the project is approved, as it is expected to be on Thursday, the taxpayers will have every expectation that the tracking system itself will be closely tracked to see if the benefits outweigh the cost HISD spokesman Terry Abbot says it will be monitored on "an ongoing basis" and should begin to show results almost immediately.

ddHISD is showing signs of improvement in student performances. If "Class Act" can help in the effort, it will be money wisely invested.

But the program, like the district, in the very near future will have to prove itself worthy of the confidence being displayed in it today.nyxddd

Publication#W\ P}P# 84. St. Louis PostDispatch"Publication" #:\ P}P#July 16, 1997

Headline#\ P}P# Dick Gephardt's Good SenseHeadline #:\ P}P#

ddFinally, someone of political importance has said the emperor just might not be wearing a full suit of clothes. House Minority Leader Dick Gephardt has dared to suggest that balancing the budget exactly is a mistake - and unnecessary. He offered a different and better priority: more public investment in resources that help make people more productive.

ddBut he didn't dismiss the deficit. Instead, he offered a sensible rule for how to treat it: Keep it below 1 percent of the economy's gross domestic product.

This year that would be \$78 billion (GDP is \$7.8 trillion), a modest overrun by any standard, well below the 3 percent to 5 percent common in Europe and elsewhere.

ddIt's also low enough to reassure the financial markets, which have bid stocks to historic highs and aren't clamoring for higher interest rates now that inflation has virtually disappeared.

ddA 1 percent cap on the deficit would provide the money to invest in resources to make everyone richer: education, health, child care, the national infrastructure. Improvements in these areas will make the work force more productive, raising output and overall growth - perhaps enough to do the poor some real good.

ddPresident Bill Clinton also favors such investments, but is trapped by his political commitment to balance the budget. That promise was made to blunt Republican charges that Democrats are big spenders. But as the deficit has shrunk faster than expected because of an unanticipated rise in federal revenues, the problem is disappearing. No one is admitting that, as Congress and the president continue to labor to find programs to cut.

ddThe latest federal figures project a mere \$45 billion deficit (0.6 percent of GDP) in the current fiscal year, which ends Sept. 30. Many bet the deficit will shrink to nothing in the next two or three years.

ddBut not if the balanced budget package now being considered is enacted. It cuts taxes right away but postpones spending cuts until 2000, increasing the deficit in the meantime.

ddMr. Gephardt is on the right track; the president and the GOP on the wrong. It's fortunate the minority leader has the courage to speak.

Perhaps he will ignite a debate that debunks the conventional wisdom that balancing the budget should be the top priority. There are other, wiser choices.nyxddd

Publication#W\ P}P# 85. San Francisco Chronicle"Publication" #: \ P}P#July 16, 1997

Headline#\ P}P# NAACP Faces Debate About Its Future Headline #: \ P}P#

ddIN RECENT years, the NAACP, the nation's oldest civil rights group, seemed trapped in past problems. The leadership squabbled before firing its president and

d finances ran \$3 million in the red. Young voices among the 500,000 members questioned the group's long-standing commitment to endless court fights for integrated schools.

ddIts convention this week in Pittsburgh offered a chance to face these troubles, proving that change is possible though difficult for a proud, hidebound organization.

After shoring up its finances, president Kweisi Mfume told the members to "stand up and create real change." He took on the customary targets " welfare reform, police brutality and corporate racism " but zeroed in on the NAACP's

real future: reviving its local branches. The action for civil rights advocates, Mfume suggested, was back on city streets and in office towers, not always

in federal courtrooms or Congress.

ddThis message is right on target. Judicial appointments, two Republican presidents and a skeptical Congress have yielded few recent victories for the NAACP.

Court-ordered integration is hard to achieve in big cities that whites have fled. New members with fresh concerns

in their hometowns must be recruited to renew

a middle-class group with a median age approaching 50. At present, "the NAACP and

other civil rights groups are at a dead end for extending their policies through Congress, courts and the president," said Robert Smith, a San Francisco State University political science professor. "The litigation costs are not going to pay off." This tough assessment is not universal, but there are real life instances of the debate locally. Consider the Oakland chapter, run by 29-year old Shannon Reeves. He is a tough and savvy player who uses lawsuits, picket lines and sound bites to win respect and money for African American causes, but he is poor schools or allegedly racist promotion practices. In San Francisco, the NAACP chapter has devoted itself to school desegregation. It sued to require city schools to racially balance classrooms by busing and in 1982 won a decree that obliges the city to spend \$30 million per year on this goal. "We are absolutely committed to this," said Alex Pitcher, chapter president. In Mfume's call to arms, both sides can find their cause. But he has issued a tough challenge to remake an institution, a process that will likely shoot off more sparks.

Publication#W\ P}P# 86. St. Petersburg Times"Publication" #: \ P}P#July 16, 1997

Headline#\ P}P# Regents' double whammyHeadline #: \ P}P# There is no question that Florida's public universities need more money. Too many classes are overcrowded. The demand for computers and other technology is enormous. There is not enough financial aid based on need. Faculty salaries in the nation's fourth-largest state are not in the top quarter. Now members of the Board of Regents are taking a curious approach to addressing the problems, an approach that is doomed to fail and would make some problems worse. The regents, who set policy for the state's 10 public universities, want the Legislature to approve a new \$50-a-semester technology fee. They also want lawmakers to approve a 6.6-percent increase in tuition, which would be the third significant increase in as many years. This is like a baseball player closing his eyes and wildly swinging for the fences, hoping for a home run. It is not the most prudent technique, and it is rarely successful. From a political standpoint, the regents' proposal is naive. The Republican-controlled Legislature is about as likely to approve both the tuition increase and the technology fee in 1998, an election year, as it is to embrace an income tax. The regents argue they are merely offering an honest assessment of the universities' real needs. Their unrealistic recommendation actually could provoke

Republican penny
 pinchers into rejecting both the tuition increase and the technology fee.
 From a policy standpoint, the regents also missed the mark. The technology fee should be the top priority, as Chancellor Charles Reed and incoming board chairman Steve Uhlfelder argued. Florida has one of the few university systems that does not charge a technology fee, and easy access to computers is not a luxury for schools that want to attract top students. A technology fee also is easier to sell, because both legislators and students can be assured that the money will pay for a tangible benefit.
 By itself, another tuition increase also would be defensible. Tuition at Florida universities still is low compared with other states, and the proposed increase meets the rule of thumb that says university students should pay 25 percent of the cost of their education. But the regents erred by tying virtually all of the proposed tuition increase to higher faculty salaries.
 The far more pressing priority is to increase need-based financial aid for students. The Legislature already allocates more money for aid based on merit than for aid based on need, in violation of state law. The new lottery scholarship awards are based on merit and will exacerbate that gap. Combining a tuition increase with a technology fee would price more students out of the classroom.
 The regents' motives were honorable; they want to correct shortcomings that have become more pronounced over the years. Their recommendation, though, ignores political realities and establishes the wrong priorities.

Publication#W\ P}P# 87. The Washington Post"Publication" #: \ P}P# 07/16/97; Edition: FINAL; Section: Editorial; Page A18

Headline#\ P}P# The Spillane Years in FairfaxHeadline #: \ P}P#ddA FRESHLY elected school board in Fairfax County couldn't tolerate a sometimes imperial yet exceptionally successful superintendent.
 The newcomers did not appreciate the full-steam-ahead decisions that Robert R. "Bud" Spillane made " with or without consulting others.
 But this is how he built a system that has made Fairfax one of the most attractive living and business places in the country.
 During the 12 Spillane years, average test scores rose and schooling became more rigorous " and nationally acclaimed. Post staff writer Robert O'Harrow Jr. reported that standards in the county's schools are higher today, with far more students in advanced placement courses and upper-level math, an improvement attributed to curriculum changes and better teacher training.
 TD In middle schools, the number of students taking algebra has nearly tripled. In high schools, more than two-thirds of the seniors earned advanced studies diplomas last year, more than double the number when Mr. Spillane took office. Principals " awarded increasing

freedom to determine certain academic offerings " came up with popular arts, science and technology courses as well as immersion courses in French, German, Japanese and Spanish.

ddSpillane advocates acknowledge he was not one to brook opposition easily. His critics suggest that had he been more diplomatic he would have won support for still more improvements. But had these opponents been more concerned about educational improvements than turf, they might have supported more improvements anyway. The critics note that during the Spillane years, gaps between the performances of white and minority students widened as minority enrollment grew. But more of the newest minority students are from immigrant or low-income families and are hampered by language difficulties.

ddBusiness leaders have long been among Mr. Spillane's strongest allies. He courted them from the start, and their interest in a strong, nationally known system raised millions of dollars for the schools. They also forged dozens of school/business partnerships, stressing in the county and in the state legislature the importance of high-quality education to generate a good business climate.

ddInitiating programs, experimenting and getting things done " these were the talents Bud Spillane brought to his demanding job. The search for someone to build on his accomplishments " and to satisfy the demand for still higher standards " will be no breeze.nyxddd

Publication#W\ P}P# 88. Los Angeles Times"Publication" #:\ P}P#* 07/16/97; Edition: Home Edition; Section: Metro; Editorial Writers Desk; Page B-6

Headline#\ P}P# Let's Have Leadership, Let's Have a State BudgetHeadline #:\ P}P##:\ P}P#Subhead#[\ P}P# Crucial matters languish as closed sessions roll onSubhead#:\ P}P# California is now more than two weeks into the 1997-98 fiscal year without a state budget, welfare reform, fiscal relief for local governments, a formula for spending new state school money and much more. And without any real political leadership, so far as anyone can tell.

ddCalifornians, including most members of the Legislature, have no sense of which issues may be holding up a budget resolution or how long the stalemate between Republican Gov. Pete Wilson and the Democrat-controlled Legislature may continue.

ddNo one knows because the negotiations over all these issues are being conducted in private by the so-called Big Five: the governor, the Democratic leaders of the Senate and Assembly and the GOP leaders of the two houses.

ddThis sort of back-room deal-making is bad policy. Worse yet, these talks involve far more than the usual budget decisions on how much to spend on this item or that one. With welfare and other key issues in the balance, the Big Five are deciding public policy that will affect

the course of state government for years to come.

When each meeting is concluded, the leaders emerge to make bland assurances about progress. There are no details, presumably because the talks are so delicate. Or perhaps because members of the Big Five don't want some special interest to know that its cause is being sold out.

State leaders indicate there is no rush because the lack of a budget is not really hurting anyone, that most state services continue as they did last June 30,

the final day of the old budget. But that is not quite so. State Controller Kathleen Connell reported Tuesday that the state already is more than \$1 billion in arrears, including payments to small business contractors, who have debts and mortgages of their own coming due.

There have been suggestions that one side or the other may be deliberately prolonging the budget and welfare talks for its own political advantage. If so, that

is a dangerous, no-win strategy. After the marathon stalemate of 1992, which lasted into September, the public popularity of both the Legislature and Wilson plummeted. The best thing for the governor, the Legislature and the 32 million people of

California is to have this budget impasse ended as soon as possible.

===== END ATTACHMENT 2 =====

===== ATTACHMENT 3 =====

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Daily Education News



Wednesday, July 16, 1997

U.S. Department of Education
Office of Public Affairs
FB-10B, Room 2200 · 401-1218
Norman Greenberg, Editor

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NATIONAL

1. The New York Times

07/16/97; Edition: Late Edition - Final; Section: Section B; National Desk; Page 7, Column 1

U.S. Plans Civil Rights Inquiry Into Policy at U. of California

By The New York Times

SAN FRANCISCO, July 15 — **The United States Department of Education** has told the University of California that it plans to investigate whether the university's dismantling of affirmative action has led to violations of Federal civil rights law.

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

The department, responding to a complaint filed four months ago by a coalition of civil rights groups, will look into whether the university is discriminating against black and Hispanic students by using admissions criteria known to favor white students, like standardized test scores, while eliminating race or sex as factors to be considered.

Minority enrollment has plummeted at

several of the university's highly rated law and medical schools. Boalt Hall, the law school at the University of California at Berkeley, announced last month that none of the 14 black students admitted for the fall term would be enrolling, and that Hispanic enrollment would drop to 18, from 28 last year.

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

Federal 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." ■

2. San Francisco Examiner

July 16, 1997 Category: Local

Feds eye UC law schools for bias **Drop in minority admissions at issue**

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

"We will be assisting them and cooperating in any way we can to make

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.

sure they get the information they need to carry out their inquiry," Lightfoot said.

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.

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.

The 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.

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

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

"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."■

3. Washington Times

July 16, 1997

Big drop in minorities at UC schools probed

By Carol Innerst

THE WASHINGTON TIMES

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.

The 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.

UC 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

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

professional schools.

The 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.

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

"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.

"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 blacks were accepted.

While the law school numbers have declined, minority enrollment has shown dramatic increases — "without affirmative action" — in the graduate journalism school and in graduate

efforts to eliminate racial preferences," he said.

"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."

Earlier, 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 overturn their affirmative-action ban.

"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.

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

At 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.

MALDEF, 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.

"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."

"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.

Faculty members sit on admissions committees at all three law schools, he

explained.

The 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.

Besides MALDEF, complainants were the Asian Pacific American Legal Center of Southern California, Equal Rights Advocates of San Francisco, the NAACP Legal Defense 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.

The six organizations that filed the complaint with the OCR did not act on behalf of any individual minorities denied admissions, said Joseph E. Jaramillo, a lawyer in MALDEF's San Francisco office.

Their 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.

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

"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.

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

UC'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. ■

4. Associated Press

07-16 0:05a

House votes to slash AmeriCorps funding

By JIM ABRAMS
Associated Press Writer

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

The 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.

Tiahrt'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.

During 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.

Attempts 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.

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

It 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.

That 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 tutor coordinators to help recruit, organize and manage the America Reads army of 1 million volunteers," it said.

But 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. ■

5. Associated Press

07-16 1:44a

NAACP panel defends school desegregation as key to just society

By PAUL SHEPARD
Associated Press Writer

PITTSBURGH (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.

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

Hayes 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.

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

For 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.

On 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.

Others 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.

"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.

However, Shaw added that the fund

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

Michael 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."

"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."

Sussman 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.

"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."

Sussman said integration supporters should wait for the government to re-establish the integration of schools as a priority as it was in the 1970s.

Through 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.

The 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.■

6. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Teachers Union Gives Failing Grade to Voucher Program

A national teachers union has fired another volley in the war over school choice with a report lambasting the voucher program in Cleveland.

Analyzing 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

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

schools, while 25% were from private schools. Another 42% were kindergartners who were just entering school.

Vouchers 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.

About half the public school students who met income and other requirements 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

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.

Union 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.

Private school: 25% Public school: 33%
None (starting kindergarten): 42%
Current school Private non-religious: 23% Public religious: 77%■

7. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Whether Its Homework or TV, Fewer Children are Exercising

Midriff 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. ■

8. The Washington Post

07/16/97; Edition: FINAL; Section: A Section; Page A04

Clinton Insists Economy Won't Eliminate Deficit; Budget Talks Resume With Optimistic Tone

By Peter Baker and Eric Pianin
Washington Post Staff Writers

President Clinton resumed budget negotiations yesterday and insisted the deficit 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.

The 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.

The 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.

after fuming to aides last week that he was not receiving due credit for his 1993 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 months 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 Republican leaders emerged predicting they could narrow their differences and find a mutually acceptable budget plan by the end of the month.

House Majority Leader Richard K. Arney (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.

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

"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

"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 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.

At 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," not done the best job of selling our story."

Republican 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."

Gingrich 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. Republicans 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.

Staff writers Clay Chandler, Ceci Connolly and John E. Yang contributed to this report.■

9. Washington Times

July 16, 1997

Gingrich open to giving child tax credit to working poor

By Patrice Hill

THE WASHINGTON TIMES

House 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.

After 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.

Senate 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).

"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

Because 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.

In 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.

Mr. Clinton said he would like to see an agreement on a modified version of

welfare program for the working poor than a tax cut.

Mr. 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."

Mr. 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.

"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."

Many 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.

Bolstering their case was a finding by the Joint Committee on Taxation this the Senate's proposal to require well-to-do seniors to pay higher Medicare premiums.

While 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.

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

"The president understands the complexity of getting the IRS involved," said House Majority Leader Dick Armey of Texas, adding that the "consensus" at

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.

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

Meanwhile, 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.

While 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.

Mr. 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. the meeting was to drop the means-testing plan.

But 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."

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

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

Cheryl Wetzstein contributed to this report.■

10. The New York Times

07/16/97; Edition: Late Edition - Final; Section: Section A; National Desk; Page 10, Column 1

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

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

Mr. Mfume and the organization have also made some missteps, and his relationship with the board of directors has had its awkward moments. Those, however, do not compare to the pitched battles the board fought with Benjamin L. Chavis Jr., who was fired in 1994 for using the organization's money to pay an out-of-court settlement to forestall a sexual harassment suit, and with William L. Gibson Jr. who was ousted as board chairman in the wake of charges of financial improprieties.

Earlier this year, Mr. Mfume was

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 villains 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."

Behind the discussion is a sense of frustration over the difficult problems in delegates' communities and a desire for advice and support. "People are looking for guidance to deal with issues such as this whole integration issue," said Floyd W. Davis, president of the Southside Chicago N.A.A.C.P. branch. "We're all for integration, but we have to look at criticized for chastising some Maryland chapters that wanted to protest a speaking appearance of Clarence Thomas, the black, conservative Supreme Court Justice. And in February, Mr. Mfume, without explicitly telling the board, called for a boycott of hotels with a poor record of hiring and promoting blacks.

The announcement caught some board members by surprise, including Ms. Evers-Williams who, at the time, was staying in one of the blacklisted hotels.

But for many delegates gathered at this year's convention the absence of

how we're going to implement it."

To be sure, the discussions about policies like school choice and school integration 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 complacency.

"As I travel around this country . . . I see very little advocacy amongst black elected officials, black organizations, N.A.A.C.P. branches on these issues," said Michael Sussman, a private civil rights lawyer referring to housing and school desegregation. "If not from us, then from whom? No one."

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

At a news conference on Monday, the former Congressman from Baltimore was asked 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 near future, rather than things the organization had already done.

rancor and the lack of concern over the group's survival is more than enough to feel thankful for.

"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 Ronald Walters, professor of Afro-American Studies and Government and Politics at the University of Maryland. "And for most people that's enough for now." ■

11. ABC World News Tonight

July 15, 1997

Solutions: Chess

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

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

Fritz GASPARD, chess master Shake hands and good luck!

AMOS Chess. A surprise hit with the computer generation.

UNNAMED STUDENT In video games, you don't use your mind at all. You just press any buttons.

AMOS And chess master Fritz Gaspard is convinced the game can boost concentration, patience and analytical skills.

GASPARD The critical thinking factors that chess brings to a player can help 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 the classroom. Here in New York, 145 public schools offer weekly instruction in some of the poorest neighborhoods in the city. In this sixth grade class, Fritz Gaspard's lessons have captured their attention like nothing else.

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

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

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

PROFESSOR HOWARD GARDNER, Harvard University It's a very logical kind of game 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 in it.

AMOS Thinking that Dave Mendosa demonstrates in chess --

DAVE MENDOSA, student I'm

going to move my bishop from F-1 to C-4.

AMOS -- can help him with geometry in a few years. And with his concentration right now.

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.

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.

MENDOSA I'm so obsessed with chess. I love it with all my heart.

AMOS Deborah Amos, ABC News, New York. ■

12. CBS Evening News

July 15, 1997

NAACP Convention

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.

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 court-ordered school busing to achieve integration, with the blessing of their new president.

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.

ADAMS Mfume says he too rode a school bus, but like many younger

NAACP members who traveled cross-town in hopes of getting a better education, there were disappointments.

Too many public school systems have re-segregated 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?

NETTIE MARTIN, convention attendee My friends.

ADAMS She spent two hours a day on a bus to sit next to white students in Clara, 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.

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.

ADAMS So this year the NAACP is openly debating alternatives to busing -- like 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.

MFUME The NAACP stands by its founding proposition of a single, fully-integrated American society with equal opportunity for all of its citizens.

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. Jacqueline Adams, CBS News, Pittsburgh. ■

13. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Students Schooled in Arts Have Higher Test Scores, Study Finds

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 arts 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.

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. ■

TRADE

14. Associated Press

07-15 11:04p

Lawmakers will debate new standards

By JOHN MCCARTHY Associated Press Writer

COLUMBUS, Ohio (AP) - The issue of local control vs. statewide performance standards could heat up as lawmakers debate education reforms designed to help win passage of a tax increase for schools.

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.

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.

"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.

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

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

The 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.

The bill's sponsor, Sen. Gene Watts, R-Galloway, also wants a tougher proficiency test for students to graduate. The current ninth-grade test measures learning through eight grades. The new tests, which students could start taking at the beginning of their junior year, would test knowledge through 10 grades.

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

"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.

The 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.

Senate 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.

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

"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."

Sheerer 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.

While 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.

Ray accused the Democrats of stalling. "It's unfortunate they want delay for political reasons," he said. ■

15. Education Daily

July 16, 1997

ENROLLMENTS WILL SWELL BY 2006-07, NCES

SAYS

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.

Meanwhile, enrollment in higher "Projections of Education Statistics to 2007" is \$19 from National Center for Education Statistics, Superintendent of

education institutions will increase 16 percent during the same period, according to the projections.

But anticipated increases will not be distributed evenly.

Enrollment 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 Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954, (202) 512-1800. Cite document number

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

Reflecting 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 1994-95 to 3 million by 2006-07.

NCES97-382. --Jonathan Fox■

16. Education Daily

July 16, 1997

SPECTER EYES SCHOOL FUNDS FOR ANTI-CRIME PROGRAMS

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

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

The 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.

A 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.

Specter 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.

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

In 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.

"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.

Voc ed supporters say lawmakers should authorize separate funding for remedial services under the bill.

"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.

Nancy 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.

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

17. Education Daily

July 16, 1997

HOUSE VOC ED BILL CHANGES QUELL CONSERVATIVE ATTACKS

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.

Kris 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. 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,

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 Labor Committee (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

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

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

18. Education Daily

July 16, 1997

HEARING OFFICERS' POWER SPARKS CALL FOR NEW RULES

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.

And 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.

The 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.

ED 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.

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

Dixie 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.

New requirements for individualized

education programs (IEPs) and procedural safeguards "are pretty fleshed out" in the law, said Carrie Hayes, director of federal-state relations for the Council of Chief State School Officers.

"We believe in letting IDEA speak for itself."

Still, 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).

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

* Ensure that interagency agreements which must outline noneducational agencies' responsibility for disabled students' assistive technology, related services, supplementary aids and services and transition services costs are not used

* 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.

* Define what is meant by causing "injury" to another student. While the law allows alternative placements for

as a rationale for delaying the services to kids. The law allows schools to pay for items and then seek reimbursement (ED, March 12).

* Mandate that schools provide parents with a list of the full range of 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.

Barbara Raimondo, representing the Conference of Educational Administrators of Schools and Programs for the Deaf, said rules implementing the new requirement that state funding

placement options. The new law requires that parents be members of any team that makes placement decisions (ED, March 10).

formulas not result in restrictive placements "should protect children appropriately served in specialized schools."

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. Cahir■

19. Education Daily

July 16, 1997

TITLE I DIRECTORS HOPEFUL FOR SMALLER ACHIEVEMENT GAP

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 Schoolwides

"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 attain 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 percent of waivers for schoolwide programs increased.

Many districts withdrew their waiver requests because it turned out they weren't needed, an indication that districts need more assistance to learn what reforms 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 Lazarovici■

20. Education Daily

July 16, 1997

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

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 Clinton'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 invention 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 Alaskans, 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.

Several 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.

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

The 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 Lazarovici■

21. Chronicle of Higher Education - Academe Today

July 16, 1997

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

By KARLA HAWORTH

The 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.

The 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.

Also 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.

Those 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.

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

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

22. Chronicle of Higher Education - Academe Today

July 16, 1997

Education Dept. to Investigate Bias in Law-School Admissions at U. of Cal.

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 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

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 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 into "whether the admissions policies and

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.

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." The last criterion is specifically banned by the regents' policy, he acknowledged, but the others would be permitted.

Critics 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.

"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 California 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. ■

23. Chronicle of Higher Education - Academe Today

July 16, 1997

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

By STEPHEN BURD and PAULETTE WALKER CAMPBELL

A 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 National Institutes of Health by 6 per cent.

The \$300 increase in the maximum Pell Grant would represent a major victory for President Clinton, who has pushed for it.

The increase for the N.I.H., while not as large as supporters of biomedical research had wanted, was far more generous than many lobbyists had feared the agency would receive this year.

The Appropriations Subcommittee on Labor, Health and Human Services, and Education approved the bill unanimously on a voice vote.

In the weeks leading up to Tuesday's vote, some observers had predicted that it might be difficult for the subcommittee to

In 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.

Still, 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.

Mr. Elmendorf said that Congress would have to act quickly to approve

increase spending on education — in fulfillment of promises made in the balanced-budget agreement between President Clinton and Republican Congressional leaders — without giving short shrift to biomedical research.

But the bill, as crafted by Representative John Edward Porter, the Illinois Republican who chairs the subcommittee, provided sizable increases for both the maximum Pell Grant and the N.I.H.

Republicans 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 legislation 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.

Among the subcommittee's other actions on student aid:

The 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

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

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

TRIO, the House subcommittee would provide \$532-million, \$32-million more than it has this year and \$7-million more than the President wanted.

The 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.

The subcommittee, like the President, would eliminate the State Student Incentive Grant Program.

Subcommittee's Actions on Research and Technology

As it has done in recent years, the subcommittee provided significant support to the N.I.H. and the Centers for

Disease Control and Prevention.

Under the panel's plan, the N.I.H. would receive \$13.5-billion for fiscal 1998, 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.

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24. The Chronicle of Higher Education

July 18, 1997

Colleges Gear Up to Offer On-Line Applications for Admission

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

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

incoming applications to be channeled directly into 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?

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, XAP 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

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>).

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.

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 data base 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?■

25. The Chronicle of Higher Education

July 18, 1997

California Community Colleges to Be Wired for Videoconferences

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.■

26. The Chronicle of Higher Education

July 18, 1997

Students on Welfare Have Much at Stake in Budget Negotiations

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, 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 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 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. 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.

The 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.

That 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.

The 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.

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

"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."

Many 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.

Conservative 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.

But 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. ■

27. The Chronicle of Higher Education

July 18, 1997

States Press Their Colleges to Make Transferring Easier

New laws seek to make community colleges, which are less expensive to students and taxpayers, more attractive

By Peter Schmidt

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

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

"In our increasingly mobile society, more and more students are starting their 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 their completing their education." Mr. Bivins, a Republican, is chairman of the Senate Education Committee.

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

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

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

Several states have approached the task with a combination of new policies. North 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.

"It costs too much money and takes too much time right now for a lot of students 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.

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

But in the long term, many of these officials say, they hope to unleash a quiet 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

Many 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.

Some 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 Wogsland, a Democrat, asks: "If they can keep you there for five years instead of four, who is better off?"

Kentucky 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. Don't tell us what curriculum we should associate with our various academic programs."

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

In 1996, he succeeded in winning overwhelming passage of a law that

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 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.

State plans to make transferring easier tend to have the support of communitycollege officials, many of whom share the belief that most public colleges offer credits of similar value for a given course.

"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.

The efforts to ease transfer appear to be gaining momentum, given high tuitions 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 than 280 such arrangements are now in place, and the public colleges have begun a cooperative degree program in applied science.

legislature to drop a bill requiring colleges to accept all transfer credits, including those earned at private colleges. In legislative hearings, system officials testified that 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.

Although 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.

The South Carolina Commission on Higher Education is trying to insure that public-college students can automatically transfer blocks of credits in various fields, including business administration, engineering, teacher education, and nursing. Kentucky officials are doing the same for specific majors.

In 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. Because community colleges serve a disproportionate share of minority students, easing transfer is also seen as a way to diversify four-year colleges.

Many of the officials behind such efforts say that students who transfer into four-year colleges after earning associate's degrees have proved just as capable of doing the work as students who entered as freshmen, and may be less likely to drop out.

Such 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 get there from here."■

28. The Chronicle of Higher Education

July 18, 1997

In Pittsburgh Speech, Gore Lauds Clinton Plan for Tax Credits

By Douglas Lederman

The Clinton Administration's plan to provide tax credits for college costs would help seven million more students

than would the competing versions Congress has approved, Vice-President Gore said in a speech at the University of

Pittsburgh last week.

The Administration's credits would be available to upperclassmen, graduate

students, and part-time students, he said, while the Senate and the House have approved tax credits only for the first two years of college.

"Compared to the Congressional plans, our tax credits would help more types and ages of students, including older students seeking the education they need to succeed in the workplace," he said.

Republican aides in Congress said they had not fully reviewed the Administration's figures. But they objected that in developing the figures, White House officials had compared the

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

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 students in 1999. But because the Administration's 20-per-cent credit would be available to students after their first

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.

two years of college, its two credits would serve 12.6 million students, the documents showed.■

29. The Chronicle of Higher Education

July 18, 1997

Tennessee Bank Pays to Settle Federal Lawsuit Over Loan Claims

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 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.

Lew Weems, the bank's president, said it denied any wrongdoing but had settled to avoid a long legal fight.■

30. The Chronicle of Higher Education

July 18, 1997

Project Seeks to Link Public Colleges to Public Schools

By Peter Schmidt

The Education Commission of the States has begun an effort to get public colleges to work hand in hand with elementary and secondary schools in preparing people for the work force.

The undertaking, partly financed by the Pew Charitable Trusts, seeks to bring about major changes at public colleges to insure that people are being prepared for

decent jobs.

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

Among the states involved is Colorado, where educators at all levels are seeking ways to improve public colleges' English departments to insure that their graduates have adequate writing skills.

Minnesota, New Jersey, New York, Oklahoma, and Wisconsin are the other states involved.■

31. The Chronicle of Higher Education

July 18, 1997

New College Plans to Educate Only Graduates of Home

Schooling

The 2-year institution is to focus on training students for jobs in government and journalism

By Mary Geraghty

Home schooling, a fast-growing and controversial movement for elementary and secondary education, is soon to get

The planned institution, which has yet to be named, is expected to open within the next two years. It is being set up by the Home School Legal Defense Association, which was established in 1983 to provide legal representation to families embroiled in court over home education. The college would offer a combination of classroom and on-the-job training in government and politics as well as journalism.

Michael 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.

Mr. 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 for Lieutenant Governor of Virginia in 1993. An ordained Baptist minister, he has received strong support for his political and educational campaigns from evangelical Christians. Within the home-school movement, he is attracting the most support from people who advocate a Christian-based home-school curriculum. But Mr. Farris says the new college will not have a religious focus.

Some home-school advocates question the wisdom of putting students on an accelerated career track, saying those attending the college would miss the variety of educational and social opportunities provided by a four-year, residential college.

Jon Schemitz, who teaches his 8-year-old son at home in Santa Cruz, Cal., says he would "think twice about sending any child" to the college, in part because "it doesn't sound like they're going to get any kind of well-rounded education."

Mr. Farris says that the early teen years are the time for breadth in education, 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."

Donna Dean, who has taught her children at home in Arlington, Tex., for 11 years, agrees with him.

its first college.

Students at the two-year college would not be educated at home, but they would Home-schooled students have studied many of the topics covered in the first two years of college before they reach traditional college age, 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.

Mr. Farris says good writing skills will be one of the primary admission requirements. 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 will submit SAT or ACT scores and a portfolio describing their high-school-level work, he says.

In the few months that he has been talking publicly about his plans for the college, 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 credentials meet accreditors' requirements, but that practical experience working in their fields will be as important as the degrees they hold.

At this point, the college's financing is uncertain. The Home School Legal Defense 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 donors to cover start-up costs that won't be met with tuition revenues.

He 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.

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

For 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.

Michael McDowell, a spokesman for the State Council of Higher Education for

be in class only with others who had been through home schooling.

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.

After 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.

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

Mr. 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.

But 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.

Cerelle 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."

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

In 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," she says. "I don't think there needs to be a special place for home schoolers. 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. ■

32. The Chronicle of Higher Education

July 18, 1997

"U.S. News" Alters Methodology Behind Its College Rankings

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 Pennsylvania, 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 favor the "richest and most selective" colleges.

Debra J. Thomas, a spokeswoman for Bryn Mawr College, said even the less-precise rankings would give people the impression that one college is better

than another 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 not stupid, is going to fill in the numbers."

Alan 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 change "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.

Bruce Zanca, director of communications for the magazine, would not discuss specific changes in this year's rankings, but said any changes would be the result of discussions between editors and college officials about improving the rankings. ■

33. The Chronicle of Higher Education

July 18, 1997

We Must End the Conspiracy to Lower Standards

By Roger Shattuck

For 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.

One 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

My brothers-in-law deplored declining

evidence 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.

Sixty years ago, my two standards in the schools, which did not

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. One 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.

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 land owners, 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 fall 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, 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.

If 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.

* 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.

* 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.

Raising 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.

* 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.

None 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.

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

curricula 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).■*

LOCAL

34. Associated Press

07-16 10:28a

Some graduates want to show not all alumni support Chief Illiniwek

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 Lavina 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 homeland than the Sioux who were the inspiration for Chief Illiniwek's outfit.

Lou 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."

Liay said the association may poll its members in coming months to see if opinions have changed.

"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."

Velasco 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.

Paula Ostrovsky, 33, who received her doctorate in microbiology from the university, joined the group this summer.

"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."■

35. Associated Press

07-15 10:00p

Scoring Missouri math knowledge is object of meetings

By SCOTT CHARTON
Associated Press Writer

LAKE 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.

That's because the tests aren't just

about math.

"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."

Heller 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.

The 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.

An 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.

The adults' scores weren't tallied Tuesday; the point was to expose the group to the same challenges as the students, organizers said.

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

Added 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."

For 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).

How 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."

Another 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.

Other 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.

Meeting 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 off the scores in each category.

The 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.

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

A 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.

"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.

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

"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.

First to be drafted were the math assessments, which are to be put in place permanently starting next spring.

That'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.■

36. Sacramento Bee

July 16, 1997

Regents to consider partner benefits

By Pamela Martineau
Bee Staff Writer

Under 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

UC 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.

"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.

Dixon said the university should offer benefits to live-in partners of

partners of university employees.

Saying "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 heterosexuals and homosexuals.

"Not only is this an equity issue . . . but the university is losing its competitive edge in hiring because of its current policy," said Dixon.

Several 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.

UC Regent Ward Connerly believes

universities.

But many within UC believe approval of the new policy could be difficult for the regents, all of whom have been appointed by Republican governors.

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."

"I would not be true to my convictions if I did not support it," Connerly said of the inclusion of domestic partners.

The 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.

Atkinson 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.

But 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."

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

University 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 were 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 600 to 2,400 employees and cost \$1.2 million to \$5 million a year.

Officials 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 university \$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.

The university currently funds increases in health benefit costs through cost-of-living increases. Colvin said there is no proposal about how health benefits for partners would be funded.

UC has not required employer or employee contributions to its retirement system since the early 1990s because of its healthy return on its investments. Higher employer or employee

contributions to the system might be needed if domestic partners are offered benefits.

The 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.

In a survey of officials at universities that offer domestic partner benefits, officials said they chose to extend their benefits plan to maintain competitiveness, increase employee morale and promote diversity. Most require domestic partners to sign an affidavit swearing to the length of the partnership and proof 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 its 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. ■

37. Seattle Times

July 16, 1997

Change due at Bellevue's alternative high school

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

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

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 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.

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

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

The 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, Hayden 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.

Once 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 to build common experiences -

to show them that learning occurs everywhere, and to make them feel they belong to the community," Hayden said.

Although 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.

The 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. ■

38. Tampa Tribune

July 16, 1997

Chiles pushes session

By ROB CHEPAK
of The Tampa Tribune

TALLAHASSEE - 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.

"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, education and political leaders that he created to improve education and to find a solution to school overcrowding.

With the new school year one month away, Chiles predicted state leaders will lose credibility with the public if they fail to address overcrowding soon.

Only the governor has the authority to call a special session. Governors have called the Legislature into special session 86 times since 1869.

The dearth of classroom space has reached near-crisis proportions in many areas, particularly in Hillsborough County and South Florida, educators and many parents say. Jammed classrooms force students into rickety portable classrooms, double-session scheduling and cafeterias to serve lunch at 9:30 a.m.

While school overcrowding has been the biggest issue before the commission since its inception one year ago, political criticism of the panel and Chiles' call for

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

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 have a successful special session without a consensus among lawmakers beforehand.

Chiles has given the Legislature four months to find one.

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 standards 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.

"The only thing I am confident about is we are going to have a special session," he said. ■

39. Tampa Tribune

July 16, 1997

Education advocates find shift no shock

By DAVID COX
of The Tampa Tribune

Tampa area education advocates said Tuesday they aren't surprised some legislative leaders are apparently backing

away from addressing public school overcrowding this year.

"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."

Milito 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.

Just 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.

But 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."

Stephen 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.

Jennings' 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. ■

40. Ft. Lauderdale Sun Sentinel

July 16, 1997

Governor vows to call fall session

By LINDA KLEINDIENST
Tallahassee Bureau Chief

TALLAHASSEE — 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.

Democrat 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.

"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

While 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.

Republican legislative leaders have been critical of local school construction programs and have questioned the wide disparity in construction costs throughout

in that plan."

Traditional 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.

But 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.

But 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.

According 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 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.

"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.

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.

Jennings 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.

"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."

Broward 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.

"They have no idea what an overcrowding crisis is," she said. "The special session will be our chance to be heard." ■

41. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Community Colleges Face Cutbacks : Schools Decline

in enrollment and state subsidies is forcing most campuses to slash budgets and eliminate classes.

By SANDY BANKS
TIMES STAFF WRITER

A 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.

Most 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.

Forced to cut \$2 million from its 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.

The 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.

This 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%.

"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 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.

"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, 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.

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.

The 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.

"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."

Only East Los Angeles College, a large campus that did not exceed its budget, will remain unscathed.

*

Pierce 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.

Pierce will have to cut about \$2.5 million this year, but its budget exceeds \$23 million, giving it more room to maneuver for reductions.

Jim 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.

The school anticipates a 5% increase in enrollment and the elimination of about 30 courses and about 20 fewer temporary faculty members, Heinselman said.

At 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.

The 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.

"It's a routine thing for Southwest College," Hollis said of the cuts. "We've been pretty lean."

Times staff writer Nicholas Riccardi contributed to this story. ■

42. Miami Herald

July 16, 1997

GOP balks at special session

More money for schools at stake

By TYLER BRIDGES
Herald Capital Bureau

TALLAHASSEE — It seemed like a good idea at the time.

Two 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 convinced of the need for higher taxes to build schools, especially in Dade and Broward counties.

That hasn't happened.

On Tuesday, after hearing Chiles explain that he plans to call the Legislature into special session before Thanksgiving to devise ways to pay for new schools, Republican lawmakers disagreed with him on point after point.

GOP 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.

"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 construction by local school districts.

The Governor's Commission on

Education has found that while it cost \$120.56 per square foot to build R.R. Moton Elementary School in Dade County, for example, Wicklow Elementary School in Seminole County cost only \$75.92 per square foot.

Webster and GOP leaders like Rep. John Thrasher of Orange Park believe that figures like these indicate wasteful spending.

While Chiles said he isn't giving up on convincing Republican leaders, Democratic members of the commission couldn't help taking shots at their GOP colleagues.

"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 billion problem. It ain't gonna happen without new revenue."

Added 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.)

The impasse between Democrats and

Republicans left Diana Wasserman, a Broward School Board member, frustrated and angry.

"I don't feel very hopeful that we're getting anywhere to make them understand our crisis," Wasserman said, arguing that Broward's overcrowding problem is particularly acute.

Republicans 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 half-cent sales tax increase to pay for more schools, while Broward County voted down a one-cent sales tax increase two years ago.

"Why would you expect the people of Santa Rosa to take care of Broward, where the people have not acted as responsibly?" King asked, adding that any new statewide tax would require residents in Santa Rosa and elsewhere to help pay to alleviate Broward's overcrowding.

One 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.

Jack 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.

"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.

If 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.

"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." ■

43. Baltimore Sun

July 16, 1997

Then comes infusion to the rescue

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.

By Mike Bowler

SO 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."

To 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.

Cynics would say "infusion" came to the rescue.

The 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.)

A 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

SUN STAFF

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.

If a student is short a few hours, assign a letter or two to a nonprofit organization such as the Chesapeake Bay Foundation.

But 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.

Frazier 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.

Infusion "emerged as a way to make sure academics weren't left behind," Frazier said. "We were getting too much service and not enough learning."

Moreover, 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."

The 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.

"Infusion has brought more sophistication and quality to service learning, and things are going to continue to travel in that direction," he said. ■

44. The Washington Times

07/15/97; Edition: 2; Section: E; FAMILY TIMES; Page E1

Home-schoolers perform swimmingly in sea of possibilities

By Paula Gray Hunker

THE WASHINGTON TIMES

Want to be an executive of a toy company and get paid to play with toys

Most Americans expect to be in school 16 years before we "begin" life - 12 years in public school followed by four years in college.

For 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.

But for a growing number of young adults who, with their parents, already chose a less traditional education by studying at home, their next stop may be far less predictable.

Aaron 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.

Although many of the 1.2 million home schoolers go on to traditional universities and colleges, and many high

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 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.

"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."

This 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.

Tommy Teepell, 23, is in charge of new products for Kid Power, a toy manufacturing company in Brentwood,

get a law degree in your spare time?

Then don't go to school.

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.

"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.

Jamie 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.'"

"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."

Saying 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."

BUILDING A BUSINESS

Adam 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 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.

"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

She 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.

Although 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.

"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?"

Miss 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

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.

"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.

"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 them to make sure of my success."

The 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.

Not 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."

Whether they go on to higher education or jump start into a career, Manfred Smith, head of The Learning Center, an umbrella group for Maryland 5,000 instead of 500,000," she says.

'I LEARN BY DOING'

Josh 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.

"Everything that I have done is my college education," he says. "I learn by doing and I learn by watching others do."

"I look for the goal rather than the means to get it," he says.

Timmy 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

home schoolers as well as head of Maryland Home Education Association (MHEA), believes that homeschoolers have two advantages:

They "are not burned out on the educational experience." If they decide to go to college, they really want to be there, he says.

"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 they are still in high school.

Mr. 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.

"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."

While 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.

still a young teen. He completed his high school coursework at 16 and then apprenticed in a law program.

Although 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.

With 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.

Although 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.

He 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.

****BOX

MORE INFO:

As 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.

ONLINE -
Web site:
<http://www.home-ed-press.com/index.html>

This site has a great deal of resources as well as links to other related sites. It has a information on applying to colleges; lists of colleges who welcome home schoolers and other books and

materials.

Web site:
<http://www.midnightbeach.com/hs/>

Considered 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.

Web site: <http://finaid.org/>
Complete resource for all information on available and gaining financial aid for higher education.

PUBLICATIONS -
Homefires, Journal of Homeschooling
Published six times a year for \$24.95
Mail: Homefires
180 El Camino Real; Suite 10
Millbrae, Calif. 94030.
Phone: 888/4-HOME-ED.

E-mail: Edotpr@Homefires.com
Web site: [http://www.homefires.com/ASSOCIATIONS - Maryland Home Education Association](http://www.homefires.com/ASSOCIATIONS-Maryland-Home-Education-Association)
Mail: 9085 Flamepool Way,
Columbia, Md. 21045.
Phone: Manfred Smith at 410/730-0073.
Fax: 410/964-5720.
Home Educators Association of Virginia
Mail: PO Box 1810,
Front Royal, Va. 22630.
Phone: 703/635-9322.
BOOKS -
The Homeschooling Handbook
By Mary Griffith
Prima Publishing, 1997
Has excellent resource guides in the back, including lists of colleges that have accepted home schoolers■

45. The Daily Oklahoman

07/15/97Section: NEWS; Page 01

Garrett Urges Reading Focus For Students

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

Shirley 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.

Garrett 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.

"Don't keep your books locked up in the school library all summer," Garrett said.

A 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.

The 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.

land rover's first-ever experiments on the surface of Mars.

"It's amazing what a single book can do," said state Superintendent Sandy Garrett, who launched a statewide effort Monday to emphasize reading, which 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 students 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 reading assessments of students in the first, second and third grades.

will be the focus of the Education Department in the coming year.

It was the book, "The Sands of Mars" that gave Shirley a vision, Garrett said.

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. ■

46. Baltimore Sun

July 16, 1997

Most Md. teachers support MSPAP

Survey of union finds members favor tests; some want changes

Most 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.

The survey of more than 400 members of the Maryland State Teachers Association found that 60 percent said they think the assessment program is improving the education of students in their schools.

And 83 percent of the teachers said they think their schools are "on the right track" with the program, formally known as the Maryland School Performance appropriate, 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 factual knowledge.

But the biggest complaint revolves around the secrecy that some parents say shrouds the tests. Parents are not allowed to see the actual test their children take, although they can see tests from prior years.

Grasmick said security concerns dictate that the tests be kept confidential because half the questions are used in consecutive years.

Assessment Program.

"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 where the results were made public.

The MSPAP tests, which began seven years ago, are given each spring to public-school students in third, fifth and eighth grades.

The tests generally are comprised of questions that require students to write extensively and are designed to measure

In response to criticism, Grasmick recently established two panels to oversee the test — one to oversee the entire MSPAP process, and one to screen test questions for potential controversy.

The 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 MSTA members who teach in kindergarten through eighth grade. The union represents about 47,000 teachers statewide.

A majority of the teachers said the

each school against statewide standards.

State 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.

"To see the overwhelming support of teachers was really very, very gratifying," Grasmick said.

Critics 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 consider in-

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. ■

47. San Francisco Examiner

July 16, 1997

Women object to sex suit costs

City College seeks to recover court fees in harassment case involving professor

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 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."

Chancellor Del Anderson said Tuesday she could not comment on the case, since it is still in litigation.

The women's trial against Doukas is scheduled for April 1998, Price said.

The women said Doukas made unwanted sexual advances and sexual comments to them 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. ■

48. Columbus Dispatch

July 16, 1997

Education fix divides lawmakers

By Catherine Candisky

and Lee Leonard

Dispatch Statehouse Reporters

The 'rithmetic of Ohio's proposed education reform is pretty clear — pump another \$1.1 billion into the public schools — but lawmakers have not decided how to make sure that improves

Lawmakers are trying to assemble and pass by Aug. 6 a constitutional amendment and a statement of intent to increase taxes by \$1.1 billion a year to bring public school funding up to a constitutional level.

The tax package, recommended by Gov. George V. Voinovich, includes raising the sales tax to 6 percent from 5 percent, a small increase in the business property tax and a real estate tax cut for homeowners, particularly the low-income elderly and disabled.

Last 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.

The committee began hearings yesterday on student/teacher performance criteria under consideration for insertion into Senate Bill 55 by Sen. Eugene Watts, R-Galloway.

Randall 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.

"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."

Rep. Joseph Sulzer, D-Chillicothe,

students' reading and 'riting.

"There is no consensus," Rep. Michael Wise, R-Chagrin Falls, said yesterday after a three-hour hearing on reforms before the House Education Committee. also questioned the rush.

"We as a committee ought to put a face on this. Let's take this on the road and see what the folks I represent in Vinton County think," Sulzer said.

Proposed 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.

More 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.

"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.

After the hearing, Gardner acknowledged many proposed reforms are too controversial to address in such a

"The well is poisoned. Concerns about school standards have been bubbling for three years and now they want them in three weeks."

short period.

"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."

Sen. 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.

Another 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.

"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."

The 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.

Cates 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 save 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)."

49. The Dallas Morning News

07/15/97; Edition: HOME FINAL; Section: EDUCATION EXTRA; Page 15A

INSIDE EDUCATION

Web site serves up delights for dorm-room life

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

"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.

The 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.

The 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.

"We're kind of like a starting board," Ms. LaGuardia said.

The site is "designed to be interactive and give students information about things they're interested in or will need when they get to college."

Like food.

Recipes and tips from *You're Not in Mom's Kitchen Anymore!* by chef and actor Garry Pastore will be online this fall.

Information about purchasing the paperback recipe collection, which is published by College Bound, will also be available on the site.

A range of recipes

Most 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.

Each comes with a guide to its cost, time, serving size and a "gas probability factor."

A 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:

"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!"

Tips 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:

"Greasy fries shouldn't be the staple meal in your life."

Ms. LaGuardia, who edited the cookbook, said it's meant to be fun and informative at the same time.

"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*. ■

50. The Press-Enterprise Riverside, CA

07/15/97; Edition: CORONA-NORCO; Section: LOCAL; Page B03

BRIEFS

Corona Bilingual program receives a boost

Coronita Elementary School received a \$1.2 million federal grant that will allow the school to restructure the bilingual education program.

Project START (Spanish Transitional

Achievement though Restructured Teaching) is a five-year Title VII grant funded by the U.S. Department of Education. It is similar to a grant already in place at Home Gardens Elementary School.

Sandra 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. ■

51. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Community Colleges Face Cutbacks: Decline in enrollment and state subsidies is forcing most campuses to slash budgets and eliminate classes.

By SANDY BANKS
TIMES STAFF WRITER

A 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.

Most 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.

Forced 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.

The 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.

This 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%.

"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 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.

"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, 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.

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.

The 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.

"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."

Only East Los Angeles College, a large campus that did not exceed its budget, will remain unscathed.

Pierce 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.

Pierce will have to cut about \$2.5 million this year, but its budget exceeds \$23 million, giving it more room to maneuver for reductions.

Jim 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.

The school anticipates a 5% increase in enrollment and the elimination of about 30 courses and about 20 fewer temporary faculty members, Heinselman said.

At 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.

The 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.

"It's a routine thing for Southwest College," Hollis said of the cuts. "We've been pretty lean."

Times staff writer Nicholas Riccardi contributed to this story. ■

52. The Wall Street Journal

07/16/97; Edition: Texas Journal; Section: TEXAS JOURNAL; Page T1

In South Texas, Universities Seed A Powerful Hispanic Middle Class

By Patrick Barta

Staff Reporter of The Wall Street Journal

MCALLEN — Meet the new Hidalgo County establishment.

Like the old guard, its members have master's degrees and country-club memberships. 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.

"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."

Indeed, 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.

Only 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."

That 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

Still, it wasn't exactly a premier institution. Established in 1927 as

Hispanics if education and other services aren't improved.

But 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.

Most 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.

Similar 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.

And 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.

Not 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."

It 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 Edinburg College, a two-year community college, it expanded to a four-year

Valley's 18 court judges are Hispanic.

But 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."

Among 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:

"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."

Now, 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. 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.

When 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. Polinard calls the 77-year-old Mr. Brand "the last patron" of the older, wealthy white landowners who for generations kept a tight grip on economic power across South Texas.

Oddly, Mr. Brand and Mr. Montalvo are in many ways much alike. Born into a poor Georgia farming family, Mr. Brand quit high school and moved to the Valley in 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.

Mr. Montalvo also grew up poor. Born in Mexico, he moved with his family to Texas when he was nine. His father had a second-grade education, and Mr. Montalvo 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.

After 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 from the UT School of Law in Austin in 1981. He was elected to the

City Commission in 1983.

These days, Leo Montalvo sounds an awful lot like Othal Brand, who was, after all, among the most progressive, albeit controversial, city leaders in the Valley. Though Mr. Montalvo promises to open city government to more dissenting voices, he says Hispanics shouldn't expect major changes at City Hall. "Don't expect Leo Montalvo to spoon feed you," he says. "You've got to take responsibility for yourself."

Mr. Montalvo says many middle- and upper-class Hispanics' move to the political center shouldn't be surprising. "People's interest change, simply because of their pocketbooks," he says.

Analysts note that in McAllen, a politician's ethnicity doesn't necessarily mean much. "You change the surnames," says Mr. Polinard, "but on a political level, the approach is about the same."

It is economic endowment, community leaders contend, that will make the big difference. 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, he co-founded Vamos ("let's go"), which offers college scholarships to young Mexican-American migrant workers.

So 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."

What 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." ■

53. Los Angeles Times

* 07/16/97; Edition: Orange County Edition; Section: Metro; Zones Desk; Page B-3

O.C. Urged to Give Schools Settlement

By CATHY WERBLIN

City 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.

Proposed 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.

Leyes, 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.

"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.

Garden 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.

"The sooner the schools get their money, the sooner we can stand in line with our hands out," Mayor Bruce Broadwater said. ■

54. San Diego Union-Tribune

July 16, 1997

School ignored abuse, judge says

Three students sentenced in rape

By Pat Flynn
STAFF WRITER

A 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.

Judge 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."

The 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."

Since 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.

But Littlejohn's condemnation yesterday, based on his reading of police reports and other statements in the court "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."

Meanwhile, the father of one of the assailants expressed his frustration at the conduct of officials at Rancho Bernardo High and the district office.

"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."

He said his son had been harassed last fall when he played on the junior varsity football team. His pants had been pulled

file, was the most formal and public indictment of a pattern of abuse at the school.

Poway Unified School District officials and coaches have consistently denied such abuse, which has been described as "hazing" by attorneys for the student athletes.

"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.

Asked if that contradicted the judge's observations, Fausset said, "I'm not contradicting the judge, nor am I validating him."

Fausset 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.

In 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.

Instead, 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 off and a substance sprayed on him. The incident was reported at the time to two coaches and a trainer, the man said.

At 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.

"But then they tell us and tell the newspapers that they've never heard of anything like this," he said.

The father said he took some comfort from Littlejohn's observations. "I feel good that the judge at least sees this," he said.

As for his son's sentence, the man said that while he is worried about the boy's

supervision of the Probation Department, and they will lose their driving privileges for a year.

The teen-agers also may be required to pay for counseling for the victim and another boy they were accused of attempting to rape.

The attempted-rape charges were dropped in exchange for guilty pleas entered June 18.

One 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 assault by force likely to lead to great bodily injury.

The pair also pleaded guilty to vandalism that caused more than \$5,000 worth of damage in an unrelated incident in September.

All three were expelled from the high school after the locker-room incident.

Neither 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.

The father of the victim was led out of the courtroom after the sentencing and could not be reached for comment later.

But prosecutor Bill Collins said the father found the sentence too lenient. well-being, he doesn't object to the Juvenile Hall sentence.

"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."

During the hearing yesterday, Littlejohn noted that the nature of the attack in March was more serious than the other behavior engaged in by athletes.

"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.

"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."

An 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.

However, the lawyer for the district said the victim of the locker-room rape has not filed a claim.

Staff Writer Lisa Petrillo contributed to this report. ■

55. Los Angeles Times

* 07/16/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

County Schools Told to Repay State Funds

By REGINA HONG

The 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.

At issue is about \$750,000 in state money the county office could potentially have to repay.

TD

The 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 payments were warranted, state finance officials maintain the district claimed money to which it was not entitled.

In 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."

In the June 7 letter, Kathryn Radtkey-Gaither, a budget manager for the Finance Department, said the county schools office should file a report correcting past errors in claimed attendance.

Based 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.

First, 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.

"The entire [attendance] system is based on teacher attendance rules," Radtkey-Gaither said. "To have what essentially amounts to the correctional agency counting the population as a proxy for school attendance is not something that would ever be acceptable."

Weis maintains that the McBride students were under the care of teacher aides, who under education law can temporarily replace teachers.

As 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.

He said he is trying to get state education officials to waive the \$750,000 repayment.

Weis 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. ■

56. Los Angeles Times

* 07/16/97; Edition: Orange County Edition; Section: Metro; Zones Desk; Page B-2

6 Teachers to Share Technology Grants

Six 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.

The grants of \$2,500 each are to be used in the classroom for technology projects.

Winners 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. ■

57. Los Angeles Times

* 07/16/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Supporters of School Bond Test Voter Mood

By DAVID R. BAKER
SPECIAL TO THE TIMES

THOUSAND 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.

Do 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?

"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.

The 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.

Although 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.

The 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.

"We'll see what we come out with this time," he said.

The bond measure—which will appear on the November ballot as Measure Q—will need approval by a two-thirds majority to pass.

The 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.

Phelps 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.

"If we see a trend, we'll work on it," she said.

If 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.

Consultant 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.

"What we're hoping to learn is how much people are aware of the needs of the district," Scott said. ■

58. Los Angeles Times

* 07/16/97; Edition: Valley Edition; Section: Zones Desk; Page A-1

Mission College to Cut Sports, 200 Classes

By SANDY BANKS
TIMES STAFF WRITER

SYLMAR — Forced to cut \$2 million from an already-strained budget, Mission College plans to eliminate almost 200

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;

classes, cancel its athletic program, limit hours at its new library and cut its citizenship program when school resumes next month.

The wide-ranging and deep cuts are sparked by a funding crisis that has hit all 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

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.

\$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, "which we couldn't afford to do."

But 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.

"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."

Norlund 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.

The 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.

"The cuts amount to suicide," said professor Chuck Dirks, the school's faculty president.

The 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.

The 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 then 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."

Among other funding cuts on the table are the elimination of classes through Mission College outreach programs in

Burbank and Chatsworth, special programs for veterans, and after-school classes to motivate high schoolers.

The 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.

"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."

"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."

Other 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.

Pierce 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 14,000 students—almost four times as

many as Mission.

Pierce will have to cut about \$2.5 million this year, but its budget exceeds \$23 million, giving it more room to maneuver for reductions.

Pierce officials will meet this month to resolve the shortfall, and Inocencio anticipates a budget based on a combination of cost cuts and revenue increases.

"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.

At 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.

The 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.

"It's a routine thing for Southwest College," Hollis said of the cuts. "We've been pretty lean."

Times staff writer Nicholas Riccardi contributed to this story. ■

59. San Diego Union-Tribune

July 16, 1997

UC admissions inquiry labeled as harassment

By Richard Cole ASSOCIATED PRESS

July 16, 1997

SAN FRANCISCO — A federal probe into plunging minority enrollment at University of California graduate schools was branded as harassment yesterday by the man who led the drive to dismantle affirmative action in the state.

The investigation by the U.S. Education Department was triggered by complaints from Mexican-American and other groups that the new race-blind admissions program systematically excludes minorities and women.

If 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.

UC Regent Ward Connerly, a black Republican who has become a national critic of affirmative action, accused the Clinton administration of caving in to the Rev. Jesse Jackson and others demanding preferences for minorities and women.

"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 president's program of not mending (affirmative action), but continuing it."

Education Department spokesman Rick Miller in Washington said the civil rights investigation was not targeting affirmative action, or the lack of it.

"We're looking at whether admissions policies discriminate," Miller said. "We're not looking at affirmative action, whether it is being implemented, or whether it is effective."

The formal complaint was filed in March by the Mexican-American Legal Defense and Education Fund (MALDEF) and five other groups.

It 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.

It 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.

MALDEF's director, Martha Jimenez, said in San Francisco that the discrimination complaints are very specific.

One 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.

"It penalizes students for going to less expensive schools," Jimenez said, which falls especially hard on minorities.

She received support on that complaint from an unlikely ally — Connerly himself. He denied the downgrading was racially discriminatory, but said the practice troubled him.

"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.

The 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.

"The law prohibits not only intentional discrimination, but policies that have a discriminatory effect on minorities and women," Jimenez said.

Miller cautioned that the Education Department is unlikely to cut off funds even if discrimination is found.

"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."

The university system will cooperate fully with the investigation, said spokesman Terry Lightfoot, but he refused to comment on the charges themselves. ■

60. Pittsburgh Post-Gazette

07/15/97; Edition: SOONER; Section: LOCAL; Page A-6

SCHOOL CHOICE SPARKS DEBATE

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

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

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 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 Millions Middle School in the Hill District, who retires in August.

AFT and NEA members of the panel tried to establish that the two teachers unions 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

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."

same tune as Farrell.

"Personally, I agree that it's all about money, politics and control," Springer said.

"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."

Surveys 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.

During 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. ■

61. Orange County Register

July 15, 1997. Category. Local.

Wilson ties funding to new school test

EDUCATION: State testing plan wins backing at top, draws fire from rank and file.

By JOHN GITTELSON

and DANIEL M. WEINTRAUB

The Orange County Register

Nearly 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.

All school districts receiving money for class-size reduction would be required to administer the exams.

The plan provides \$56 million for "voluntary" testing of second- through 11th-graders.

"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."

Despite criticisms, Wilson said he would not back away from his plan to

The 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.

Whatever test is adopted will be obsolete in two or three years, when new state exams are written to test students on statewide curriculum standards.

California'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.

"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."

Sims, 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.

implement the first statewide exams since 1994.

"We've been cheating both the kids and the parents," the governor said.

"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."

To 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.

For Donna van Guilder of Laguna Niguel, a statewide test would help determine how her two daughters' schools compare with others across California.

"I can understand the need to have a 'It's a great big can of worms,'" Sims said.

Wilson'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 —

test," said van Guilder, whose daughters attend Malcom Elementary and Niguel Hills Middle schools. "They need something to measure class-size reduction."

Her 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.

"When my husband, who's a statistician, can't figure it out, there's something wrong," she said.

While 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.

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. ■

62. The New York Times

Legislators in Albany Face Hurdles on School Bond Act

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

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 \$112 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.

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

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

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.

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 through third-grade 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.

If 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.

But 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." ■

63. The New York Times

07/16/97; Edition: Late Edition - Final; Section: Section B; Metropolitan Desk; Page 1, Column 5

Plan Offered For 'Majoring' In High School

By SOMINI SENGUPTA

New 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.

Under 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 internships in their chosen field in order to get a diploma.

The 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.

"There should be a core of courses, a

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

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."

Supporters of the proposal include some of the city's alternative high schools, which already have curricula built around particular themes and require related internships.

The 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. 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

But 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.

"It would mean that more attention would have to be paid to teachers teaching 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."

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.

"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." ■

64. The New York Times

07/16/97; Edition: Late Edition - Final (New Jersey); Section: Section B; Metropolitan Desk; Page 1, Column 1

Teaching Sexual Abstinence

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.

for the public schools by the Whitman administration includes instruction about various forms of contraception.

But 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,

Some criticized the Health Department's decision and said it was unrealistic to expect all children to

rather than to public schools, said Leah Ziskin, the Deputy Health Commissioner. The new statewide core curriculum developed

abstain from sex.■

65. St. Louis Post-Dispatch

July 16, 1997

New Teacher Earns Award For Expertise

By Carolyn Bower

Of The Post-Dispatch Staff

Teaching runs in Jennifer Susan Dorn's blood and in her heart.

"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.

Dorn, 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.

Dorn 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.

The 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.

Dorn's principal, Roger Stock, called

her "the most enthusiastic, dedicated committed child advocate you would ever meet." He said she communicated with parents and involved them in the classroom.

"Entering her class, you would be shocked to find out she is a first-year teacher," Stock said. "Her expertise, her whole practice is so wonderful. She incorporates so many strategies. She is totally focused on personalized, individualized instruction."

Last year, educators placed a challenging boy in Dorn's class to give him a fresh start. The boy smiled every day and blended in with no behavior problems, Stock said.

Dorn started a system where each child got tokens for class jobs such as feeding the rabbit or passing out paper. Perfect spelling tests also earned tokens, which could be redeemed for toys.

Dorn has a bachelor's degree in

elementary education from Southwest Missouri State University in Springfield. She is a graduate of Parkway Central High School in west St. Louis County.

Her mother, Sue Dorn, teaches Spanish at Marquette High School and coaches the assistant varsity soccer team at Lafayette High School, both in Rockwood. An aunt, Judy David, teaches at Selvidge Middle School in Rockwood. (begin THREE STAR 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.

Jennifer Dorn has spent the summer planning for teaching this fall.

"I can't see me doing anything else," she said. "I really miss teaching this summer."■

66. Houston Chronicle

July 16, 1997

Center blasts suggestion to end HISD race quotas

By MELANIE MARKLEY

A task force recommendation to eliminate racial quotas in HISD's gifted and magnet programs drew fire Tuesday

from an Hispanic activist who said the system is already balanced against minorities.

W.R. Morris, representing the Hispanic Policy Action Center, said whites are overrepresented in the

Houston Independent School District's Vanguard, or gifted, programs.

Figures from 1996-97 show 33.4 percent of the children in HISD's Vanguard program are Anglo; 31.2 percent are Hispanic, 27.9 percent are black and 7.4 percent are Asian.

HISD'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.

"If anybody is being discriminated against, it's the blacks and Hispanics," Morris said. "We're being denied

Forty percent of the selection criteria would be based on test scores and 60 percent on subjective factors.

HISD had been planning to re-examine magnet admissions policies when a lawsuit was filed in federal court challenging the racial quotas.

Edward Blum, chairman of the legal defense and education group funding the suit, said many people of all ethnicities believe race-based policies are wrong.

Blum said he does not oppose basing part of the selection criteria on such

services. We're being denied the gifted and talented programs we should be getting just based on the population."

A 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.

Currently, magnet and Vanguard programs strive for a student population 65 percent black and Hispanic and 35 percent white, Asian and other.

Task force members said they factors as socioeconomics and overcoming hardships as long as race is not considered.

But Morris, who has a daughter in a Vanguard school, said that until there is truly a colorblind America, quota systems are necessary.

Morris is not alone in disagreeing with the task force's recommendation not to consider race.

Several HISD trustees, scheduled to vote on the proposed policy changes in August, have questioned the

recommended eliminating race as a factor after hearing people at hearings call the quota system divisive.

"After hearing it over and over again," said task force member Jeff Reitman, "we thought a change was needed."

The 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.

recommendation.

And 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.

Parker said quota systems are needed as long as racism exists, and "the bottom line is that racism is still alive and well and kicking."■

67. Bergen Record

July 16, 1997

N.J. denies funds for abstinence-only

By RUTH PADAWER
Staff Writer

The 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.

Instead, community groups seeking funds for abstinence-only programs will have to assume the state portion.

The \$50 million grant — of which \$843,000 is earmarked for New Jersey over each of the next five years — requires states to provide \$3 for every \$4 in federal funds, a stipulation that has made the program a harder sell. Connecticut, for example, opted not to apply for the grant because it couldn't afford the matching portion.

But some states, including Illinois, Wisconsin, and now New Jersey, have chosen to pass on their share of the cost to the groups that would provide the abstinence education, according to Advocates for Youth, a Washington-based non-profit group that has tracked state responses to the abstinence-only funding.

"Taxpayers are already supporting a comprehensive sex-ed curriculum which includes abstinence," said Leah Ziskin, deputy commissioner for the Department of Health and Senior Services. "The state looks to private-public partnerships, and with willing private partners, why not?"

The department plans to request local grant proposals in November, with program funding to begin Jan. 1.

"We would like to see local groups develop after-school programs that target 10- to 14-year-olds and that stress peer leadership," said Health Commissioner Len Fishman in a statement. "We believe that type of program has the best chance of making an impact."

The state, however, does not plan to evaluate the effectiveness of such an approach on reducing teen pregnancy, Ziskin said.

Programs could, for example, host teen mothers to tell their peers about the effects of early motherhood on teen life. The money could also be used on mentoring programs or classes that teach refusal, communication, and decision-making skills — as long as they

meet the other requirements of the grant.

Under the provisions, funded programs may not teach contraception and must stress, among other things, that sex outside marriage "is likely to have harmful psychological and physical effects." The programs in New Jersey will be offered outside public school settings because they conflict with state requirements to teach not only about abstinence, but also about birth control, said Ziskin.

"New Jersey is committed to the state's educational standards requiring a comprehensive family life education program in the public schools," said Governor Whitman in a statement. "This federal program provides one more way to reach New Jersey's young people with information they need."

The grant's provisions require that all funded programs must, as their "exclusive purpose," teach the "social, psychological, and health gains" of abstinence. They must also teach that a "monogamous relationship in the context of marriage is the expected standard of human sexual activity," and that

"attaining self-sufficiency before engaging in sexual activity" is important.

Critics say such an approach is naive. "We share some of these goals, but we believe you also have to teach kids how to use condoms," said Lula Linder, executive director for Ad House, a private non-profit program in Newark that works on teen pregnancy prevention and offers prenatal care for those who

need it. "With our population here, what with AIDS and sexually transmitted disease, you have to teach both. The reality is they are sexually active, and you have to teach them to protect themselves."

Supporters of the abstinence-only approach, however, were jubilant about the state's decision. "There are many, many resources available for adolescents

who need contraceptive resources," said RoseMarie Peterkin, director of the Newark Best Friends Program, a teen-pregnancy prevention program that stresses abstinence. "What isn't available is support for the healthiest behavior: postponing sex until they have the maturity and foresight that sex requires. But now we have a fighting chance." ■

68. New York Daily News

July 16, 1997

Graduation From HS To Be Tougher More tests sought

By LAWRENCE GOODMAN
and KIMBERLY SCHAYE
Daily News Staff Writers

City high school students would have to declare an academic or career major and take up to 2 1/2 additional full-year courses under tough new graduation standards outlined yesterday by the state's schools chief.

Education Commissioner Richard Mills also proposed a change in the state diploma system, new rules for special education students and a plan to allow some teens with limited English ability to take required state exams in their native languages.

If approved by the Board of Regents this fall, the changes could take effect with the 1998-99 incoming class of ninth-graders.

The new proposals, which Mills will formally submit to the Board of Regents in September, follow a series of tougher graduation standards already being phased in statewide. The plan expands proposals he made in April.

"This is one more very important step in raising the level of performance of the children in the schools," Mills said.

By requiring students to declare a major or career goal in high school, the teens will be better prepared for college, work or other schooling, Mills said. "All

students are eventually going to graduate and work, and they need to know what work is about," he said.

The extra course requirements are needed to prepare students for the state Regents exams they will soon be required to take under a prior Mills plan. By the fall of 2000, all entering ninth-graders will have to pass five Regents exams to graduate. In the new school year, students will have to take up to two of the exams.

The state now requires students to have 20.5 credits to graduate, although teens in the five boroughs currently must take the equivalent of 21.5 or 22. Mills said the requirement should be boosted to 22 to 24 credits statewide.

His proposal would reflect students' academic performance on their diplomas. Those who excel would get a special designation.

Mills said special education students should not be exempt from the new Regents exam requirements, but should have a "safety net" if they can't keep up.

For the next four school years, he proposed allowing special ed students entering ninth grade to take easier competency tests if they fail required Regents exams. The students would have

a "special education" designation on their diploma.

Mills said the state should study whether to continue issuing special education diplomas past 2000.

Under Mills' proposal, students with a limited English proficiency would have to pass the English Regents exam to graduate. Those who start school in ninth grade or later would be allowed to take all other required Regents exams in their native languages.

Larry Edwards, the city superintendent for grades K-12, said he was generally supportive of the changes but that city schools would need a longer school day and more state funding to accomplish them.

Several parents of city school kids, while not opposing the plan, raised concerns. "We have problems getting our kids through school in four years now," said Barbara Paone, a Bay Ridge parent leader with a child at Franklin D. Roosevelt High School in Brooklyn. "Will high school become a five-year, six-year endeavor?"

With Russ Buettner ■

69. Hartford Courant

July 16, 1997

Hartford school administrator leaving for Philadelphia

By RICK GREEN

Ismael Carreras, a once-influential administrator who now does not figure prominently in the reorganization of Hartford schools, is quitting to take a job

in Philadelphia.

Carreras, the highest-ranking Latino administrator in the city schools, said he is leaving both in frustration and for a

fresh start.

He said that little is improving in Hartford and that conditions at Hartford Public High School, which faces a

potential loss of accreditation, have grown worse.

"I really think the system has not yet hit rock bottom," said Carreras, a popular administrator whose job as assistant superintendent had recently been

Carreras, 50, has worked in Hartford schools for nearly 25 years, but he said that now there is no place for him under Daniel. Carreras said he has accepted a major promotion to become one of 22 district superintendents in the Philadelphia school system, which has more than 200,000 students. Hartford has 24,000 students.

A former principal at Quirk Middle School, Carreras had most recently been assigned to Hartford Public High as it struggles with a possible loss of accreditation. Last winter, Carreras had publicly criticized the board of education,

eliminated by new Superintendent Patricia Daniel in a reorganization. "I am leaving for a better opportunity," he said.

Daniel said she had not yet made a decision on filling jobs, including one for Carreras. "I am striving to get those saying it mishandled the process by which Daniel was hired. Daniel was hired at a tumultuous session in January at which the board announced it intended to hire one candidate, but was swayed in favor of Daniel by a boisterous crowd.

Despite serving as an assistant superintendent, Carreras said, he had little contact with Daniel. "I was never offered any position" in Daniel's administration, he said.

He said the city is wasting its time fighting the potential loss of accreditation at Hartford Public. Instead, the school system should be focusing on trying to

individuals who are well qualified," she said.

"I wish [Carreras] well," Daniel said when asked about his departure. "I learned yesterday that he was going to Philadelphia."

improve conditions at the school, he said.

"Everybody has been spinning their wheels regarding the accreditation issue. What has happened in the interim? I don't know," said Carreras.

Carreras, who had been helping to lead efforts to improve Hartford Public, said things were in disarray at the high school. The city has been fighting a recommendation from the New England Association of Schools & Colleges to revoke Hartford Public's accreditation. A decision is expected this fall. ■

70. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Educators cite threats and harassment in survey of disruptive people and groups.

Advocates say they are only exercising their constitutional rights.

By RICHARD LEE COLVIN
TIMES EDUCATION WRITER

Anyone who has dropped by a local school board meeting knows that—probably sooner than later—someone will stand up and start shouting about textbooks, teachers, test scores or . . . the superintendent.

It goes with the territory.

Parents with "gifted" children, representatives of ethnic groups and employees unions—all have their own brand of ax. And they are happy to grind it, often to the point of being annoying. But annoying or not, it doesn't take a civics teacher to know that the U.S. Constitution protects their rights to do so—no matter how uncomfortable it makes educators.

Just how uncomfortable is made starkly clear in a survey conducted this past school year by the Assn. of California School Administrators that asked its members about "disruptive" people or groups.

In an extraordinary summary of the responses obtained by The Times, officials in 42 districts not only vent their frustrations over those who question their performance but in many cases name

their antagonists. When parent activists recently got a copy of the document, they had their own name for it: an "enemies list."

Enemies list or not, it spotlights the hostility between administrators in some communities and a few of the people they serve.

One Riverside County superintendent accuses two local activists—by name—of going so far as to threaten his life.

"These people are dangerous," the summary of his remarks states. "I have received death threats through the mail and by phone at my home and office. I have had my car vandalized and have been followed and harassed at night after meetings."

A Fresno County superintendent as much as charges another activist with extortion.

His "major goal is to get publicity for himself," the superintendent said. "He also offers to make your problems go away if you hire him as a consultant."

Most of the administrators, though, are rankled by activities that seem anything but nefarious. Those they see as opponents "act as advocates for Mexican American students." Or they oppose the now-defunct state CLAS test and whole

language, the controversial method of teaching children to read. Another "disruptive" group merely complained to the state Department of Education "that we are not properly complying with state laws in the ways that we set up our parent advisory groups."

The head of the Scotts Valley Union Elementary district, south of San Jose, is quoted as reporting that one nifty couple "speaks out at board meetings" against him and sends a "constant barrage of letters requesting information and letters to the editor."

"[The association] needs to get involved!" pleads the superintendent, although it's not clear how.

Recognizing the volatility of such remarks, many superintendents quoted in the report declined to explain their views publicly. But leaders of the statewide group, embarrassed by the appearance that they might be seeking to quash dissent, emphasized that they have no plans to use the information in the document against any of those identified.

They also insisted that the survey demonstrates that political turmoil is not widespread, noting that the group got only 42 responses to 1,000 questionnaires.

The association's executive director, Tom Giugni, a former superintendent, sent them out in December with a cover letter that specifically sought reports on the Mexican American Political Assn.

What the survey found was that superintendents are unhappy with groups and individuals representing a broad political spectrum—from the ACLU to religious conservatives such as the Christian Coalition. Some consider members of their own school boards or the California Teachers Assn. to be disruptive. And, yes, 15 superintendents affirmed having problems with the two Latino groups named in Giugni's letter.

Some of those people who are identified in the survey are proud to be considered enemies.

"What we do is make school districts accountable to the community and it rubs them the wrong way," said Gil Navarro, a Riverside "education advocate" who is a regional representative for the Mexican American Political Assn.

Navarro said he has helped 500 parents understand their rights when students faced suspension or worse—a role that earned him a mention as a disruptive force in three Inland Empire districts.

According to the survey, Karen Harshman, Fontana's superintendent, said Navarro questioned "curriculum, instruction, suspensions, expulsions and all discipline matters, special education placement and services for Hispanic students."

Harshman did not return calls seeking comment. Neither did Del Alberti, superintendent of Lodi Unified School District.

Lester Patrick, a Lodi telecommunications specialist and parent activist, was saddened that officials consider him an opponent.

Patrick got involved when he discovered two years ago that 60% of the African American students there had D averages. Rather than simply complain, he and other parents formed a committee that met with the NAACP, an African American teachers association and other

and a more radical splinter group, the Mexican Political Assn.

"Several districts have been targeted by political activists" from the latter group, Giugni noted. "[The association] groups—as well as the school district—to develop a six-point plan to improve students' performance."

The district is starting to implement the plan. But according to a summary of his response to the survey, Alberti criticized Patrick's group for being "not willing to compromise or find common ground in meeting their goals" and requesting special treatment for black students.

Patrick said he was "terribly disappointed that they would pretend to work with us yet consider us an enemy. We thought . . . they were sincere."

The survey comes as many parents are expressing concern about the poor performance of California students, while others fear federal influence over education.

Although administrators may not welcome criticism, courts have ruled that they cannot be insulated from it. Last August, U.S. District Judge Robert J. Timlin in Riverside issued an injunction against the Moreno Valley Unified School District, ruling that it could not prohibit a parent, Victoria Baca, from criticizing school district officials by name at a public meeting. Baca, the president of the Mexican Political Action group, was named by four superintendents in the survey.

Earlier this month, a federal judge in San Diego, Ted Moskowitz, issued a similar order against the Vista Unified School District. There, two parent activists sued the district after being "gaveled down" when they questioned the performance of the superintendent.

"When people accept public employment at public expense, one of the things they have to expect is public discussions of how they perform their jobs," said Guylyn R. Cummins, a San Diego ACLU attorney who sued the school district. "It would be interesting if President Clinton tried to pass a ban on

has been asked to assist some of these districts to determine . . . if some of these groups are working together or have the same goals or mission statement."

criticism."

'Disruptive' Groups Here are excerpts from the survey of "disruptive" groups by the Assn. of California School Administrators: Selma Unified School District, Fresno County: Mexican American Political Action "is a constant thorn in the side of many districts. Parents/students love to threaten districts with MAPA." Taft Union High School District, Kern County: The Kern County Human Relations Commission "mediates on behalf of employees who have unresolved issues with their employer. Find evidence of discrimination/mistreatment and expose the abuser by using media smears." Ventura County Office of Education: The Christian Coalition et al. attacks "all decisions made by educators, especially those that would change public education. Our county board is dominated by sympathizers. Our local ring-leader was resoundingly defeated in her bid for reelection in November 1996 to the county board." Chualar Union Elementary School District, Monterey County: "MPA, a very small group. Don't make them out to be any superpower. . . that's what they want, yours and everybody else's attention. Just don't give them a public forum . they'll go away when nobody is there to stroke them, their egos just go flat." Madera Unified School District: MAPA appears "at board meetings to spring 'surprise' attacks; videotaping audience . presumably to 'keep them in line,' news conferences in front of central office and school, recruitment of students to join their cause." Traver Joint Elementary District, Tulare County: "Periodic pressure from 1 or 2 parents on minute points. It is done to be an irritant. Insinuate that 'somebody' will be called if necessary action is not taken. The 'somebody' is believed to be MAPA..■"

71. Boston Globe

July 16, 1997

An on-line learning experience

Family Education Network seeks to become trusted link with schools, parents

By Robert Keough
Globe Correspondent, page D1

Jonathan Carson, a 40-year-old bachelor, would seem an unlikely font of parental wisdom. Yet Carson wants to

Carson's Family Education Network, the fast-growing wing of his seven-year-old Family Education Co., is busy building easy-to-manage sites on the World Wide Web for local public school districts. The sites not only link home and school but connect both to the network's national Web site, a source of information and discussion on schools, families, and learning. The sites provide everything from school menus to parenting tips, with Carson's company providing the content.

Sponsored by advertisers anxious to get their names in front of homebody consumers, the sites come at no cost to schools or parents.

"The Family Education Network is part of the localization and personalization revolution on the Internet," says Peter Krasilovsky, vice president of Arlen Communication, a new-media research company, and an adviser to the network.

Carson is something of an unlikely entrepreneur - someone trying to turn a profit on education. His Boston-based, 45-employee company is not yet making money but projects revenue this year at more than \$3 million, doubling last year's amount.

Nationally, eight school system sites are up and running, two of which are in Massachusetts - Hingham and Ipswich. Many more are waiting in the wings for a back-to-school launch in September. So far, the network has been chosen to build sites for about 50 districts, including the state of Maryland. Nearly 500 schools are expected to be hooked up to Web sites by fall.

And that's before this summer's direct marketing push to the nation's 16,400 school districts.

The Family Education Network might also be the first for-profit venture welcomed into schools with open arms. Channel One, the Whittle Communications venture now owned by New York-based Kohlberg Kravis & Roberts, caused controversy everywhere it went, as parents in many communities refused to have their children bombarded with television commercials in homeroom.

But Family Education Network has the active national support of superintendents, school boards, and the Parent Teacher Association. It has even forged a partnership with the US Department of Education.

become the undisputed source of information for harried parents anxious to see their children succeed in education

It may help that the network delivers its advertising pitches to a different market than Channel One. "The problem with Channel One is that the audience is kids," notes Josh Bernoff, senior analyst at Forrester Research in Cambridge. "The audience for Family Education Network is parents."

It's an audience Jonathan Carson has cultivated with care. A graduate of Babson College and the Yale School of Management, Carson worked for McKinsey & Co., then started a consulting firm of his own, Strategy Associates, which he sold to the Baker Insurance Cos. in 1989. Carson says he wanted his next business to have "some socially redeeming features" but also "to stand at the intersection of powerful structural forces" in society.

He found such an intersection at the crossroads of work, family, and education, where overloaded baby boomer parents have found it increasingly hard to get involved in their children's education.

"I was the market," declares Carroll Miller, who worked with Carson at Strategy Associates and whom Carson calls his "godsister" (Carson's mother was Miller's godmother). "I had three kids, and I was caught in all the workplace issues."

In 1990, Carson and Miller cofounded the Family Education Co., whose Educational Publishing Group quickly established itself as a specialty publisher of parent-focused materials on learning. Its flagship is "Education Today" - which will soon be renamed "Family Education Today" - an eight-times-a-year newsletter distributed as a work-and-family benefit by more than 50 large corporations, including AT&T and Bristol-Myers Squibb.

In 1993, Carson bought "In the Learning Center," a long-running radio show hosted by child development specialist Lonnie Carton that airs in 16 major markets.

Carson and Miller also spent a lot of time in Washington, D.C., trying to build credibility and courting educational policy and advocacy groups, such as the American Association of School Administrators and the PTA.

While the print publishing business became profitable last year, Carson says, it was never going to provide "lift-off" for the company. By 1994, the emerging option of on-line publishing began to

and in life.

In the Internet, he may just have found the vehicle.

look like the "home run," says Carson. "The idea was to build a Web site that took all the content we had developed ... and that could be a single, trusted source for the next generation."

Carson watched as Time Warner, Walt Disney, and others launched family and parenting sites, but none, he thought, fulfilled parents' need to be involved in their children's education at the local level.

Carson and Miller launched their national Web site (<http://www.familyeducation.com>) and three local demonstration sites last fall, aimed at kindergarten through high school.

The core site offers information and discussion about everything from homework to special needs, while the local sites provide material ranging from the school calendar to teacher e-mail addresses, all using templates the school system can easily revise.

Schools distribute reams of information to students, but not all of it reaches parents, notes Kim Cobb, mother of three boys at South elementary school in Hingham, one of the network's first local districts. Cobb regularly checks the lunch menu or the day's after-school activities. If she missed the last parent-teacher organization meeting, she can read the minutes on line. "It's very convenient. You can just buzz in and out," she says.

The Ipswich public schools, whose site was launched in May, were already planning their own Web site when the network approached last year. "They made it simple, and easy to update," says Superintendent of Schools Richard Thompson.

For schools, it costs nothing beyond basic Internet access, plus the effort it takes to load fresh information onto the site.

Family Education Co.'s revenue comes from sponsors - through the advertising banners, logos, and hypertext links to advertisers' commercial sites. These devices have become ubiquitous on the Web but still generate scant income for Internet publishers.

"Right now there are way more sites competing for the user's attention than there is advertising money available," says Bernoff of Forrester Research. "If you are the Family Education Network or any other Internet publisher, you can lose a whole bunch of money while you're working to get market share."

What the network offers potential advertisers is association with an

"Our customers have told us time and again that education is something they care deeply about," says Kelly Statmore, a spokeswoman for AT&T Learning Network, a five-year, \$150 million program that provides free Internet access to schools and training for teachers.

AT&T sponsors the Family Education

institution near and dear to their customers' hearts - their kid's school.

Network's national Web site and now has become the lead local sponsor for the network's Web hookup of Maryland's 24 school districts.

"This puts AT&T in a position to gain and retain customers by being associated with a positive thing in the community," says Bernoff.

Other advertisers include Microsoft, Nellie Mae, the college loan organization, and MediaOne, the cable TV company.

"Marketers have begun to discover that education is a powerful way to build loyalty," says Carson. ■

72. The Washington Post

07/16/97; Edition: FINAL; Section: Prince William Extra; Page V03

Concerned by Education Overhaul, Lawmakers Draft Own Plan

By Spencer S. Hsu and Ellen Nakashima
Washington Post Staff Writers

After months of anxiety that the scope of Virginia's public schools overhaul is focused too narrowly on academic test performance, Northern Virginia educators are getting a sympathetic hearing from state legislators.

Lawmakers have drafted a rival blueprint to the sweeping plan by the state Board of Education that was debated in final public hearings this week. In broad strokes, a General Assembly Commission on the Future of Education has crafted a wider vision of education reform, giving failing schools and students more leeway to fix poor performance, urging families and private businesses to enter the classroom and proposing that the state spend more to train teachers and equip schools and consider lengthening the school year.

Although the legislature's plan has no direct effect on the tougher school certification rules and higher graduation requirements that Republican Gov. George Allen's education board will vote on in September, senior lawmakers in both parties said they will use it when the General Assembly meets in January to review the board's decisions. They also said they hope it will lead to compromise.

For local superintendents and school board members, the bottom line is that the General Assembly acknowledged their claim that it might take more than higher expectations to improve what children learn.

Lucy S. Beauchamp (At Large), chairman of the Prince William County School Board, said the state board's proposals were so controversial that she anticipated and welcomed action from the

"We have no problem with having

General Assembly.

"I think this whole thing has become very, very political to where we've forgotten what we're doing this for," Beauchamp said, citing specifically eruptions over sex education and elementary school guidance counselors. "Let's step back and look at what's best for children. . . . If this is what the General Assembly is intending to do, have at it. Because somehow, it's been forgotten."

Fellow board member Steven Keen (Woodbridge) said the involvement of the General Assembly is purely political and is a reaction by a Democratic body to a Republican-appointed Board of Education.

"Now all the members have been appointed by Allen," Keen said. "They're proposing things that are counterpoints of the liberalism of the [Governor Douglas] Wilder years and now the General Assembly's saying, 'Well, we better get more involved now.' It's just a matter of whose ox is being gored."

The lawmakers' 54-point plan goes further than the state board in public involvement. The commission proposes that business and economic development organizations help set job skill standards for public schools, that the state fund more pilot programs for new vocational training programs and that business, state and local school boards, and the General Assembly cooperate to set and fund technology guidelines for school Internet access by fall 2000.

The panel is silent on the potential cost of its proposals, leaving a financial impact study for later this year.

Still, many education leaders, such as Fairfax School Board Chairman Kristen J. Amundson (Mount Vernon), praised standards and high standards. The

the panel's "broad themes."

Said Loudoun County School Superintendent Edgar B. Hatrick III: "I don't have a problem with holding kids accountable, as long as we hold adults accountable — teachers, principals, legislators.

"The [General Assembly] plan is suggesting many other things that educators have been talking about in terms of their concerns with the [state rules] being too narrow in their focus," Hatrick said. "A light has finally been turned on in some dark corner."

Educators contend that the state board plan is too rigid and arbitrary when it proposes that all students must pass new standardized tests in grades 3, 5, 8 and 11 in four core subjects — English, math, science and social studies — to graduate and that schools must have more than 70 percent of their students pass to stay accredited.

In Arlington County, for example, 42 percent of students entering kindergarten this fall will be non-native English speakers, Arlington School Board Chairman Mary H. Hynes said.

Meanwhile, Loudoun estimates that teaching the higher standards will cost \$7 million in things such as textbooks and training. The state board makes no provision for higher teaching costs.

In Prince William, School Superintendent Edward L. Kelly said that Northern Virginia districts endorse higher academic standards and have helped lead the state in raising them. But he said professional educators fret that the Virginia board's plan might be simplistic in crafting new learning targets without consulting education researchers or classroom practitioners.

question is what do those standards

measure?" Kelly said.

The legislative plan would widen that key test. It proposes to expand Allen's "back-to-basics" emphasis past testing children on facts to include problem-solving and analysis.

It also would give pre-high school students two chances to pass fifth- and eighth-grade tests before holding them back from promotion; give extensions to non-native English speakers; allow schools that fail to achieve a 70 percent test passing rate but show improvement

over time to keep their accreditation; and give schools more time to improve performance.

Viewed one way, the work by the 20-member commission, chaired by Del. W.W. "Ted" Bennett Jr. (D-Halifax) is a supplement to the state board's new Standards of Accreditation.

As Bennett said in defending his work, "We aren't diluting the education standards, we're supplementing the curriculum and putting another layer on top of it."

Allen's defenders on the commission considered it a frontal assault on the work of his Republican administration's education appointees.

Said Robin DeJarnette, a lobbyist for the Family Foundation serving on Bennett's commission: "It's just a way to reverse the [state standards]. You have the Commission on the Future of Education versus the Board of Education."

Staff writer Ann O'Hanlon contributed to this report. ■

COMMENTARY

73. The Wall Street Journal

07/16/97

Letters to the Editor: Mandate for Sharply Focused Math

In response to Lynne V. Cheney's June 11 editorial-page commentary "President Clinton's Mandate for Fuzzy Math," on the voluntary national mathematics test: Ms. Cheney asserts that the efforts to raise standards by the National Council of Teachers of Mathematics (NCTM) have resulted in students failing to learn the basics of math. While a colorful claim, this just isn't true. Ms. Cheney blatantly mischaracterizes NCTM's philosophy in claiming that it believes students needn't learn basic arithmetic.

Her views toward NCTM are an apparent change of heart. She was a member of the National Council on Education Standards and Testing. In its final report to Congress, which Ms. Cheney signed, the council specifically cited the work of NCTM as an example of how "standards and assessments can serve as catalysts for raising expectations." The model national mathematics standards, introduced by NCTM in 1989, are the basis of many states' own mathematics standards.

The recent results of the Third International Mathematics and Science Study (TIMSS) show that our nation's fourth graders are doing better than ever in mastering the basics of arithmetic. While we must aim even higher, TIMSS shows that our fourth graders perform above the international average in mathematics. These findings were in contrast to last November's results

showing that eighth graders scored below the international average in mathematics. This suggests that it is in the fifth, sixth, seventh and eighth grades — when our students should be moving beyond arithmetic to learn elements of geometry, algebra, and measurement — that our schools need to do more to raise expectations and achievement. This is exactly what the voluntary national test in mathematics is intended to promote. The test will be demanding — far from the "fuzzy math" that Ms. Cheney asserts. The test will be based on the National Assessment of Educational Progress (NAEP), which shows how we are doing in the core academic subjects by regularly testing a small sample of students. One good way to understand how badly Ms. Cheney has mischaracterized the situation is to look at two representative items from recent NAEPs.

The first question asks students to estimate the amount of a 15% tip on a restaurant check of \$24.99. Students could solve the problem in two basic ways, by rote calculation (multiplying 0.15×24.99) or by estimation. A common approach to estimation would be to realize that 10% of \$25 is \$2.50 and that 5% (or half of 10%) of \$2.50 is \$1.25. Thus, the total for a 15% tip of \$24.99 is approximately \$3.75. While most adults need to do this sort of calculation on a regular basis, and certainly whenever they dine out, of the

nation's eighth graders could choose the correct answer.

The second question asks students to analyze data presented in a chart and text, which involves determining which data is relevant and which should be grouped together. To correctly answer the question, students must calculate the amount of population growth, must understand the differences between an absolute population growth and a population growth rate, and they must determine which type of population growth is being described in each section of the question. Finally, they are required not only to give a number answer, but to clearly communicate and defend their arguments, using both written English and mathematics. Only 35% of our eighth graders successfully answered this question. In business and civic life, being able to analyze this sort of data and make arguments based on it is critical. This problem shows, as often happens in the real world, that there can be more than one way of interpreting data. To be successful in the workplace and society, our students need to be able to understand and solve these sorts of problems.

Marshall S. Smith
Acting Deputy Secretary
Department of Education
Washington ■

74. Richmond Times Dispatch

July 16, 1997

One Grand Way (And One Mundane One) to Circumvent Dissent

By Robert Holland

It's so messy when the entrenched sociopolitical elite knows what Big Program it wants to prescribe for the masses, but finds it has to go through the motions of submitting its wisdom to public scrutiny and debate.

That was the dilemma last week of Virginia's Commission on the Future of Public Education, a body set up by the General Assembly's Democratic braintrust with an eye to getting a Clinton Democrat in the Governor's Mansion. Indeed, politicians of both parties seek to reassure a nervous education establishment that soon all its favorite statist initiatives will be going great guns in the Old Dominion.

So the commission circulated a "draft" of its 54 recommendations (though copies weren't marked "draft" and looked more like a *fait accompli*), and tolerated light discussion by token dissenters, before delaying a final vote. The commission will report to the 1998 General Assembly.

That's understandable. It would be messy to let the Big Program cat too far out of the bag in the summer of a gubernatorial campaign. The commission's ideas would remind too many people of the lefty educators' Outcome-Based Education scheme that became a red-hot Virginia issue in the summer of '93 and had a major impact on the Governor's race that fall.

Of course, the elitists never, ever let the letters O, B, and E slip their lips in succession: never heard of OBE, or, er, never was for it, and anyway it's long gone. Sure. Actually OBE survives in School-to-Work, the heart of the Clintons' push to nationalize education.

STW IS ALL about integrating education with industrial production, complete with statist specifications for training all children to be compliant workers and servants of economic development. Two of the main Outcomes of Virginia's unpopular scheme of '93 were that schools mold children to be Collaborative Workers and Quality

Early specialization is rampant in School-to-Work. The University of Missouri's Instructional Materials Laboratory offers a large inventory including a workbook entitled *All Aspects of an Industry*. That phrase

Producers. And, yes, not only Clinton Democrats but a good many Republicans and big-biz types support STW.

Anyway, the Virginia Commission's Recommendations contain so much of the STW/OBE malarky that a full debate now would cause considerable commotion. Here are some of them:

- * Mandate that all school boards institute workforce-skills portfolios of middle and high school pupils;

- * Call on business and economic development officials to tell educators what "skill needs of the workplace" should be the focus of education;

- * Direct the State Board of Education and local school boards "to eliminate the dichotomy" between "academics" (the commission uses quotes around that word, suggesting a certain contempt) and vocational and career programs (no quotes used); and . . .

- * Downgrade the factual testing being started for the state's Standards of Learning in favor of performance-based assessment, which probes students' "critical thinking skills" (actually, attitudes). Never mind that key states like Kansas are now scrapping that kind of assessment as an expensive, invasive experiment that bombed. Virginia's statist/

corporatist elites want equal opportunity to waste millions before having to back off.

WHAT an embarrassment, though, that in their effort to avoid the messiness of free and open public discussion, Virginia's beautiful people once again have failed to learn a lesson from that cutting-edge (left side) state: California.

In the Golden State, the elitists pushed through changes in the Penal Code that empower grand juries to issue instructions to public agencies on advancing social programs. Under that authority, a grand jury in Orange County has just reported "findings" that ringingly endorse STW's integration of "school-based and work-based learning," and that demand much more tax-funded regional collaboration, and propaganda, comes verbatim from federal STW legislation stating that "all students" should have knowledge of "all aspects of the industry" they are preparing to enter. The workbook shows how to accomplish such tracking. The lab's materials mark

to be put behind School-to-Work.

The beauty of this injection of criminal justice into the social-policy domain is that it avoids the muss and fuss of public debate altogether. The proceedings of a grand jury are secret; members are sworn to silence. There is no requirement that a grand jury tediously listen to both sides.

Furthermore, given that the grand jury's job has been to evaluate criminal charges against persons charged with crimes to determine if a bill of indictment should be issued, a report endorsing a program like STW is bound to have the clout of serious intimidation going for it. Suddenly, a Labor Department pronouncement — the notorious SCANS system for instilling "personal qualities" in young people — acquires the effective force of law from having the grand jury's endorsement.

Who would wish to run afoul of a grand jury? This, for all practical purposes, criminalizes dissent.

YET ANOTHER way to buy into STW without public debate is simply, well, to buy into it — by spending tax dollars on the mountains of materials being produced to make education at all ages totally a tool of workforce prep. For instance, Vocational Biographies, Inc., of Sauk Centre, Minnesota, produces *Career Finder*, a computerized assessment whereby children can be authoritatively told by elementary counselors the "careers that best suit them" after answering several questions.

These are not just your general teacher/doctor/lawyer/journalist categories, mind you, but 875 very specific jobs. Johnny and Janie can be steered toward becoming a boat sewage pumping service owner, clerk on a bingo hall floor, role-playing game designer, sex equity project coordinator, environmental organizing consultant, economic diversification coordinator, or some other exciting jobholder across von Bridge to the 21st Century.

"career paths" starting in kindergarten.

So Virginia's elite commission should not fret. There are plenty of ways to implement STW without bothering itself with individual or community wishes. ■

75. The Washington Post

07/16/97; Edition: FINAL; Section: OP-ED; Page A19

On Their Best Behavior

By David S. Broder

It is evident to congressional Democrats that Clinton has other priorities more important to him than their well-being. When Vice President Al Gore walked into the theater of the Old Executive Office Building, across from the White House, one day last week, he found an unusually large contingent of reporters and TV cameras waiting.

President Clinton was in Europe and the journalists left behind were desperate for a story. But the lure that brought most of them to the session was the promise that Gore would be joined by the Democratic leaders of the House and Senate in a rare display of partisan solidarity.

When House Minority Leader Dick Gephardt and Senate Minority Leader Tom Daschle recited their scripted denunciations of the Republican tax bill, Gore beamed paternally and proclaimed that "we are united" in determination to pressure the GOP for changes.

This is news? Only in the context of the tensions that have plagued the Democrats at least as much as the well-publicized differences within the Republican Party. After all, it was only a few weeks ago that Gephardt and Daschle were criticizing Clinton for negotiating the outlines of a budget deal with the Republican leaders of Congress, while stiff-arming those who were his nominal party allies.

Eventually, Daschle was placated, and supported the deal. But Gephardt denounced the Clinton-GOP agreement when it was made, and he told reporters last week that the Republican tax bill provisions — now deemed unacceptable by the White House — proved that he

was right all along. If Clinton accepts a final bill that includes much of what the Republicans want, no one would be surprised to see Gephardt and many other House Democrats vote no again.

Daschle has been more of a Clinton loyalist, often mustering the votes to block Senate bills that the president dislikes. But he too finds ways to show his independence. Just last week, Daschle helped kill a White House request for a new commission that would initiate another round of military base-closings. These shutdowns are politically painful medicine for congressional politicians, but Clinton and his Pentagon appointees said they are essential to preserve funds for defense priorities. Daschle was not swayed.

These differences are not capricious. As Michael Barone points out in the introduction to the latest volume of his biennial reference book, "The Almanac of American Politics," it is possible to "make the case that the Clinton presidency has been disastrous for the Democratic Party."

Barone bases that statement on the sharp drops in the number of Democratic officeholders between 1992, the year of Clinton's first election, and now: 53 fewer House members, 11 fewer senators, 11 fewer governors and about 500 fewer state legislators.

But it might have been even worse for the party had Clinton not come along. He is, after all, the first Democrat since Franklin Roosevelt to win a second term, and it is clear that his popularity has borne dividends for his party. Last week's Washington Post poll found Clinton with his highest-ever job approval score — 64 percent — and reported that voters

now give the Democratic Party an edge, not just on traditional issues like education and the environment, but on taxes, the economy and crime — areas where the Republicans usually have had the advantage.

All this notwithstanding, it is evident to congressional Democrats that Clinton has other priorities that are more important to him than their well-being. His manic fund-raising efforts have included many events for House and Senate candidates. But politically, he has made clear that his No. 1 goal is securing Gore's nomination and election in 2000 — which puts him at odds with Gephardt and any number of ambitious Democratic senators who may be eyeing the White House themselves.

Substantively, he will make policy as he sees fit, whatever the consequences for Democrats in Congress. That will be demonstrated again this autumn, when the White House will put on a full-scale drive to give the president fast-track authority to negotiate new trade agreements that will expand the North American free trade zone beyond the United States, Canada and Mexico.

Congressional Democrats once again will be placed in the excruciating position of being importuned by the White House to cast a vote that can only damage their ties to their trade-union allies, who are bitterly opposed to this legislation. As with NAFTA, most will probably say no and force Clinton to seek enough Republican votes to pass his plan.

Given what lies ahead, it may have been a rare and newsworthy occasion to see Gore, Gephardt and Daschle standing together. ■

76. The Washington Post

07/16/97; Edition: FINAL; Section: OP-ED; Page A19

Its Glory Days Are Long Past

By Linda Chavez

When the U.S. Commission on Civil Rights was created in 1957, blacks could not vote or sit next to whites at lunch counters throughout the Deep South, nor could they get certain jobs or buy homes where they wished, even in the North.

Unwilling to prohibit this blatant discrimination outright in the 1950s, Congress instead created a bipartisan commission to investigate such abuses and report its findings to the president and Congress. In its early years, the commission played a vital role in

documenting widespread discrimination, especially in voting, which ultimately led to passage of the two most important civil rights laws in our nation's history, the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Such glory days are long past for the

commission, however. Today the agency has become so ineffectual that President Clinton recently left it out of his "national conversation on race," appointing an entirely new body to conduct hearings around the country and advise him on the state of contemporary race relations. Meanwhile, the General Accounting Office this week issued a devastating report charging that the commission "appears to be an agency in disarray." Clearly, it's time to rethink the commission's purpose.

The Civil Rights Commission has never had authority to enforce civil rights laws. Rather, its purpose has always been to study discrimination, investigate voting rights violations and hold public hearings. Nonetheless, from its earliest days the commission published influential studies of discrimination in education, employment, housing and the administration of justice. Over time, it increasingly took on the role of gadfly to successive administrations, urging tougher enforcement and larger budgets for federal civil rights agencies and offices.

By the early 1980s, the commission and its state advisory committees had vastly expanded the interpretation of discrimination to include any policy, public or private, that might adversely affect members of minority groups or women. The commission began pushing not only for racial preferences in hiring, college admissions and government contracts but for abortion rights, more lenient banking credit policies and better sanitation facilities for migrant farm workers — all in the name of civil rights.

In 1983 President Reagan revamped the commission, appointing a group of new, anti-quota commissioners and me as staff director to run the day-to-day operations of the agency. Democrats in Congress, angry at the commission's new direction,

cut the agency's budget by half — all the while accusing the Reagan appointees of scaling back the scope of its activities.

Yet we still managed to produce high-quality studies on school desegregation, equal pay for so-called comparable worth, affirmative action and minority business set-asides, discrimination against handicapped infants and a series of reports on the economic status of blacks, Asians, and southern and eastern Europeans. The commission's work was regularly the focus of front-page and network news coverage and helped shaped the national debate over affirmative action, which still rages.

Much has changed since then. According to the General Accounting Office, the commission can barely turn out a single report per year these days. The GAO noted that projects often take years to complete, averaging four years from initial commission approval. In fiscal years 1993 through 1996, the commission completed only five projects, despite a current staff of 91 (plus eight commissioners) and an annual budget of \$8.75 million.

Part of the problem may be that the commission now devotes so little of its resources to studies and reports. The GAO estimates that the agency expends about 10 percent of its budget on projects, but cautioned "we were unable to verify project spending because of the Commission's poor record-keeping." Indeed, the GAO reported that neither commissioners nor management staff had any clear idea how appropriated funds were actually spent: "The Commission reported that key records — which either provided the basis for or documented decisions about Commission operations and project management — were lost, misplaced, or nonexistent."

As disturbing as these problems are,

solving them won't necessarily restore the commission's image or make its work relevant to current concerns about race or discrimination. Even if the staff were better managed and proper financial controls put in place, the leadership of the commission remains deeply divided. Four commissioners — including the chairwoman, Mary Frances Berry — are lifelong advocates of affirmative action and racial preferences as remedies for past discrimination, while the remaining four, to varying degrees, remain critical of such solutions. This policy deadlock has remained more or less steady since the Reagan era, when Congress rewrote the commission's authorizing legislation, depriving the president of sole authority to appoint all commissioners.

Congress is considering whether to reauthorize the commission. Maybe instead it should simply abolish the U.S. Commission on Civil Rights, which after all was created as a temporary agency. When Congress established the commission, almost no institutions were devoted to studying discrimination. Today dozens of private, nonprofit groups do so across the political spectrum. What's more, literally hundreds of studies pour out of university research departments and think tanks every year on the effects of race, ethnicity and sex on earnings, education, and voting. Many of these studies far surpass in quality anything the commission has produced on these issues in more than a decade.

Sad as it is to admit it, the commission has simply outlived its usefulness. The president already appears to have reached this conclusion. The GAO report now gives Congress a great opportunity to do the same.

The writer was staff director of the U.S. Commission on Civil Rights from 1983 to 1985 and is now president of the Center for Equal Opportunity. ■

77. St. Petersburg Times

July 16, 1997

Out of step on integration

By BILL MAXWELL

PITTSBURGH — If the NAACP's 88th annual convention has failed in any way, that failure has come in the organization's refusal to conduct a forthright debate on its traditional stance on school integration as officials had promised the nation.

During a news conference the day before voting delegates arrived, Myrlie

Evers-Williams, board chairwoman of the National Association for the Advancement of Colored People, and Kweisi Mfume, the organization's president, said that, despite widespread rumors to the contrary, the NAACP will not alter its position on integration in the schools.

Evers-Williams emphasized that

journalists, especially the writer of a June 23 article in the New York Times, had misconstrued her earlier remarks on integration.

"There is no new story," said Evers-Williams, whose oldest child, Darrell Kenyatta, was a petitioner in the 1964 suit that challenged school segregation in Mississippi. "Separate,

segregated schools are inherently unequal and will not provide the quality of education needed for the 21st century," she said. "We owe it to those who sacrificed their blood, sweat and tears to knock down the doors marked 'white only.'"

No, I and other journalists had not misconstrued Evers-Williams' earlier comments on integration. She clearly had said she would listen to rank-and-file delegates and perhaps re-evaluate the NAACP's stance. Apparently, something happened between the time she spoke out and the opening of the convention.

During the same news conference, Mfume, seemingly sensing the appearance of duplicity, weighed in, suggesting that school integration is a complex process that requires more than busing and mixing the races in the classroom. Integration, he said, will occur when segregated housing patterns change and when gaps among incomes are closed.

"Most school kids are bused in America every day," he said. "The problem is not that they are being bused. It is when you try to integrate the process that it becomes an issue."

Mfume tried to answer journalists' charges that he and Evers-Williams were trying to silence delegates who want to return to neighborhood schools or use vouchers. "We believe that stifling discussion limits our ability as an

organization to lead," he said.

Yes, talk of integration and busing is swirling inside and outside the David L. Lawrence Convention Center. But the NAACP leadership is not taking such talk seriously.

During the keynote address Monday night, Evers-Williams vowed to fight the "rats" who would undermine the organization and who would try to separate black and white people.

While voicing a willingness to discuss other tactics in the quest for integration, she said: "It's okay to have little skirmishes. It's okay to disagree. It's okay to actively debate the issues. It's okay to wrestle with controversy and conflict."

"But when the dust settles and the winner raises his arms in triumphant victory, let's make sure that the battle was won because of 'civil righting' and not lost due to infighting."

During his address on Tuesday morning, Mfume referred to the "rats" Evers-Williams spoke of. But he called them "snakes."

That afternoon, during a session on vouchers, charter schools and school takeovers, Randa Trapp, president of the NAACP's San Diego branch, said: "If (school) integration is not working, then we might want to focus on not being so concerned with having our children sitting in class with white children. We need to look at how best to educate children as a whole."

If Trapp had made these comments a few months ago, she would have been fired like the presidents of the Bergen County, N.J., and Yonkers, N.Y., branches who questioned the viability of busing as an integration tool.

Thousands of other conferees are disappointed that top officials are ignoring their concerns. "I feel like they didn't keep their word," said Ely Sutton, a landscaper who drove to Pittsburgh from Los Angeles. "If somebody says he's going to listen to you but says up front that he won't consider changing his opinion, what's the point in talking? We just want to be heard in a real way. That's all."

NAACP leaders may be morally correct in remaining committed to school integration. But rank-and-file members eventually will force leaders to vote up or down on a resolution that re-evaluates the organization's position.

After all, surveys conducted by the Joint Center for Political and Economic Studies, a Washington think tank, show that most black people support vouchers and neighborhood and charter schools and clearly are dissatisfied with public schools.

On this one issue, the nation's oldest civil rights organization is still out of step with average black people.

— Bill Maxwell is a columnist and editorial writer for the Times. ■

78. The Washington Times

07/15/97; Edition: 2; Section: A; COMMENTARY; OP-ED; Page A17

National testing, national curriculum

By Michael Farris

Today the House Appropriations Subcommittee on Labor, Health and Human Services, and Education is scheduled to vote on a measure intended to block President Clinton's unilateral decision to create a national achievement test based on "real, meaningful national standards." Although the test is supposed to be voluntary - at least initially - Mr. Clinton has declared, "I believe every state must participate and that every parent has a right to honest, accurate information about how his or her child's doing." That doesn't sound particularly voluntary.

Congressional critics of national testing argue that it would lead to an unwarranted national curriculum, stifling local control of education at the level of textbooks and teachers. The

administration counters that local control would not be lost because the simple taking of a test does not mandate the use of a particular curriculum or teaching style.

The critics are right, but for reasons that have largely been missing from the public debate.

The American Psychological Association and two related professional groups have created an official rulebook for the ethical and professional use of standardized tests. The book, "Standards for Educational and Psychological Testing" (known in professional circles as the "APA Standards") is not only accepted by the education establishment as the bible of testing, it has been frequently used by federal and state courts to invalidate various testing requirements that do not measure up.

One of the basic precepts of the APA Standards is that students may not be given tests unless they have had an opportunity to learn the material on the test. In a leading federal case from Florida, *Debra P. vs. Turlington*, a high school graduation test was invalidated because there had been no validity study done to match the curriculum in use by all students with the test required for graduation.

Mr. Clinton claims that he wants a national test in place so that accountability can be measured against real national standards. The only way this can happen, according to the APA Standards and the case law, is if every student who takes the test for accountability purposes has his or her curriculum checked to see if it includes all of the skills being tested. It is

absolutely impossible to do a single, proper-content validity study when 16,000 school districts in this country are free to choose 16,000 different courses of study. There would have to be 16,000 content validity studies done at an astronomical cost to the taxpayers. A very simple content validity study can cost \$250,000.

The only feasible alternative to validating 16,000 courses of study is to impose a uniform national curriculum. Then you know for sure that every child has been taught the material that is in the test. To do otherwise is unfair to the child, professionally unethical and illegal. The only way to have a test that imposes "real, meaningful national standards" is to have a national curriculum.

Currently used nationally normed standardized achievement tests produced by a variety of private testing companies do not have to be validated for each school district's curriculum because there are no official accountability steps which

follow failure on such a test. In other words, a student doesn't flunk the third grade because of his score on the Stanford Achievement test.

The Stanford test, which is a very good test, gives a parent a general idea of his or her student's achievement compared to other students across the country. But it would be improper to say that the Stanford test judges whether or not the student has mastered the material he has been taught.

If all we want is for parents to know how their child is doing in a general sense, then there is no reason in the world that the very fine tests that are privately developed and widely used do not suffice.

American public education does not need better testing. It needs better teaching. And the problem with poor teaching is not the fault of the teachers but their centralized managers.

We have hamstrung teachers with meddlesome centralized regulations and an army of supervising bureaucrats. Can

you think of any other profession where the supervisors outnumber the assistants? Teachers should outnumber administrators just as nurses outnumber hospital administrators.

Education, like the economy, does not work when it is managed by centralized government. American public education has been on a crash-and-burn descent that is directly related to the increase of centralized control.

National testing will be the last nail in the coffin of local control of education. Anyone who wants to hasten the demise of public schools should vigorously support President Clinton's testing program. People who care about individual children need to fight for their right to receive a real education that is not the one-size-fits-all pabulum that is the necessary result of a national test.

Michael Farris is the president of the Home School Legal Defense Association and is a member of the Education Commission of the States. ■

79. Issues in Science and Technology

Spring, 1997

A New Business Agenda for Improving U.S. Schools

A decade of business involvement in public education has produced some sobering lessons and a renewed commitment to change.

By NORMAN R. AUGUSTINE

For more than a decade, since the report A Nation at Risk warned of "a rising tide of mediocrity" in our public schools, members of the U.S. business community have been actively engaged in multiple efforts to improve public education. We have served on blue-ribbon policy commissions; hosted summits with political leaders; and convened national, state, and local task forces. We have advocated higher academic standards and more challenging tests. We are funding New American Schools, a multiyear effort that has developed seven innovative approaches for transforming local education systems. We have participated in hundreds of business-education partnerships, mentored thousands of students, and served as teachers and principals for a day. We have donated computers, volunteered in classrooms, and given parents time off to attend teacher conferences. Many of us have opened our companies to give teachers and principals a firsthand look at the new world of

work.

The good news from all these efforts is that we have seen some progress. More students are doing better than they were a decade or two ago. The bad news is that they—and we—are not performing nearly well enough to meet the challenges of the 21st century.

During the past decade of increased involvement with the schools, we have learned some lessons about what works and what does not, and about how we can work more effectively in the future. Primarily, we have learned three lessons:

... Improvements must be comprehensive and address all parts of the education system, from public policies to classroom practices.

... Improvement must start with the development of challenging, rigorous standards, coupled with a system of testing that gives insight into how well we are doing and how we can improve, and that holds students, educators, and the community at large accountable for results.

... Better public policies are not enough. Companies and other institutions outside the schools need to provide real-world incentives for students to work hard and do well in class. Low performance

It has become commonplace to bemoan the failures of the U.S. K-12 education system, and there is ample data to support this view. Fewer than half of U.S. adults have the literacy skills to "compete successfully in the global economy or exercise the rights and responsibilities of citizenship," according to the 1994 National Education Goals Report. Only 25 percent of fourth-graders, 28 percent of eighth-graders, and 37 percent of 12th-graders reach or exceed a proficient level in reading. Further, only 18 percent of fourth-graders, 25 percent of eighth-graders, and 16 percent of 12th-graders reach or exceed a proficient level in math. Only 71 percent of all students entering ninth grade graduate four years later, and less than half of

students in urban schools graduate in four years, according to the National Center for Education Statistics.

So how can the United States have the finest college-level education system in the world and at the same time have a K-12 system that is often mediocre or worse? The answer is the same as the answer to the question, ³How can you drown in a stream with an average depth of six inches?²

Our best still rank with the very best on Earth, with world-class abilities in subjects ranging from computer science to calculus and from ethics to microbiology. Such is the pace of the advancement of knowledge that it is not unusual to walk through a high-school science fair today and find a project that demonstrates a scientific principle Noble Prize winners struggled with only a few years earlier.

In trying to help educators deal with this crisis, business has used numerous strategies. They are aptly described in a recent Conference Board report, which discusses four waves of business involvement in school reform. First came individual school partnerships, adopt-a-school programs, and similar stand-alone efforts. Next came the transfer of management principles such as total quality management to schools. Then came a period when business advocated a range of solutions, including school choice and higher academic standards, but these were often seen as quick-fix, silver bullets that were not connected to the larger issue of changing whole systems. Finally, the fourth wave, where we are now, involves abandoning ad hoc programs and addressing all the many interrelated aspects of the education system, from public policies to classroom practices.

In pursuit of comprehensive reform, the Business Roundtable published a nine-point agenda in 1990 that committed our more than 200 corporate members to a 10-year state-by-state transformation of our schools. This agenda was updated in May 1995. The revised agenda, called Continuing the Commitment: Essential Components of a Successful Education System, is the equivalent of a business improving its products and services through a process of continuous quality improvement. It is an agenda for change based on the fundamental belief that all children can and must learn at ever-higher levels.

The nine components are:

1) Standards. A successful system expects high academic standards that

The problem is that most U.S. schools are not good enough to prepare students for the new challenges that await them when they graduate from high school. Many of the graduates we see today fall far short of world-class level. More and more are simply ill-prepared, not just for jobs and careers but also for the basics of survival in the 21st century. We see less consistency and more polarization across the spectrum, with ominous implications for the future of our country and its citizenry as America's great strength—the middle class—becomes bifurcated.

Perhaps these examples would be less disconcerting if the economy of the United States were still based on an early industrial model, where hard work, a strong back, and common sense could secure a decent job for even an illiterate person. But today's economy is unforgiving. As Peter Lynch, the prepare students for success in school, in the workplace, and in life.

2) Performance and assessment. A successful system focuses on results, measuring and reporting student and system performance so that students, teachers, parents, and the public can understand and act on the information.

3) School accountability. A successful system assists schools that are struggling to improve, rewards exemplary schools, and penalizes schools that persistently fail to educate their students.

4) School autonomy. A successful system gives individual schools the freedom of action and resources necessary for high performance and true accountability.

5) Professional development. A successful system insists on continuous learning for teachers and administrators that is focused on improving teaching, learning, and school management.

6) Parent involvement. A successful system enables parents to support the learning process, influence schools, and make choices about their children's education.

7) Learning readiness. A successful system provides high-quality pre-kindergarten education for disadvantaged children. It also seeks the help of other public and private agencies to overcome learning barriers caused by poverty, neglect, violence, or ill-health for students of all ages.

8) Technology. A successful system uses technology to broaden access to knowledge and to improve learning and productivity.

9) Safety and discipline. A successful system provides a safe, well-disciplined,

prominent Wall Street money manager, recently observed, ³Twenty years ago, you could get a job if you were a dropout. You could work a lathe, or you could work a press. Those jobs are gone now.²

Unfortunately, many of those who do graduate from high school arrive at the doors of industry unable to write a proper business letter, fill out simple forms, read instruction manuals, do essential mathematical calculations, or understand basic scientific concepts. Given that today's economy is defined by constantly evolving technology, falling behind is a recipe for disaster. Countries that do not lead will be more than economically disadvantaged; they will be economically irrelevant, just as many underdeveloped countries are today.

A new strategy for business

and caring environment for student learning.

This is not an a la carte menu, but nine interacting components that are a comprehensive and integrated whole. Leaving any one of them out of a reform agenda will sharply reduce the chances of success.

Focus on standards

The second lesson we have learned is that high academic standards must be the starting place and centerpiece of our comprehensive approach. Standards set the expectations for performance against which progress can be measured. They are the equivalent of corporate goals. Lou Gerstner, chairman and chief executive officer of IBM and a Business Roundtable member, recently observed, ³"Standards are the sine qua non of virtually every human endeavor. I have to confess I find the whole [issue of K-12 standards] baffling. In virtually everything else we do, we set high standards and strive to be No. 1. Why not in education? In basketball, you score when the ball goes in the hoop, not when it hits the rim. In track and field, you must jump over the bar, not go under or around it.² The only way we can ensure that the skills of our young people will keep pace with the rapidly advancing, technology-based world marketplace is by setting standards for our schools, putting in place the processes to meet those standards, and then testing to ensure that the standards are in fact being met.

The recent release of a study of classroom practices and student achievement in 41 countries, including the United States, underscores the central

importance of raising our expectations about what U.S. students must know and be able to do. The Third International Math and Science Study (TIMSS) found that U.S. eighth-graders perform slightly above average in science and below average in math. No surprises there; these results are consistent with the performance of U.S. students in previous international comparisons. The significance of the new TIMSS report is its finding that foreign students complete a much more demanding course of studies than U.S. students. The U.S. science and math curriculum tends to be an inch deep and a mile wide; students are expected to know a little bit about a lot of topics. By contrast, their peers in

Less encouraging, however, is that few states have made the simultaneous commitment to develop and put in place high-stakes tests that tie students' performance on these tests to their promotion from grade to grade and to graduation from high school. Maryland, where Lockheed Martin is headquartered, is one fortunate exception to this rule. Already we have seen the benefits of tougher standards and challenging tests that hold students accountable for meeting these new performance goals. In 1996, a few years after the new standards and assessments were introduced, the state reported that 19 of 24 school districts were performing better overall on state tests than in 1995, and that all school districts had improved their scores since 1993. In addition, since 1993, the percentage of students who met one or more standards in grades three, five, and eight has climbed from 31.7 percent to 40.7 percent. Also in 1996, 16 of 24 schools had 40 percent of students at the satisfactory level in the state tests; in 1993, only four did.

Other communities, including New York; Charlotte, N.C.; Milwaukee; Edmonds, Wash., and Beaufort, S.C., also have had encouraging success in using tougher standards as the lever for improved student achievement. The United States, however, has more than 15,000 largely autonomous school districts. The challenge now is to make these successes more the norm and less the exception.

Providing incentives The third important lesson of the recent past is that improved state and local policies are not enough to turn the tide of educational mediocrity. Policies must be coupled with sustained efforts by companies, colleges, and other major institutions in order to send a strong and consistent

message to students that their efforts will have a tangible payoff: admission to a quality college or university or the chance to compete for entry-level jobs that could lead to a prosperous future.

Even though our performance in science was better than our performance in math, neither result is good enough to compete in today's high-performance, technology-driven workplace. The study provides ample evidence that our curricula and our expectations for young people are not demanding enough. The encouraging implication of this study is that this is something we can fix, by message to students that their efforts will have a tangible payoff: admission to a quality college or university or the chance to compete for entry-level jobs that could lead to a prosperous future.

To that end, U.S. business leaders made an unprecedented commitment during the March 1996 Education Summit with the nation's governors. "As business leaders, we commit to actively support the work of the Governors to improve student performance and to develop coalitions of other business leaders in our states to expand this support," according to one statement.³ As such we clearly communicate to students, parents, schools, and the community the types and levels of skills necessary to meet the workforce needs of the next century and implement hiring practices within one year that will require applicants to demonstrate academic achievement through school-based records, such as academic transcripts, diplomas, portfolios, certificates of initial mastery, or others as appropriate. We commit to considering the quality of a state's academic standards and student achievement levels as a high priority factor in determining business location decisions.²

To follow up on that commitment, in September 1996 The Business Roundtable, the National Alliance of Business, and the U.S. Chamber of Commerce announced a common agenda to help educators and policymakers set tough academic standards that apply to every student in every school; assess student and school-system performance against those standards; and use that information to improve schools and create accountability, including rewards for success and consequences for failure.

In addition, the three organizations agreed to mobilize employers to request

raising the level of expectations for U.S. academic achievement. Setting higher standards is the mechanism for making this happen.

To date, there is mixed news on the effort to set more rigorous standards. On the positive side, all but two states (Iowa and Wyoming) have taken steps to put in place more challenging standards. Although the standards-setting effort has been advanced through business advocacy at the national level and seeded with some federal funds through the Goals 2000 initiative, the primary work has occurred in the states, which establish regulations and provide a significant share of local school funding.

information on student achievement in hiring decisions; consider a state's commitment to achieving high academic standards when making business location decisions; and direct their education-related philanthropy toward raising academic standards and improving student achievement. Employers who make it a regular practice to ask for job candidates' high-school transcripts or other records gain important benefits. When students learn that employers in their areas want employees who can read and write well, solve problems and reason (and want proof of those skills) they begin working harder in school. Employers, as a result, gain access to a larger supply of skilled, capable workers.

Employers can also benefit because transcripts can provide valuable information for hiring decisions. Most transcripts, for example, include the courses students have taken, the grades they received, and their attendance history. Some school records also include participation in school activities and selected standardized test scores.

Kingsport, Tenn.-based Eastman Chemical Company, with 12,000 employees, has been asking applicants for their most recent academic record and spreading the word to schools that they want evidence that entry-level candidates have satisfactorily completed difficult courses in math, science, and English. As a result, the company reports, enrollment in higher-level math and science courses at area schools has increased dramatically in recent years; the failure rate of entry-level employees has hit an industry low; and new employees move through apprenticeship programs with less need for remediation.

Looking Ahead

Efforts such as these are making a

difference. By a number of measures, the state of education is better than it was a decade ago: The country is moving in the right direction. Consider these data from the U.S. Department of Education's Condition of Education 1995: More students are taking rigorous academic classes. Between 1982 and 1992, the number of high-school graduates who took the recommended core academic courses (four units of English; three of math, science, and social studies; and half a unit of computer science) increased from 13 to 47 percent. Although there is still much room for improvement, there is solid evidence that schools are steering students away from the watered-down courses condemned in *A Nation at Risk*. Many schools, in fact, are eliminating these classes altogether.

Math and science achievement is up. Between 1982 and 1992, math and

In addition, our foreign competitors are not standing still. Like us, they know that competition in the marketplace is increasingly "a battle of the classrooms." They are improving their systems as well. As Will Rogers once observed, "Even if you're on the right track, you'll get run over if you just sit there." Hence, we need to redouble our commitment to systemic change and accelerate our efforts.

The reform infrastructure is in place. Thanks to efforts by the Business Roundtable and others in the past several years, almost every state now has a broad-based coalition of reform advocates: business, civic, religious, and educational leaders who are keeping the pressure on local school systems to change and, in many cases, providing resources to help them do so. Groups

science scores for 17-year-olds on the National Assessment of Educational Progress increased 9 and 11 points, respectively, which translates into a one grade level improvement in achievement. Achievement on college entrance exams is up slightly. Bit by bit, scores on SAT and ACT exams seem to be inching up. Between 1975 and 1995, verbal scores on the SAT rose from 423 to 428 and math scores increased from 479 to 482. Average composite scores on the ACT test went from 20.6 in 1991 to 20.8 in 1995.

Dropout rates are down. Between 1982 and 1992, the dropout rate declined from 13.9 to 11 percent. For whites, the rate dropped from 11.4 to 7.9 percent; for blacks, from 18.4 to 13.6 percent; and for Hispanics, from 31.7 to 27.5 percent.

But formidable challenges remain. Significant turnover among governors, such as the Maryland Business Roundtable for Education, the Washington Business Roundtable, the Partnership for Learning in Washington, and the Partnership for Kentucky Reform provide essential continuity in an environment where governors, state legislators, and chief executive officers change regularly.

Our agenda emphasizes the values of hard work and personal responsibility; character, in other words. Persistent effort, combined with initiative and imagination, must guide the lives of students, teachers, and administrators. The business community must demand this level of effort, but we also must support it. We recognize the need to improve the entire system of education. We have no choice but to insist that

state legislators, corporate CEOs, and chief state school officers since 1990 requires recruitment of new business and political leadership.

The Rand Corporation's 1994 assessment for the Business Roundtable remains accurate today: "In all states, implementation has just begun. States still need to learn how to establish standards that have concrete meaning in the classroom, develop and fund testing programs that are true to the standards and do not disrupt instruction, align staff development and other school improvement efforts, and assist or develop alternatives to schools that cannot raise their levels of performance. State reform coalitions also have to engage teachers and administrators, especially in the big city school systems that frequently disregard state initiatives."²

widespread change occur. And we know that this will take years to accomplish.

U.S. corporations are too often accused of looking at the short-term bottom line. In education, that is demonstrably not the case; we are concerned with the long haul. Educational improvement is not just a high priority for the nation. We see it as nothing less than an issue of our economic, political, and social survival, for with each passing year another class of America's schoolchildren may have been denied the opportunity for a quality life.

Norman R. Augustine is chairman and chief executive officer of Lockheed Martin Corp. and chairman of the Business Roundtable's Education Task Force. ■

80. Richmond Times Dispatch

July 16, 1997 Category: Editorial

A Liberal Education Cannot Exist Divorced From Study of History

By Mark Obenshain

Many alumni and parents of students at James Madison University will be dismayed to learn that students no longer are required to study American history. If JMU could drop its American history requirement, where will it be dropped next? At the College of William & Mary, or the University of Virginia, Thomas Jefferson's academic village? Well, actually — according to Mike McDowell, spokesman for the State Council of Higher Education for

Virginia, not one of Virginia's 16 public colleges and universities still requires that its students take even the first class in American history.

Most schools in Virginia still do have lists of required classes that students must take in order to graduate. Those lists usually are labeled "general education" programs, and students often choose from a variety of courses.

JMU, which is hardly alone, has just completed an overhaul of its general education program. The new program is

intended to give students more choice in selecting their foundational courses. The result is that students now can choose to avoid taking classes in disciplines that previously had been considered indispensable to a liberal arts education. Under the old general education program, JMU required that its students take six hours of history and three hours of literature. The new general education program gives students so much latitude that they can (and many will) avoid taking any history or literature.

UNLESS all pretense of providing a liberal arts education is abandoned, no student should be awarded a college diploma if the student has not studied history. That proposition, however, should be taken one step further; neither JMU, nor any other public college or university in Virginia, should be turning out graduates who have not studied American history.

It is not possible for a college student to claim a liberal arts education without having developed a basic understanding of this nation's history. Without this requirement, students will graduate from JMU (and every other school in Virginia) without knowing anything about James Madison or his role in the establishment of our constitutional system of government.

As depressing as the results of those surveys are, they address only simple facts and dates. Many high school graduates are familiar with basic landmarks of American history, which is all high school history really is meant to teach. That, however, is not enough. They do not possess the historical insight or perspective that students should acquire through a liberal arts education.

I suppose there might be compelling reasons for a college or university to conclude that American history should not be included among the few critical classes that every student must take in order to graduate. The problem, however, is that nobody has stepped forward to say exactly what those reasons might be.

One explanation has been that with so many other critical areas of study, it would be wrong to elevate American history to a position where students might be deprived of the opportunity to

Some attempt to explain that students study American history in high school. They argue that requiring college students to take additional American history classes is unnecessary. But if high schools were providing students with an adequate foundation in American history and government, one would expect to find college students universally knowledgeable as to the most basic facts about our nation's history. Sadly, that is not so.

The declining level of historical literacy among American college students is well-documented. A 1987 Gallup Poll of 700 college seniors found that 24 percent thought Columbus arrived in the New World after 1500; 55 percent could not identify the Magna Carta; 23 percent thought Karl Marx's statement — "From take other classes of equal value. Taking JMU again as an example, if students were required to take American history, they might not have time to take "Personal Wellness," in which students can receive credit for documenting their participation in "Condom Week" (which fittingly begins on February 14). Most of us would have little reluctance to say that history is a more important component in students' liberal arts education.

WHETHER American history should be taught is not a partisan issue. It is a simple proposition upon which broad agreement exists.

In his autobiography, Walter Cronkite wrote about the responsibility to teach history, stating bluntly that "(u)nderstanding the issues on which citizens of a Republic are expected to vote is impossible without an understanding of the past. Those who have the opportunity but fail to impart

each according to his abilities, to each according to his needs — is a part of the U.S. Constitution. Those findings are no anomaly, and the results are not improving.

IN 1996, a study of Florida's university seniors found that only 10 percent correctly identified Abraham Lincoln as the leader who defined American democracy as "a government of the people, by the people, for the people." Just 35 percent knew that nine Justices sit on the U.S. Supreme Court. Finally, there was the result most likely to shock Virginians: Only 68 percent of the graduating college seniors could identify Thomas Jefferson as the author of the Declaration of Independence.

that lesson can be accused of sabotaging the democratic process." Our colleges and universities have unilaterally and without public notice decided that American history is superfluous.

It is time for administrators and board and faculty members to wake up and do something about the disappearance of an American history requirement. If administrators fail to rectify this omission, then the responsibility falls to the college and university boards. Although they did not drop the history requirement, it is the college and university boards that have the ultimate responsibility — as well as the ability — to return American history to its proper place as an essential component of a liberal arts education.

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81. The Washington Post

07/16/97; Edition: FINAL; Section: OP-ED; Page A19

The Budget: A Model of Muddling

BY Robert J. Samuelson

It is a close call whether the present federal budget package — nearing final congressional approval — would be good or bad for the country. The gains and setbacks are finely balanced, and the exercise recalls an important essay written by Yale political scientist Charles Lindblom in 1959. He titled it "The Science of Muddling Through" and observed: "Democracies change their policies almost entirely through incremental [small] adjustments. Policy does not move by leaps and bounds."

Precisely.

The press and politicians are in a constant state of denial about this obvious truth. We describe a world of momentous decisions, titanic combats and profound policy changes, when it actually consists of messy compromises, slight policy shifts and unintended consequences. The result is a continuous disconnect between how government works and how we portray it. The budget agreement is a prime example.

President Clinton and the Republican congressional leadership hail it as a

landmark that would balance the budget — for the first time since 1969 — in 2002. This is a stretch. What's mainly driving the budget toward balance are lower-than-predicted health costs and higher-than-predicted tax revenues.

Susan Tanaka of the Committee for a Responsible Federal Budget points out that the budget would balance earlier if Congress and Clinton simply preserved present policy. Renew the existing 10 percent airline ticket tax. Keep Medicare premiums at 25 percent of doctors' costs (Part B). Continue existing "caps" on

so-called discretionary spending. Leave everything else alone. The budget would balance in 2001 under the assumptions of the Congressional Budget Office. Over five years, deficits would be nearly \$120 billion less than under the budget agreement.

The new budget delays a balanced budget by allowing Clinton and Congress to do what they like best: raise spending and cut taxes. Between 1998 and 2002, the extra spending (above existing spending ceilings and programs) would total \$126 billion; that's partially offset by further savings in Medicare of \$115 billion. In the same period, the net tax cut would total \$85 billion. These amounts are tiny compared with all spending or taxes over five years (about \$9 trillion).

There has been no rigorous national security review, and defense cuts — reflecting the end of the Cold War — may have gone too far or focused on the wrong areas. In 1990 defense was 24 percent of all spending; by 2002 it's projected at 14 percent. Sen. John McCain (R-Ariz.) puts the amount of "pork barrel" spending in the defense budget at a hefty \$5 billion.

Is there any good here? Well, yes. The broad commitment to a balanced budget marks a shift from the mushier concept of "deficit reduction." If deficits unexpectedly widen, this might induce Congress to restrain them. Perhaps Congress will even adopt, as Tanaka urges, new enforcement rules. These would compel spending cuts — or tax increases — if the costs of entitlement programs (such as Medicare) or tax revenues don't meet estimates.

As important, the Senate dealt with some issues of an aging society by slowly raising the eligibility age for Medicare to

Still, Clinton and Congress are sprinkling favors to selected causes and constituencies.

Almost everything in the agreement is inflated for popular consumption. One advertised new program would provide more health insurance for uncovered children. The sponsors hoped to reach 5 million children; the CBO puts new coverage closer to 500,000. The Medicare changes are praised — and damned — as fundamental. Most aren't. Savings generally stem from lower reimbursement rates to hospitals, doctors and managed-care groups.

The budget also falls short in other ways. Consider: It doesn't forthrightly face the pressures of an aging society, which — unless Social Security and 67 and requiring that wealthier Medicare recipients pay higher premiums. If either proposal survives a House-Senate conference, it may mean that Democrats and Republicans can debate these matters without accusing each other of slaughtering the elderly.

Finally, the new budget would correct some past mistakes. The largest was Congress's decision last year to deny government benefits (under the SSI and food stamp programs) to legal immigrants. Changing the rules abruptly was hugely unfair. The new budget would partially restore benefits for almost 500,000 elderly and disabled immigrants. But it also would withhold benefits for new immigrants on the principle that their American sponsors — not taxpayers — should be responsible for them.

No one can say who "won" the budget agreement. Conservatives can argue that their balanced-budget rhetoric triumphed and that — measured by spending — government is shrinking. In 2002

Medicare are changed — will sharply raise spending, taxes or deficits (and maybe all three) in the next century.

The tax cuts mutilate the Tax Reform Act of 1986, which lowered top rates and broadened the tax base. Instead, Clinton and Congress are fashioning a system with high rates and many tax breaks that's more complex and cumbersome. Some specific cuts — the tax breaks for college tuition and the cut in the capital gains rate — are bad on their own.

The budget doesn't end government's least effective or needed programs (from farm subsidies to Amtrak). As a result, government spends too much on its worst programs and not enough on its best.

spending is projected at 19 percent of gross domestic product; that compares with 22 percent in 1990. Liberals can gloat that virtually all the drop comes from lower defense spending. Government isn't really in retreat. In 1990 programs for the poor represented 1.7 percent of GDP; by 1996, they were 2.6 percent of GDP, where they would roughly stay through 2002.

Lindblom wrote that public officials avoid big changes because they don't "know enough . . . to avoid repeated errors in predicting the consequences of policy moves." Ignorance breeds caution; no one wants a calamity. Small errors can be reversed; small successes can be enlarged. This is half common sense, half timidity. A last-minute dispute could cause the budget agreement to unravel. Chances are it won't. Either way, we're muddling along. Whether forward or backward, only time will tell. ■

EDITORIAL

82. New York Post

July 16, 1997

Worthless diplomas

Only in New York would somebody file suit to force the issuance of essentially worthless community-college degrees — and only in New York would there actually be a judge willing to find for the plaintiffs.

Bronx state Supreme Court Judge Kenneth L. Thompson ruled on Monday that, the more than 100 Hostos

Community College students who were denied graduation this spring because they are effectively illiterate in English deserved their diplomas after all.

To be sure, the litigious students have a real grievance. They were led to believe that a basic grasp of the English language — and we stress basic — wasn't a graduation requirement at Hostos.

How else should they have interpreted the decision by Hostos administrators to substitute a homemade English test for the exam mandated by the City University for all would-be community-college graduates?

After all, the CUNY test itself shouldn't baffle a high-school freshman, let alone a candidate for a college degree.

Students, for example, were asked to "Describe an especially difficult decision that you have made." A passing essay exam, according to the university's criteria, had to incorporate grammar that is "usually, although not always correct" and a student needed to spell "common words with a reasonable degree of accuracy."

Let's face it: Folks who can't pass such a watered-down test have no business being awarded a public university degree in New York. The decision by Hostos administrators to graduate these students anyway devalues both the CUNY

diploma and the hard work done by those students who did earn their sheepskins.

After all, there's no check mark on the degree indicating who passed the English test and who did not. Potential employers thus can be expected to hold all Hostos grads in suspicion.

We understand that Hostos isn't the only CUNY unit to degrade its diplomas in such a fashion. And we applaud the determination of university trustees to tackle the scandal head-on.

But these are considerations apart from the lawsuit at issue. Judge Thompson's decision would turn loose

more unqualified graduates on a job market that's already profoundly skeptical of CUNY and the education it provides.

New York employers (and those businesses that leave the city behind) frequently mention potential workers' poor command of English as a prime reason they find it difficult to do business in the Big Apple.

The very least the taxpayer-funded university can do is require that its graduates leave school with a modicum of English proficiency. CUNY plans to appeal the Hostos ruling. Here's hoping it's successful. ■

83. Houston Chronicle

July 16, 1997

ACCOUNTING

Tracking program for HISD merits a try and an eye

A computer tracking system for which teaching methods work best for which groups of students and at what cost is on the table for approval this week by Houston Independent School District trustees.

The system, known as "Class Act," could be part of an overall move to make HISD more efficient and more accountable and should be considered very carefully.

At a cost of \$2 million, about \$20 per student, it is a sizable investment. If approved, the money will be budgeted for the upcoming 1997-98 school year.

Sizable as well are the claims being made about the system, whose software was developed by several firms with national reputations in the educational field.

Under the system, all HISD financial, student and teaching data will be placed in a data base that will be used to match individual students with the learning plan that works best for them so that the district can get the biggest bang for its instructional buck. Almost 100 of the district's 272 schools will be in the program.

"There no longer will be any guessing about which instructional methods work and which students are progressing," said HISD Superintendent Rod Paige. "And there will be no more question about exactly how every penny is spent."

A district spokeswoman says HISD will be the first in the nation to participate in this "national field test" because of its size — the country's sixth-largest school district — and its

progressiveness. Well enough.

But if the project is approved, as it is expected to be on Thursday, the taxpayers will have every expectation that the tracking system itself will be closely tracked to see if the benefits outweigh the cost. HISD spokesman Terry Abbot says it will be monitored on "an ongoing basis" and should begin to show results almost immediately.

HISD is showing signs of improvement in student performances. If "Class Act" can help in the effort, it will be money wisely invested. But the program, like the district, in the very near future will have to prove itself worthy of the confidence being displayed in it today. ■

84. St. Louis Post-Dispatch

July 16, 1997

Dick Gephardt's Good Sense

Finally, someone of political importance has said the emperor just might not be wearing a full suit of clothes. House Minority Leader Dick Gephardt has dared to suggest that balancing the budget exactly is a mistake — and unnecessary. He offered a different and better priority: more public investment in resources that help make people more productive.

But he didn't dismiss the deficit. Instead, he offered a sensible rule for how to treat it: Keep it below 1 percent of

the economy's gross domestic product. This year that would be \$78 billion (GDP is \$7.8 trillion), a modest overrun by any standard, well below the 3 percent to 5 percent common in Europe and elsewhere.

It's also low enough to reassure the financial markets, which have bid stocks to historic highs and aren't clamoring for higher interest rates now that inflation has virtually disappeared.

A 1 percent cap on the deficit would provide the money to invest in resources

to make everyone richer: education, health, child care, the national infrastructure. Improvements in these areas will make the work force more productive, raising output and overall growth — perhaps enough to do the poor some real good.

President Bill Clinton also favors such investments, but is trapped by his political commitment to balance the budget. That promise was made to blunt Republican charges that Democrats are big spenders. But as the deficit has

shrunk faster than expected because of an unanticipated rise in federal revenues, the problem is disappearing. No one is admitting that, as Congress and the president continue to labor to find programs to cut.

The latest federal figures project a mere \$45 billion deficit (0.6 percent of GDP) in the current fiscal year, which

ends Sept. 30. Many bet the deficit will shrink to nothing in the next two or three years.

But not if the balanced budget package now being considered is enacted. It cuts taxes right away but postpones spending cuts until 2000, increasing the deficit in the meantime.

Mr. Gephardt is on the right track; the

president and the GOP on the wrong. It's fortunate the minority leader has the courage to speak. Perhaps he will ignite a debate that debunks the conventional wisdom that balancing the budget should be the top priority. There are other, wiser choices. ■

85. San Francisco Chronicle

July 16, 1997

NAACP Faces Debate About Its Future

IN RECENT years, the NAACP, the nation's oldest civil rights group, seemed trapped in past problems. The leadership squabbled before firing its president and finances ran \$3 million in the red. Young voices among the 500,000 members questioned the group's long-standing commitment to endless court fights for integrated schools.

Its convention this week in Pittsburgh offered a chance to face these troubles, proving that change is possible though difficult for a proud, hidebound organization. After shoring up its finances, president Kweisi Mfume told the members to "stand up and create real change." He took on the customary targets — welfare reform, police brutality and corporate racism — but zeroed in on the NAACP's real future: reviving its local branches. The action for civil rights advocates, Mfume suggested,

was back on city streets and in office towers, not always in federal courtrooms or Congress.

This message is right on target. Judicial appointments, two Republican presidents and a skeptical Congress have yielded few recent victories for the NAACP. Court-ordered integration is hard to achieve in big cities that whites have fled. New members with fresh concerns in their hometowns must be recruited to renew a middle-class group with a median age approaching 50. At present, "the NAACP and other civil rights groups are at a dead end for extending their policies through Congress, courts and the president," said Robert Smith, a San Francisco State University political science professor. "The litigation costs are not going to pay off." This tough assessment is not universal, but there are real life instances

of the debate locally. Consider the Oakland chapter, run by 29-year old Shannon Reeves. He is a tough and savvy player who uses lawsuits, picket lines and sound bites to win respect and money for African American causes, be it poor schools or allegedly racist promotion practices.

In San Francisco, the NAACP chapter has devoted itself to school desegregation. It sued to require city schools to racially balance classrooms by busing and in 1982 won a decree that obliges the city to spend \$30 million per year on this goal. "We are absolutely committed to this," said Alex Pitcher, chapter president.

In Mfume's call to arms, both sides can find their cause. But he has issued a tough challenge to remake an institution, a process that will likely shoot off more sparks. ■

86. St. Petersburg Times

July 16, 1997

Regents' double whammy

There is no question that Florida's public universities need more money. Too many classes are overcrowded. The demand for computers and other technology is enormous. There is not enough financial aid based on need. Faculty salaries in the nation's fourth-largest state are not in the top quarter.

Now members of the Board of Regents are taking a curious approach to addressing the problems, an approach that is doomed to fail and would make some problems worse. The regents, who set policy for the state's 10 public universities, want the Legislature to approve a new \$50-a-semester technology fee. They also want lawmakers to approve a 6.6-percent

increase in tuition, which would be the third significant increase in as many years.

This is like a baseball player closing his eyes and wildly swinging for the fences, hoping for a home run. It is not the most prudent technique, and it is rarely successful.

From a political standpoint, the regents' proposal is naive. The Republican-controlled Legislature is about as likely to approve both the tuition increase and the technology fee in 1998, an election year, as it is to embrace an income tax. The regents argue they are merely offering an honest assessment of the universities' real needs. Their unrealistic recommendation actually could provoke Republican penny

pinchers into rejecting both the tuition increase and the technology fee.

From a policy standpoint, the regents also missed the mark. The technology fee should be the top priority, as Chancellor Charles Reed and incoming board chairman Steve Uhlfelder argued. Florida has one of the few university systems that does not charge a technology fee, and easy access to computers is not a luxury for schools that want to attract top students. A technology fee also is easier to sell, because both legislators and students can be assured that the money will pay for a tangible benefit.

By itself, another tuition increase also would be defensible. Tuition at Florida universities still is low compared with other states, and the proposed increase

meets the rule of thumb that says university students should pay 25 percent of the cost of their education. But the regents erred by tying virtually all of the proposed tuition increase to higher faculty salaries.

The regents' motives were honorable; they want to correct shortcomings that

The far more pressing priority is to increase need-based financial aid for students. The Legislature already allocates more money for aid based on merit than for aid based on need, in violation of state law. The new lottery have become more pronounced over the years. Their recommendation, though,

scholarships are based on merit and will exacerbate that gap. Combining a tuition increase with a technology fee would price more students out of the classroom.

ignores political realities and establishes the wrong priorities. ■

87. The Washington Post

07/16/97; Edition: FINAL; Section: Editorial; Page A18

The Spillane Years in Fairfax

A FRESHLY elected school board in Fairfax County couldn't tolerate a sometimes imperial yet exceptionally successful superintendent. The newcomers did not appreciate the full-steam-ahead decisions that Robert R. "Bud" Spillane made — with or without consulting others. But this is how he built a system that has made Fairfax one of the most attractive living and business places in the country.

During the 12 Spillane years, average test scores rose and schooling became more rigorous — and nationally acclaimed. Post staff writer Robert O'Harrow Jr. reported that standards in the county's schools are higher today, with far more students in advanced placement courses and upper-level math, an improvement attributed to curriculum changes and better teacher training.

TD In middle schools, the number of

students taking algebra has nearly tripled. In high schools, more than two-thirds of the seniors earned advanced studies diplomas last year, more than double the number when Mr. Spillane took office. Principals — awarded increasing freedom to determine certain academic offerings — came up with popular arts, science and technology courses as well as immersion courses in French, German, Japanese and Spanish.

Spillane advocates acknowledge he was not one to brook opposition easily. His critics suggest that had he been more diplomatic he would have won support for still more improvements. But had these opponents been more concerned about educational improvements than turf, they might have supported more improvements anyway. The critics note that during the Spillane years, gaps between the performances of white and

minority students widened as minority enrollment grew. But more of the newest minority students are from immigrant or low-income families and are hampered by language difficulties.

Business leaders have long been among Mr. Spillane's strongest allies. He courted them from the start, and their interest in a strong, nationally known system raised millions of dollars for the schools. They also forged dozens of school/business partnerships, stressing in the county and in the state legislature the importance of high-quality education to generate a good business climate.

Initiating programs, experimenting and getting things done — these were the talents Bud Spillane brought to his demanding job. The search for someone to build on his accomplishments — and to satisfy the demand for still higher standards — will be no breeze. ■

88. Los Angeles Times

* 07/16/97; Edition: Home Edition; Section: Metro; Editorial Writers Desk; Page B-6

Let's Have Leadership, Let's Have a State Budget

Crucial matters languish as closed sessions roll on

California is now more than two weeks into the 1997-98 fiscal year without a state budget, welfare reform, fiscal relief for local governments, a formula for spending new state school money and much more. And without any real political leadership, so far as anyone can tell.

Californians, including most members of the Legislature, have no sense of which issues may be holding up a budget resolution or how long the stalemate between Republican Gov. Pete Wilson and the Democrat-controlled Legislature may continue.

No one knows because the negotiations over all these issues are being conducted in private by the so-called Big Five: the governor, the

Democratic leaders of the Senate and Assembly and the GOP leaders of the two houses.

This sort of back-room deal-making is bad policy. Worse yet, these talks involve far more than the usual budget decisions on how much to spend on this item or that one. With welfare and other key issues in the balance, the Big Five are deciding public policy that will affect the course of state government for years to come.

When each meeting is concluded, the leaders emerge to make bland assurances about progress. There are no details, presumably because the talks are so delicate. Or perhaps because members of the Big Five don't want some special interest to know that its cause is being

sold out.

State leaders indicate there is no rush because the lack of a budget is not really hurting anyone, that most state services continue as they did last June 30, the final day of the old budget. But that is not quite so. State Controller Kathleen Connell reported Tuesday that the state already is more than \$1 billion in arrears, including payments to small business contractors, who have debts and mortgages of their own coming due.

There have been suggestions that one side or the other may be deliberately prolonging the budget and welfare talks for its own political advantage. If so, that is a dangerous, no-win strategy. After the marathon stalemate of 1992, which lasted into September, the public popularity of

both the Legislature and Wilson governor, the Legislature and the 32 this budget impasse ended as soon as
plummeted. The best thing for the million people of California is to have possible.■
