

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:21-JUL-1997 13:20:00.00

SUBJECT: Clips

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

READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

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

To print a single story:

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

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

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

Jim Bradshaw

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

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

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)
id <01ILI0OY2PKG001H6Y@PMDF.EOP.GOV> for "william r. kincaid"@oa.eop.gov; Mon,

21 Jul 1997 13:31:31 -0400 (EDT)

Received: from storm.eop.gov (storm.eop.gov)
by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01ILI0O1LS5S001BTP@PMDF.EOP.GOV> for
william_r_kincaid@oa.eop.gov; Mon, 21 Jul 1997 13:30:47 -0400 (EDT)

Received: from vader.ed.gov ([165.224.217.43])
by STORM.EOP.GOV (PMDF V5.1-7 #6879)
with ESMTP id <01ILI0M0IXU40038YC@STORM.EOP.GOV> for
william_r_kincaid@oa.eop.gov; Mon, 21 Jul 1997 13:29:42 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.217.37])
by vader.ed.gov (8.8.5/8.8.4) with SMTP id NAA09583; Mon,
21 Jul 1997 13:26:51 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 1.04b)
id 3d39be70; Mon, 21 Jul 1997 13:27:03 -0400

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

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

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

TEXT:

WPC*

2xBZ! Online clips cover page

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P# Daily Education News

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#&G\ P&P#This compilation of news reports contains copyrighted materials obtained

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#*0 x7##What Follows

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NATIONAL

1. The Washington Post

Teacher Rules Limit Role in Church Schools

2. Associated Press

Johns Hopkins University launches longdistance degree program

3. Associated Press

White House prepared to begin detailed negotiations on tax bill

4. The New York Times

Holocaust Studies Gift: A Headache for Harvard

5. Los Angeles Times

Schools May Be Out, but Reading Isn't : More districts are requiring students to delve into anything from 'Great Expectations' to 'The Firm' over the summer

6. Los Angeles Times

Students Schooled in Arts Have Higher Test Scores, Study Finds

7. Los Angeles Times

Whether It's Homework or TV, Fewer Children Are Exercising

8. The Washington Post

Bilingual Education Under Attack; Calif. Ballot Initiative Backers Hope Effort Will Resonate Elsewhere

9. The Washington Post

Clinton Presses for 'Mainstream' Tax Relief in Letter to Hill Negotiators

10. Los Angeles Times

Clinton Seeks Dialogue on Race, but He Must Go

Beyond Same Old Talk

- ' ' ' 11. USA Today
 - ' ' ' Parents sue to challenge ban on wearing beads to class
- ' ' ' 12. USA Today
 - ' ' ' Big jump in budgets to get technology in the classroom
- ' ' ' 13. U.S. News & World Report
 - ' ' ' Second thoughts about integration
- ' ' ' 14. The Christian Science Monitor
 - ' ' ' Architects Create Pizazz On Campus
- ' ' ' 15. Boston Globe
 - ' ' ' Clinton's race dialogue turns contentious
- ' ' ' 16. Baltimore Sun
 - ' ' ' Black law students disappearing with end to affirmative action
- ' ' ' 17. Los Angeles Times
 - ' ' ' Teachers Union Gives Failing Grade to Voucher Program

TRADE

- ' ' ' 18. Chronicle of Higher Education
 - ' ' ' Clinton Unveils Plan to Attract Teachers to Needy Schools
- ' ' ' 19. Education Daily
 - ' ' ' ED LAUNCHES PROBE OF BIAS IN UC ADMISSIONS
- ' ' ' 20. Education Daily
 - ' ' ' INACCURACY PLAGUES COLLEGE CRIME FIGURES, ACTIVIST SAYS
- ' ' ' 21. Education Daily
 - ' ' ' LEGISLATIVE UPDATE
- ' ' ' 22. Education Daily
 - ' ' ' RAVITCH BOWS OUT OF NATIONAL TEST PANEL
- ' ' ' 23. Education Daily
 - ' ' ' NEW IDEA PROVISION LEAVES DISCIPLINE POLICY UNSETTLED
- ' ' ' 24. Chronicle of Higher Education
 - ' ' ' CUNY Ordered to Give Diplomas to Those Who Failed English Test
- ' ' ' 25. Chronicle of Higher Education
 - ' ' ' Computer Glitch Delays StudentLoan Consolidations
- ' ' ' 26. Chronicle of Higher Education
 - ' ' ' Texas Southern U. Faces State Pressure to Improve Management
- ' ' ' 27. Chronicle of Higher Education
 - ' ' ' 2 Texas Universities Show Drop in Freshman Minority Admissions

LOCAL

- ' ' ' 28. Associated Press
 - ' ' ' Debtors who defaulted on student loans get bill boost from state
- ' ' ' 29. Associated Press
 - ' ' ' Districts receive more money than expected
- ' ' ' 30. The PressEnterprise Riverside, CA
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Body type#:\ PP#Tabs-storiesdPublication#W\ PP# 1. The Washington Post"Publication" #:\ P P# 07/19/97; Edition: FINAL; Section: A Section; Page A13

Headline#u\ P!P# Teacher Rules Limit Role in Church SchoolsHeadline #:\ P"P#

By Rene Sanchez

Washington Post Staff Writer

ddThe Education Department yesterday issued new guidelines for how school districts nationwide should comply with a recent Supreme Court ruling that allows public school teachers to offer remedial help to students attending parochial schools.

ddThe department said that only public employees could offer the remedial help, which is federally funded through a program called Title

I, and that their tea

ching assignments in parochial schools have to be made without regard to their religious affiliations.

ddAlso, any classroom used to deliver the Title I instruction to parochial students must not contain religious symbols, the guidelines state.

School districts

can begin offering the new form of academic assistance to parochial students at any time.

ddThe Supreme Court's 5 to 4 decision on the issue overturned a ruling it made 12 years ago forbidding public employees to teach inside parochial schools thro

ugh the Title I program, on the grounds that doing so violated the separation of church and state. This time, a court

majority said that having federally fund

ed instruction inside parochial schools could be constitutional as long as there are safeguards.

ddThe ban had forced state and local school districts since 1985 to fulfill the requirements of Title I by sending public teachers to instruct

parochial stude

nts at alternative sites, usually a van parked outside religious schools.

ddBut federal education officials called that a poor learning environment for students who needed remedial help in subjects such as math or reading and said i

t was wasting millions of dollars that could have been spent on more direct academic aid.

ddMore than 190,000 parochial schoolchildren nationwide receive publicly funded remedial instruction through Title I, at a cost of about \$40 million a year. Much of it has been spent on the costs of teaching children at an alternative site.

te.

ddThe guidelines also state that all materials and equipment used to help parochial students through Title I cannot be used for other instruction, that public

teachers cannot team up with private school teachers to instruct students and that public teachers cannot participate in religious activities at the school.

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Publication#W\ P#P# 2. Associated Press"Publication" #:\ P\$P#07-21 4:49a

Headline#u\ P%P# Johns Hopkins University launches long-distance degree program

mHeadline #:\ P&P#

ddBALTIMORE (AP) - Thirty-seven students from across the country are working toward degrees in public health at Johns Hopkins University - via the Internet.

ddThe program is structured around four-month online sessions broken up by two-week sessions on campus. Thirty-seven students arrived in Baltimore last week for the start of the 15-month course.

dd"We're really trying to harness the potential that is out there on the Web," said Jim Stofan, who left a job as education director at Florida's Sea World to

run the online program at Hopkins. "Except for the format, the content will be the same as if you were a full-time student of public health here."

ddOdessa Dubose lives in Miami but plans to earn a degree from the School of Hygiene and Public Health. Peter Edwards plans to earn his degree from Milwaukee.

ddThe students are professionals working for federal, state and county health agencies. Among them is Bermuda's chief health officer.

ddStudents will hear lectures without actually seeing the professor. Instead, the audio portion will be accompanied by graphs, charts, photos and animations that

will be displayed on computer monitors.

ddInteractive sessions also will be available where students will be asked to solve a series of related problems.

ddStudents who successfully complete the work will receive a graduate certificate in public health. With the certificate, they can pursue additional studies to

earn a full master's degree in public health.

ddMost are employed by the U.S. Centers for Disease Control and Prevention as field workers assigned to local health departments where they perform such tasks

as tracking AIDS, tuberculosis and other diseases.

ddThe Hopkins program got its start a few years ago when the CDC asked schools of public health to design an Internet-based curriculum

for 550 of its field workers who lacked master's degrees.

Four universities were awarded the contract - Hopkins, Tulane, Emory and the University of Washington

"Starting out, it appears to be overwhelming," said Dubose, 32, a CDC field worker who tracks acquired immune deficiency syndrome and sexually transmitted diseases at the Miami Health Department. "Then, you find it's just amazing you can do so much electronically."

Publication#W\ P# 3. Associated Press"Publication" #:\ P(P#07-20 9:49p
Headline#u\ P)P# White House prepared to begin detailed negotiations on tax bill

Headline #:\ P*P#

By ROB WELLS AP Tax Writer

WASHINGTON (AP) - After a week of closed door meetings and private posturing, White House negotiators told their congressional counterparts Sunday that they're ready to begin making offers to wrap up the major disputes in the tax bill, officials said.

"We're poised to make some real progress," House Ways and Means Chairman Bill Archer, R-Texas, said after a 2 1/2-hour private meeting with senior Clinton administration officials and Senate tax writers.

"They are in a position where they (the Clinton administration) say they will be able to negotiate. They will be able to say, 'We will give this and you give that'," Archer said. "And that is very, very constructive."

Senate Majority Whip Don Nickles, R-Okla., said the tax bargainers were making progress and he expected the administration to begin offering ways to split differences on major tax disputes, perhaps by Tuesday.

John Hilley, the White House's chief lobbyist, declined comment, other than to

say, "I think we've moved forward."

Up to this point, the closed door sessions largely involved detailed discussions of participants' views about the major disputes in a bill that's aimed at providing a \$135 billion tax cut over five years, the biggest tax break since Ronald Reagan first occupied the White House.

Senate Finance Committee Chairman William V. Roth Jr., R-Del., moved to jump-start talks Friday by offering a proposed settlement on six major issues. Instead of responding with a counter-offer, President Clinton sent a letter urging any tax cut remain fair to working people and not cause large budget deficits.

One tax negotiator, Rep. Charles Rangel, D-N.Y., didn't share his colleagues' optimism.

"I'm not overly impressed with the progress that's been made this evening," Rangel said, who declined to elaborate.

Earlier in the day, the White House and Republican leaders appeared on televi

sion talk shows, where they acknowledged fundamental issues still separate negotiating teams as they enter the final

stages of the tax talks.

ddArcher said on ABC's "This Week" the "biggest hang-up" to negotiations is getting the White House to agree to net cuts of \$85 billion over five years.

dd"That has a lot to do with how all these other pieces fit," he said.

ddBoth Archer and White House representatives expressed confidence that a deal will be reached but would not promise it this week.

ddRepublicans have insisted their proposed \$500 child tax credit should go mainly to middle-class families, not low-income working families who don't earn enough to pay income tax and who already get other tax breaks.

ddBut Treasury Secretary Robert Rubin, on NBC's "Meet the Press," said it "is our view and very strong view that middle-income and lower-income working Americans deserve to get a child tax credit."

ddClinton, in a letter to Republican leaders, complained that House and Senate bills "fall substantially short" in reaching the GOP promise to meet Clinton's

goal of \$35 billion in education-related tax relief over the next five years.ny

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Publication#W\ P+P# 4. The New York Times"Publication" #:\ P,P# 07/19/97; Edition: Late Edition - Final; Section: Section 1; Cultural Desk; Page 11, Column 4

Headline#u\ P-P# Holocaust Studies Gift: A Headache for HarvardHeadline #:\ P.P#

By DINITIA SMITH

In 1994, the financier Ken Lipper, one of Harvard University's most powerful donors, offered his alma mater \$3.2 million to establish a chair of Holocaust

studies. It would be a professorship that, because of Harvard's reach and intellectual might, could define Holocaust scholarship for years to come. But three years later, after a national search among leading scholars in the field, the members of a faculty

committee cannot agree on a candidate to fill the post, and the chair remains empty.

ddFurthermore, the search has been ridden with backbiting and accusations, among them that Mr. Lipper has interfered in favor of his own candidate, a controver-

sial scholar of the Holocaust, Daniel J. Goldhagen, an associate professor of government and social studies at Harvard who elicits strong pro and con reactions among his peers.

ddMr. Lipper has refused to allow Harvard to give the position on a temporary b

asis to another noted scholar, Saul Friedlander. Some candidates have charged that Harvard has allowed Mr. Lipper, who has given close to \$8 million to the institution and is a former deputy

Mayor of New York, to meddle in faculty hiring, which is considered unacceptable at most universities.

Harvard denies giving in to Mr. Lipper's wishes, saying that it was only honoring the original terms of his gift for a permanent position.

And Mr. Lipper has

denied trying to influence the search.

Gossip about the search is intensified by the public feuding among some of the candidates. Mr. Goldhagen, author of "Hitler's Willing

Executioners: Ordinary

Germans and the Holocaust," in which he traces the Holocaust to deep-rooted anti-Semitism in German culture,

has been locked in an angry debate with Christopher

Browning, a professor at Pacific Lutheran University in Tacoma, Wash. Mr.

Browning has studied some of the same material, but sees the Holocaust in different terms, in part as the result of social and political

pressures on the perpetrators.

Mr. Goldhagen has accused Mr. Browning of ignoring important documents in order to advance his own thesis. Their fight has spilled

over into the pages of The New Republic, with Mr. Browning saying that Mr. Goldhagen had reached "a new

low." A third candidate for the new professorship, Omer Bartov, a professor at

Rutgers University, has also attacked Mr. Goldhagen in The New Republic. Stories

about the Harvard search have appeared in the Chronicle of Higher Education and in Lingua Franca.

The controversy at Harvard comes just after Yale turned away a gift from Larry Kramer, the author and gay rights advocate, to endow

a chair in gay and lesbian

studies. In 1995, Yale returned a \$20 million gift from Lee Bass, a member of a Houston oil family, for a

program in Western civilization, because Mr. Bass

wanted to approve faculty members.

But at the heart of the dispute at Harvard are profound differences between scholars about the way the Holocaust should be studied.

There is also something

of an academic turf war going on, with different departments coveting the new position.

Mr. Lipper, the son of a Bronx shoe salesman, himself went to Columbia University, as an undergraduate on scholarship, and then attended Harvard Law School.

He has been a partner in Lehman Brothers and Salomon Brothers and was a screen writer for the 1996

movie "City Hall." His latest gift to Harvard was part of

a \$5 million package, including \$1 million for the Kennedy School of Government

to train the new Palestinian Authority in monetary policy.

Mr. Lipper wanted to name the new Harvard chair "The Helen Zelaznik Professorship for Holocaust and Cognate Studies" in honor

of the grandmother of his wife, Evelyn, who, along with his wife's older sister, died at Bergen-Belsen. Mrs. Lipper is the daughter of the late Joseph Gruss, who made a fortune in oil and gas exploration.

There is believed to be only one chair in Holocaust studies at a major university in the United States, at the University of California at Los Angeles, and

it is held by Mr. Friedlander.

It took a year and a half for Harvard to write a job description for the proposed professorship. After the job was defined, Mr. Lipper donated the first \$1

million as an incentive to find a candidate. A search committee was formed, headed by Charles S. Maier, a scholar

of European history, and candidates were invited to Harvard to lecture. Most of the great scholars of the

Holocaust "Yehuda Bauer, Raul Hilberg, Mr. Friedlander" are of retirement age, so the committee focused on the next generation.

In addition to Mr. Goldhagen

, Mr. Browning, Mr. Friedlander and Mr. Bartov, the committee interviewed Dan Diner, a professor at the

University of Essen and the University of Tel Aviv, who

has written on how Nazism is portrayed in contemporary Germany. Another candidate

was Samuel Kassow, a professor of history at Trinity College in Hartford, who is writing a book on Emmanuel Ringelblum, a historian who lived in the Warsaw Ghetto.

From the beginning, there were differences among committee members about how the Holocaust should be studied. Ruth Wisse, a professor of Near Eastern languages and civilizations at Harvard and a scholar of Jewish literature, questioned

the whole notion of a chair in Holocaust studies. "It's a strange idea," Ms. Wisse said recently from Cambridge. "Is there a chair in 'Communism?' You don't have a

chair in modern Jewish history, but you have one on the destruction of the Jewish people."

Some on the committee wanted a scholar who studied the perpetrators of the Holocaust; others wanted a scholar who studied the victims.

Ms. Wisse was said to favor Mr. Kassow, a scholar of the victims. "The person should be able to command German sources and Jewish historical sources," said

Ms. Wisse. But the problem was that Mr. Kassow had not yet published his new work.

Mr. Browning, who studies the perpetrators, believed he was ruled out because, he said recently, "I'm not Jewish. I come from a small college."

Mr. Goldhagen refused to comment on the situation.

Another question was, which department would get the chair: government, history or Near Eastern languages and civilizations, which includes the Jewish studies

program? "I'm sure there is a turf war going on buried in this," said Ms.

Wisse, "though it's not a major issue."

ddIn the end, the committee couldn't agree on anyone. "I don't think the historians or the people in Jewish studies wanted this chair," Mr.

Browning said. T

he field "was considered too narrow, too faddish," Mr. Browning went on. "Th

e insistence on a chair in Holocaust studies

came from the administration because

se he "" Mr. Lipper "" is a large donor."

ddThe committee decided instead on a temporary measure, to invite Mr. Friedlander to visit Harvard one semester a year until a new

candidate could be found. M

r. Friedlander, who is 64, was never offered the position on a permanent basis.

ddBut when Mr. Lipper was presented with Mr. Friedlander as a substitute, he ve

toed the choice, saying he wanted someone in a

permanent position. The choice o

f Mr. Friedlander "had nothing to do with my objectives of a grant to train Ph

.D's," Mr. Lipper said. "It

was a lecture series."

ddHe pointed out that Harvard already had a good candidate: Mr. Goldhagen. The

problem is that Mr. Goldhagen does not have tenure.

Mr. Lipper said, however, t

hat he would be willing to permit the professorship to be held by a nontenured faculty member and offered to

wait for a permanent candidate until Mr. Goldhage

n came up for tenure in the fall of 1998. This was perceived by some as intolerable

interference.

ddMr. Browning said he was taken aback. "By the standards of higher education,

a donor should have no role in the selection of an

individual," he said. "Th

e fact that the donor continues to play a role is an academic scandal." Harvar

d, for its part, says that it never made

its offer to Mr. Friedlander final. "

In this university, as I hope at all universities, donors have no role in the selection of faculty," said Jeremy Knowles, dean of Harvard's faculty of arts and sciences.

ddFor now, the search has been left open until the various contenders ripen, pe

rhaps until Mr. Goldhagen gets tenure or Mr. Kassow

publishes his book. Meanwhi

le, Mr. Lipper's \$2 million waits in limbo, and Harvard continues to earn interest on his initial gift of \$1

million.

ddMr. Lipper said the long search had made him a wiser man. "I've learned from

this," he said, "that it's sometimes harder to receive money

than it is to g

ive money away."

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Publication#W\ P/P# 5. Los Angeles Times"Publication" #:\ POP#* 07/20/97; Edition: Bulldog Edition; Section: Advance Desk; Page A-8

Headline#u\ PIP# Schools May Be Out, but Reading Isn't : More districts are
r

equiring students to delve into anything from 'Great Expectations' to 'The Firm

' over the summer. Headline #:\ P2P#

By ROBERT GREENE

ASSOCIATED PRESS

MANASSAS, Va. " It's normally time to forget about studies in this far suburb of the nation's capital. School is out. The local theater offers diversions li

ke "Batman" or a lost world full of dinosaurs.

But like it or not, the youngsters lining up for movie tickets here will also have to follow the tribulations of Pip in Dickens' "Great Expectations" or som

e other well-worn print character before school returns in September.

They're not alone. Public schools nationwide have decided that a small dose of required reading will keep young minds from going too limp in summer's heat, humidity and idleness.

Prince William County, which surrounds Manassas, adopted a summer reading requirement two years ago for all students from kindergarten through high school.

But despite the national concern with improving education, forcing children to read in the summer can be tough. Even some reading experts wonder whether the pressure will just breed resistance in touchy adolescents.

"If they were to give us a lot of books, that would be one thing," Eric Noll, 13, said while waiting one day recently to see "Batman & Robin." "They just have us read two books, and that's it."

Parents weary of nagging their young ones to get their homework done now must decide whether to start cracking the whip in June, July or August.

The books must be read, and journals or other accompanying assignments finished. Schools vary on how to score the youngsters on the reading, but it's still homework.

"It should be their vacation," said Bill Johnson, perched on a stool as sons John, 16, and Mike, 12, browsed through much lighter fare at Comic World. The school reading load is not that demanding, and the boys are "A-B" students, but something's not quite right about it. "It should be voluntary," said Johnson. "It depends on the kid."

A daughter, Carlana, 13, breezes through books, he added, and would have no trouble.

Although Johnson has his misgivings, nothing beats the protest raised in Suwanee, Ga., last year over a similar requirement that had been imposed at Fort Collins Hill High School. Incoming seniors signed petitions against it, noting the demands of jobs and, yes, summer school. A number of parents also complained.

The school made some changes but kept the requirement to read one classic book and a novel of the student's choice.

Teachers know this is new turf and want to move gradually.

dd"I would hope we're going to go beyond that minimum of two," said Reba Greer, supervisor for language arts, libraries and social studies in the Prince William County schools.

ddBookstores and libraries also need to adjust, school officials found. In neighboring Fairfax County, which has the nation's 12th-largest district, bookstore

s and libraries couldn't meet the demand when the county's one-book requirement was imposed last year.

ddThis year, the list of books to choose from was doubled and the information sent out earlier.

ddSchools also often put some fun material on the reading list.

ddIn Randolph, Mass., incoming juniors may read John Grisham's page-turner "The Firm" as one of the two required books.

ddThe list also includes Thomas Hardy's "The Mayor of Casterbridge," Charlotte Bronte's "Jane Eyre," William Faulkner's "As I Lay Dying" and George Orwell's "1984."

dd"What we tried to do was blend classics and contemporary works so we have something that would appeal to everyone," said Karen Brodeur, director of humanities at Randolph Junior-Senior High School.

ddAlthough the choices are geared to future course work, "We're trying to encourage reading as a pleasurable activity."

ddFor Prince William youngsters, the idea may be catching on, pushing them to ideas or books they might otherwise not have known.

dd"It takes away from vacation, I guess, but it also can help you out because it helps your vocabulary a little and it helps you read faster," said Isaac Bonilla, 14, waiting with Edwin Mora, 14, to see "The Lost World: Jurassic Park."

dd"Great Expectations," on their list, sounded boring.

dd"They should give us some good books," Edwin said. "Last year there was this one good book."

ddIt was "The Devil's Arithmetic," Jane Yolen's story about a young girl and the Holocaust.nyxddd

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#: \ P4P#Publication#W\ P5P# 6. Los Angeles Times"Publication" #: \ P6P#* 07/21/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Headline#u\ P7P# Students Schooled in Arts Have Higher Test Scores, Study Find

sHeadline #: \ P8P#ddSchools 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.

ddUCLA 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 ar

ts courses scored in the top half, contrasted with only 25% of those who had minimal arts experience. The arts students also were more proficient readers and watched less television.nyxddd

Publication#W\ P9P# 7. Los Angeles Times"Publication" #: \ P:P#* 07/21/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Headline#u\ P;P# Whether It's Homework or TV, Fewer Children Are ExercisingHeadline #:\ P<P#ddMidriff 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.
ddThe study by the International Life Sciences Institute, based on a poll by Louis Harris & Associates, found that fewer than one in four students in grades four through 12 exercise every day. More than half of those children blamed a lack of time . . . and too much homework.
ddBut ask their parents for the reason and the answers were quite different: Two out of three said children are couch potatoes because they are uninterested in calorie-burning activity or prefer the sedentary stimulation of TV, video games and computers.
dd"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.
ddHill said parents also need to demand that schools make recreation part of the daily schedule.
ddAccording to the study, 14% of children ages six to 11, and 12% of adolescents "those from 12 to 17"are overweight. That is up from about 5% to 7% in both groups during the 1970s.nyxddd

Publication#W\ P=P# 8. The Washington Post"Publication" #: \ P>P# 07/21/97; Edition: FINAL; Section: A Section; Page A15

Headline#u\ P?P# Bilingual Education Under Attack; Calif. Ballot Initiative Backers Hope Effort Will Resonate ElsewhereHeadline #:\ P@P#By Lou Cannon Special to The Washington Post
California, where socially divisive ballot measures often ignite national policy debates, is at it again.
ddThe latest hot-button initiative is called "English for the Children" and would virtually abolish bilingual instruction for 1.3 million California public school students who are classified by the state as "not proficient in English." Proponents hope that eliminating bilingual education here would sound the death knell for similar programs elsewhere. Half of the national total of children not proficient in English

live in California.

California voters are often harbingers of social change. In 1978, passage of the anti-tax Proposition 13 triggered a national anti-tax movement. In 1994, Proposition 187 denied educational and medical benefits to illegal immigrants, leading to similar efforts in other states and federal legislation that reduced benefits for legal immigrants, as well. Last year, in another possible trendsetter, voters passed Proposition 209 to eliminate state and local affirmative action programs. Propositions 187 and 209 have not been fully implemented because of ongoing court challenges.

"Bilingual education is a bizarre government program that costs hundreds of millions of dollars and doesn't succeed in teaching children English," said Ron Unz, a multimillionaire software entrepreneur from Palo Alto who is underwriting the campaign to put the initiative on the ballot next June. Opponents acknowledge that the initiative will qualify, and several of them also concede that it will be difficult to defeat.

But Latino leaders contend that the measure is dubious policy and that the campaign to pass it will stir up the ethnic and racial passions associated with the campaigns over Propositions 187 and 209.

"It's a horrible way to decide educational policy and another example of the initiative process gone berserk," said Arturo Vargas, executive director of the National Association of Latino Elected and Appointed Officials.

Bilingual education has been a thorny issue in California since 1986, when voters passed an initiative, since emulated by many states, designating English as the state's "official language."

In 1987, the state legislature extended a law mandating bilingual education, but it was vetoed by then-Gov. George Deukmejian (R).

Bilingual education programs survived because they have been mandated by the California Education Department, which is headed by a nonpartisan superintendent of public instruction.

Now, a new effort has arisen to curtail bilingual education, backed by a loose coalition of political conservatives and Latino parents who do not think their children are learning English rapidly enough.

Last year, dozens of Latino parents at the Ninth Street School in downtown Los Angeles, where 90 percent of children do not speak English, organized as Las Familias del Pueblo and demanded that the school replace bilingual education. Their plea was rejected by school officials.

Similar but less publicized revolts have produced modification of bilingual programs in at least two Southern California communities, Santa Ana and Santa Barbara. Recently, the State Board of Education gave the Orange Unified School District in Orange County, with

29,000 students, a year to try alternatives to bilingual education.

Educators in this district believe that young children learn English best if plunged into what are called "sheltered immersion programs" where they are taught English intensively. This is also the view of Gloria Matta Tuchman, a bilingual first-grade teacher in Santa Ana who co-chairs the "English for the Children" campaign.

As a child of Mexican American parents in Texas, Tuchman was a central plaintiff in a desegregation lawsuit that opened a rural town's schools to children of all ethnic backgrounds. She said she often talks to the parents of her first-grade students in Spanish.

"The parents tell me that the children learn Spanish at home, and they want them to learn English in school," Tuchman said.

Unz, who calls himself a libertarian conservative, is not fearful of immigrants. In 1994, in his first try for political office, he received more than a third

of the vote in the Republican primary against Gov. Pete Wilson (R), whose reelection campaign featured television commercials showing hordes of Mexicans running across the border near San Diego.

Unz denounced Proposition 187 and Wilson's campaign as "despicable." He said that he will not allow anyone associated with that campaign or others with "anti-immigrant views" to become involved in his effort to eliminate bilingual education.

"It would be a disaster if this initiative was perceived as anti-immigrant because it is not," Unz said.

But Harry Pachon, director of the Tomas Rivera Policy Center in Claremont, thinks that Unz is naive about his ability to control the political debate. He believes

the initiative inevitably will attract support from those who fear the growth of Latino political and economic power in California and that Latinos will also see it as "an extension of 187 and 209."

Pachon, whose parents are from Colombia, was put in a class for mentally handicapped students when he entered school in Florida because he spoke only Spanish.

He eventually learned English by immersion, which he calls the "sink-or-swim" method of teaching language.

"I swam, but some kids sink," he said.

Immersion advocates say that children also sink under bilingualism, with many of them never becoming proficient in English. Unz cites state data which he says prove a "95 percent failure rate" because only 5 percent of bilingual students move into regular classes.

Some educators contend that Unz misreads the data.

Reynaldo Macias, a professor of education at the University of California at Santa Barbara, said there is research evidence showing that bilingual education succeeds when there are "qualified teachers and materials and a positive environment."

onment" but that such conditions prevail in only about a third of California schools.

Still others, including Pachon, say that existing data are inconclusive and heavily "politicized" by both sides. Because of the absence of adequate data, he

said, the Unz initiative is "premature."

For the past two years, moderates in the legislature led by state Sen. Deirdre Alpert (D) of San Diego and Assemblyman Brooks Firestone (R) of Santa Barbara

have been trying to find a middle ground that would give school districts flexibility to use different programs.

An Alpert bill to allow this flexibility recently won approval of the Senate Education Committee but has drawn opposition from bilingual teachers and influential

Latino organizations. Alpert expects that it will be bottled up by Latino leaders in the legislature.

If recent California history is any guide, voters are more apt to approve broad initiatives when the legislature has failed to address a perceived problem with

more measured solutions " as was the case both with Proposition 13 and Proposition 187. Alpert regards Unz's

initiative as "divisive and poorly drawn" but

believes it is likely to pass unless school districts are given flexibility.

"There is growing concern that we're producing students who are illiterate in two languages," Alpert said. "There are a number of

approaches and combination

s of approaches to teach English, but both sides are dug in. Sometimes in California, we're our own worst

enemies."nyxddd

Publication#W\ PAP# 9. The Washington Post"Publication" #\ PBP# 07/21/97; Edition: FINAL; Section: A Section; Page A11

Headline#u\ PCP# Clinton Presses for 'Mainstream' Tax Relief in Letter to Hill

NegotiatorsHeadline #:\ PDP#By Clay Chandler
Washington Post Staff Writer

President Clinton brushed aside an overture from Republican tax-writers and admonished negotiators from the House and Senate to send him a "mainstream" tax c

ut plan that allocates a larger share of benefits to the middle class.

In a letter sent late Saturday to members of a congressional panel seeking to iron out the differences in tax bills approved in the House

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Clinton's criticisms of the Republican tax bills followed a two-hour meeting

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Clinton's criticisms of the Republican tax bills followed a two-hour meeting Saturday night between Republican tax negotiators and Treasury Secretary Robert

E. Rubin to consider tax proposals outlined in a "discussion draft" released Friday by Senate Finance Committee Chairman William V. Roth Jr. (R-Del.).

Roth aides said the new tax package had been designed to balance differences between the House and Senate tax plans, as well as accommodate the president, and encourage all sides to show more flexibility. Among its provisions: an offer by Roth to reduce by \$10 billion his original plan for expanding Individual Retirement Accounts.

Roth spokeswoman Ginny Flynn said Roth had shown willingness to give ground on an issue that has been a personal priority over the years as a sign of good faith to other negotiators.

Administration officials, however, said the new Roth plan contained no genuine concessions and was never taken seriously by the White House. "This was a non-offer," a senior administration official said yesterday. "If there was any movement here, it was backwards."

Senate Majority Leader Trent Lott (R-Miss.) has vowed that congressional tax conferees will complete work on a tax proposal before Congress leaves for the summer recess on Aug. 1. But with that deadline only 11 days away, there is growing concern at both ends of Pennsylvania Avenue about the lack of progress in resolving differences on tax issues.

House Ways and Means Committee Chairman Bill Archer (R-Tex.) said yesterday he remains confident that final agreement can be reached. "The president wants to sign a bill, and we want a bill signed," Archer said in an appearance on ABC's "This Week." "I'm satisfied they're going to get it and that we'll come together on this."

But others worry that renewed intra-party conflict among House Republicans could jeopardize efforts to reach consensus. "Our concern would be that in the effort to deal with the internal politics, that it would cause a lurch from the mainstream that would make it impossible to put together a mainstream budget and tax bill," said White House budget director Franklin D. Raines, who also appeared on "This Week."

With Republicans divided and internal polls suggesting that Clinton's tax plan is playing far better with the public than the GOP alternatives, White House officials feel little pressure to heed demands from Congress.

"With the situation in the House, the president's approval ratings in the polls so high and the economy doing well, I don't think there is much question that the White House is dealing from a position of strength right now," a Senate Republican aide acknowledged yesterday.

In many respects the Senate tax bill, which was approved with strong bipartisan support, is much closer to the priorities of the administration. The House bill

ill, however, won virtually no backing from Democrats.
ddSome features of Roth's latest proposal appeared to seek a midpoint between the Senate and Clinton tax cut packages. For example, the Roth plan would allow more working poor families to benefit from the \$500-a-child tax credit than would be the case under GOP tax bills approved in the House or Senate.
ddBut a top Clinton aide complained that many other elements of the Roth plan "including provisions relating to tax cuts for profits from the sale of stocks and other assets" seemed designed to find middle ground only between the House and Senate. Those changes, the aide said, were "a step in the wrong direction."
"nyxddd

Publication#W\ PEP# 10. Los Angeles Times"Publication" #:\ PFP#* 07/21/97; Edition: Home Edition; Section: National Desk; Page A-5

Headline#u\ PGP# Clinton Seeks Dialogue on Race, but He Must Go Beyond Same Old Talk
d TalkHeadline #:\ PHP#By RONALD BROWNSTEIN
ddThe news flash from last week's first meeting of President Clinton's advisory board on race is that America is a racist country. Deeply, broadly racist. Perhaps irredeemably racist.
ddBoard member Angela Oh, a Los Angeles lawyer, set the tone early on when she said the panel should not waste its time documenting the extent of discrimination because it was so widespread. "I don't need the data," she said. "I don't think any of us need the data; we know it's there."
ddJohn Hope Franklin, the prominent African American historian who chairs the board, then raised the ante. Racism, he said, pervaded American life: "Our whole country, our whole practices are suffused with it," he said. "Hardly an aspect of American life has escaped the baneful touch of this awful thing called racism. . . . Wherever you go, you are going to see this."
ddThe closest to a dissenting note came from Judith Winston, the general counsel at the Education Department who was just appointed the panel's executive director. "Most Americans are not and do not consider themselves racist," she said, before quickly adding that we have nonetheless "internalized . . . racist concepts and stereotypes."
ddRacism is America's original sin, the great blot on our egalitarian ideals. But it's also possible to read American history as an imperfect, contradictory, but persistent effort to overcome it.
ddHowever slowly, the trend line has been to enlarge the circle of freedom. Eventually, America did end slavery, overturn state-sponsored segregation and provide equal access to the ballot. Thirty years ago, two-parent black families earned only two-thirds as much as similar

white families; today they earn 87% as much. In 1958, only 4% of whites said they approved of interracial marriage; today the figure is 61%, according to the Gallup Poll.

dd"It is impossible to live in America in 1997 and not recognize . . . an enormous amount of progress has taken place," said Linda Chavez, president of the neoconservative Center for Equal Opportunity.

ddYou can argue this round or flat, but mostly you will argue this to impasse. Surely America is not a colorblind society; just as surely as it has made gains

on many fronts. The real point is that this is the wrong argument. Clinton set out to open a new dialogue on race. But there's no quicker way to inflame old antagonisms than to base the dialogue on the assertion that American society is drenched in racism "wherever you go."

dd"That's not a dialogue," said one Democrat, "that's a monologue."

ddThe president once understood this. When Clinton came out of a meeting with black community leaders in the home of Rep. Maxine

Waters (D-Los Angeles) just days

after the Los Angeles riots in 1992, he didn't talk about a society "suffused" with racism; he talked about

the importance of increasing access to credit

so that more people in South-Central could own their own homes and businesses.

Throughout

the day, his focus was on grass-roots "empowerment" through programs that linked opportunity and responsibility.

ddWhat Clinton recognized then was that the best way to attack race-related problems was to focus less on the polarizing divisions of race than on the underlying

problems themselves. Candidate Clinton emphasized race-neutral programs "such as education or health care

reform"that nonetheless offered tangible benefits

to minorities. The aim was to move beyond a ritualized debate over racism and reparation toward practical measures that could help the needy of all races"and draw broader public support than an approach that targeted benefits solely by

race.

ddIn office, Clinton has only imperfectly implemented this idea. The left complains that he failed to guarantee universal health care or ensure public-service

jobs for welfare recipients facing time limits. Conservatives carp at his increasingly reflexive defense of affirmative action. But he can also claim progress in fulfilling his original vision.

ddClinton has increased access to capital for minorities through invigorated enforcement of fair-lending and community-reinvestment laws and subsidies for com

munity development banks. He's boosted cities with billions of dollars to hire more police and launch

empowerment zones. He's signed increases in the minimum

wage and tax relief for the working poor, and this year's budget will provide

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increased health care coverage for uninsured children and tax breaks for hiring former welfare recipients.
ddThis agenda may not be equal to the challenge, but it's the right battlefield. In the landmark Bakke affirmative action case 19 years ago, the late Supreme Court Justice Harry Blackmun memorably declared, "In order to get beyond racism, we must first take account of race." Today's imperative reverses his logic: To deal with the problems of race, we must go beyond race. At a time when society is skeptical of new government initiatives, and federal power is divided between the parties, the only plausible agenda for racial progress is one that aims

to help all those already trying to help themselves"white and minority alike.
ddIn contrast, Clinton's advisory panel appears intent on viewing all issues through the prism of race. But in an America growing ever more diverse, that's a blueprint for social division and political irrelevance. With that compass, it's not hard to imagine the panel producing conventionally liberal recommendations on issues such as crime and social spending that Clinton quietly disowns.
ddThe best service Clinton can offer on race is to articulate an agenda that encourages Americans to emphasize their common interests and values"not their racial differences and historic grudges. His decision to focus his speech to the NAACP last week on the importance of demanding high standards from all students marks an important step in that direction.
ddBut to truly inspire a new dialogue on race, Clinton will need to push further. Jim Sleeper, author of the provocatively titled upcoming book, "Liberal Racism," frames the larger challenge well: "Our best leaders," he writes, "are those who show their neighbors, every day, how to leave subgroup loyalties at the doors of classrooms, jury rooms, hiring halls and loan offices."
ddThat's far better advice than anything Clinton's advisory panel has offered so far.nyxddd

Publication#W\ PIP# 11. USA Today"Publication" #: \ PJP#July 21, 1997

Headline#u\ PKP# Parents sue to challenge ban on wearing beads to classHeadline #: \ PLP#
ddJoining a list that includes bandannas and Mickey Mouse T-shirts, Catholic rosary beads are among the latest items to be incorporated among gang-related paraphernalia banned at some schools.
ddBut in New Caney, Texas, the parents of two high school students have filed a lawsuit challenging the rule, calling the ban a violation of their freedom of religion.
ddNew Caney High School freshmen David Chalifoux and Jerry Robertson, both 15, began wearing rosary beads as necklaces this semester while they were preparing for confirmation. But in March, they were told that school district policy rec

ognizes the beads as gang symbols.

ddAfter the boys were asked to wear the beads inside their shirts, their parent s filed a federal lawsuit claiming that the policy violates theFirst Amendment right to freedom of speech and free exercise of religion.

dd"David is very proud of his Catholic faith," mother Mildred Chalifoux says, explaining that she gave her son the glow-in-the-dark rosary as a gift. "He's af

raid if he puts it in his pocket, it may fall out. If he wears it outside his s hirt, he can't go wrong.

dd"My husband and I have always told him that if anybody tells you to take it o ff, you can tell them no, because this is your right,"

Chalifoux adds. "We neve r thought anything bad would come of it."

ddThe school district, in turn, was surprised when the suit was filed.

dd"We've had the policy prohibiting gang-related apparel for several years," Ne w Caney superintendent Jerry Hall says. "But this is the first time it's been c hallenged."

ddOfficials at both the U.S. Department of Education and the Department of Ju stice say they don't have any records of previous cases such as the one in New Caney.

ddHall emphasizes that the boys weren't told they couldn't wear the beads, only to tuck them inside their shirts.

ddHe adds that the school district's police officers compile the list of what g ang members are wearing.

ddBut gangs are not a problem in New Caney, a small town about 30 miles north o f Houston, and the boys are definitely not a part of any, Mildred Chalifoux say s.

dd"David's not a straight-A student, but he's basically a good kid," she says.

"He once got a three-day detention for talking in class, but he's never gotten into a fight at school."

ddCobby Caputo, an Austin-based lawyer representing the school district, says t he district is concerned about the safety of the two boys and the students arou nd them.

dd"We're not going to wait until we have someone who's been gunned down before we do something about it," he says.

ddCaputo adds that the Houston Galveston diocese issued a statement saying it i s not appropriate Catholic dogma to wear rosary beads as jewelry.

ddBut he notes that in cases of religious liberty, both traditional and self-cr eated religious practices are often deemed valid.

ddIn 1995, the Department of Education released a report on where to draw the l ine on religion in public schools. The section on student garb says: "When wear

ing particular attire, such as yarmulkes and head scarves, during the school da y is part of students' religious practice, under the Religious Freedom Restorat

ion Act schools generally may not prohibit the wearing of such items."

ddBut on June 26, the U.S. Supreme Court struck down the restoration act, which

said that government had to show a compelling interest before it could apply general laws against religion. "I think it does strengthen our case," Caputo says.

But the parents' lawyer, Brent Perry, says he is using the 1969 Tinker vs. De Moinis case - when a judge ruled that students wearing black armbands were protected by free speech - as his precedent.

"Students have a right to express their religious faith on campus," the Houston-based lawyer says.

"As long as they aren't disrupting the school setting, they aren't breaking any rules," says Perry, who is associated with the Rutherford Institute, a group

that defends religious rights of people in public schools.

"There are kids with pink and blue hair with dog collars with spikes on them, and they aren't given a problem," Mildred Chalifoux says.

"And kids can wear a cross or crucifix or star of David. Why should my son have to hide his faith?"

A court date for the case is set for Tuesday, and a decision should be made before school resumes in the fall. Perry says he expects a one-day trial.

"There is no middle ground on this," he adds. Both sides report having expert witnesses to back them up.

By Marisa Katz, USA TODAY

Publication#W\ PMP# 12. USA Today"Publication" #:\ PNP#July 21, 1997

Headline#u\ POP# Big jump in budgets to get technology in the classroomHeadline #:\ PPP#

U.S. school districts plan to spend about \$5.2 billion on educational technology in the 1997-98 school year, 21% more than the previous year, says a report out Monday.

It's the first increase of this magnitude in about four years, says Quality Education Data (QED), a Denver-based education research firm whose National Education

Database covers all U.S. and Canadian educational institutions.

"A substantial infusion of extraordinary funds for technology" from government grants and bond issues fuels the increase, says QED

president Jeanne Hayes, citing

"the healthy interest in technology expressed by both political parties."

Hayes says several states are beginning to invest heavily to wire and equip schools for technology. Also, she says, more districts and states are making long-range plans for technology, including budgeting funds to upgrade equipment periodically.

In other key findings, QED's 1997-98 Technology Purchasing Forecast showed:

Nearly half (49%) the districts plan to spend more on software, up from 34% who planned to do so in 1996-97. Hardware expenditures are projected to increase in 41% of the districts, down from 65% in 1996-97.

Hayes says increases in software spending are mainly for CD-ROMS to run on the

e modern multimedia computers now in most schools,
almost half of which were pu
rchased in the past 18 months.

ddMost hardware expenditures are for personal computers and servers - 14% of th
e hardware purchases in 1996-97 and up to 21% in
1997-98.

ddEstablished in 1981, QED is a division of Peterson's, the country's largest e
ducation information and communications company.

ddBy Tamara Henry, USA TODAYnyxddd

Publication#W\ PQP# 13. U.S. News & World Report"Publication" #:\ PRP#July 28
, 1997

Headline#u\ PSP# Second thoughts about integrationHeadline #:\ PTP#Subhead#[\

PUP# Black ambivalence about busing has less to do with ideology than with re
sultsSubhead#:\ PVP#

BY JERELYN EDDINGS

ddSince court-ordered school busing began in 1971, it has been the subject of r
ancorous debate. Many white opponents have decried

busing as too disruptive to

neighborhoods, while black communities and civil rights activists hailed it as
the only solution to separate and

unequal school systems. Now there's a new twi

st: A number of black leaders are pushing to jettison busing and get out of the
desegregation

business. Frustrated with the slow pace of progress in their sch

ools, prominent blacks in places as varied as Prince George's County, Md.,

Yonk

ers, N.Y., and Seattle are challenging the old line on busing: Better to spend

scant resources on improving their schools, they argue,

than on chasing the rai

nbow of integration.

ddEven the National Association for the Advancement of Colored People, whose na

me is synonymous with the fight for desegregation,

appears torn on the issue. C

hairman Myrlie Evers-Williams had promised a major debate on the subject at the

organization's annual

convention in Pittsburgh last week, but then backed off.

She used her keynote address instead to make a firm statement in support of
in

tegration "and against the "rats" trying to divide the organization.

ddThe tensions that had been simmering below the surface since the NAACP fired

two local presidents for arguing against busing were

in full view at the conven

tion. In a letter distributed to convention delegates, Robert H. Robinson, one

of the ousted presidents, argued:

"The NAACP establishment is using the same ar

guments for desegregation that it made in the 1950s."

ddDemographic changes. Although it is taking place within the context of a larg

er debate about integration vs. separatism, the new busing

controversy is less

about political philosophy than about practical concerns like the quality of sc

hools and the best use of scant educational

resources.

ddTwenty-five years ago, Prince George's County was a mostly white, largely rur

al jurisdiction with a racial past so bitter that blacks referred to it as "little Georgia." In 1972, the NAACP won a school desegregation case against the county, and the school system has been operating under court orders to bus students ever since.

But busing in Prince George's may no longer make sense, as the area has undergone a dramatic demographic shift. The county now boasts one of the largest middle-class, African-American populations in the country, and the school system is 73 percent black. As a result, busing programs that once carried black students to white neighborhoods now often simply move them from one black neighborhood to another. "Busing was useful in the early years, but now the black population is too large," says school board Chairman Kenneth Johnson.

While demographic changes have undermined busing's popularity in Prince George's and other "white flight" communities, the main reason for the growing ambivalence toward busing is that it often hasn't raised educational achievement. In Yonkers, N.Y., for example, blacks still score nearly two grade levels below whites on standardized tests a decade after a federal court ordered busing; as a result, an effort is underway in Yonkers to do away with busing. Similarly, in Seattle, the new school superintendent "John Stanford, an African-American retired Army general" has maintained that busing is doing nothing to improve test scores.

Better education. In places such as these, the focus is shifting away from trying to avoid "separate" schools and toward efforts to achieve "equal" ones instead. "The issue with the NAACP is that some of the membership is saying we can't just keep emphasizing integration. We have to put some emphasis on improving schools and the economic life of the black community, and I think frankly that most of the people within the NAACP realize that," says Alvin Poussaint, a Harvard University professor and expert on racial attitudes.

Prince George's is trying to win court approval to replace busing with a new plan that concentrates on building and improving neighborhood schools. "We need to look at what busing was intended to do," says the school board's Johnson. "It was never about black kids sitting next to white kids; it was about an inequitable distribution of resources."

"We need to redefine what desegregation is," says Alvin Thornton, who devised the neighborhood-schools plan. "It's about making the black child whole "even if that means educating them in schools that happen to be all black."

With Jeannye Thornton and Barbra Murraynyx

Headline#u\ PYP# Architects Create Pizazz On Campus Headline #:\ PZP#
Carol Strickland

Special to The Christian Science Monitor

NEW YORK " "First men and architects shape buildings," Winston Churchill said. "After that, buildings shape us."

If so, American colleges and universities are reshaping on a grand scale. From the Gothic campuses of the Ivy League to private colleges and state universities,

schools are commissioning remarkable buildings by "signature" architects, putting education in the vanguard of contemporary architecture. With high-profile projects, the schools hope to upgrade not only their image but also their education system.

"An amazing tendency I've seen really blossom at universities ... is the desire to commission buildings that raise questions and become polemics themselves,

" says New Mexico architect Antoine Predock, designer of dazzling buildings for several universities. He adds,

"Architecture should make students sense something's going on to encourage their exploration in all fields." "There's been an enormous shift in attitude at the university level," says John Meunier, dean of the College of Architecture and

Environmental Design at Arizona State. "We're manifesting our commitment to be a major center of learning by creating buildings of distinction."

No longer considered venues of political patronage where campaign contributors reap construction contracts, state universities in Arizona, California, and Ohio

have won the right to award commissions to world-class rather than local architects.

The most daring bid to grab attention through architecture is stacking up at the University of Cincinnati. At a cost of half a billion dollars, the state school

has commissioned seven buildings from famous architects like Frank Gehry, Michael Graves, and Peter Eisenman.

Its new master plan, developed by Hargreaves Associates of San Francisco and Boston, calls for signature architecture and open space to replace parking lots

and roads. Before the make-over began, "the university looked essentially like a commuter-oriented university," says

Jay Chatterjee, dean of the College of Design, Architecture, Art, and Planning (D.A.A.P.). "Now it's becoming a campus of great

significance, which has caught the public imagination."

New buildings get the ink

"The reason why universities are going to signature architecture is they use it for advertising," says New York avant-garde architect

Eisenman. "Signature buildings

are big media," he says, which help with fund-raising and recruiting students and faculty.

National and international design magazines have devoted gallons of ink to describing U.C. projects (which, students joke, stands for

"Under Construction").

The buildings include Eisenman's Aronoff Center for Design and Art, which critics compare to tumbling blocks;

Mr. Graves's imposing Research Engineering Building with its barrel-vaulted copper roof; and Mr. Gehry's puffed cubes that will house

a molecular studies center.

"Anything we can do to produce greater visibility and provide a sense of identity helps our marketing," says Ronald Kull, associate vice president and

university architect at U.C.

Although it's impossible to gauge the influence of these buildings, applications to the College of D.A.A.P. have "gone through the ceiling," Mr. Chatterjee

says. Only 1 in 12 qualified candidates, who have the highest test scores at the university, can be admitted.

At the Philadelphia College of Textiles and Science, applications tripled after Shepley, Bulfinch, Richardson, and Abbott of Boston completed an \$8.1-million

library. Calling the building "a smashing success - the best investment in the world," college president James

B. Gallagher termed the digital library "real

ly a learning center - an educational juggernaut," which students have embraced as a social hub.

Many schools have turned to architecture not just to enhance their image but to change it. Lehigh University in Bethlehem, Pa., known as an engineering school,

commissioned a \$33-million arts center to show its resolve "to be a more total, integrated university," says Tony

Corallo, assistant vice president for

facility services and campus planning. "This building had to be proud of itself to prove we were serious

that the image of the university will change."

California Polytechnic State University in San Luis Obispo was known as an agricultural school before Antoine Predock's stunning

Classroom/Laboratory/Admini

stration Building put it on the map as a full-fledged polytechnic university in 1992. "This building stands

for a new age," dean Marvin Malecha said at the time.

In an era of fiscal austerity at colleges, where even sky-high tuition cannot cover operating costs, it's surprising so many schools are investing in aesthetics.

Critics like Rives Taylor, architect and campus planner at the University of Texas, Houston, contend that "a durable, sustainable building using green technology" is more important than ostentatious design.

New York architect Robert A.M. Stern criticized academic buildings "that express the autobiography of an architect rather than a

portrait of the school," or where form follows fashion. A building should not be a monument to an architect's ego, he says. "It's not my

vision to impose on a campus but the vision of the school." In his new six-building, \$37-million complex for the Darden School

of Business

at the University of Virginia in Charlottesville, Mr. Stern's design echoed the Neo-Classic architecture of the original campus by Thomas Jefferson.

No more faceless blocks
Stern, a professor of architecture at Columbia University in New York, stresses continuity with the past, but many schools are trying to rectify past mistakes, when a hodgepodge of high-rise buildings were slapped up for baby boomers. "We went through a dreadful period in the '50s, '60s, and '70s when college buildings were faceless, square blocks. Now people want buildings with more character," Mr.

Corallo says.

Michael Graves, professor of architecture at Princeton University (N.J.), notes that the former rapid expansion, which occurred when architecture was "not at its zenith," resulted in "behemoth buildings that threw the scale of college campuses way out of kilter." Now, administrators competing for students, he says, "want to make environments that are friendly, so prospective students will stay, 'I'd like to be here for four years.'"

Campus architecture is important for more than just recruiting and ambience. "Architecture sets the image of a campus that alumni take with them all over the world," says Philadelphia architect Denise Scott Brown of Venturi, Scott Brown & Associates. "Buildings mean a lot to universities because they breed loyalty, nostalgia, and affection."

Stern agrees: "People have their most vivid architectural experiences in universities, which they carry with them for the rest of their lives."

Beyond creating a campus aura, architecture also plays a pedagogical role. "If a picture is worth a thousand words, then the physical environment of a campus is worth a million words," says Bruce Jilk, an educational design specialist at the Cunningham Group in Minneapolis. "Architecture can articulate everything an institution is about."

Columbia University is spending \$650 million on construction that symbolizes its values. A new \$68-million student center by Bernard Tschumi features 100-foot-long glass ramps to embody college president George Rupp's vision of a holistic university without walls, not "divided by the boundaries of schools, departments, and disciplines."

Case Western Reserve University in Cleveland has hired California architect Gehry to design a business school for the 21st century.

Scott Cowen, dean of Weatherhead School of Management at Case, wants the building to "promote innovation and creativity" by its "inspiring and transforming" physical presence. "If we

really believe the craziness about thinking outside the box," Mr. Cowen says, "we should ensure that future business leaders are exposed to a totally different environment." Another factor driving construction is the changed nature of what goes on inside classrooms.

"I'm convinced students see and read differently today. How we teach also has to change fundamentally," says Mark Taylor, professor of humanities at Williams College in Williamstown, Mass. Instead of the former concept of empty vessels into which professors pour knowledge, students are now considered interactive learners.

The model is not so much passive instruction as active construction and production of knowledge in a variety of settings, from classroom to library, computer center, cafe, dormitory, or campus green.

Creation of community

"The single most important factor" in the design of a new business school at the University of California, Berkeley, "was the creation of community," says David Irons, public-affairs director at the Haas School of Business.

The late Post-Modern architect Charles Moore of the Santa Monica firm Moore Ruble Yudell designed a central courtyard, interior forum, window seats, benches, and wide staircase to encourage interaction.

"Convivial, social learning has a lot to be said for it. Perhaps that's the wave of the future," Ms. Brown says.

Other factors that promote collaboration are modularity, mobility, and flexibility. The philosophy of academic architecture should "move from 'cells and bells' to fluidity and the connectivity of elements," Mr. Jilk says.

Rapid technological change also makes infrastructure obsolete. New buildings are wired with fiber-optic cables and computer ports for telecommunications, distance learning, and interactive video. Wall Street's prolonged bull market has loosened donors' purse strings to pay for high-tech, high-visibility halls.

At Rice University in Houston, where new homes for new disciplines are sprouting like spring radishes, Mr. Predock is building a four-story Center for Nanoscale Science and Technology. Even in a complex technical setting, the architect stresses human interaction.

He decided to "let the social life of the building predominate." Terraces spiral up the rear elevations, with views into labs bristling with sophisticated equipment.

As technology mutates at a brisk clip, architect Robert Venturi believes "a building should fit more like a mitten than a glove." He designs generic interiors that can be adapted to multiple uses, with what he calls "whammo, fanfare" elements for accents, as in the firm's fanciful library addition at Bard College in Annandale-on-Hudson, N.Y.

"Because computers are still in their paleotechnic phase, you should leave room

om for their evolution," Brown says. "To plan for change that you can't foretell is an art in itself."

ddForm That Fits Function

ddland is out; customized is in. When it comes to the appearance of new college buildings, administrators and architects are taking great care to make the bui

lding - sometimes almost literally - reflect school values.

dd* Located on the coast of Maine in Bar Harbor, the College of the Atlantic specializes in marine biology. Architect Turner Brooks

compared his design of COA

's new community center to a lobster "that crawled out of the briny depths and wedged itself into the heart of the campus."

ddThe building is topped by a barrel roof resembling a lobster's carapace, with an office wing set crookedly to one side like a claw.

dd* The exterior walls of the Paul J. Gutman Library at the Philadelphia College of Textiles and Science feature 30-by-30-inch terra-cotta

masks made from pla

ster casts of actual students' faces. These modern "gargoyles" represent the diversity of the student body, with faces

from all ethnic backgrounds and 12 coun

tries. Sculpted bricks also contain emblems like shuttles, looms, and quiltlike panels to symbolize

the school's textile program.

dd* Vermont Law School in South Royalton, a leader in environmental law, is erecting a new classroom building that will be a model

of "green" construction and

operation, including self-composting toilets.

ddWhat is 'signature' architecture?

dd'Architects always transform what the client thinks he or she has in mind, and

d in the changing is the art.... That particular twist, or

signature by an indi

vidual architect, is what makes it architecture.'

dd- New York architect Henry Cobb of Pei Cobb Freed & Partners as quoted by architect Peter Eisenman

ddArchitects on How We Respond

ddTo Our Physical Environment

ddDo we need big views (and not just big bucks) to inspire big ideas? How much do our physical surroundings shape behavior? These

questions were put to archit

ects and scholars. Here are some answers.

dd'I'd talk myself out of a job if I didn't believe the physical environment ha

s an effect. Environments imprint themselves upon our

physicality and spirit, a

nd we respond to them.'

dd- Antoine Predock, architect, Albuquerque, N.M.

dd'There's a straightening of the backbone and a spreading of the shoulders that comes to an institution when it knows it's housed in an

admirable setting.'

dd- John Meunier, dean, College of Architecture and Environmental Design, Arizona State University, Tempe

dd'For design you should be in an environment that talks about design. A building dealing with the arts has to be creative - that was my

job. The physical environment makes an enormous impression on young people. A high school kid from Kentucky should walk in and get blown away.'

dd- Peter Eisenman, New York architect, speaking of the influence of his Aronoff Center for Design and Art on University of Cincinnati students

dd'Like any work of art, architecture can transform awareness and engender different ways of thinking. What you think is in no small measure a function of where you think.'

dd- Mark C. Taylor, humanities professor at Williams College, Williamstown, Massachusetts.

dd'When we [he and partner Denise Scott Brown] were teaching at Yale, students moved into Paul Rudolph's grandiose Art and Architecture Building. There was student unrest. They resented working in a building they felt was imposing on them. There's a reason

besides poverty why artists work in lofts rather than palaces. A place for working must have a recessive background where they're not distracted. To ask people to work in a sculptural, expressionistic building and still be original themselves is asking too much.'

dd- Robert Venturi, Philadelphia architect

ddThe late Buckminster Fuller, thinker and inventor, had no doubt. He said:

dd'Stop trying to reform people. Reform the environment, and - if the environment is right - people will reform themselves.'

Publication#W\ P[P# 15. Boston Globe"Publication" #:\ P\#July 20, 1997

Headline#u\ P]P# Clinton's race dialogue turns contentious Headline #:\ P^P#Subhead#[\ P_P# Presidential initiative comes under fire as too little, too late, and delivered in

the wrong forumSubhead#:\ P`P#

By Ann Scales

Globe Staff, page A2

ddCHICAGO - Writer and scholar Henry Louis Gates says there has never been a US president more comfortable around people of other races than President Clinton

ddBut comfort is no shield against criticism. ``So far, what has it gotten us?' asked Gates, the W.E.B. DuBois professor of the Humanities at Harvard University.

ddAs Clinton wades into a national conversation on race, speaking last week to two black organizations for the first time since calling for the dialogue, the perilous nature of his undertaking is surfacing.

ddJohn Hope Franklin, the historian he appointed to lead his advisory panel on race, caused the first ripple by criticizing the president for using the NAACP

convention in Pittsburgh for his first speech on race since he announced the initiative in San Diego during a commencement speech at the University of California.

On Thursday, after speaking to the NAACP, Clinton flew to Chicago for a speech to the National Association of Black Journalists, whose annual meeting ends today.

The ripple had turned to waves by the time Clinton was finished with both speeches. Observers, including some of his strongest supporters, said he failed to articulate a vision that advanced the conversation. Others criticized him for failing to address the issue of affirmative action and for not even using the term in either speech other than in response to a question from a black journalist.

Gates said he believed Clinton's omission of affirmative action from the speeches was intentional. "I think he thinks that the term has an unfortunate negative history. I don't think he's interested in reminding people of the disparities that we have in this country that were caused by race and class.

"It's unfortunate, because I think we need more affirmative action, not less affirmative action," he said.

But Christopher Edley, a Harvard Law School professor who is a consultant for the president's race initiative, said: "I don't view it as having been an oversight. As much as one tries, one can't talk about everything in every speech."

Even so, Edley said, "neither of these speeches served to add a great deal on the dialogue track. Neither of the speeches wrestled with the hardest racial issues dividing us."

Though the affirmative action issue was not part of his remarks, Clinton strongly defended the policy in response to the reporter's question after his Chicago speech.

He said he was "stumped" on how to stem the "shocking consequences" of declining enrollment among minorities in professional schools as a result of such programs being ended in California.

He said the Justice Department was reviewing steps it could take to legally promote "an integrated educational environment in higher education" in states

where declining enrollments have resulted from ending such programs.

"It is an urgent matter of concern to me," he said.

Despite moments in both speeches that were applauded by his black audiences, Clinton's usual ease in the company of blacks didn't seem on display in the second speech.

He fidgeted during the question-and-answer session with black journalists. Aides said he was tired.

But as he was preparing to speak to the NAACP, the Associated Press was reporting that Franklin was saying that he was not particularly happy with the audience for Clinton's first major speech on race.

"The white side has been in control of virtually everything, so they're the ones who need educating on what justice and equality mean," said Franklin, who

accompanied Clinton to Pittsburgh but not Chicago.
ddFranklin's sentiment was echoed later in the day by the Rev. Jesse Jackson, who sat in the front row during Clinton's speech at the journalists' convention.

ddIn an interview, Jackson suggested that ``just talking to blacks or whites at the working-class level is not going to do it. Working-class whites can't even protect themselves from downsizing and out-sourcing."
ddIn Clinton's defense, Edley pointed out that the initiative was announced at the University of California at San Diego, ``which can hardly be called a black event." He added, ``We will obviously be pursuing this initiative before audiences of every kind."

ddGates, who participated in a panel discussion Friday at the journalists' convention titled, ``Shades of Black: One Community, Many Voices, Conflicting Perceptions," said later that Clinton's effort to discuss race would be ``simplistically rendered" if each ethnic group is portrayed as a monolith.

ddHe also said nothing will be accomplished ``unless they stop talking about the black community like it's a monolith and all of these other ethnic groups like they are a monolith."

dd``What are we going to do, join hands and sing 'We Shall Overcome' at the end of the year? That ain't going to cut it. Been there, done that," Gates said.

ddSo far, he added, the initiative seems based ``on a civil rights analysis from the 1950s and 1960s, and that world doesn't exist anymore," Gates said. ``It

's not that racism isn't ... rampant. ... It's that classism and racism have been compounded together in a crucible so it's hard to know where one starts and where one stops."

ddEdley said the race effort has two tracks - a policy track that tightly parallels the dialogue track. In his first foray, Clinton was strong on policy and

less so on the ``historical and moral challenges of integration," Edley said. ``

We moved forward on one, but only reiterated themes on the other."nyxddd

Publication#W\ PaP# 16. Baltimore Sun"Publication" #:\ PbP#July 20, 1997
Headline#u\ PcP# Black law students disappearing with end to affirmative actionHeadline #:\ PdP# Subhead#[\ PeP# Enrollment of Hispanics also down in Calif., Texas Subhead#:\ PfP#

ASSOCIATED PRESS

ddBERKELEY, Calif. " Sometimes in her classes at the University of California's Boalt Hall law school, Jennifer Madden would find herself catching the eye of a fellow black student.

dd"We could just look at each other, and we'd have the same look," said Madden, one of 31 blacks who enrolled at Boalt in 1994.

ddShe can't imagine what it's going to be like this fall, when only one black student is expected in the incoming class of 270 " the first group admitted since

ce the University of California ended affirmative action.

dd"Being one of 31, I still felt that I had support and I had guidance. One " there's definitely a lot of implications," said Madden, who graduated in the spring.

ddThe vanishing black law student was a phenomenon at two other major law schools that dropped affirmative action this year " the University of Texas and the

University of California at Los Angeles. As of July, Texas was expecting four black students compared with last year's 31; UCLA was expecting 10, down from 19. Last year, 20 blacks joined Boalt's incoming class.

ddHispanic enrollment dropped from 28 to 14 at Boalt, 42 to 21 at Texas and 45 to 41 at UCLA.

ddIn addition to the higher admissions standards, officials blamed the decrease on better offers from private universities, student concerns that they weren't

welcome at the affirmative action-free campuses and fear of being stranded in a sea of white.

ddFor a while, it appeared Texas would have just one black student this fall. But then Malcolm La-Vergne withdrew his deposit and decided to go to Cornell Uni-

versity. Other blacks have since decided to enroll at Texas.

ddLaVergne, a Houston-area native who is graduating with honors from Stephen F. Austin State University, said the media scrutiny at Texas would have been too

much to endure during the typically hellish first year of law school.

dd"The situation I was going to be coming into was going to be cameras in my face, probably. Reporters all around asking all these questions, 'What's it like

being the only black?' " he said. "It's not a situation I wanted."

ddRace-based admissions at the Texas law school were banned by a federal appeals court ruling, while the University of California system voted in 1995 to elim-

inate racial preferences. The policy first took effect with graduate students entering in 1997. It won't apply to undergraduates until 1998.

ddWith race disallowed as a consideration in admissions, Texas and the University of California are free to take into account such factors as a student's soci-

oeconomic background or any individual hardships.

ddNationally, law school applications from all races dropped about 9 percent. But the drop-off was steeper for blacks and Hispanics.

ddAt Boalt, 27 percent fewer blacks applied, 304 vs. 414, and 24 percent fewer Hispanics, 355 vs. 467. Of those, 14 blacks were admitted, down 81 percent from

1996, and 39 Hispanics, down 50 percent.

ddThis fall, 38 percent fewer blacks applied to UT's law school, 225 vs. 361, and 14 percent fewer Hispanics, 306 vs. 354. Of those, 11 blacks and 34 Hispanic

s were admitted, down from 65 blacks and 70 Hispanics last year, drops of 83 percent and 51 percent.

ddAt Boalt, all 14 of the black students admitted declined to attend. The one black student who is coming had deferred enrollment from

the year before.

ddTexas and the University of California would not release the names of any of the blacks admitted.

ddBehind the statistics is the question: How will this play out in the classroom?

ddBoalt third-year law student Marvin Peguese said he believes everyone loses. He recalled one class discussion about the family of a domestic violence victim

that had tried to sue the city for not providing adequate police protection but was stymied by a court ruling that the city was not liable.

dd"That would have been the end of that discussion had not some of us been there to say, 'No, we've lived in these communities, and sometimes the police don't

show up,' " said Peguese, who along with two other blacks in the class argued that the ruling could be challenged, perhaps under equal protection laws.

ddThose against affirmative action say the figures bolster their argument that racial preferences papered over a flawed educational system.

dd"That really is the story " that we have been giving such huge preferences based on skin color that it kind of masked the fact that we have such a long way

to go in the K-12 system to get black kids prepared for the competition," said Ward Connerly, a black businessman and member of the UC Board of Regents, who led the effort to repeal racial preferences.

ddThose in favor of race-based admissions say scrapping affirmative action knocks out the most effective remedy to decades of discrimination " and blocks the pipeline of future black and Hispanic lawyers and law professors.

dd"It's scandalous. It's scary," said Eva Paterson. A civil rights lawyer in Northern California. Paterson, who was admitted to Boalt under affirmative action

in 1972, is getting a distinguished alumni award next month. "Pretty ironic, isn't it?" she said.dd"It's hard to believe that the Class of 2000 would have one or no African-American students," Peguese said. Referring to the tumultuous

1957 desegregation of a Little Rock, Ark., high school, he said: "Even Little Rock had nine."nyxddd

Publication#W\ PgP# 17. Los Angeles Times"Publication" #:\ PhP#* 07/21/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Headline#u\ PiP# Teachers Union Gives Failing Grade to Voucher ProgramHeadline #:\ PjP#ddA national teachers union has fired another volley in the war over school choice with a report lambasting the voucher program in Cleveland.

ddAnalyzing information provided by Ohio education officials, the American Federation of Teachers complained that the program was more expensive than advertised and often merely subsidized students already in private schools. Of the 1,994 voucher students in private schools, the study found, only 33% originally had been enrolled in public schools, while 25% were from private schools. Another

42%

were kindergartners who were just entering school.

Vouchers were funded by the Ohio Legislature at \$5.3 million, with the average voucher payment being \$1,763. The union, however, said the actual cost was \$3

,192 when transportation, administration and state aid already given to private schools are added in.

About half the public school students who met income and other requirements for vouchers did not enroll in a private school, possibly because they were unable

to gain admission to the one of their choice, the study said.

Enacted in 1995 and launched in September, the Cleveland program allows low-income students to receive publicly funded vouchers

to attend kindergarten through

third grade in private or religious schools. It is the first voucher program

to include religious schools and

low-income students who were already enrolled

in private schools. Its constitutionality is under review by the Ohio Supreme Court.

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

Publication#W\ PkP# 18. Chronicle of Higher Education"Publication" #:\ PIP#July 21, 1997

Headline#u\ PmP# Clinton Unveils Plan to Attract Teachers to Needy SchoolsHeadline #:\ PnP#

By Stephen Burd

President Clinton last week announced a proposal to spend \$350-million over five years to attract 35,000 new teachers into

impoverished urban and rural schools.

Colleges with strong teacher-training programs would play a key role.

"The schoolhouse doors are open, but behind too many doors too little learning is taking place," Mr. Clinton said in a speech at the annual meeting of the National Association of Public Administrators.

N.A.A.C.P.

The plan is the first of several proposals the Administration will make in the next few weeks as part of its recommendations to change

the Higher Education

Act, which expires in September.

Under the plan, the Education Department would give grants to colleges that have high-quality programs for training teachers. To qualify, the colleges would

have to form partnerships with poor school districts to recruit and train teachers to work in those districts.

The colleges would use the grant funds mainly to give scholarships to students, who would, in return, agree to work in the poor school districts for at least

three years.

The department would give additional grants to as many as 15 colleges that are considered to offer the best teacher-training programs, which the colleges would

uld use to help improve training programs at other institutions.
 ddThe proposal comes at a time when some Republicans have expressed interest in
 overhauling the professional-development programs
 for teachers that are includ
 ed in the Higher Education Act.
 dd"We must take the opportunity to revamp and improve professional development
 so that teachers will be well-prepared to meet the
 educational needs of our nat
 ion's young students," said Senator James M. Jeffords, a Vermont Republican, wh
 o heads the Senate
 committee in charge of reauthorizing the Higher Education Ac
 t, at a committee hearing in February.nyxddd

Publication#W\ PoP# 19. Education Daily"Publication" #:\ PpP#July 21, 1997

Headline#u\ PqP# ED LAUNCHES PROBE OF BIAS IN UC ADMISSIONSHeadline #:\ PrP#
 \$d\$The Education Department notified the University of California (UC) this mon
 th that it will investigate whether the school's
 admissions policy discriminate
 s against minority students.
 ED's Office for Civil Rights will not evaluate the university's decision to end
 affirmative action in admissions, but will determine
 whether the current crite
 ria favor white students, according to an ED spokesman.
 ddA coalition of civil rights groups filed a complaint against UC four months a
 go, arguing that the school's use of criteria such as
 standardized test scores
 favors white students.
 ddSince the university system banned racial preferences in graduate-school admi
 ssions, the law school at UC-Berkeley announced it will
 have no black students
 for the fall term " 14 were offered admission " and enrollment of Hispanic stud
 ents will drop to 18, from 28last year.
 ddThe ban on affirmative action in undergraduate admissions will take effect th
 is fall (ED, July 24, 1995).
 ddThe ED spokesman said the investigation could take several months and OCR app
 arently is not conducting any other similar probes.
 " Dave Boyernyxddd

Publication#W\ PsP# 20. Education Daily"Publication" #:\ PtP#July 21, 1997

Headline#u\ PuP# INACCURACY PLAGUES COLLEGE CRIME FIGURES,
 ACTIVIST SAYSHeadli
 ne #:\ PvP#
 \$d\$An advocate of more liberal campus crime reporting last week accused college
 s of using privacy laws to lower their statistics.
 ddWhen campus housing officials channel alleged perpetrators into in-house disc
 iplinary hearings, the incidents are often kept
 confidential under the Family E
 ducational Rights and Privacy Act, Benjamin Clery, president of the nonprofit S
 ecurity On
 Campus, told a House panel Thursday.

ddThe secrecy occurs despite advice from the Education Department that such data isn't protected, Clery told the House Postsecondary Education, Training and Life-Long Learning Subcommittee.

ddDolores Stafford, director of George Washington University's police department in Washington, D.C., defended the integrity of campus security forces. She also

said that most colleges prefer to handle minor offenses, such as underage drinking, through their in-house judicial systems because local law enforcement doesn't have the time to process petty cases.

ddThe subcommittee is considering H.R. 715, a bill that would explicitly require open disciplinary hearings for all criminal allegations,

daily crime logs and

finances for institutions not complying with the campus safety law.

ED Enforcement Slow The testimony in the House, part of a series of hearings on reauthorization of the Higher Education Act (HEA), follows a March report by

Congress's watchdog agency that said ED has been slow to enforce the 1990 Campus Safety and Security Act. That report by the General Accounting Office found that at least 60 percent of schools were not complying with the law (ED, March 13).

ddClery also alleged ED has dragged its feet in implementing the 1990 Student Right-To-Know and Campus Security Act, allowing some schools to cover up harsh offenses.

ddStafford argued that mistakes with crime reporting were because of ED's unfamiliarity with issues related to crime, and that ED was slowly getting its act in gear. Most universities release as much crime data as local police departments, she said.

ddClery said Congress should urge ED to sanction schools 1 percent of their total federal funds if they violate federal campus crime laws, but subcommittee Chairman

Buck McKeon, R-Calif., seemed skeptical. He suggested that such efforts would hurt students instead of institutions, which could boost tuition if sanctioned.

ddReps. Connie Morella, R-Md., and Bernie Sanders, I-Vt., urged the panel to take a harder line against campus crimes by athletes. They have introduced H. Con

. Res. 29, which calls for Congress to convene a national summit on college sports and violence.

ddThe House panel plans to continue HEA hearings but hasn't scheduled further action on campus crime issues. "Jonathan Foxnycdddy

Publication#W\ PwP# 21. Education Daily"Publication" #:\ PxP#July 21, 1997

Headline#u\ PyP# LEGISLATIVE UPDATEHeadline #:\ PzP#

\$d\$Senate education appropriators plan to release their fiscal 1998 spending bill this week. The full House, meanwhile, hopes to pass its plan to reauthorize

vocational education programs.

Recent or Upcoming Action .. ddBudget Reconciliation H.R. 2015: The sweeping bills designed to save the federal government \$137 billion over five years would tap \$1.8 billion in federal student loan programs. Both plans would reclaim about \$1 billion in guarantee agency reserves, repeal the \$10 origination fee for schools in the Direct Student Loan program, and reduce the Education Department's administrative expenses for the federal loan programs by \$604 million over five years. The House plan also would allow guarantee agencies to retain 27 percent of collections from consolidations of defaulted loans made between 1992 and July 1, 1997. Then it would drop the amount to 18.5 percent (ED, June 12).

ddLast action: Negotiators resolved their differences last week, but did not release details of the compromise.

ddNext action: Conferees expect to issue their final report Friday, with floor votes expected next week.

ddEducation Tax Breaks H.R. 2014: As part of \$135 billion in tax cuts over five years, the House version would give parents a tax credit for half the costs of

private K-12 tutoring, up to \$150 per child per year. It also would provide \$3.1 billion in education-related tax relief over five years, including a nonrefundable tax credit equal to half of a student's postsecondary expenses, up to \$1,500 annually; and a \$10,000 tax deduction for funds spent from prepaid tuition programs and education savings accounts (ED, June 13). The Senate version would

grant \$32.2 billion in education tax breaks, including a nonrefundable tax credit equal to half a student's postsecondary expense or 75 percent of community college expenses, for a limit of \$1,500 annually; a deduction for teachers for professional development; and a \$500 per child tax credit for children ages 13-16, if the funds are put in an education savings account for private K-12 or postsecondary education (ED, June 30).

ddLast action: Negotiations continued last week.

ddNext action: Conferees expect a bill to be ready this week.

ddFiscal 1998 Appropriations An as-yet unnumbered House bill would boost Education Department spending 9.1 percent+\$2.8 billion+over the fiscal 1997 level, to

\$29.14 billion. Mandatory spending on programs such as student loans would raise ED's total budget to \$35.77 billion. It would increase spending on Title I and special education slightly, would level fund vocational education grants and

Safe and Drug-Free Schools grants, and would cut Goals 2000 funding from \$491 million to \$475 million. The maximum Pell Grant would rise from \$2,700 to \$3,000, as President Clinton requested. The House plan would set aside \$260 million for a childhood literacy program+but not until in fiscal 1999+and \$205 million

for "whole school" reform initiatives next year (ED, July 16).

ddPresident Clinton's proposal would raise Education Department discretionary spending 11 percent above the fiscal 1997 level, with Title I, special education and vocational getting only moderate increases and Goals 2000 funding rising to \$620 million (ED, Feb. 7). The House bill that funds AmeriCorps would cut its spending in half, to \$200 million. The Senate version would provide \$403.5 million for AmeriCorps, including a \$1 million increase for the inspector general's office.

ddLast action: The House Labor, Health and Human Services and Education Appropriations Subcommittee passed its plan by voice vote July 15. By voice vote, the House approved the AmeriCorps cut on July 16. The Senate Appropriations Committee passed its AmeriCorps plan, 28-0, on July 15.

ddNext action: The House Appropriations Committee is scheduled to take up its education bill Tuesday. The Senate Labor-HHS-ED subcommittee is tentatively expected to release and vote on its bill Tuesday, with the full committee tentatively set to follow suit Thursday. The bill that sets AmeriCorp funding is up for a Senate floor vote as early as today.

ddBudget Enforcement H.R. 2003: Would sequester a program's funds if it spends more money than allowed under the budget agreement and would delay tax reductions such as the proposed education tax credits if revenues fall short of expectations.

ddLast action: The House refused to attach H.R. 2003 to its budget bill, H.R. 2015.

ddNext action: A House vote on H.R. 2003 is expected tomorrow or Wednesday.

ddOmnibus Education S. 1: The GOP bill would allow states to use existing Title VI block grant funds for public and private school choice, would raise special education funding starting with a \$1 billion hike next year, and would authorize a school choice demonstration program for low-income families. The bill's student aid provisions include a tax exemption for \$1,000 per child annually in savings for postsecondary education (ED, Jan 23). S. 12: The Democrats' bill would require the federal government to pay up to half of the interest on school construction bonds and authorize \$1.75 billion for reading programs and \$1.8 billion for school technology over the next five years. The bill also would provide families earning less than \$100,000 a year a \$10,000 tax deduction for college tuition.

ddLast action: The House Oversight and Investigations Subcommittee held a hearing July 8 on teacher training programs (ED, July 9). The House Education and the Workforce Committee critiqued Clinton's America Reads proposal at a July 10 hearing on childhood literacy (ED, July 11).

ddNext action: Education Secretary Richard Riley is scheduled to testify on the state of math and science education at a House Science Committee hearing Wednesday. The House oversight panel plans a hearing Thursday on management of the Corporation for National and Community Service, which oversees AmeriCorps. The Senate Labor and Human Resources Committee plans a hearing July 29 on education opportunities for low-income students, including scholarships. The House Education and the Workforce Committee plans a review of federal literacy programs July 31.

ddVocational Education H.R. 1853: The House GOP plan to reauthorize the Carl D.

ddPerkins Vocational and Applied Technology Education Act would allot school districts at least 90 percent of the basic state vocational grant " up from 75 percent " including 10 percent of the state grant for tech prep. It also would lower the minimum school district grant from \$15,000 to \$10,000. Starting in fiscal 2001, vocational funds would be distributed to school districts based 35 percent on their population ages 15-19 and 65 percent on the poverty rate of that group. In 2001, the formula would be weighted 40 percent on the same population and 60 percent on its poverty rate (ED, July 18).

ddLast action: During floor debate on Thursday, the House passed an amendment from Rep. Bill Goodling, R-Pa., that would phase in the new funding formula.

ddNext action: The House is scheduled to continue debate and possibly vote on H.R. 1853 this week. Senate Republicans plan to introduce a bill soon that would

merge vocational, adult education and job training programs into state block grants (ED, May 28). The Senate Employment and Training Subcommittee plans a hearing today in Columbus, Ohio on vocational rehabilitation.

ddJuvenile Justice H.R. 1818: Would authorize state block grants that could be used to fund programs that encourage juveniles to stay in school; help coordinate local education, juvenile justice and social service programs; and leverage funds for scholarships to juveniles from troubled neighborhoods. H.R. 3, S. 10,

S. 718: Would allow school officials access to FBI juvenile felony records as part of an omnibus juvenile justice bill. H.R. 3 also would require states to have plans for schools to notify parents if juvenile sex offenders are enrolled in their children's school, or lose part of their crime control funding.

ddLast action: The House passed H.R. 1818 with a 413-14 vote July 15. The Senate Judiciary Committee continued work on S. 10 on July 15 and 17.

ddNext action: The Senate committee tentatively plans to continue work on S. 10 Wednesday and Thursday.

ddSchool Prayer H.J. Res. 78: Would amend the U.S. Constitution to forbid the g

overnment from infringing on people's right to pray and to recognize their reli

gious beliefs, heritage or traditions on public property, including schools.

ddLast action: The House Constitution Subcommittee held a hearing Monday on the U.S. Supreme Court overturning the 1993 Religious Freedom Restoration Act (ED, June 26).

ddMembers said they plan another measure to protect religious freedom, although they do not favor a constitutional amendment.

ddNext action: The House Constitution Subcommittee plans a hearing on H.J. Res. 78 Tuesday. No Senate action is scheduled.

ddHEA Reauthorization H. R. 6: The bill would reauthorize funds for all existin g Higher Education Act (HEA) programs, which expire

Sept. 30.ddAfter the House writes new legislation for student aid and other programs under HEA, it will be substituted into H.R.

dd6.

ddLast action: The House Postsecondary Education, Training and Life-Long Learning Subcommittee held hearings July 15 on teacher training, and July 17 on campus crime and regulatory reform (ED, July 18).

ddNext action: The House subcommittee plans a hearing on student aid Tuesday and one on modernizing the student aid delivery system

July 29. The Senate Labor

and Human Resources Committee rescheduled its planned July 9 hearing on student for Thursday.

ddCampus Crime Statistics H.R. 715: Would require colleges to expand the types of officials reporting crime statistics to include deans, counselors, housing o

fficials and others in addition to campus security and law enforcement authoriti es. It would give the public access to more information about crimes that occur

on campuses, including disciplinary proceedings and criminal allegations.

ddLast action: The House Postsecondary Education, Training and Life-Long Learning Subcommittee criticized inaccurate record-keeping but resisted calls to fine

colleges July 17 at a hearing on HEA reauthorization.

ddNext action: No action is scheduled.

dd Just Introduced .. .

ddImmigrant Education H. R. 2172: Would allow school districts to waive a rule in the 1996 immigration reform law requiring foreign students attending element

ary and secondary schools to reimburse local education agencies, provided that no federal funds are used to pay for their education.

ddLast action: Introduced July 16 by Rep. Barney Frank, D- Mass.; referred to t he House Judiciary Committee.

ddNext action: The House Immigration Subcommittee plans a hearing on the bill T hursday.

ddStudent Loan Defaults H.R. 2140: Would require loan guarantee agencies, the E ducation Department, postsecondary institutions and other groups to implement c

ost-saving reforms, including requiring lenders to contact more agencies before they turn over defaults to ED.

ddLast action: Introduced July 10 by Rep. Ron Klink, R-Pa..
ddreferred to the House Education and the Workforce Committee.
ddNext action: No action is scheduled.
ddStudent Loan Financing S. 1036: Would allow small, non-profit banks with less than \$10 million in student loan volume to allow more than 50 percent of their total loan volume to finance student loans.
ddLast Action: Introduced July 17 by Sen. Wayne Allard, R- Colo.; referred to the Senate Labor and Human Resources Committee.
ddNext Action: No action is scheduled.
ddReading Research S. 939, H. R. 2192: Would set up a 15-member commission, appointed by the education secretary and the director of the National Institute of Child Health and Human Development, to study early reading research and make recommendations to Congress within nine months on how to improve reading instruction.
ddLast action: H.R. 2192 was introduced July 17 by Rep. Anne Northup, R-Ky.; referred to the House Education and the Workforce committee.
ddNext action: No action is scheduled. " Laureen Lazarovici, Jonathan Foxnyxddd y

#:\ P{P#Publication#W\ P|P# 22. Education Daily"Publication" #:\ P}P#July 21, 1997

#:\ P~P#Headline#u\ PP# RAVITCH BOWS OUT OF NATIONAL TEST PANELHeadline #:\ PP#

\$d\$Diane Ravitch resigned last week from the panel steering President Clinton's national voluntary tests.

dd"I don't approve of the Education Department managing the national tests," Ravitch said in an interview, adding that she thinks the National Assessment Governing Board should lead the effort.

ddWhile she supports the idea of the national tests, Ravitch sent a resignation letter to the chairman of the advisory panel a day before the group began its second meeting on test specifications in Washington, D.C.

dd"What they're doing is politicization of the worst kind," charged Ravitch, who lead ED's Office of Educational Research and Improvement during the Bush administration.

ddShe and fellow scholar Checker Finn say allowing the contractor to pick the advisory panel that develops the specification may compromise objectivity in adopting the final tests.

ddNAGB, which oversees the National Assessment of Educational Progress, is an independent board of educators, researchers and politicians. " Regina Lightfoot-Clark #:\ PP#nyxddd y

#:\ PP#Publication#W\ PP# 23. Education Daily"Publication" #:\ PP#July 21, 1997

#:\ PP#Headline#u\ PP# NEW IDEA PROVISION LEAVES DISCIPLINE POLICY

UNSETTLEDH

eadline #:\ PP#

\$d\$A missing link in the new federal special education law may force the Education Department to answer a critical question: Must schools provide a full array

of services to disabled students during short-term suspensions? The newly revised Individuals with

Disabilities Education Act (IDEA) says states must provide

a "free, appropriate public education" (FAPE) to disabled students

who are sus

pended or expelled from school (ED Supplement, July 17).

dd"It's possible to read it any way you want to," Jim Keith, an attorney in Jackson, Miss., said last week during a National School Boards

Association (NSBA)

forum on the law.

ddP.L. 105-17 allows schools to move a disabled student to an alternative setti

ng for up to 45 days for weapon or drug offenses, or if they

prove to a hearing

officer that the child is a danger to himself or others.

ddBut it also codifies a 1988 U.S. Supreme Court decision, *Honig v. Doe* (484 U.

S. 305), letting schools suspend or move a disabled

student to an interim setti

ng for up to 10 days without triggering due process protections.

Interpreting Court Ruling While ED had long held that schools could not cease services to students who are expelled or suspended for long periods, its interpretation

of *Honig* did not require educational services during 10-day suspensions.

dd"If I look at it literally, no, you cannot cease services" during the 10-day

suspension, said Charles Weatherly of the Weatherly Law Firm

in Duluth, Ga. "If

you look at [the old law and regulations], I wouldn't provide services."

dd During one of three ED meetings last week to gather input for writing IDEA rules, Myrna Mandlawitz, director of government relations

for the National Assoc

iation of State Directors of Special Education, urged the department to settle the 10-day suspension issue.

dd"We need to clarify that the *Honig* suspension, the 10-day suspension, may be used whether or not educational services are provided,"

she said.

ddBut groups representing disabled children expressed the opposite view. Elizabeth Roth, treasurer of the Autism Society of America,

asked ED to require "appr

opriate services in any suspension, even 10 days."

dd She also urged the department to prohibit homebound instruction of students with disabilities unless it is deemed medically necessary

by a physician or req

uested by parents.

CRS Says 'Relax' The Congressional Research Service, a nonpartisan arm of the Library of Congress, published a memo in late May saying the IDEA amendments w

ould not require schools to provide services during 10-day suspensions.

ddIn *Honig*, the High Court endorsed 10-day suspensions, ruling such suspensions balance the child's rights to an education with the

school's need to maintain

a safe environment, wrote CRS Legislative Attorney Nancy Lee Jones.

dd"Thus FAPE and 10-day suspensions were apparently not in conflict under [the old] law," Jones wrote. "By analogy, the same reasoning" would seem to apply to the new law.

ddShe also notes that House and Senate lawmakers touted temporary placements during the IDEA floor debate (ED, May 14).

ddMichael Resnick, lobbyist for NSBA, last week urged ED to adopt regulations that comport with the CRS analysis.

Trying To Clarify At NSBA's forum last week, the disability counsel to Sen.

ddTom Harkin, D-Iowa, told the lawyers to use common sense when studying the new law.

dd"If you have a conflict, use the regulatory process so we can proceed as a team," said Robert Silverstein.

ddThough the IDEA discipline provisions took effect when the law was signed June 4, ED doesn't expect to propose regulations until September. The department s

ent an IDEA guide to chief state school officers on June 17, but the guide does not answer the question about 10-day services.

ddIn the meantime, NSBA panelists were hard-pressed to determine what legal advice to give to school districts.

dd"My frustration is I can't answer my superintendent's question," said Keith, who's with the firm Adams and Reese.

dd"I can't do it because of the ambiguity of the law."

dd NSBA conference panelist Janet Horton, an attorney with Bracewell and Patterson in Houston, said her advice would be based on "how much risk the school district wants to take."

dd " Rebecca S. Weiner, William J. Cahir #:\ PP#nyxddd

#:\ PP#Publication#W\ PP# 24. Chronicle of Higher Education"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# CUNY Ordered to Give Diplomas to Those Who Failed English Test

Headline #:\ PP#

By Karla Haworth

ddA New York State judge last week ordered the City University of New York to award diplomas to 125 students who had failed an English-proficiency test. The students sued CUNY after being forced to take the test at the last minute in order to graduate. A

spokeswoman for the CUNY system said it would appeal.

ddThe students attended Hostos Community College, where Spanish is the native language of most students. A university policy had required all students at CUNY

's four-year colleges to pass the English-proficiency test before they could graduate.

ddBut no such policy existed for the system's community colleges until May, when CUNY's trustees voted to bar students at any of its six community colleges from

graduating unless they had passed the test.

ddA year ago, Hostos replaced the systemwide "Writing Assessment Test" with its

own version after many of its students had failed the systemwide test.

ddAfter some failed the new test as well, students protested the college's reliance on the writing test and refused to take it. They said the test, which gives students 50 minutes to write an essay on one of two topics, was not an accurate reflection of writing ability. Officials decided that students should take the test, but that it would count for only 30 per cent of their grade.

ddCUNY leaders accused Hostos of lowering standards and giving in to student pressure. In May, W. Ann Reynolds, the CUNY chancellor, ordered that the systemwide test be reinstated on all campuses in September. But four days before the Hostos commencement in May, the trustees voted to impose the requirement immediately, prompting two students — one of whom had maintained a 3.4 grade-point average but had still failed the test — to sue.

ddJudge Kenneth L. Thompson, Jr., said the board had imposed the test requirement too hastily. "Moreover," he wrote, the trustees' decision, "however neutrally worded, was in fact directed at Hostos, and not the other community colleges in the CUNY system."

ddRonald McGuire, a lawyer for the Hostos students, said the decision tells CUNY "to replace politics with pedagogy."nyxddd

Publication#W\ PP# 25. Chronicle of Higher Education"Publication" #: \ PP#July 21, 1997

Headline#u\ PP# Computer Glitch Delays Student-Loan ConsolidationsHeadline #: \ PP#

By Stephen Burd.

ddBecause of computer problems at an Alabama site, the Education Department is halting for two weeks the process by which student loans are consolidated into the direct-lending program.

ddDepartment officials say the halting of loan consolidations at the Montgomery Loan Origination Center, which is run by Electronic Data Systems Inc., is needed

to fix problems that are causing the department to send inaccurate amounts to lenders and guarantors when it pays off guaranteed loans that will be consolidated into the direct-loan program. The department encourages students to merge multiple

guaranteed loans into a single direct loan. It contends that the direct-lending program offers more-flexible repayment plans.

ddThe loan-origination center is responsible for insuring the eligibility of students for direct government loans and for alerting the Treasury Department to

award loan funds to those students. Colleges in the direct-lending program have experienced some disruptions since the department gave Electronic Data Systems those duties.

ddThe loudest complaints have come from borrowers who were told that their loans would be consolidated in 45 to 60 days but who found

that it has taken six to
nine months instead. Many of those borrowers have been categorized as delinquent by lenders because they stopped
paying off their original loans once they were told by the department that the loans would be consolidated.
dd"We have been frustrated with the time and effort we have had to expend while dealing with the Department of Education and wish
we could have consolidated our loans in the private market," David and Robyn Higbee, who recently finished graduate school, wrote in
a letter to Representative Howard P. (Buck) McKeon, the California Republican who heads a House of Representatives subcommittee that
oversees federal student-loan programs.
ddEducation Department officials said at a Senate hearing in May that they had resolved transition problems that the contractor had experienced, and that there would be no further disruptions to the direct-loan program.nyxddd
Publication#W\ PP# 26. Chronicle of Higher Education "Publication" #: \ PP#July 21, 1997

Headline#u\ PP# Texas Southern U. Faces State Pressure to Improve ManagementHeadline #:\ PP#
Subhead#[\ PP# Public black college to follow policies on tuition and aid strictly " even if it means students must leave Subhead#:\ PP#
By Patrick Healy
ddHouston " Most public black colleges do all they can to enroll as many black students as possible. But Texas Southern University here has decided to go against type by stringently enforcing policies on tuition and financial aid.
ddThe reason: State officials have given Texas Southern a June 1998 deadline to get its financial and management problems under control, or risk losing its autonomy.
ddSupporters of the university say it must conduct business in new ways, but they disagree about whether the administration can improve on its own or should be taken over by one of the state-university systems. The future of the university is critical to black students, whose numbers are expected to fall at some of their public universities in Texas this year because of a ban on affirmative action.
dd"If the university cannot prove it can govern itself, it may have to go into a system," said State Representative Garnet F. Coleman, a Democrat whose district includes Texas Southern. "I do not support that. The school needs to solve its problems in a year and come away with as clean an audit as possible."
ddWhile the university has many tasks to complete, its biggest one is evident in the thousands of color-coded financial-aid files that line the offices and hallways of a campus building here.

ddMany students apply late to Texas Southern and pay tuition bills at the last minute. In past years, according to campus officials, administrators have ignored financial-aid rules and given students money in order to preserve enrollment, which is a key factor in state appropriations. Many beneficiaries who received such aid never completed their paperwork.

ddThe pliant aid policies caught up with Texas Southern when the U.S. Education Department found that the university had submitted many student-aid forms that were incomplete. In March 1996, the department ordered the university to pay for all future financial-aid packages and then seek reimbursement for the aid that is normally financed up front with federal funds. As a result, campus officials spend months reconstructing files to resubmit them to the department for reimbursement.

ddBeing forced to seek reimbursement from the department is seen by colleges as a serious penalty, which has been imposed on only about 250 out of 7,000 institutions that receive federal student-aid funds. Federal officials are negotiating a final agreement with Texas Southern on proper financial-aid management.

ddBecause of the federal action and warnings from state officials, the university is enforcing a new policy: Students must have all forms completed on time to receive aid. No ineligible students will get cash, and no exceptions will be made.

dd"If we have a drop in enrollment, we have a drop in enrollment," says James M. Douglas, who has been president of Texas Southern since 1995. "We're going to run a tight ship whether we have 10,000 students, 8,000 students, or 6,000 students. We need to change the culture, to get students to realize that deadlines are deadlines and that procedures have to be followed. That's something that can be learned."

ddTexas Southern's enrollment has fallen by 28 per cent since 1993, from 10,700 to just under 7,700 students last spring.

ddNorman Hayes, director of financial aid since last fall, says several former employees of his office had no experience in student aid or did not understand aid regulations. "We had about three people who knew enough to interpret the guidelines, out of an 18-member staff," he says.

ddSome staff members now work 12-hour days just tracking down students and collecting missing forms, such as tax and academic records. Albert J. Tezeno, who, at 29, is the second-ranking member of the financial-aid office, meets with about 100 students per day.

He says the stress he feels is worth it: "I've helped someone continue to get their education."

ddHaving submitted 2,800 of the reconstructed aid files, the university has received \$3.9-million in reimbursement from the Education

Department. Officials hope to finish work on the files this year and return to normal status by fall 1998.

The process has not been entirely smooth. Over the past nine months, the Education Department reports, some reimbursement requests from Texas Southern were denied. In March, for example, files that would have generated \$35,326 in reimbursement were not approved.

In many cases, problems have been rectified by the university.

The reimbursement issue is the most immediate of several confronting the university. For some administrators, a more worrisome problem arose last month in the Texas Legislature. After allocating \$10.4-million for the university to use in case of a deficit, lawmakers put a rider in the state budget that threatened to alter the campus management structure or move the campus into a governance system,

like the University of Texas, if Texas Southern did not make "substantial demonstrable progress" by June 1998.

Even the university's most stalwart legislative allies were fed up. "Whatever heads must go in order to protect the students, that must happen," State Representative Sylvester Turner, a Houston Democrat, said during an Appropriations Committee hearing in February.

Texas Southern has its own governing board, a measure of autonomy that campus officials cherish. But some members of the university's Board of Regents would like to consider letting another university or system run Texas Southern, before the state has the chance to impose a new authority on the campus.

One regent of Texas Southern, who asked not to be named, suggested that the university could remain "academically autonomous" and retain its mission as a historically black university while ceding administrative functions, which have been the source of the problems.

But administrators and some board members would oppose such a move as admitting defeat.

"There are a few of us who believe that we would be in a better position if we negotiated our future on a positive basis than if change happened as a penalty," said the regent. "When it's imposed, we won't have any choice."

"People don't want to face reality," the regent added. "The kids would be better off under a different system, but we're never talking about the kids. We're always talking about the adults."

President Douglas disagrees. If another entity were put in charge of Texas Southern, he says, the new officials would take the same steps that he has taken, but they might not keep the university's focus on helping black students succeed.

"We have a mission that's unlike the mission of any university of the state," Mr. Douglas says. "I don't think that any system in Texas can understand what we do as well as we understand what we do."

Some of the financial problems at Texas Southern have beset other public black colleges, many of which say they are underfinanced by states and do not have enough high-demand academic programs to attract large numbers of students.

Central State University, in Ohio, was almost closed this year because of large debts that were partly a result of lenient tuition-payment practices. Louisiana auditors found in January that Southern University had written off \$1.9-million in uncollected tuition and in some cases had allowed debtors to continue taking classes. State auditors in Missouri and North Carolina also criticized public black colleges this spring about various financial issues.

The Texas State Auditor's Office has issued several reports on Texas Southern "most recently last month" warning the university about management, hiring, and procurement practices. Financial records have been a mess, auditors say; the university could have an \$8-million deficit by the end of this fiscal year, in August. Auditors say they spent weeks sorting through the university's finances, working on projects that should have taken days.

For example, state auditors say the university had been behind for about a year on reconciling its financial records with bank statements of its accounts. The lag led to a quandary about how much cash was available.

"If the bank says you have this and you say you have this, and you're not reconciling, you don't know which numbers are accurate," says Catherine A. Smock, one of several state audit officials working on Texas Southern's case.

Some auditors are concerned that university officials still do not follow some of their own policies. Auditors say some unqualified people may have been hired or may already hold management positions that are critical to the institution's financial health.

"I think Mr. Douglas hopes he can turn it around without making the tough calls," says one auditing official.

Mr. Douglas says he has made "tough decisions," but he would not identify one, for fear that such talk could hurt morale on the campus. He says he might not even reveal his plans to lawmakers in Austin, were they to ask, because such talk would not help the university.

"All I've heard since I was brought in to do the job is negative comments about why I can't get it done," the president says. "My job is not to refute what the people in Austin say. My job is to get Texas Southern on the right track."

Publication#W\ PP# 27. Chronicle of Higher Education"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# 2 Texas Universities Show Drop in Freshman Minority Admissions
Headline #:\ PP#

ddFewer black and Hispanic students plan to enroll this fall at two of Texas's largest universities, the first class selected since a federal court barred the use of racial preferences in admissions.

ddPreliminary numbers at the University of Texas at Austin show a 33.8-per-cent decline in the number of black students who accepted offers of admission for this fall compared with last year, and a 4.3-per-cent drop for Hispanic students, the Austin American-Statesman reported.

ddAt Texas A&M University, the number of black students who plan to enroll declined 29 per cent, while the number of Hispanics dropped 12.6 per cent, the news paper reported.

ddOfficials at both universities said that the figures would not be final until September, because some students may go elsewhere.

ddThe figures include only students who plan to enroll as freshmen. In May, officials of the Austin law school announced that the one black student who had formally accepted an offer of admission had changed his mind, leaving the law school's Class of 2000 without a single black student.

ddPublic universities in Texas have been forced by a 1996 federal-court decision to stop using race as a factor in admissions. The lawyer who filed the case,

known as Hopwood v. Texas, told the American-Statesman that the figures released Friday had been expected.

dd"I don't think anyone's too surprised there are fewer minorities when you use a basic merit system," Steven Smith said.nyxddd

Publication#W\ PP# 28. Associated Press"Publication" #:\ PP#07-21 9:39a

Headline#u\ PP# Debtors who defaulted on student loans get bill boost from sta

teHeadline #:\ PP#

ddPROVIDENCE, R.I. (AP) - The state has instituted a 25 percent hike on the student loan bills of thousands of current and former Rhode Islanders who defaulted on their loans.

ddWithout explaining or itemizing the new charges, the Rhode Island Higher Education Assistance Authority added what it calls "collection costs" to loan balances printed on its July guaranteed student loan bills.

ddThe agency also applied the 25-percent formula to the size of the loans at the time of default, not on balances whittled down under subsequent payment plans

ddSo about 5,500 college graduates who have been making regular payments to the state - thinking they were making things right after an earlier default - are being penalized years later.

ddThe authority said the move has added about \$6.1 million to its coffers.

ddThe agency blamed the 25-percent charges on new federal requirements imposed by the U.S. Department of Education, which oversees guaranteed student loan p

rograms.

ddThe federal government has required local loan guarantee agencies like the RI HEAA to recover "collection costs" for more than a decade, but Rhode Island and some other states never did.

ddTo make sure taxpayers do not bear the full costs of those collection efforts, the Department of Education issued a statement along with other new rules that

reaffirmed the requirement that local agencies should charge some amount for collections.

ddThe agencies could adopt the 25 percent the federal government charges in its direct loan programs, as Rhode Island did, or they could calculate their actual

collection costs and base the charges on that amount.

ddWhichever method was chosen, the federal government intended that the costs be assessed against current outstanding balances, not original default amounts,

said Larry Oxendine of the U.S. Department of Education.

ddThe federal government would expect that any new charges would be fully explained to defaulters, Oxendine said.

dd"Logic will tell you, if you're adding a different charge that borrowers do not anticipate, you would explain that," he said.

ddThe state agency's 35 employees have been deluged with angry calls from people whose loan balances have suddenly ballooned.

ddWilliam Hurry, the authority's executive director, acknowledged yesterday that the billings have generated "confusion and consternation."

ddIn retrospect, he said, the authority should have explained what the new charges were and shown how they were calculated. He said the agency's computer form

made such explanations difficult, however.

dd"If I regret anything, (it's that) we didn't get any sort of explanation on that statement," Hurry said. "Hindsight's always 20-20."

ddResponding to the outcry, the assistance authority is planning a round of notifications with its August billings.

dd"I wish in retrospect, that we had put a notation on the (July) bills at least explaining what these additional charges are," Hurry said.nyxddd

Publication#W\ PP# 29. Associated Press"Publication" #:\ PP#07-21 3:47a

Headline#u\ PP# Districts receive more money than expectedHeadline #:\ PP#

ddTWIN FALLS, Idaho (AP) - The state Department of Education this month infused schools with more cash than expected, allowing school officials to pay for district improvements.

ddThe state writes checks to districts five times a year, settling the previous school year with a final July payment. Statewide enrollment during the 1996-97

school year increased by 2,700 students, but that was nearly 1,000 fewer than the state anticipated. Based on a complex distribution formula, that amounted to more money for each district.

ddThe extra money is a substantial amount for a personal checkbook, but for the multimillion-dollar state education budget it amounts to less than 1 percent of

f the revenue allotted for public schools during the 1996-97 year.
 ddNonetheless, Minidoka County Schools Superintendent Nick Hallett said it translates into a much-needed \$112,000. The School Board ultimately decides how to spend the money, but Hallett has several suggestions.
 ddThe district cannot operate its alternative junior high school at the National Guard Armory near Minidoka County Fairgrounds without \$20,000 to \$30,000 worth of improvements needed to bring the building up to code, Hallett said.
 ddAnd the district is getting \$8,000 less in lottery proceeds than it expected. That money goes toward school buildings. The School Board cut \$275,000 worth of building maintenance projects from the budget and cut the migrant education budget in half by \$128,000.
 dd"I don't think they'll have a bit of trouble taking care of \$112,000," Hallett said.
 ddEach district has different plans for the money it will receive.
 ddMike Gibson, Jerome County School District business manager, said the district received an additional \$45,000. The money could be used for technology or helping to switch to a trimester schedule in the coming school year.
 ddEach year, school districts must wait for the state's July check to learn how accurately the state's budget was set.
 ddDavid Marshall, the business manager for the Mountain Home School District, said trying to set a district budget is like "playing three-dimensional chess."
 ddWhile the district got nearly \$80,000 in additional money, all but \$14,000 had already been penciled into the budget for the past school year, Marshall said. He sets his budget on past years, and estimates what he expects the district will get from the state. Marshall says it is a risk, but he does not like to budget on the premise that the district will not receive money it expects.
 ddHe said he thinks it looks bad, especially when teachers' union negotiations are involved.
 ddRobert Seaman, the business director of the Twin Falls County School District, said the district will use its more than \$132,000 in new money next year. But Seaman said he has seen several years in a row when the state actually paid less than the districts expected.
 dd"I've been in this game long enough, where I'll wait and see," he said.nyxddd
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Publication#W\ PP# 30. The Press-Enterprise Riverside, CA "Publication" #:\ P
 P# 07/18/97; Edition: SAN BERNARDINO COUNTY; Section: LOCAL; Page B01

Headline#u\ PP# MAPA sees bias in special-ed Fontana: The Mexican-American Political Association says students are

being treated as second-class citizens.H

eadline #:\ PP#By Joanna Frazier
 The Press-Enterprise

FONTANA

ddInvestigations into possible civil rights violations in Fontana school programs for gifted and talented students have expanded to address

complaints about s

pecial-education programs, activists say.

ddThe Mexican-American Political Association complaints against both programs are on behalf of students who the group believes were discriminated against based on their ethnicity.

ddIn a letter to national MAPA Secretary Carolyn DeMorton, a former president of the group's Fontana chapter, the U.S. Department of Education confirmed that it had received the most recent allegations last week. The complaint accused the district of making culturally biased assessments of students with learning disabilities.

ddThe group filed a complaint against the district's GATE program two years ago after concluding that Anglo students were favored over Hispanic students for

a GATE program at Sequoia Middle School.

dd"We were concerned in general that the students who were not in the GATE program were treated as second-class citizens," DeMorton said. "We found that the t

eachers were not identifying Hispanic students to take the GATE test."

ddThe complaint eventually broadened to the whole district, resulting in visits from investigators with the federal Department of Education and follow-up reports from the district.

ddFontana schools Superintendent Karen Harshman said the district invites closer looks at its programs and defended both programs.

dd"I welcome any state or federal agency to come in and take a look at what we're doing," she said. "If we're doing something wrong we need to correct it. I have no problem admitting that."

ddShe said the district started cultural sensitivity training for GATE teachers this year in response to the complaint about the program.

Harshman said she has

not been officially notified of the special-education complaint.

dd"I have no idea what they are talking about," Harshman said. "They're charges with no specifics tied to them. I'm totally amazed at the inflammatory language."

ddKristine Kaufman, the district's director of special-education programs, said she also had not seen the complaint but had discussed similar issues with DeMorton in reference to specific students.

ddKaufman said there are times when minority students are given different tests than Anglo students for learning disabilities. Hispanic students, for example,

are tested by speech therapists and psychologists to see if problems in school stem from difficulties with English or broader learning disabilities.

ddShe said MAPA filed a separate complaint with the state Department of Education earlier this year involving one special-education student. That probe has opened but she has not yet met with investigators.

ddThe latest update from the district concerning the GATE complaint shows some

gains in the percentage of Hispanic students involved in the program over the last three years. The percentage of the district's Hispanic students in GATE programs increased from 3 percent to 4 percent between 1994 and 1997.

About 6 percent of students in the state's public schools are identified as gifted and talented, according to a spring report published by the California School Boards Association.

Statewide, Hispanic students are the smallest group represented in gifted and talented programs. The largest ethnic group represented is Asian students at about 11 percent, followed in descending order of representation by Anglos, Filipinos, Pacific Islanders, American Indians and blacks.

Complaints alleging that minority students are under-represented in GATE programs and advanced classes are on the rise nationwide, said Roger Murphy, a spokesman for the U.S. Department of Education. The Moreno Valley district in Riverside County was targeted for an investigation of its GATE program in 1994.

"People are starting to assert their civil rights and to be serious about it," Murphy said. "It's just an awareness that there's a problem in the area. We've

acknowledged the problem. We've made this a priority issue."

The state Department of Education also has made increasing the numbers of minority students in GATE programs a priority, said Catherine Barkett, coordinator of the state's GATE program. Starting in the 1997-98 school year, the department will be looking at those numbers as part of its annual reviews of school districts.

"If it's not approximately equal to the district population as a whole, we can provide them with technical assistance on how to identify students in each area of ethnicity," Barkett said.

nyxdddPublication#W\ PP# 31. Orlando Sentinel" Publication" #: \ PP# 07/19/97; Edition: SEMINOLE; Section: LOCAL & STATE; Page D8

Headline#\ PP# CHARTER SCHOOL FOCUSES ON AT-RISK KIDSHeadline #:\ PP#By Jennifer Edwards
Sentinel Correspondent

After students were enrolled in Seminole County's first charter school, they were asked two questions: What can we do for you? What do you need from us?

Officials at Rays of Hope Charter School are using the answers they received to shape the school's curriculum. For example, one student told administrators,

"Make the lessons fun, and help me understand when it's hard."

Small classroom sizes and more personal attention are the keys staff will use when classes begin July 30 to reach 120 at-risk middle school students "before

they slip through the cracks," Principal Betsy Carpenter said.

"This year is especially important for our eighth-graders. This is their one

and only chance before entering high school," she said.

ddOperating out of a shopping center at Airport Boulevard and 25th Street, the school has been transformed empty rooms into classrooms.

Five instructors will

teach required subjects, with lessons centered on students' needs.

ddInstructors with innovative teaching styles were selected by the school's board of trustees, board secretary Dolores Lukomski said.

Part-time art and music

teachers are being sought, as is a full-time learning specialist.

ddThe school will emphasize math and reading and will provide tutorial and mentoring programs.

ddStudents and parents signed pledges and contracts that hold them accountable for classroom performance and conduct. Parents are

required to give 30 hours of volunteer service.

ddSeveral students and parents already have been busy readying the school by chipping paint from the walls, hanging clocks and preparing classrooms. On work d

ays, students also were included in the activities they said they wanted to do, such as ringing the bell each morning or keeping clocks set.

ddStudents will select the school's logo and colors and will name the school newspaper.

ddSchool rules call for students to wear a "uniform" of khaki shorts or pants, navy blue polo shirt, tennis shoes and socks.

ddWeekly progress reports will be sent home addressing students' classroom conduct and performance to keep parents updated.

dd"We are free to be flexible and have the opportunity to work with a smaller, targeted population. That will allow students to achieve at their own levels and

be successful," Carpenter said. "For many of them, that hasn't been a part of their past academic experience."

ddBoard Chairman Frank Merrick said getting enough money to start the program was a concern. But community support from private industry and the county's School Board and staff made an "unbelievable" difference in making sure the school opened on schedule, he said.

ddNow, Merrick said, he is concentrating on fund-raising to supplement the school's annual \$650,000 budget.

dd"The challenge is raising money to keep class sizes down. This is how we will reach the children and provide them with the education that improves their focus," he said.

ddSharon Wyman of Altamonte Springs took her 12-year-old daughter out of Teague Middle School and enrolled her at Rays of Hope because she needs more one-on-one attention, Wyman said.

dd"She has a high IQ but was coming home with D's and F's," Wyman said. She said class sizes of 20 students impressed her the most, when a counselor recommended the charter school.

ddWyman said her daughter "needs a different way of learning, and I hope she'll get it there. I am for anything that will help."

ddThe required 30 hours of volunteer service don't bother her, Wyman said. "It's part of my child's life, and I would like to be a part of it."

ddWyman also said she is pleased with the dress code because it relieves unnecessary pressure on kids.

dd"Of course, my daughter's not too happy about it, but she'll get used to it.

No boys would make it a perfect situation, but there will be

boys at the school

, so we'll deal with it," she said.nyxddd

Publication#W\ PP# 32. The Sacramento Bee"Publication" #:\ PP# 07/19/97; Edition: METRO FINAL; Section: MAIN NEWS; Page A4

Headline#u\ PP# TRADE SCHOOL BILLS SIGNEDHeadline #:\ PP#By Bee Capitol Bureau

Gov. Pete Wilson on Friday signed two bills to extend oversight of California's private trade schools, averting a midnight deadline to end all state regulation of the schools.

ddWilson's signature on AB 71 by Assemblyman Rod Wright, D-Los Angeles, and SB 819 by Sen. Charles Calderon, D-Whittier, ends

a rancorous debate between the s

chools and consumer advocates. An agreement reached this week will, beginning J

an. 1, shift oversight

of the state's 2,500 private vocational and degree-grant

ing schools from the independent Council on Private Postsecondary and Vocational

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Education to the state Department of Consumer Affairs, which is controlled by

Wilson.nyxddd

Publication#W\ PP# 33. Chicago Tribune"Publication" #:\ PP# 07/20/97; Edition: CHICAGOLAND FINAL; C; Section: EDUCATION TODAY; Page 16

Headline#u\ PP# HOME-SCHOOLED STUDENTS GIVEN 'REAL WORLD' EXPERIENCEHeadline #

:\ PP#By Marvin Martin

Special to the Tribune.

When Sarah Barton, now 20, applied to Western Illinois University in Macomb in summer 1995, she was asked her high-school class ranking.

dd"Last," she said, raising some eyebrows around her. She hastily added, "also middle and first."

ddBarton was not putting anybody on. She was the whole class in her school, which was her home. She believes, however, that her school

encompassed the real wo

rld.

dd"It is neat to get the real-world experience, which you don't get if you are just sitting in a classroom," she said.

ddThe flexibility of her schedule and curriculum allowed Barton to tie in a community-service requirement with her political science

studies. Because she didn

't have to be in "school," she was able to volunteer in Carol Moseley-Braun's senatorial campaign office.

dd"I got to see how they were really running the campaign and was able to connect that with what I was reading in my textbook," she

said.

ddBarton, who is transferring to DePaul University in the fall, was one of many children who are being home-schooled in the United States.

ddThe exact number isn't available, but Patricia Lines, a senior research analyst for the U.S. Department of Education, estimated 500,000 to 750,000 students were home-schooled nationwide in 1995, compared with 10,000 to 15,000 in 1970, based on state reports.

Nationwide private support associations, such as the Home School Legal Defense Association of Paeonian Springs, Va., think the number now exceeds 1 million, Lines said.

ddThe number of Illinois home-schooled children also is unclear. The state has no official jurisdiction in home schooling and offers no estimates. Dorothy Werner, who is on the Illinois Advisory Committee on Non-Public Schools, estimated there are about 13,000. This is based on a rule of thumb that about 1 percent of the state's school population is home-schooled. About half that number would be in the Chicago area.

ddA spokeswoman for the Home Orientation Unique School Experience (known as HOUSE), an Illinois support organization composed of 26 groups statewide, estimated 3,000 to 3,500 children and teenagers are home-schooled in Chicago. At the Chicago schools office, however, only 25 families were registered as home schoolers this year, said Blondean Davis, deputy chief education officer.

ddThere is, however, no legal requirement for home-school parents to register, so the number of registrants may not reflect the number of participants. Home schooling is legal in every state.

ddState law requires that whoever has custody of a child from ages 7 to 16 must have the child attend a public or private school offering instruction at age and grade levels corresponding to those in public schools. The Illinois Supreme Court in 1950 ruled that, in this context, home schools are to be regarded as private schools.

ddThe Chicago Public Schools have a home-schooling policy that offers support to those who request it. "If the parent wants it, we will provide information and grade-level curriculum and testing materials," Davis said. "As of the 1996-97 school year, policy also allows those not enrolled . . . to participate in extracurricular activities offered by the district." That includes interscholastic sports, if the child makes the team.

ddRestriction from participation on local high school sports teams long has been a contentious issue in home schooling.

ddPeople teach their children at home for a number of reasons and in a variety of ways, said Judy Gross, a spokeswoman for HOUSE. "They range from those who a

re very religious to those who want to emphasize certain areas to those who don't like the public schools"

lot start for that reason"and some want to have less to do with government," Gross said.

dd"I started (home schooling) largely for academic reasons."

ddGross, who lives in Oak Park, is home-schooling her three daughters, Margaret, 13, Elizabeth, 10, and Abigail, 7.

ddShe believes that home schooling gives children a better attitude learning. "

I think that when kids are in (conventional) school they get very turned off of

learning. They lose the understanding that learning is something you have to do your whole life."

ddHOUSE is one of several support groups for home schoolers. Secular and open to everyone, it has no hierarchy and no headquarters.

Participants operate from

their homes. The requirements of a HOUSE group are that it send a representative to the organization's

semiannual state meetings and adhere to its bylaws, which forbid discrimination.

ddAll of Werner's five children, except the eldest, have been or are being home-schooled. Werner, a co-founder of HOUSE, and her husband, who live in Chicago's

Rogers Park neighborhood, wanted some structural and curriculum help in their home schooling, so they

enrolled all of the children in the Clonlara School Home Based Education Program.

ddClonlara, which is also a private day school, is based in Ann Arbor, Mich. It differs from most home-school providers in that it doesn't send textbooks, Werner

said. "You have a contact teacher to talk to. It is accredited through high school and offers a diploma."

ddClonlara also provides a resources catalog, a curriculum, and math and communication skills guidebooks that give performance objectives. Achievement tests are

offered, although they are not mandatory unless required by state law.

ddBetween 85 and 95 percent of Clonlara graduates go on to college, said Pat Montgomery, director and founder of Clonlara. "There are about 2,500 students in

the home-based study program and, on average, 145 graduates per year."

ddSarah Barton, who lives with her mother and two sisters on the North Side, is a Clonlara graduate. The sisters are all musicians: Sarah plays the cello; Hannah, 10, plays the violin, and Rachel, 22, is a well-known violinist.

ddThe demands of musical training were one reason their mother, Amy, decided on home schooling.dd"In regular school, we went to school all day, and then we practiced, and there was no time for anything else," Sarah Barton said. "But in home

school, we were able to get the same amount of work done in a shorter amount of time and then practice and then go out and play with our friends."

ddShe also has been working professionally since she was about 13, and the flexible home-school schedule allowed her more time to perform.

ddAmy Barton also thought home school would help avert a potential adjustment problem

problem for her daughter. Because she was so advanced academically by the time she was 6, Sarah Barton faced the prospect of skipping 2nd and 3rd grades and going into 4th.

ddSocialization is one of the big questions that come up for parents considering home schooling. Sarah Barton doesn't believe it is a problem.

dd"I got more socialization in home schooling than I would have in regular school. Being home-schooled, we had to interact with a wide range of people. I had friends all ages."

ddChris Bogue, on Chicago's North Side, opted to home-school her two children without attachment to a specific support or curriculum group. She and her husband

dddecided to home-school because of difficulties they were having with the local school over their eldest son's reading problem.

ddThe Bagues thought home schooling would be temporary at first. "But then we realized that we liked home schooling so much and we met so many nice people that

ddwe decided we would keep on doing it," said Bogue, a high school teacher.

ddTheir children, Everett, 12, and Drew, 10, are in their sixth year of home schooling. Everett, who had trouble learning to read, is reading at the 10th-grade

ddlevel, his mother said. "He really did not want to look at a book until 4th grade. And then, boom, he took off."

ddTheir home schooling is basically shaped around "whatever their interests are at the moment," Bogue said. "We have been in the medieval ages all this year"

ddreading lots of books on that era"and taking archery lessons."

ddAll of the English language arts and reading are done in historical fields. "

Science and math are basically covered by my husband," she said. "Essentially they

ddgo at their own pace."

ddBy contrast, Grace McHugh, 11, and her sisters, Hannah, 9, Janelle, 6, and Kelsey, 4, who live in Palatine, are held to a strict curriculum. They are home-schooled in Palatine through the Christian Liberty Academy Satellite Schools (known as CLASS). Their father,

ddMichael, is an administrator with CLASS.

ddCLASS is an offshoot of the Christian Liberty Academy, a day school in Arlington Heights, and the home schoolers must meet the same requirements as the academy students.

ddMcHugh said the CLASS program is more structured than those offered by some other curriculum providers. He stressed, however,

ddthat the program does not use a "canned" curriculum.

dd"Each student is individually assessed and people are given an individualized program based on where they are strong or weak," he said.

dd"Then we supply the entire program for them." It offers regular testing, grading and graduation ceremonies. Transcripts are provided on request.

ddSkeptics of home schooling are not as vocal as they used to be, McHugh said. Referring to data from states that have done comparative testing of home and regular students, he said, "It shows clearly that average parents are today doing an above-average job with regard to student achievement."

ddHis organization also indicates the growing popularity of home schooling: From about 5,000 students in 1981, the program grew to about 35,000 in 1997.

ddMcHugh also noted that one of the most important values of home schooling, particularly Christian home schooling, is family socialization. "Home schooling affords the flexibility to get together in the immediate or extended family more often."

ddIn fact "spending a lot more time with my family" is what Grace McHugh likes most about home schooling.

ddOne of the main advantages of being home, she said, is that "I don't get a lot of bad influence, like some kids who are sassy and talk back to teachers." Another

ddOther advantage, she said, is "being able to go at a faster rate than at school."

ddSome educators, however, believe that home schooling can shortchange a child's education. Tony Moriarty, principal of Homewood-Flossmoor High School, believes that the parent can't match what the school has to offer.

dd"This would include teaching experience, counseling, equipment and socialization," he said. "Socializing . . . is extremely difficult to provide without contact with a lot of other kids."

ddAlso, a high school can offer computers, physics labs, sports, a research library and many other features a parent at home would find hard to duplicate. "Kids

ddwho get home-schooled don't get exposure to the range and depth of curriculum," Moriarty said.

ddHe also noted that it is especially difficult to home-school a high school student because the parent has to duplicate what six teachers with expertise in different subjects have to offer.

ddOn the other hand, Debra Hill, assistant superintendent for curriculum and instruction for Evanston/Skokie School District 65, has no objection to home schooling.

ddShe does believe, however, that the degree of its success depends on the competency of the home-school instructor. "But the same applies to a classroom teacher," she said.

ddThe district cooperates whenever possible in assisting home-school parents, she said.

ddStefan Wojtan's home schooling was free-form. "He has never worked at the table, never done lessons," said Calico Eden, his mother.

ddHe described his education as self-taught. His mother, he said, just turned him loose on the world of knowledge. "It was random, even chaotic" there was no typical day," he said. "I spent most of my time reading. I read everything: biographies, science fiction,

history"history books are great"and even textbooks."

ddHis mother took Wojtan, now 18, out of school when he was in 5th grade because she felt the public school's gifted and regular programs did not meet his needs.

ddEvery year she took him to the local public school to take the Iowa basic skills tests. "All he did was bring up the school's average," she said.

ddWojtan, who lives on the city's Northwest Side, was accepted at Wright Junior College when he was 16 and has gone there part time ever since. He hopes to go

to a university such as Northwestern University in Evanston or the University of Chicago and major in theology and philosophy.

ddHe believes that home schoolers are better prepared for college, and Sarah Barton agreed.

ddShe noted that home school prepares children to learn on their own initiative. "In college," she said, "they want you to learn for yourself."nyxddd

Publication#W\ PP# 34. The New Orleans Times-Picayune"Publication" #:\ PP# 07 /20/97; Edition: ST. BERNARD; Section: PICAYUNE; Page 1G

Headline#u\ PP# READING PROGRAM WORKSHeadline #:\ PP#By JULIE LANDRY St. Bernard/Plaquemines bureau

For the past three summers, Debby Coulon of Violet has driven her three children to the St. Bernard Parish Library in Chalmette so they can participate in the Accelerated Reading Program, or ARP.

ddThis year, Coulon said she's happy to be able to go to the Ducros branch of the library in St. Bernard Village, which for the first time has the ARP computers necessary for her children, Chad, 10, Curt, 8, and Christy, 6, to complete the program.

ddPreschool through high school readers earn points and prizes for books read after taking short computer quizzes to test comprehension.

ddThe St. Bernard school system has lent the Chalmette library computers for the program for the past three years. Library Director Ethel Llamas said this summer,

computers were put in Ducros to make the program more accessible to eastern St. Bernard residents. Chalmette has eight computers and Ducros has four.

ddAbout 1,700 students registered for the program, Llamas said. About 200 of those signed up at Ducros.

ddAn end-of-the-summer celebration will be held July 25 at the St. Bernard Parish government complex.

ddCoulon said she prefers going to Ducros because it's less crowded and her children have been able to get one-on-one attention.

ddThe school system's Title I reading program hired Miriam Weaver, a kindergarten teacher at Sebastien Roy School, to run the Ducros summer program. Judy Gooc

h, a librarian at Meraux Elementary, and Cheryl Buckel, a librarian at Millaudon Elementary, work at Chalmette.

ddCindy Sullivan of Toca brings her four children, Tisha, 12, Jessica, 9, Wayne

, 6, and Elliott, 6, to Ducros about once a week.
 ddSullivan said her children weren't in the program before because the 20-minute drive to Chalmette was inconvenient. Ducros is minutes away from her home, she said. "It takes them longer to get in the car than to get here," she said.
 ddHope Serigne of Delacroix Island said she goes to Ducros at least three days a week with her two children and others from the neighborhood.
 ddThe children love the prizes, including pencils, crayons and books, that are given away according to how many points they earn, the parents say.
 dd"A great benefit is that you get books that in school you pay two, three or four dollars for," Coulon said. "My son, Chad, was upset that he had to go out of town and miss the end. He made me come in Saturday to finish up."
 ddBesides the prizes, Mitzi Lopez of Poydras said ARP has really encouraged her three children, Joshua, 9, Tabatha, 7, and Canaan, 4, to read. Joshua didn't take to reading before the summer program, she said, but he's been enjoying the books he takes home.
 ddAdele Hutchinson said her son Alfred, 7, is rapidly becoming a better reader. She picked up a Curious George book. "He read 50 pages of this by himself, in the car," she said.
 ddWeaver said the program has turned many unenthusiastic students into avid readers.
 dd"It hooks them into reading. The more they see their scores go up, the more they want to keep going. And once they start reading, they like it. It's amazing."
 .nyxddd

Publication#W\ PP# 35. The Dallas Morning News"Publication" #: \ PP# 07/20/97;
 Edition: HOME FINAL; Section: NEWS; Page 28A

Headline#u\ PP# Teachers must address biases, experts say Headline #: \ PP#Sub
 head#[\ PP# Halting racism seen as key to solving conflictsSubhead#:\ PP# B
 y Natalie P. McNeal
 Staff Writer

of The Dallas Morning News

IRVING - Educators must become more aware of their racial biases if they want to resolve conflicts better in schools, according to experts who spoke Saturday at the Conflict Resolution Network Conference.

dd"Our old tricks aren't working anymore. Conflict and racism often go together," said Linda Lantieri of Educators for Social Responsibility in New York City, a session panel member. "It takes a long time for a white teacher who has been teaching for 25 years to realize the reason she's having problems now are not the diverse group of kids in front of her."

ddAbout 400 educators, administrators and researchers attended the conference, sponsored by the National Institute for Dispute Resolution in Washington, D.C.

ddPanelists said school districts must provide more training to help administrators

tors discover their own prejudices.

dd"One-shot workshops are not effective," said Phyllis Brown, director of the Cultural Identity Group Project at Mount Holyoke College in South Hadley, Mass.

ddMs. Brown and Dr. Beverly Tatum, author of *Why Are All the Black Kids Sitting Together in the Cafeteria*, are providing sensitivity training at a culturally diverse Massachusetts elementary school.

ddTeachers who enroll in their multicultural class receive four credits toward graduate work as an incentive.

ddBetween sessions of Saturday's conference, people of different races browsed through a novelty store that sold bumper stickers, books and buttons with sayings

such as "Celebrate Diversity."

ddRetired Judge Frank Evans, director of the South Texas Center for Legal Responsibility, said the conference was useful.

dd"Texas is out in front of the nation in conflict resolution," he said. "But there are vast segments that know zilch. They think the only thing to do is lock

people up and throw away the key."

ddLiz Wally of Dispute Mediation Services in Dallas said the races need to work together.

dd"Dallas uses conflict management instead of conflict resolution," she said. "

Everyone has racial problems. We have to realize where they are coming from and

move forward. A lot of the energy goes into the kids, but the problem is with adults."

ddAfter one of the sessions, Richardson elementary school counselor Eva Waldrop said she remembered an occasion when she could have been more sensitive. Three

years ago, she was called to mediate an interracial fight between some girls, including an African-American.

dd"I happened to be closest to the African-American girl, and I asked her would she like me any better if I were an African-American.

When she replied 'yes,'

I told her that I would still be me and still be the same person."

dd"This conference made me aware that I wouldn't be the same if I were an African-American," she said. "I would have had a whole different range of experience

s. It always bothered me how I handled it."nyxddd

Publication#W\ PP# 36. Orlando Sentinel"Publication" #:\ PP# 07/20/97; Edition: METRO; Section: LOCAL & STATE; Page B1

Headline#u\ PP# TEACHERS' HOUSE CALLS CALM SCHOOL-WARY KIDSHeadline #:\ PP#By Catherine Hinman of The Sentinel Staff

D'Varis Roberts, 4, refuses to look at Amy Pylant.

ddNor will he give up his tears for her fuzzy brown-haired friend, a puppet named Mr. Bear.

ddD'Varis sits on his momma's lap wailing and struggling to be free.

ddPylant, a 19-year veteran of the classroom, pulls from a wicker basket her secret weapon: a cellophane bag decorated with balloons and filled with goodies.

ddWithin seconds, D'Varis is peering curiously at the contents: a pair of star-

shaped sunglasses, a small writing pad, a pencil, a sugar straw, gum and mints.

ddBy the time D'Varis agrees to put Mr. Bear on his own hand, Pylant knows she has won over her young pupil.

ddD'Varis will be one of Pylant's 20 prekindergarten students at the new Rosemont Elementary School in Orlando in August. Pylant last week visited him and his mother at home to get acquainted.

ddBetween now and the beginning of school on Aug. 11, teachers will fan out to more than 12,000 homes in Orange County, carrying with them goodie bags, crafts, crayons and school handbooks.

ddOrange County's home-visit program, once a pilot project that included only fourth- and fifth-grade teachers in 12 county schools in 1987, now involves the county's almost 90 elementary schools.

ddAlthough today it revolves almost solely around prekindergarten and kindergarten students, this year all students who will attend one of the four new elementary schools in Orange will have an opportunity to be visited by their teachers.

ddIn addition, an unknown number of other teachers, long committed to the payoffs of home visits, will find time on their own to step onto their students' turf.

ddSeventy percent of teachers at Dommerich Elementary School in Maitland, for example, make home visits before school starts.

ddHome visits are meant to ease a child's fears about going to school and establish a connection with parents that will lay the groundwork for future support and involvement in the child's education.

ddAt Orange County public schools, the chief cheerleader for the home-visiting program is Sarah Sprinkel, early-childhood program specialist.

dd"I really believe it is the most powerful unused tool we have," Sprinkel said. "If you wanted to do one thing to change the perception of the school system, this would be it. It says, 'I care as a teacher.' "

ddMost Florida school districts have home-visit programs in the state-supported prekindergartens for economically disadvantaged children, said Betty Applewhite,

program specialist in the state Department of Education's Office of Early Intervention and School Readiness.

Orange County is unique in its expansion of home visits to older students, she said.

ddOfficials in other Central Florida school districts, which have no statistics on how many teachers make home visits, say they do occur but are not widespread.

ddIn Volusia County, elementary-services coordinator Cookie Grafton said home visits generally are limited to special education students or economically disadvantaged students, although she notes that in two or three elementary schools,

principals have made a point of promoting the service.

dd"It improves communication, and it improves understanding between parents and teachers," she said. "But it is real time- and people-intensive."

ddDavid Scott, principal at Idyllwilde Elementary in Seminole County, said his school made home visits a part of its school improvement plan about four years

ago, and last year at least half of the school's teachers made home visits to families on Wednesday afternoons when school let out early.

ddAlthough the program was popular, Scott said it would be scaled back this year because he was scheduling Wednesdays for staff workshops.

ddThe Orange County

program costs about \$125,000 annually for 10,000 home visits. Each teacher receives a stipend of \$150 to make visits to their students.

ddIn addition to kindergarten and pre-K teachers, about 200 teachers in multi-age classrooms also will make home visits with the stipend money, Sprinkel said.

Teachers at the new schools do not need a stipend because they will begin work a week early.

ddThe teachers go prepared with crafts and candy for the children and with information for parents. Pylant takes pictures of her children with their parents

so that if they get "mommy-itis" at school, they will find her picture on a bulletin board.

ddKim LaRea, a pre-K teacher at Dr. Phillips Elementary, has her students draw faces and glue clothes on paper doll cutouts that will be displayed in their classroom.

ddTeri Steding said her son Ryan, 4, is more excited about school now that he has met LaRea, and she was comforted to observe how LaRea interacted with her son.

dd"Making that doll is what Ryan talks about more than anything," Steding said.

ddRyan was eager to meet his teacher on a recent home visit. But both LaRea and Pylant say it is common for children to be shy or frightened like D'Varis.

ddD'Varis' mother, Karla Daniels, used the extra time she had alone with Pylant to discuss her concerns about her son's asthma. D'Varis, she said, is no longer

afraid of his teacher, and she, too, feels more comfortable.

dd"I think it's real good that she came to the house because that way she and I went one-on-one," she said. "At that (school) open house, she's interacting with all the other parents."nyxddd

of The Tampa Tribune

ddTAMPA - Spurred by tougher academic standards, summer school enrollment hit a record high this year, district officials say.

ddHillsborough County's overall summer enrollment this year was slightly more than 73,000 compared with about 65,000 last year.

ddThe biggest increase was in the basic academic program the district offers to help students improve in weak areas, said Don Taylor,

who oversees the school

system's summer programs.

ddHe attributed the jump to the new benchmarks adopted by the school board.

ddThe benchmarks are effective this school year for youngsters who'll be going into grades two, five and eight in August. New graduation

requirements apply to

the class of 2000.

ddStudents leaving fifth grade next June must be able, among other tasks:

ddTo interpret an advertisement;

ddFollow a four-step set of directions;

ddFind information in the telephone book; and

ddComplete a job application for a school-related activity.

ddStudents who hope to graduate in 2000 must be able to complete a lease agreement, handle a contract to purchase real estate, apply

for a loan and complete a

college or post-secondary school application.

ddMany schools used the benchmarks as guidelines this year and recommended more students for summer school.

ddDistrict figures show 57,059 students enrolled in this year's basic academic summer program compared to 49,475 last year. The

five-week program ended Friday

.

ddShaw Elementary had 735 summer students, one of the district's largest enrollments.

ddThat's 125 to 150 more students than last year, said Faychone Durant, an assistant principal who oversees the program.

dd"As we looked at our children in regards to the benchmarks, more of our children were eligible" for summer school, Durant said. She

applauds the district's

higher standards.

dd"The time is now," Durant said. "We have to raise the standards. If our expectations do not change from what they were 10 years ago,

we will never keep up w

ith the rest of the world."

ddMary Gonzalez, president of the Hillsborough Classroom Teachers Association, said the benchmarks are a giant step in the right

direction.

dd"I think this is long past due," she said.

ddTeachers are using the summer to help children with the skills they need to master the benchmark standards, said Donna Ares, an

assistant principal running

the summer program at Bay Crest Elementary.

ddTeachers have tailored their instruction to help individual children acquire skills they are lacking, she said.nyxddd

Publication#W\ PP# 38. Associated Press"Publication" #:\ PP#07-18 6:42p

Headline#u\ PP# Connecticut, Spanish government agree to exchange language tea

chersHeadline #:\ PP#

By CRISTINA C. BREEN

Associated Press Writer

ddHARTFORD, Connecticut (AP) - The short supply of Spanish teachers for Connecticut schools has prompted state education officials to turn to Spain to fill the gaps.

ddConnecticut's Department of Education signed a four-year agreement Friday with the Spanish Ministry of Education and Culture to create an exchange program between language teachers in Spain and Connecticut that will begin in the 1997-98 school year

dd"This agreement extends an opportunity to enhance the relationship between the U.S. and Spain - especially Connecticut, which is very important to us," said

Ignacio Gonzalez Gonzalez, undersecretary of the ministry of education and culture of Spain.

ddThe exchange program will start on a small scale next year, with one Connecticut teacher going to a Madrid school and a Madrid teacher coming to a Connecticut high school.

ddMary Ann Hansen, foreign language consultant for Connecticut schools, said the number of students enrolled in Spanish classes in Connecticut high schools has risen 25 percent in the past four years. More than 47,000 high school students took a Spanish class in the 1995-96 school year.

ddLast year, the number of students who signed up for Spanish classes was so large, the state had to hire uncertified teachers.

ddThe agreement also calls for six recent college graduates from Spain to receive stipends from the Spanish government to serve as teaching assistants in Connecticut schools next year.

ddHansen said she hopes the program brings at least 20 new Spanish teachers to Connecticut in 1998. The department is already accepting applications from Connecticut school systems interested in participating for the 1998-99 school year, Hansen said.

ddAlso, the Spanish ministry and the state will organize a program to help language teachers gather resources and training to improve their classes. A Spanish

professor from Spain will oversee the program in Hartford.

ddSimilar exchange programs already exist between Spain and other states, including California, Texas, New Mexico and Florida.nyxdddy

Publication#W\ PP# 39. The Sacramento Bee"Publication" #:\ PP# 07/20/97; Edition: METRO FINAL; Section: MAIN NEWS; Page A1

Headline#u\ PP# EDUCATORS AT ODDS WITH SCHOOLS CHIEF Headline #:\ PP#Subhead#[\ PP# BUT STATE LEADER DEFENDS RECORDS Subhead#:\ PP# By Dan Smith
Bee Capitol Bureau

During the recession-era state budget wars of the early decade, then-state schools chief Bill Honig was as common a fixture at the Capitol as the Queen Isab

ella statue, his lanky frame striding from room to room, huddling with allies and buttonholing opponents with a fervent lecture on school financing.

ddWhen former Democratic Assemblywoman Delaine Eastin won the job in 1994, the same coalition of education advocates who stood shoulder-to-shoulder with Honig

were confident the new leader they helped elect could fill his shoes.

ddBut they say they've been sorely disappointed.

ddAs Eastin nears the end of her first term and prepares to run for a second, the education lobby in Sacramento is grumbling that she is an ineffective leader

who has been largely absent in the annual budget debate and who proposes "goofy" and "haphazard" school reforms

without seeking their counsel. Moreover, East

in's management of the state takeover of a troubled school system in Compton has drawn

criticism and a lawsuit from the American Civil Liberties Union.

dd"People feel that she has not effectively and consistently been able to provide leadership on education issues," says John Hein, associate executive director

for government affairs at the California Teachers Association. "You would hope that by the end of a first term, someone would have a finely tuned staff and operation. But I think that's lacking."

ddEastin concedes that she has made mistakes, but attributes much of the criticism to others' unfamiliarity with her leadership style, which she says is more

inclusive and therefore in sharp contrast to Honig's.

ddBeing one of the first to propose a state-financed reduction in class sizes, developing new reading guidelines and designing "challenge school districts" are

all accomplishments Eastin lists.

ddAnd she defends the Compton takeover, calling the current school board there "a corrupt organization" incapable of running the schools.

dd"I've missed the ball a few times," says Eastin, 49. "But I think the results I have gotten show that my batting average is pretty good."

ddEastin moved from Democratic legislator to the state's first female superintendent of public instruction after handily defeating Gov. Pete

Wilson's education

secretary, Maureen DiMarco. They were vying for an open seat "Honig resigned in 1993 after being convicted on conflict-of-interest charges.

ddFor a position that is officially non-partisan, the 1994 campaign was drenched with partisanship. The Democratic-leaning teachers' union was Eastin's biggest

financial contributor, with other education labor unions and the state Democratic Party also lending substantial support.

DiMarco, a Democrat closely aligned

with Republican Wilson, relied on GOP sources for campaign money.

ddWith the 1998 election lineups for most statewide offices starting to take shape, no significant opposition for Eastin's job has surfaced. "I have no reason to believe we wouldn't support her again," says Hein of the teachers association. "But then, we don't know who else is in the race, either."

Education lobbyists admit part of their problem with Eastin is the memory of Honig, whose aggressive presence in the Capitol probably spoiled them over the years.

"Honig worked hand-in-glove with the education coalition," says Kevin Gordon, a lobbyist for the California School Boards Association.

"Is (Eastin) with us

as the leader of the education coalition? No, she's not. But I don't think she perceives her role as that, either."

Still, other education advocates privately admit far more frustration with Eastin's lack of visibility, particularly on state budget issues.

"She's just now

here to be found," says one. "Instead of working at developing the relationship, she's just not around."

Several Democratic legislators also declined to talk on the record about Eastin. But Sen. John Vasconcellos, D-Santa Clara, says he is more curious than dis

appointed. "I think Delaine is wonderfully talented and I'm a little surprised by this," Vasconcellos says. "Honig got out there" and so passionately."

One of Eastin's strongest legislative allies, state Sen. Deidre Alpert, noted Eastin's effort to visit school districts in all counties of the state. "Delaine's

strength is she can go out around the state and make the case for education," said Alpert, D-Coronado. "She inspires and brings real people on board."

Eastin acknowledges a difference in style, but also blames court decisions that have shifted some of the superintendent's power to the state Board of Education,

all of whose members are appointed by Wilson.

"My role isn't to hang around the halls of the Capitol, but to build support for schools around the state," Eastin says. "Education policy in this state is

pretty chopped up. It makes it pretty difficult to govern."

Eastin's shrinking authority was highlighted this year after she announced support for President Clinton's proposal for a national student test. While the White

House ballyhooed an endorsement from the nation's largest state, Board of Education President Yvonne Larson was writing to Washington, pointing out that Eastin had exceeded her authority.

There has been other friction.

The education lobby opposed Eastin's unilateral bid in 1995 to create "challenge school districts" that are exempt from some state controls in exchange for adopting higher academic standards.

And education lobbyists this year vehemently opposed her efforts to increase graduation requirements at all high schools, saying the move is premature until

the state adopts academic standards and gets a statewide testing system up and running. Eastin's bill failed in a legislative committee controlled by her fellow

Democrats after education lobbyists lined up to oppose it.

In both cases, Eastin made the proposals without consulting top education adv

ocates in Sacramento. It was a mistake she now acknowledges, although she contends her policy initiatives are field-tested with parents, teachers, administrators and school board members with whom she consults around the state.

dd"I wanted to focus on policy issues," she says. "I guess I didn't know how sensitive they would be if I went to the troops rather than the generals."

ddEastin also acknowledges another frequent criticism "that she has struggled to put together a cohesive top-level staff at the Department of Education. "May be I should have spent more time transitioning to being superintendent," Eastin says. "It took me somewhat longer to get my top team in place."

ddAlpert, Eastin's former Assembly seatmate, says Eastin struggled with a departure that was "adrift" after Honig's abrupt departure left William Dawson as an interim caretaker. "It's been very difficult for her," Alpert says. "I don't think her strongest ability is in administering people."

ddOn behalf of frustrated parents at the bankrupt Compton Unified School District, the ACLU sued Eastin this month over her role in the state's takeover of the troubled district. In addition, Eastin is fighting a bill, AB 52 by Assemblyman Carl Washington, D-Compton, that could return the district to local control by 2000 "seven years after the state moved in. Critics say the situation in Compton has become worse since the takeover, with students forced to learn with inadequate textbooks and in filthy, unsafe and dilapidated school buildings.

ddThe situation and the political reaction to her role in the district are frustrating, Eastin says. The current Compton school board, she charges, is not ready to take back control of the district "so that they can rehire their relatives and friends and continue running their scams. . . . It takes a long time to reform such a corrupt organization."

ddTo Compton board member Basil Kimbrew, Eastin just doesn't like Compton. dd"She's taking this too personal," Kimbrew says. "She thinks we're corrupt every time her butt gets into a frying pan. We are not corrupt. We don't have the power to do anything."

ddThrough it all, Eastin is gearing up for a re-election bid. Hein, of the teachers association, is hopeful that things will improve. "She has struggled to get the formula right," Hein said. "But there's no question that when Delaine is on target, she's the most gifted sound bite for public education in California."

PHOTO CAPTION:

ddDelaine Eastin She attributes criticism to others' unfamiliarity with her leadership style.

Headline#\ PP# Spoof history club photo turns into First Amendment rights bat

tleHeadline #:\ PP#

By PAMELA HUEY

Associated Press Writer

ddMINNEAPOLIS (AP) - Two university faculty members posed for pictures with a Roman sword and a pistol, thinking they were helping publicize the campus history club.

ddProfessor Ronald Marchese and instructor Albert Burnham argue their photo session was all in fun.

ddInstead, the two have found themselves in a free-speech battle with the University of Minnesota-Duluth, and one has found himself without a job.

ddUniversity officials seized the photos in 1992 after the school's chancellor received complaints, including one that they were "insensitive" and "inappropriate."

dd"They (the university) have bowed to the whims of political correctness, and traditional free speech that colleges have seen for many years has taken a nose

dive," Burnham said Saturday from his home in Duluth.

ddThe 8th U.S. Circuit Court of Appeals in St. Louis sided with the professors on July 11, ruling that their right to free speech had been violated and clearing

the way for their lawsuit to go to trial. Marchese and Burnham say they want an

apology and monetary damages.

ddSchool officials have not decided yet whether to appeal to the U.S. Supreme Court, proceed to trial or settle the case out of court, university counsel Mark

Rotenberg said.

ddThe photos appeared in a history department display case at a time when anonymous death threats had been made against a vice

chancellor and a professor. Charlotte Macleod, head of the school's Commission on Women, complained to Chancellor Lawrence Ianni

that the pictures contributed to a climate of fear on campus.

ddIanni, who is no longer at the university, sent a campus police officer to remove the pictures. Marchese and Burnham and two students sued. Nothing ever came of the death threats.

dd"This has nothing to do with censorship or the freedom of faculty here to teach, speak or write whatever they please," Rotenberg said.

ddRather, he said, it's about "a very unusual, unique situation where given death threats against faculty and administrators on campus, the chancellor had to make a tough call."

ddlanni has said he thought the photos were silly, not menacing - they show Marchese and Burnham posing for the camera in an office.

Burnham wore purple high-

top shoes, a red bandanna, Hawaiian shirt and coonskin cap in the photos.

ddlanni said he ordered the photos removed to help calm the atmosphere, an argument the appeals court rejected.

dd"It is simply unreasonable ... to assert that a photograph of a cardboard laurel wreath-bedecked faculty member holding a Roman short sword, as part of an 1

1-person faculty display, somehow exacerbated" fear on the Duluth campus, the judges wrote.

ddBurnham, a non-tenured instructor of American and military history at the university for 10 years, was not rehired two years ago. He

is working as a guide o

n an iron ore ship in Duluth, but would like to return to teaching.

ddMarchese, a tenured professor who teaches ancient history both in Duluth and at the university's main campus in Minneapolis, said

the display was intended,

in part, to show that professors had a sense of humor. Instead, he has been shunned by his colleagues.

dd"You cannot imagine the stress and frustration," he said.nyxddd

Publication#W\ PP# 41. San Diego UnionTribune"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# #u9 x#THE WELFARE OF IMMIGRANTSHeadline #:9 x##:\ PP#Subhead#

[\ PP# ddSubhead#:\ PP##:\ PP#dd"What is the main principle of the Declaration of Independence?" asks citizenship instructor Ana Mu9oz.

dd"That all men are created equal," a man answers with a thick accent.

dd"You're going to impress the immigration officer if you know that one," Mu9oz tells the South San Diego class.

dd"Teacher," another student, a 79-year-old man, shoots back. "We don't want to impress anybody. We just want to pass the (citizenship) test."

ddLater, he confesses: "Some of us are tense. We're nervous about taking this test."

ddScenes like this underscore the anxiety new welfare requirements have wrought in immigrant communities.ddFor legal immigrants, passing the test to become a U.S. citizen could mean the difference between keeping and losing hundreds of

dollars a month in federal aid.

ddAt Southwest High School, many neighborhood residents enrolled in the night citizenship classes after receiving government notices

saying they would lose th

eir welfare benefits unless they became U.S. citizens.

ddU.S. citizenship is by far the surest way for legal immigrants to safeguard federal benefits in this era of welfare reform.

ddBut for many immigrants, the most difficult obstacle to citizenship is passing the oral and written tests given by the Immigration and Naturalization Service.

e.

ddIn recent years, citizenship-preparation classes across the state have increased dramatically.

ddLast year, more than 100,000 citizenship applicants flocked to these classes at adult schools, community colleges and community centers.

ddFewer than 10,000 enrolled just five years ago, the state Education Department said.

ddThe San Diego Community College and Sweetwater Adult School districts offered a total of more than 60 citizenship classes last semester. Last year, they offered about 20 such classes.

ddFunding for these classes grew in the 1990s but has not kept up with the increasing demand, education officials said.

ddThe increasing demand is attributed to immigrants who became legal U.S. residents during the amnesty period of the mid-1980s and were becoming eligible to apply for citizenship.

dd"Welfare reform compounded that," said Richard Stiles, adult education consultant for the state Education Department, referring to the additional wave of citizenship applicants.

ddState legislators this year have earmarked more than \$12 million in special federal funding for citizenship classes for limited-English speakers.

ddLegislators are debating whether to spend tens of millions more, this time using state funding, to assist citizenship applicants.

ddAdditional funding would be welcomed in San Diego County.

ddAt Southwest High, students and teachers formed a welfare reform task force early this year and immediately sought funding to open citizenship classes.

ddMost of the adults who enrolled were relatives or neighbors of the high school students on campus.

dd"There has been a high demand for these classes," said Adriana Sanchez Aldana, Sweetwater Adult School District citizenship class coordinator.

dd"But there's only a certain amount of dollars. More citizenship classes mean we have to close something else."

ddClasses have been filled with elderly and disabled immigrants and refugees from all over the world. Many students are limited-English speakers.

dd"Our citizenship classes used to be closed to students unless they were at an advanced level of English," said Gretchen Bitterlin, citizenship class coordinator for the San Diego Community College District.

dd"Now they're open to everybody. We're working a lot more on their English skills to get them ready to take the test. It's survival for many of them."

ddCitizenship classes are not mandatory, but they are known to help applicants pass the English-proficiency and U.S. history tests administered by INS exams.

ddState legislators want to increase their investment in citizenship assistance to avoid paying more later to replace federal benefits for immigrants who are

disqualified from citizen-only welfare programs.

ddErika Hoffman, a legislative analyst, said funding for citizenship classes depends on what federal and state governments do with their budgets.

ddNationwide, about 500,000 had been expected to lose their Supplemental Security Income monthly checks because they were not U.S. citizens or qualified for a

special exemption. However, Congress has recently indicated that it will continue federal aid to disabled and elderly immigrants.

ddAbout 1 million legal immigrants who receive food stamps are still expected to lose them by the fall.

dd"We expect a surge later this year after all the cutoffs are done," said Sanchez of the Sweetwater adult school system.

ddEarly this year, many of the students in the Southwest High classes were elderly immigrants who were afraid of losing their SSI benefits.

ddMaria Keith, 42, was among the food stamp recipients in the classroom scheduled to lose that benefit unless she became a citizen.

ddWhile Keith pored over the U.S. Constitution, volunteer Julia Yee watched Keith's 6-year-old daughter in the adjacent classroom.

ddOther volunteer students filed, sorted and stapled papers for the night instructors.

ddTheir efforts spoke volumes of their concern for the adult students they were helping.

ddNoe Lopez, a college-bound volunteer, is also a citizenship applicant.

dd"But I'm not worried about myself," the 17-year-old said. "I'm worried about the people in here."

ddAn elderly woman tapped him on the shoulder and asked about the next week's homework.

dd"Read the preamble of the U.S. Constitution," he told her, and he began looking for the page in her notebook.

dd"We, the People of the United States, in order to form a more perfect union .

. . .," he read aloud as he ran his fingers over the page.nyxddd

Publication#W\ PP# 42. San Diego UnionTribune"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# Schools search for www.answer to Internet smut Headline #:\ P
P#

By Daniel de Vise

STAFF WRITER

ddStudents searching the Internet for pearls of wisdom on Dante's "Inferno" will find reams of scholarly comment, choice excerpts "

and a site promising "burning hot sex."

ddA search for "Paradise Lost" will produce scattered references to Milton, as well as discussion of a documentary on the murder of three

Arkansas children in an alleged Satanic ritual.

ddA kid who types the keyword "toys" will find the wrong sort of novelty at sites called "Swiss Sex Seduction" and "cybersexation.com."

ddAnd these are just the accidents, vulgar blips on the computer screen of a student surfing innocently through cyberspace.

ddEducators can hardly imagine what students might find scattered along the information superhighway if they're seeking out sex and

violence.

dd"You know, if you misspell 'six,' you're in big trouble on the Internet," said Jim Halpin, coordinator of educational technology for the Sweetwater Union High School District.

ddPublic school officials are scrambling to keep up with the proliferation of pornography on the Internet, a technology that, if unchecked, can bring a dizzying array of pornographic images and profane thoughts straight into a classroom at the click of a mouse.

ddTheir strategies are evolving almost as quickly as the global computer network and its booming red-light district expand.

ddThe work took on a new urgency last month, when the nation's highest court rejected a government effort to ban smut from the Internet.

It seems now that the

task of policing cyberspace will be left to parents in the home and educators in the schools.

ddSome San Diego County districts have hired commercial services to block tens of thousands of Internet sites before they can reach a classroom computer.

ddOthers keep their own lists of forbidden sites. A few districts rely on the watchful eyes of teachers and librarians, or on a pledge of Internet ethics signed

by students and their parents.

ddNone has yet succeeded in creating a completely sanitized online universe.

dd"We're going to do what we can to block stuff that's really, really inappropriate," said Bill Olien, director of technology services for the San Dieguito Union High School District. "But the Internet's so large, that's almost an impossible task."

ddA few months ago, the San Dieguito district bought a \$3,500-a-year service called WebSENSE. Run by a San Diego computer company, WebSENSE can block more than 70,000 sites on the World Wide Web in 28 categories, ranging from sex to sports.

ddSan Dieguito educators chose to outlaw sites devoted to pornography and racism.

ddWebSENSE is updated nightly by a staff of five full-time Web surfers who "started out as very innocent college students," said Dana McGinnis, spokeswoman for NetPartners Internet Solutions.

ddThe list of blocked sites grows by more than 2,000 addresses a week to accommodate the staggering growth of illicit Internet commerce.

ddAbout 25 schools and school districts use WebSENSE and 100 more are studying the service, McGinnis said.

ddThe Sweetwater Union High School District keeps its own list of 15,000 Web sites deemed inappropriate for students. Many of the addresses come courtesy of various educational organizations that offer lists of adult-oriented Web pages to schools free of charge.

ddThese Internet filters work by monitoring online traffic as it passes from a student's computer to a central machine at the district office and on into cyberspace.

Blocking an illicit Web site before it can boomerang back to the student

t's terminal is a fairly easy matter.

ddBut Sweetwater's Halpin acknowledges that the district's list of forbidden sites is not long enough.

ddThe district's Internet strategy also includes a pledge that students and their parents must sign, promising to obey a district policy of acceptable Internet use.

ddMany other districts have similar rules, which detail the ethical and appropriate use of the Internet by students. Violators can face punishments ranging from revoked computer privileges to suspension or expulsion.

ddThe Sweetwater district has offered 40 hours of Internet training to hundreds of teachers, aided by a \$4 million, five-year technology grant from the federal government.

ddThe extra study helps teachers bridge the generation gap between computer-savvy teens and their comparatively clueless elders.

ddIt has become common in Sweetwater for teachers to prepare lists of approved Web sites to coincide with a particular lesson, the same way they might recommend a certain book or journal.

ddThere are other tricks to keeping a class of students on the same Web page.

dd"If you put the monitors on the wall, along all four walls, then the teachers can pretty much see what everyone is doing everywhere in the room," Halpin said.

ddSerious abuse of Internet ethics is rare, administrators say. Most districts report only occasional incidents of students sidelined from online pursuit for small transgressions.

ddSuspensions and expulsions, they say, are known only from secondhand accounts exchanged at conferences.

dd"We've had cases where an administrator calls and says, 'We had a couple of students looking at the Playboy Channel (online),' " said Bill Brock, coordinator

of assessment and evaluation for the Grossmont Union High School District. "In a case like that, it may be a matter of taking away their privileges for a certain length of time."

ddIn the Vista Unified School District, administrators have painstakingly assembled a list of forbidden Web sites entered by hand. It now numbers in the thousands,

said Richard Rodriguez, director of information systems.

ddVista educators tried and discarded Internet screening services, which can strain the functions of even a powerful computer system.

dd"The real key is finding those inappropriate (sites)," Rodriguez said. "And quite frankly, they change so often, we can't keep up with them."

ddYet, he is surprised at how few Vista students have violated the district's acceptable Internet use policy "given the vast number of sites, the temptation of sex and the eternal rebelliousness of youth.

dd"We've got close to 600 computers," he said. "If you multiply all of what's going on out there, we have so few incidents of problems, it's negligible."nyx

dy

Publication#W\ PP# 43. The Washington Post"Publication" #:\ PP# 07/19/97; Edition: FINAL; Section: Prince William Extra; Page V03

Headline#u\ PP# Teachers Brush Up Their Computer Skills in Summer Classes; Gli

tches Aside, Many Learn To Use Technology in

LessonsHeadline #:\ PP#By Ann O'

Hanlon

Washington Post Staff Writer

ddComputers in schools are great, says a new report from the Washington-based Benton Foundation, but not unless teachers are

well-trained in how to use them a

nd how to incorporate them into the curriculum.

ddAbout 540 teachers in Prince William County are heeding that advice this summer by enrolling in 2,000 different sections of computer

classes offered by the

county school system.

ddThe county's extensive summer course list began a few years ago, just as computers began to make their way into classrooms. Teachers

say some courses are pr

oving enormously useful and prompting educators to assemble new lesson plans even as they leave the class. Others

are more an exercise in frustration.

ddTake Tuesday's session at Gar-Field High School on Netscape Navigator and Internet training. Fifteen teachers from all levels showed

up, only to find a stuf

fy room with just a touch of air conditioning wafting in from the halls. Three

fans blew the hot air around, but it didn't

improve things much.

ddThe computers were not loaded with a software package that the instructors were expecting, and to add insult to injury, administrators

ran a test of the fir

e alarm, blasting excruciating two-second screeches every minute or two for the last hour of the course.

dd"I find that very disturbing," remarked one of the instructors after the alarm erupted for the umpteenth time.

ddNeabsco Elementary School teacher Nancy Meehan said that she didn't get

much out of that course, because of all the glitches, but that other sections have proven useful.

ddWith one computer in her classroom of 25 fifth-graders, it is a struggle to incorporate the machine into her lesson plan and help students

use it while stil

l attending to the remaining students. On top of that, Meehan herself is just now learning computer techniques she is

supposed to teach next year.

dd"Everyone's learning," she said. "That's the problem."

ddInstructor Judy Newhouse, who's usually a math teacher at Woodbridge Middle School, said turning the expensive equipment into a

worthwhile classroom tool is

a great challenge.

dd"It takes a lot of training and planning," which is difficult for teachers wh

o aren't so computer-oriented in the first place, she said. "A

lot of people ha

ve [computers] in their classroom, but they don't have the time."

ddFor anyone who didn't already realize that computers in classrooms won't do m

uch until the teachers are savvy about using them, the

Benton Foundation's repo

rt paints the scene with painful candor.

dd"Inadequate teacher training is perhaps the biggest bottleneck limiting effec

tive use of computer networking in many of the nation's

classrooms," the report

says. "Although years ago some computer enthusiasts may have imagined that com

puters would take over many

of the tasks of teachers or that many classroom tea

chers would see their role subordinated to master teachers in central locations

who could

reach millions of students using

distance-learning tools, it is now widely accepted that technology actually put

s more demands than ever on classroom teachers."

ddThe reasons are many. Teachers must become familiar with the hardware and sof

tware of their machines, develop lesson plans that

incorporate computers and re

spond knowledgeably to students who themselves have more and more information a

t their own fingertips,

thanks to computers.

ddThis summer's list of cyber-teaching courses demonstrates the challenge: "CD-

ROMs and Science," "Spreadsheets in the Elementary

Curriculum," "Introduction t

o HyperStudio," "Creating Web Pages," "Introduction to Pagemaker," "Desktop Vid

eoconferencing," "Social

Studies on the World Wide Web."

dd"Some of us are in a situation where if we don't go to school, kids know more

than we do about technology," said Evelyn Madigan,

a teacher of learning-disab

led students at Stonewall Jackson High School.

ddIn addition, teachers have to take a certain number of courses annually to re

main certified, and the summer classes each typically award

six recertification

credits toward the 180 they need every five years.ddEven if the course offers

little more than a hot classroom and malfunctioning equipment, Meehan said, it

is worthwhile for teachers

to sit on the other side of the desk for a change.

dd"You can see how when things don't go right for us in the classroom, children

get frustrated," she said. "I think it's good for teachers

to be in the place

of students."nyxddy

Headline#u\ PP# School districts find a home on the WebHeadline #:\ PP#

By Ruth E. Sternberg

Dispatch Schools Reporter

ddColumbus' new superintendent will have to be more than a skilled administrator and adept public relations officer.

ddThe new chief will need camera presence.

ddHe or she must pose for a short videotaped message welcoming computer navigators to the district's Web site.

ddColumbus and about half of Franklin County's other school districts have free public areas mapped out on the World Wide Web. Others

" such as Upper Arlingt

on and South-Western " plan to start their own soon.

ddMost of these areas consist of a series of pages containing information about enrollment, staff and programs in individual schools.

ddBut some are more detailed. For example, the Dublin school district's site includes course information for students considering college, the quarterly repor

t card schedule and a weather alert that lists school closings.

ddNew Albany's site includes student Web pages designed in an advanced computer class.

ddThe costs of these sites vary with the price of the equipment involved: a file server " the computer "brain" that connects software, printers and phone lin

es " and a T1, a special telephone line connecting the system with other computer users.

ddThe average cost of a server is \$5,000, district officials said. The cost can be defrayed if school districts collaborate with libraries, city governments a

nd other community agencies to share a server.

ddPhone lines can cost \$800 a month (Bexley's cost) or as much as \$2,251 (Westerville's rate), depending on the company and the service package.

ddMost districts in central Ohio use the phone lines of the Metropolitan Educational Council in Upper Arlington, said Brian Shane, council network manager. Th

e lines are included in their contracts with the agency, which gathers demographic, academic and financial data required by the state.

ddOnly larger districts such as Columbus can afford their own dedicated computer lines.

ddWeb sites are time- and money-savers, officials say.

ddMary Beth Ganim, Upper Arlington schools communications coordinator, said she expects to save between \$2 and \$7 in mailing costs every time she directs someone to the Internet.

dd"Instead of sending out all our packets, we're telling people that if they like, they can pull up the Web site and get immediate information," she said.

dd"You look for information people ask you for," said John Butterfield, former assistant to the Worthington superintendent and co-founder of the Worthington s

ite. That site includes maps of neighborhood school boundaries.

ddSo does Columbus' site. It also provides information about the lottery system used to enroll in some schools.

ddObservers of the computer scene said they are excited about the potential use
s for school-district computer sites.

ddThey could list homework assignments, said Dan Pierce, president of PromoNet,
an Upper Arlington Web site design firm. And they
could list teacher goals thr
oughout the year so parents know what is being taught.

dd"As a parent, I'd love to see curriculum summaries," said Chris Cowlin, direc
tor of client services for MC Squared, another design firm
in Westerville.nyxdd
dy

Publication#W\ PP# 45. The Washington Post"Publication" #:\ PP# 07/19/97; Edi
tion: FINAL; Section: Metro; Page B06

Headline#u\ PP# Head of Md. School Panel Denied 2nd TermHeadline #:\ PP#By Da
n Beyers

Washington Post Staff Writer

Maryland Gov. Parris N. Glendening denied the president of the State Board of
Education a second term yesterday amid complaints by
minority groups and unions

that their concerns about school reform had been given too little attention.

ddChristopher T. Cross, whose four-year term expired July 1, lobbied hard to be
reappointed. Neither the governor nor his staff talked
with him before yesterd

ay's announcement, Cross said.

dd"I'm obviously disappointed," said Cross, of Chevy Chase. "In anything as com
plex and emotional as education, you can never do
enough to reach out to people

."

ddCross, the executive director of the Washington-based Council for Basic Educa
tion, a national think tank, was an energetic spokesman
for Maryland's campaign

to raise standards by holding school districts accountable for student perform
ance on standardized tests.

ddIn recent months, however, some groups told Glendening (D) that Cross was pus
hing ahead too quickly without regard for their
concerns about a proposal to re

quire students to pass a battery of state-mandated exams before graduation. Som
e critics said the state has yet to detail what it will do to help students who
fail the proposed exams.

ddThe Montgomery County branch of the NAACP wrote the governor demanding that C
ross be ousted, and the head of the state teachers
union said that although Cro

ss was obviously "bright and capable," he was inclined to pursue initiatives to
o unilaterally.

dd"He wasn't particularly solicitous of our points of view, as he should have b
een," said Karl Pence, president of the 47,000-member
Maryland State Teachers A
ssociation.

ddCross's departure means board members will have to select a new president.

ddGlendening, who was on vacation yesterday and unavailable for comment, filled
three expired terms on the 12-member board.

ddA Glendening administration official said Judith McHale, president and chief
executive officer of Bethesda-based Discovery

Communications Inc., was selected
, in part, because of her stature in the business community and her familiarity
with new modes of
technology and, in part, because of her expertise in public
relations. She is a Montgomery resident.
ddGlendening also tapped Raymond V. "Buzz" Bartlett, director of corporate affairs for Lockheed Martin, a Bethesda-based defense and
technology conglomerate with 180,000 employees worldwide. Bartlett, a Howard County resident, is chairman of the education working
group of the national Business Roundtable, a business advocacy group.
ddGeorge W. Fisher Sr., an Eastern Shore telephone technician and a state board member since 1993, was the only incumbent appointed.
Harry D. Shapiro, a Baltimore lawyer who served two terms, was barred by state rules from serving a third term.
d.nyxddd

Publication#W\ PP# 46. Milwaukee Journal Sentinel"Publication" #:\ PP#July 21
, 1997

Headline#u\ PP# Budget delays leave school pacts in airHeadline #:\ PP#Subhead#[\ PP# Legislature's approval needed for MPS to expand ranks in private schoolsSubhead#:\ PP#

By Joe Williams of the Journal Sentinel

ddBecause there is still no state budget, parents of some Milwaukee students do not know whether their children will be able to attend certain schools next month, and the largest school district in the state doesn't know whether it will have room for all of its students.

ddMore than 700 Milwaukee elementary students are waiting for the state Legislature to pass a budget so they'll know whether they'll be able to attend non-religious private schools that contract with Milwaukee Public Schools to educate students.

ddContracts for several private schools were supposed to be ready for the start of classes next month, but a lawsuit brought by the teachers union and a slow-moving Legislature have delayed those contracts.

dd"I honestly can't tell parents whether our school is ever going to open," said Rev. Bruce Coats, president of the board of directors at the proposed Our Hope Community School. The school, if opened, would replace the St. Stephen Martyr Catholic School, 4200 N. 51st Blvd., which was recently merged with another school by the Archdiocese of Milwaukee.

ddCoats and other volunteers have worked with Milwaukee Public Schools officials for months to create a neighborhood school that would operate under a contract with the school district " but the contracts cannot be honored without legislative assistance.

ddUnlike charter schools, where a school undergoes a specific charter process, schools under contract with a district enter an agreement for specific seats in

the school to be funded by the district. An MPS teacher is assigned to each school under contract with the district, said Denise Callaway, an MPS spokeswoman.

In the case of Our Hope, without the MPS-funded seats, the school probably would be unable to survive, organizers said.

At the same time, MPS officials have informed the Legislature that if they cannot contract seats out to private schools, there will not be sufficient space in the district's schools. Officials are estimating MPS enrollment for the next school year at 102,507 — 1,500 more students than last year.

Several parents of children who hope to attend Our Hope said they don't know where they'll send their children if the school does not open.

"I'm not sure what we will do," said Waunda Eison, who lives near the school. "I like this school because the parents are a part of planning the academics."

Supporters said the development of neighborhood schools is one small reform that could help both the neighborhood and public education in general.

"The parents at this school felt there was still a need for a school in this building and in this neighborhood," said Dan McKinley, of Partners Advancing Va-

lues in Education, which provides assistance for families wishing to attend private schools.

The new school would have no religious affiliation, despite the Catholic-owned building and Coats' position as pastor of the New Life Assembly of God church.

Students would not be required to pay tuition, but school officials are making parental involvement a requirement.

The St. Stephen parish has offered to lease the building to the school for \$1 per year.

Organizers credited former Superintendent Robert Jasna for working long hours to get the project this close to reality.

"He really tried," said Gary Sieglaff, who has had children at St. Stephen for almost two decades. "Jasna tried to make things work fast in a system that isn't used to working fast."

Acting Superintendent Barbara Horton said she will continue to support contracts with private schools such as Our Hope.

School district officials in recent weeks have accused the teachers union of blocking agreements to let MPS hire non-religious private schools to instruct students. Union officials have, in turn, accused MPS of promoting privatization schemes.

Our Hope is one of several schools affected by the contract problem.

During the 1996-'97 school year, 512 students attended five private, non-religious schools under MPS contracts. The district had planned to expand the number

of contracts to include 1,200 students at about 12 schools in the coming school year. But the Milwaukee Teachers' Education Association last summer filed a

lawsuit against the contracts on several grounds, including that they unconstitutionally were approved under a state budget measure that applied only to MPS.

A judge ruled in favor of the teachers union earlier this year on the issue, but union officials said they would let the district continue contracts for 512

children for the 1997-'98 school year.

Gov. Tommy Thompson has proposed legislation in his budget bill that would allow any school district with more than 1,000 high school dropouts and more than

300 students scoring below the standard on the state's third-grade reading test to contract with non-religious

private schools. That would allow contracts for another 700 seats.

Among the programs with seats affected for this year: Marva Collins Preparatory School, the Bruce Guadalupe School, Carter Child Development Center, and the

YMCA Parklawn program, school officials said.

MPS lobbyist Douglas Haselow said Wednesday that the Assembly Republicans have supported the governor's proposal in caucus, but the Senate has so far failed

to act on a bill, recommended on the committee level, that would have allowed such contracts.

Publication#W\ PP# 47. Seattle Times"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# Education reform's first test faces examination by the public

Headline #:\ PP#

by Jolayne Houtz

Seattle Times staff reporter

Parents and teachers soon will have in their hands the first tangible evidence of Washington state's education-reform effort. What they see may startle them

In six weeks, results from a new test of reading, writing, listening and math that 68,000 fourth-graders took last spring are to be released.

Deborah Gonzalez gave that test to her fourth-graders at Tacoma's Fawcett Elementary. Last month, she took it herself.

A little background: Gonzalez was a computer-science major taking advanced-math classes when she decided to become a teacher. She has a master's degree and

serves as an assessment trainer helping other teachers learn better ways to test their students.

It says something that she had trouble with one of the math questions on the new test.

"I think the first year might be really bumpy," she said. "This is a tough test. We have a big job ahead of us."

No one expects the results to be very good this first year. The test is measuring skills that, in some cases, haven't yet been taught, and that's expected to

drive scores down.

Further, many of the new academic standards on which the test is based aren't

yet incorporated into classroom teaching.

dd"We're setting goals for where we'd like students to be in 2001, where we'd like schools to be," said Gordon Ensign, assessment director for the state Commi

ssion on Student Learning - the group in charge of creating education reform.

ddGonzalez was one of 53 teachers, parents and business leaders who met in Tukwila for three days last month to decide how well

students will have to perform

to meet the new standards.

ddEarlier this month, the state commission blessed that committee's efforts after a lengthy discussion about how to sell education reform and the test results

to a wary public.

ddThe question is a crucial one. This year was a voluntary test year for fourth-graders. All of the major Seattle-area school districts chose to administer it

in at least some of their elementary schools. But next spring, the test becomes mandatory.

ddSoon to follow are similar tests for seventh- and 10th-graders. Education reform's new tests and academic standards become mandatory statewide in 2000.

ddWhen the results come out, it will be the first opportunity most parents, and even most educators, have to see and touch what those in charge of crafting ed

ucation reform have been talking about since the state law was passed in 1993.

ddWhat do students really know?

ddThe test is meant to give a clearer picture of what students really know, not just how well they can guess or how they perform relative to other students.

ddGonzalez said that when she gave the test to her fourth-graders, she noticed they were much more engaged than with the old standardized test, the CTBS, or Comprehensive Tests of Basic Skills.

dd"One girl told me: 'It was challenging, but that's not bad. I got to explain what I thought,' " Gonzalez said.

ddStill, Gonzalez doesn't expect most of her students to do well the first year. The test is difficult and different, and her class includes a

large number of

special-education students and children learning English as a second language.

ddShe figures about one-third of her 27 students will be at the standard, three might be above it and at least one-third at the very bottom of the scale.

ddThe test isn't your typical timed, fill-in-the-bubbles assessment that's scored based on how other students do, known as norm-referencing.

ddIt is untimed and grants partial credit for partially correct answers. It requires students not only to answer a question, but to explain their reasoning. T

hey can use a dictionary, a thesaurus and a calculator on parts of the test.

ddThe test takes 6 1/2 to 7 hours spread over five days (the CTBS, still required by state law, takes about six hours spread over three days).

ddIn one case, students spend two days on a writing assignment, first doing "fr

ee-writing," or brainstorming, then a rough draft and, on the second day, a final draft.

ddStudents are measured not against other students but on how each one measures up to a set of written standards.

ddThose standards are based on the collective judgment of a group of Washington teachers, parents and others about what they think a

typical fourth-grade stud

ent should know and be able to do by the end of that grade. ddExperts nervous about results

ddThose behind education reform are nervous about public reaction.

ddDuring a recent commission meeting, member Terry Bergeson, who is also state superintendent of public instruction, suggested

members have "all been dreading to see the results."

ddGonzalez and other committee members took the actual test before setting the standards by which test performance will be judged.

ddMembers of the Commission on Student Learning also took the test.

dd"I would defy anyone who took that test to say it is not a challenging, demanding" test, said commission chairman Chuck Collins,

president of the Colsper Co

rp., a Mercer Island-based garbage company. Taking the test, he half-joked, was "a humbling experience. It

will never be revealed."

ddThe adults who took the test scored their work themselves.

ddGonzalez and the other "standard-setters," many of them teachers with experience teaching fourth grade, used a process called

bookmarking to decide what scores

would constitute performance at, above and below the new academic standards

ddThe 80 questions on the fourth-grade test were ranked from easiest to hardest based on the percentage of students in a sample who answered each correctly.

ddPaper clips and Post-its

ddThen each judge individually placed a "bookmark" - in this case a Post-it note or a paper clip - in their test booklets at the point where

each believed stu

dents meeting the standards would have correctly answered the preceding questions.

ddThrough a process of negotiation, the group came up with one standard. The process was repeated to create the below-standard and

above-standard marks.

ddMost believed the process was fair, with standards set high, but reasonably so.

dd"I had a very powerful feeling that fourth-graders who could do this stuff would be ready to be productive citizens in the next century,"

said Jeff Estes, a

committee member who works for Battelle Laboratories in Richland. nyxddd

Publication#W\ PP# 48. The Washington Post"Publication" #:\ PP# 07/20/97; Edition: FINAL; Section: Metro; Page B01

Headline#u\ PP# Montgomery Teachers Union To Focus on Classroom IssuesHeadline #:\ PP#By Dan Beyers

Washington Post Staff Writer

ddMontgomery County's largest teachers association, seeking to become a model for what its national parent group calls the "new unionism," no longer wants pay and job security issues to dominate contract talks.

ddInstead, said Mark Simon, the newly elected president of the 8,000-member Montgomery County Education Association, teachers want to engage school officials on numerous issues that affect the quality of classroom life, such as reducing class size, dealing with unruly students and helping administrators root out poor teachers "even if they are union members."

dd"In the past, we've devoted a lot of time and energy to salary and benefits, and the reality is that most of the time we end up with raises roughly equal to the cost of living," Simon said. "We want to move on."

ddSimon said a recent survey of his members shows that concerns over larger classes and student discipline have overtaken complaints about low pay and inadequate time for planning and preparation.

ddThe shift also coincides with a campaign by the National Education Association to combat public perceptions that teachers unions too often stand in the way of education reforms out of concern about job security.

ddIn recent months, NEA President Bob Chase has crisscrossed the country calling on teachers to embrace a philosophy that seeks to resolve labor differences through collaboration and consensus instead of confrontation, with the bottom line being "what's best for the kids."

dd"The best security for our members is for public education to succeed and succeed well," Chase said.

ddChase persuaded NEA leaders meeting in Atlanta this month to drop their long-standing opposition to programs that use teachers to evaluate teachers, possibly putting them in the role of aiding in a colleague's dismissal.

ddSome instructors worry that such programs will divide staffs and weaken unions. Others argue that teachers should reach out to troubled colleagues before those teachers find themselves in dismissal proceedings or choose to leave the profession.

ddBut the union's support of peer review programs will solidify only if school systems set up effective staff development and improvement programs.

ddSimon, 46, who supported Chase's election and served on the NEA's executive committee, said he favors a peer review program in Montgomery County, but he must overcome public skepticism over whether the union is committed to collaborating with other elements of the education community.

dd"He's sounding a conciliatory theme, which is certainly different than the inflammatory rhetoric we've seen in past years," said Board of Education member Mona M. Signer (Rockville-Potomac). "But the proof will be in the bargaining."

ddSharon Cox, president of the Montgomery County Council of PTAs, said, "In the past, there has not been a lot of collaboration, but if this is the direction the membership is moving in, we welcome it."

ddCox said Simon contacted her last week about jointly hosting a town meeting this fall to discuss the problem of growing class sizes.

ddThe organizations clashed over the issue a few years back when the school board was forced to choose between increasing class sizes and cutting teacher pay to meet a budget cut mandated by the County Council. The school board chose to raise teacher-to-student ratios, over the PTA's objections.

ddCouncil member Michael L. Subin (D-At Large), chairman of the education subcommittee, said fiscal realities will continue to force such choices on the county school system. But he said he would prefer to see education groups work out their differences among themselves.

dd"There's been a divergence over what the priorities are in the past, and we start to get mixed signals, which doesn't help our youngsters," Subin said.

ddSimon, a former social studies teacher at Bethesda-Chevy Chase High School, said he hopes that by working together, public education advocates can make a more persuasive case for increased funding for schools.

ddBut some in his organization are urging him to be cautious, out of concern that other parties may be unwilling to work as equals with the union.

dd"The school system must accept the association as an institutional partner," said Randy Changuris, a member of the association's executive board who lost the union's election for the presidency to Simon.

ddSimon said he hopes to use the association's coming contract talks with the school system to lay out an agenda for future collaborative efforts.

ddMaryland State Board of Education rulings prohibit some subjects "such as class size and changes to the school calendar" from becoming bargaining issues.

Others, such as discipline and evaluation procedures, are permitted.

ddGetting formal language in the contract is important because that's the "best handle we have to get the administration to pay attention to us," Simon said.

ddThe school system is tackling several big issues now. Superintendent Paul L. Vance has called for a review of expulsion practices after principals complained

that administrators routinely overturn their recommendations to ban troublemakers from schools.

ddSchool board members also have called for the school system to overhaul its teacher evaluation system after a task force reported that only five Montgomery teachers in the last seven years have been dismissed as a result of ineffective teaching.

ddFar more have left voluntarily after receiving poor ratings, according to the task force, but exact figures were not available.

ddSigner, of the school board, said she supports collaborative efforts to study

improvements as long as the process doesn't create false hopes for a particular outcome.

"I don't want to create the presumption that the board is under any obligation to approve a recommendation that comes out of an executive staff-employee union work group," Signer said. "Policy issues remain the prerogative of the board."

Simon, however, said all parties should be committed to reaching consensus at the start of the process. "The annual dance we have between the administration, the school board, the County Council and county executive is counterproductive," he said. "The tenor of the discussion must be different."

Publication#W\ PP# 49. The Washington Post "Publication" #: \ PP# 07/21/97; Edition: FINAL; Section: A Section; Page A13

Headline#u\ PP# School Funds Have Gone for Bureaucrats Rather Than Books and B

oilersHeadline #: \ PP#

By Michael Powell

Washington Post Staff Writer

The coup de grace came in November, when Washington's financial control board ousted the superintendent, demoted the school board and installed a general and a board of trustees.

But, in fact, the management of the public schools already had collapsed of its own dead weight.

Dozen of school roofs leaked, boilers didn't work, and broken pipes filled basements with water. Officials handed out massive contracts without competitive bids.

And thousands of school employees did not work where the records said they did.

Despite a number of good schools and bright students, 40 percent of the city's high school students drop out between the ninth and 12th grades. And a control

board study concluded that the longer students stayed in the city's public schools, the greater the gap between their test scores and the national average.

"The control board documented the pervasive nature of the problem," said Bruce K. MacLaury, chairman of the D.C. schools board of trustees. "Nothing we've seen since then casts doubt on their assessment. Everywhere we look, things are broken."

Many urban school systems are starved for cash, and inner-city children, struggling with poverty and violence, often face greater challenges than suburban children do.

But poor management, rather than lack of money, fed the decline of Washington's schools, say control board analysts, former school board and current council members. For much of the last two decades, Washington had as much money as any urban school district in

the United States.

ddIn its report on the city schools " "Children in Crisis" " the control board noted that Washington spends \$7,655 per student, more than any other U.S. city save Newark. And Newark's schools, by most measures, are in even worse shape than Washington's.

ddBaltimore spends \$5,697 per student. Cleveland spends \$7,072. Charlotte spends \$5,058, and Montgomery County spends \$6,562.

ddThe problem, say many longtime critics of the school system, is that officials routinely diverted money intended for capital repairs and for aid to the schools' neediest children and used that cash to fuel more hiring.

ddSuch past practices now hobble schools Chief Executive Julius W. Becton Jr. and the trustees, who find themselves with a shrinking budget and few dollars for

capital repairs even as they try to revamp the curriculum, buy more books and replace roofs.

ddAdministrative staffs grew to be three and four times as large, per capita, as those of surrounding school systems, audits and control board studies show. And

by the autumn of 1996, fiscal management of the schools was in such a shambles that officials failed to spend

\$2 million set aside for repairs, even as a judge shuttered eight schools because of fire code violations.

ddIn September, the National Science Foundation also revoked a \$13.5 million grant because the city's school officials hadn't offered required training and had left much of the money unspent.

ddThe control board's takeover of the schools contained the elements of a genuine tragedy. The first school board election in 1968 had taken place amid much hope:

It was the city's maiden voyage into home rule " Marion Barry was a member of this first board " and

the schools seemed a fitting symbol of the city's future.

Also, the early fiscal and personnel management of the schools was regarded as

strong.

ddBy the early 1980s, however, the school bureaucracy had grown by thousands of employees, spending had spun out of control, and academic performance had begun

its slow slide. And even Mayor Barry (D) argued that the schools had far too many administrators and more money than they needed. The problem, he said, was

performance.

dd"The schools weren't an outgrowth of the problems in the city; they were the model for those problems," said Jim Ford, who worked in the schools for years before

serving for several years as staff director of the D.C. Council's Libraries and Education Committee. "Federal

dollars started to flow into the schools,

and jobs just came out of nowhere. And the more it became an employment center, the more it hurt

the kids."

ddBecton has been the chief executive of the school system since November. He has vowed to dismiss some school principals this summer

and to rigorously evaluate every teacher within the next two years. The trustees voted to close 11 underused schools this summer and plan to hire a chief academic officer.

Teachers administered new, up-to-date basic skill tests to students in the spring, and the trustees are busy developing more rigorous academic standards.

"We are moving on many many fronts at the same time," MacLaury said. "There's progress, although it's not always visible."

That said, vast problems remain. Years of neglect and mismanagement left the school system with a mountainous \$2 billion backlog of repairs and construction. And the D.C. Council has rejected Becton's proposed master repair plan, terming it a compendium of poorly thought out ideas.

Personnel records, too, remain a problem.

A report by the control board, which was created by Congress to restore order to the city's troubled finances, said in May: "Recent data show that at least 228 [school] employees are assigned to locations that do not officially exist and for which there are no budgets."

Another report, prepared for the trustees, noted that the D.C. school system still has more mid-level administrators than it needs. The schools, for instance, have 400 percent more staff members, per capita, working on contracts than do neighboring school districts. Yet it takes far longer to process contracts in Washington.

And officials have pushed back several deadlines for producing a report that documents where every school employee works.

"There is no evidence that the culture has changed at all," said Mary Levy, public education project director for the Washington Lawyers' Committee for Civil Rights and Urban Affairs. "There's a very thin veneer of new management, and the rest is the old crew that got us in trouble in the first place."

"If they don't move soon, and if things don't start getting better, we're going to see a continuing outflow of people" to the suburbs, Levy said.

MacLaury cautioned against excessive pessimism and argued that the view in a couple of months could be more encouraging.

"It's a new broom," MacLaury said. "I have confidence that we will be able to get a grasp on this."

Publication#W\ PP# 50. The Memphis Commercial Appeal"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# Schools' relocating disabled violates civil rightsHeadline #:\ PP#

By Angie Craig

Memphis City Schools violated the civil rights of 19 severely disabled students by moving them out of a special school and into neighborhood schools, according to a ruling by the U.S. Department of Education.

dd Linda Smith, the 46-year-old mother who filed the complaint with the Office for Civil Rights (OCR), Sunday said she was notified of the ruling late Friday.

"I was very pleased with their ruling, and I'm glad to see that OCR had found them (Memphis City Schools) in violation," Smith said.

ddShe said her daughter, Kenyada Smith, 16, returned to Avon-Lenox School in October after being out for eight weeks. Smith said her daughter was returned only after she filed for a due process hearing with the state Department of Education. She also filed an administrative complaint with the state.

ddAvon-Lenox, 310 N. Avon, is an accredited secondary special education school that serves 140 moderately, severely and profoundly retarded Memphis City School students age 16-22.

ddBarbara Jones, associate superintendent of student programs and services, reached at home Sunday night, said: "At the time the children were transferred it was not considered to be a change in placement or program, but a change in location."

ddJones said the district each year reviews whether a special needs child can be served in a regular school closer to home. The district believed the children could be moved without a multidisciplinary team (M-Team) meeting as long the change was location, not placement or program, Jones said.

ddAn M-Team is usually composed of parents, the school's principal, teachers and other school personnel. It meets at least once a year by law to come up with an Individualized Education Program (IEP), which covers the goals and objectives for a student for the upcoming school year.

dd"One of the commitments we have is to try to provide services in the least restrictive environment," Jones said. "The way they (OCR) interpreted it, they rendered the decision that it was not as we thought."

ddSupt. Gerry House could not be reached for comment Sunday. ddThe OCR report found that school officials had failed to follow recommendations of M-teams and discriminated against students on the basis of race. Only black students were moved, the report said, resulting in a "disproportionate impact" on those students.

ddJones said race played no part in the decision to move any of the children from Avon-Lenox. The students lived in South Memphis and were being taken to the school in Northeast Memphis.

ddJones said the district is reviewing all of its procedures to make certain Memphis City Schools is in compliance with interpretations by the Office for Civil Rights.

dd"Historically, special education services have not been available in all areas of the city, so the district has attempted to expand access to these services

and reduce the amount of travel time for children," Jones said. "The district has a full commitment to meet the requirements of each child's IEP (Individualized Education Program)."

ddJones is over the Division of Exceptional Children for the district, which is headed by Genevieve DePriest.

ddUnder the agreement, the district will notify each family that the children may be able to return to the school if the M-teams agree.

ddReached at home Sunday, the school's principal, Margaret Bland McKissick, 58, said she was jubilant that the children might return to her school.

dd"I never wanted the 19 children removed. I had no idea that they were going to be removed. The Division of Exceptional Children made that decision," McKissick said, adding that she thinks that district officials blame her partly for the complaint.

dd"I am just happy that our staff has been exonerated," said McKissick, who has worked for the district for 36 years and been principal at Avon-Lenox since 1994.

dd"It disturbed me when I looked at the list of students (who were moved) because they were all black. I didn't want any kids moved because the multidisciplinary team had made the decision that the best environment for those kids was Avon-Lenox," McKissick said.

dd"I expressed to the district a very serious concern about those kids being moved because I knew their needs could best be met at Avon."

ddMcKissick said one other student had been transferred back to the school last year after filing for a due process hearing and sending an administrative complaint to the state.

ddSchool board member Sara Lewis said Sunday the district had not notified Memphis Board of Education members of the ruling, but that she received a copy from a parent over the weekend.

dd"The thing that blows my mind is they found us guilty on every charge," Lewis said. "I am stunned. Apparently we tried to understand the law and we misapplied it."

ddLewis said she will present a resolution at an Aug. 4 school board meeting that asks the superintendent to provide board members with a written report each month that specifies the status of complaints filed against Memphis City Schools. The resolution also will ask for copies of agreements the district enters into regarding those complaints.

dd"I am prepared to ask that we suspend the rules to allow us to vote on that," Lewis said. "We have to do something for the parents to believe that we are treating their children fairly."

ddOfficials are to provide detailed reports by Oct. 15 to show the district is implementing all aspects of the agreement.

Headline#u\ PP# Wilson Hits the Mark Again With Tax Cut PlanHeadline #:\ PP#B
y GEORGE SKELTON

ddSACRAMENTO " The Marine sharpshooter is back, carefully selecting and picking
off easy political prey.

ddLast year, the Republican governor took aim at and captured the Democratic is
sue of class-size reduction. Two months ago, he
neutralized child care as a wel

fare issue by showering it with more money than Democrats ever dreamed.

ddLast week, Gov. Pete Wilson hit the mark again by proposing a "middle-class t
ax cut" of up to \$332 per couple. This shot was different
than the previous two

in that tax-cutting always has been a Republican, not a Democratic issue. Demo
crats had blocked past Wilson
attempts to reduce the income tax.

ddBut Senate Democratic leader Bill Lockyer let down his guard in mid-May by as
serting that "the personal income tax should be on the
[budget negotiating] tab

le." It was just a throwaway line uttered to make Democrats seem less villainou
s on tax cuts and, I suspect, to
needle the governor. Instead, it goaded him.

ddWilson waited for what he considered the right moment"when he had the undivid
ed attention of Democratic budget negotiators, who
were being pressured for a s

alary increase by a major party patron, the state employees' union. The governo
r then unloaded with his

\$1-billion-per-year tax cut proposal, demanding its ap
proval in trade for a civil service wage hike.

dd"We want tax relief for compensation increases," he bluntly told reporters.

ddIrrelevant and unfair, many Democrats charged. The tax cut wouldn't even take
effect for two years. Most employees haven't had a raise
in three years. Also,

the tax cut would rob schools.

ddThe Democrats have a good point: The state treasury may be overflowing from a
boom economy, but schools, parks, libraries,

roads"you name it"still haven't r

ecovered from the recession. We should be reinvesting heavily in our children's
education and

California's deteriorating quality of life.

ddBut Wilson also has a logical point: If not now, when?

dd*

dd"The more I looked at the [revenue] numbers, the more I became convinced this
was the time," Wilson told me. "If they're not going

to cut taxes now, they ne
ver will. . . .

dd"And it's only fair if you're going to give a salary increase to state worker
s to give some modest tax relief to the taxpayers who are paying
their salaries

. The Washington Democrats seem to understand that. I guess the ones in Sacrame
nto are a whole lot more liberal. They seem

to regard it as a sin to give anybo

dy income tax relief."dd"They're simply out of touch . . . with their own presi

dent, with their national party, on both welfare reform and middle-class tax cu

ts.

I mean, how did Bill Clinton win reelection? He signed a welfare reform bill, which Sacramento Democrats hate and have resisted. He has been proposing what he calls middle-class tax cuts, because he knows not only are they popular, there is distinctly an element of justice.

...

dd"The problem is that without a tax cut, the Legislature can exercise real glutony with respect to spending other people's money."

ddAh yes, the old "tax and spend" liberals. We haven't heard about them for awhile.

dd*

ddWhen I talked to Wilson late last week, he clearly was in a combative mood and digging in for a long summer siege.

ddRecalling the politically debilitating two-month budget stalemate of 1992, the governor commented: "You know, if I was willing to hold out when I was facing reelection [in two years], what in the world makes them think this is likely to be different."

ddWilson is barred by term limits from running again. He is a lame duck who, no doubt, believes this is his last good shot at an income tax cut to partially atone for a \$7-billion, budget-balancing tax hike he was compelled to sign his first year in office.

ddThere seems to be little trust between Wilson and Democrats, especially Lockyer. The governor thinks they deliberately have held up the budget as "a hostage

for my agreement on some kind of inadequate welfare reform"and obviously that's not going to happen. . . . They find [welfare reform] so distasteful philosophically, so repugnant they can't deal with it."

ddDemocrats contend Wilson is positioning himself for another presidential race in 2000.

ddWhat's his thinking about 2000? "My thinking is that it's a long way away. A distant horizon. Would I like to [run]? Sure I'd like to. Does that mean I will

? Hell no. You have to be realistic."

ddThat doesn't mean he won't run, Wilson added, only that he won't run merely because he'd like to.

ddAs for now, Wilson is in good position for budget bargaining. And he's already a winner on taxes. When front page headlines all over the state proclaim any governor a tax-cutter, he has fired a bull's-eye.nyxddd

Publication#W\ PP# 52. Philadelphia Inquirer"Publication" #:\ PP#July 21, 1997

Headline#u\ P P# Teaching teachers to love the artsHeadline #:\ P P#Subhead#[\ PP# Program marries arts and education. Subhead#:\ P P# dd By Rusty Pray INQUIRER STAFF WRITER

dd This time, the elephant connected in a big way with the crowd.

dd`It seemed to have much more personality," one member of the audience called out.

ddThe observation triggered much laughter in the Harold Prince Theater at the Annenberg Center.

ddThe elephant was a puppet.

ddThe elephant with the refurbished personality played a key role in a show put on by Robert Smythe of Manayunk's Mum Puppettheatre.

Usually, Smythe's show is

for children. But last week, it was strictly for adults " teachers involved i

n a program that tries to marry the

arts and education.

ddSmythe had performed the same show for the same audience 10 days earlier as part of the Institute for the Arts in Education's summer

seminar. Now that the t

eachers had studied puppeteering in workshops, Smythe was back for another performance.

ddThe teachers noticed details that had escaped them the first time around, including that the elephant clearly enjoyed doing trunk stands.

That observation c

ame out during a post-performance question-and-answer session with Smythe.

ddHe told the audience that he hadn't given the elephant a new personality; the teachers simply hadn't noticed it before.

dd"``The first time you see a show like this, you're always waiting to see what happens next," he told them. ``The second time, you're not anticipating the ne

xt move, so you're more aware of what's going on in the moment."

ddThe two-week seminar, which began July 7 and ended Friday, was made up of day long sessions that included workshops and lectures

in the mornings, and live pe

rformances and museum visits in the afternoons.

ddThe summer seminar is the centerpiece of the institute's year-round program.

ddDuring the school year, the artists, actors, dancers and musicians who serve as summer seminar instructors go into the classrooms to

work with the teachers

and students.

dd"``Many people regard the arts as a frill," said the program's founder, former Philadelphia city schoolteacher Shelly Dorfman. ``Many parents say, 'We only

want the basics.' We believe that one of the basics should be the arts."

ddDorfman's program, modeled on the one developed more than 20 years ago by the Lincoln Center Institute in New York, works like

this: The teachers pick out s

omething from the summer seminar they think will interest their students. Next comes the classroom

instruction during the school year, and the whole thing is

capped off by a performance or a museum visit.

dd"``How many children from North Philly would have the chance to see Philadanco?" asked Debbie Cohen, a facilitator for the King

School cluster, which includ

es Rowen Elementary in West Oak Lane.

dd"``How many children from North Philly can go to the Art Museum and understand everything the guide is telling them and have the

guide say to us they cannot

believe how well-prepared this class was?" she said.

ddGovernment and corporate grants and private donations provide the bulk of the institute's \$240,000 budget.

ddThis year, the summer seminar attracted about 150 teachers from 50 schools " all but three from the city. The teachers represented about 10,000 students.

ddThe teachers were "a lot like the kids in the sense that they're sponges," said Philadanco's Kim Bears, one of the seminar's 16 teaching artists, who also included members of the Philadelphia Orchestra, the Art Museum, the dance troupe Pilobolus and others.

dd" They want to soak up as much information as they can.

dd" I feel that if they can experience what it's like to do it, they can understand the process we go through to get to the performance," Bears said. This was

her first year as an instructor.

ddWhat she went through Wednesday turned out to be an emotional experience. After directing a workshop in the morning, she performed with the company for the teachers in the afternoon.

ddBears danced the lead in "Rosa," a short interpretive piece based on the life of civil rights activist Rosa Parks. Bears was so touched by the story she was

as telling with the movement of her body that she cried during the performance.

dd" It was very emotional for me," she said. "I was determined not to let myself get too involved in it, but before I knew it, I started thinking about it,

then it became very emotional for me."

ddThe teachers gave the dancers a standing ovation after the performance, which included a lively dance called "Sweet Otis," which was set to the music of Otis Redding.

dd" That's never happened before," a surprised Dorfman said as she watched the ovation from the back of the auditorium.

ddOne of those standing was Aimee Volpe, a third grade teacher from Southwark Elementary in South Philadelphia.

ddShe has attended the seminar every year since 1991.

dd" I get pumped up every summer by returning here," she said.

ddShe said the performances serve as launching pads for excursions of the mind.

dd" Like if we choose to have Philadanco come in," she said, "we could do one section about Rosa Parks to prepare the kids. We could go into black history.

dd" In the past, we had a flamenco show, and we did a whole unit on Spain and Spanish culture before we took the kids to see them."

ddWhat the students get out of it, she said, is an appreciation for the arts.

ddWhat the teachers get out of it is enthusiasm.

dd" When you're doing something you feel good about, the kids are enthused," Volpe said. "When they're enthused, you're happy about your job."nyxddd

Publication#W\ P

P# 53. Richmond TimesDispatch"Publication" #:\ PP#July 20, 1997

Headline#u\ PP# Public gets look at youth planHeadline #:\ PP#Subhead#[\ PP# Group vying for \$9.6 million grantSubhead#:\ PP# BY CARRIE BUDOFF

Times-Dispatch Staff Writer

ddTyron Bey says teen-agers have nothing to do after school and on weekends to keep them busy and out of trouble.

ddIf there were more youth-focused hangouts, Bey, a 17-year-old graduate of Thomas Jefferson High, believes there would be fewer incidents of youth violence, teen pregnancies and crime.

ddThe Community Collaborative for Youth listened to Bey and hundreds of other youths and adults in the metro Richmond area over the past year who have expressed concerns about today's young people.

ddNow, the Collaborative is ready to present its plan to bring a \$9.6 million grant here to help improve the health and safety of the youth in Richmond and in

Henrico and Chesterfield counties.

ddThe plan will be presented Tuesday at the "Summit on Youth: Working Together for Change" at Hermitage High School in Henrico.

It focuses on four issues, including

teen pregnancy and child abuse, and ways to address them through regional cooperation.

ddThe one-day event is a pep rally of sorts to continue the momentum from the Presidents' Summit on Volunteerism in Philadelphia in April and the state summit meeting in Charlottesville in June.

ddIn devising the plan, members of the Collaborative surveyed business owners in the metro Richmond area to see what services they offered young people.

ddTuesday's meeting is another chance for the public to comment on the plan before the Robert Wood Johnson Foundation, a national health care philanthropy, decides in November whether Richmond is one of five cities to receive an eight-year, \$9.6 million grant.

ddThe conference will launch a partnership of three local initiatives: the Collaborative, the local delegation to the Presidents' Summit meeting and Success by 6, a new United Way program focused on preparing children from infancy to age

6 for school.

dd"We all have the same goals," said Carol Fox, volunteer officer for the United Way and a Presidents' Summit delegate. "It does not make sense for us to go off on different tracks."

ddThe Collaborative, a volunteer group led by the Richmond Chamber of Commerce, chose to focus on four issues facing youth:

strengthening families to reduce family violence and child abuse; helping to get children ready to learn by kindergarten; reducing youth violence and crime; and lowering teen pregnancy and out-of-wedlock birth rates.

ddThe hallmark of the plan is regional cooperation.

dd"The counties and city have different things going on," said Fox, also a member of the Collaborative's steering committee. "We hope to reduce duplication of services."

ddThe plan calls for a way to centralize services, such as medical care and tutoring.

oring. By improving communication between service providers and making those services accessible, parents will not trek from one office to the next.

ddThe Collaborative will work on the four issues by expanding existing programs in the metro Richmond area that have proven successful, said Veronica Templeton, project director.

ddThe plan highlights after-school programs to help reduce youth violence and pregnancy. Employment programs that teach young people job skills is the way the Collaborative hopes to decrease poverty.

ddFamily-support programs and early childhood education may strengthen the families, reduce out-of-wedlock births and prepare children for school, the plan says.

ddA pilot program may be created only if there is a gap in the current services being offered, she said.

ddFor example, research on preventing teen pregnancy is unable to pinpoint any successful programs, according to the Robert Wood Johnson Foundation. So the Collaborative may attempt to try out a program, based on "best practices" research done by the foundation, Templeton said.

ddThe plan is based on comments from 12 community meetings, eight focus groups and many informal conversations over the past year.

ddThe Community Collaborative for Youth was created in 1996 after the metro Richmond area was one of eight recipients of a two-year \$400,000 grant from the foundation. Its job was to create a plan that would improve the health and safety of youths.

ddAfter Tuesday's meeting, the steering committee, which includes adults and youths, will take public comment and revise the plan before it is due on Sept. 15.

ddThere are 31 youths who helped develop the plan, especially in surveying of businesses in four localities to see what services they offered young people.

ddOne of those youths is Jonathan Massenberg, now the youth development assistant for the Collaborative. He's been involved since the group's beginning. He also hopes the summit meeting will bring in more young people to add to the group's ranks, and that the public will listen to their ideas.

dd"I want the community to take us seriously," said Massenberg, a 17-year-old Armstrong High School senior. "We need the community. We are out there for them and can do nothing without them."

Publication#W\ PP# 54. Richmond TimesDispatch"Publication" #:\ PP#July 20, 1997

Headline#u\ PP# Literary role models Headline #:\ PP#Subhead#[\ PP# Author's works boost Appalachian pupils' scoresSubhead#:\ PP# BY REX BOWMAN Times-Dispatch Staff Writer CLINCHCO

Deanna Robbins is only 13 but, like her classmates at Clinchco Elementary School, already bone-tired of being called a hillbilly.

So when teachers last year introduced Deanna and other pupils to Appalachian writer Ruth White's books, which are set in the coalfield communities pupils are familiar with, they enthusiastically devoured the slender tomes, reading just about every word White has ever published.

"The people in the books talk like us," Deanna said, "but the books don't put 'em down."

Teachers at the 240-pupil school are giving the novelist credit for a dramatic jump in sixth-grade Literacy Passport test scores. Last year 31 percent of the pupils passed the state-mandated test; in the 1996-97 school year, the percentage of passing pupils jumped to 47.2 percent.

Virginia Board of Education spokeswoman Cam Harris said officials don't know yet if the 16.2 percentage point increase was the largest in the state, but "that was certainly a good healthy jump."

Earlier this month, dozens of Clinchco pupils took a breather from their summer break to return to school to honor White, performing skits based on her books

and peppering her with questions about plot, character and setting. Several hundred parents also showed up to shower the Grundy native with appreciation.

"It made me feel wonderful," said White, who now lives in Virginia Beach. "They seemed very excited and enthusiastic. I feel their interest in reading has increased, and I hope I'm partially responsible."

Sixth-grade teacher Teresa Deel said some pupils read all four of White's novels: "Sweet Creek Holler," "Weeping Willow," "Belle Prater's Boy" and "The City Rose."

The books are set in coal-camp mountain communities, the characters have common Southwest Virginia surnames such as Deel and Prater, and they speak in the Appalachian dialect often ridiculed outside the region.

A welcome tonic

Educators said White's books were a welcome tonic to their pupils.

"People get touchy when you speak about our mountain heritage back here," said Clinchco Principal Gene Counts.

"We try to emphasize our mountains and our culture, but for too long it seems our books have been authored in Massachusetts and Connecticut and such."

Three years ago, Deel attended a literature class at Virginia Tech in which she was encouraged to use Appalachian authors to whet Appalachian kids' appetite

for reading. She brought "Sweet Creek Holler" back to school.

"I always read that in class, and kids kept asking me to read that book again," she said. So last year, responding to pupils' requests, she and other teachers

decided to use all of White's books. Several grades used the young-adult novels, but teachers focused their efforts on

sixth-graders, as well as on seventh-graders who had failed the Literacy Passport test the year before. The novels were used as textbooks to strengthen pupils' vocabulary, reading and writing skills.

Queries poured in. Pupils soon began writing White with questions, Deel said. When the queries became too legion to answer by mail, White agreed to come to Clinchco.

When she arrived, pupils besieged her. "They wanted to know about everything in the books," Deel said. "The questions were just popping out."

White said she finished her latest novel, tentatively titled "The Bus to Bluefield," several weeks ago. Deel and Counts said they hope to add the new book

and other Appalachian works to the school's tiny library.

White said the school might already harbor an Appalachian writer.

"Some of those students are budding authors," she said.

Deel said several pupils now hope to write for a living.

However, Deanna isn't among them.

"I'm going to be a doctor," she said.

Publication#W\ PP# 55. Richmond TimesDispatch"Publication" #:\ PP#July 21, 1997

Headline#u\ PP# Henrico schools to filter the Net Headline #:\ PP#Subhead#

\ PP# Intranet system to be installed, too Subhead#:\ PP#

BY JANET CAGGIANO

Times-Dispatch Staff Writer

Since placing five computers in every elementary school classroom two years ago, Henrico schools opened new learning arenas for students.

Youngsters can send e-mail to counterparts across the world, conduct research projects on nearly any topic imaginable and download pictures from Mars.

They also can visit pornography sites and sex chat rooms.

"There is no protection against it," said Brandon Willis, a rising ninth-grader at Hermitage High School. "I'm surprised they don't have something. I think they should."

Unlike schools in Richmond and in Chesterfield and Hanover counties, Henrico has not installed filtering software to prevent children from accessing certain

Web sites or chat rooms. The school system has relied on teachers, librarians and other staff to monitor students when they access the Internet.

"There is not any filtering system that will solve all our needs," said Mark Delp, director of technology/implementation for Henrico schools. "We have very

resourceful students. If someone can figure out how to block it, someone else will figure out a way around it."

That's not to say Henrico officials view filtering software as useless. The county plans to install the software by the end of the first semester this fall.

The county also will install an intranet system at the same time. Under an intranet system, Henrico will download items

off the Web at night and place them on

a server so students will have access to only those items.

For some research projects, students still will have direct access to the Internet with supervision.

Delp estimates the set-up cost for the filtering software at about \$32,000. He

said the intranet system will cost about \$20,000. School

officials say it's worth

the price.

Henrico Superintendent Mark A. Edwards said that challenges come with the opportunities the Internet provides, and that the schools

are experiencing challenges

related to Internet use for the first time.

"We have to guard against inappropriate use," Edwards said. "We have a moral

obligation to guarantee to all parents that we are doing

all that is possible

to be stewards of their trust."

Henrico, recognized by the National School Boards Association in October as one

of the nation's three leading school divisions in the

use of technology, put

five computers in every elementary school classroom in 1995.

Today, every school in the division has five to 20 computers with direct Internet

access. Those numbers will continue to climb annually,

Delp said. And as time

goes by, he said, it becomes more difficult for teachers to keep track of what's

on every screen.

Currently, to use the Internet a Henrico student must have an access card com-

plete with photo ID and a signed agreement to be

responsible when using the Internet.

Students pencil in the topic they are researching and place the card on

the side of the computer so

those monitoring can see if what's on screen matches

the research task.

Students who gain access to inappropriate sites are subject to disciplinary ac-

tion, including having Internet privileges taken away or

even suspension from

school. No student has been suspended, but several have had their privileges re-

voked, Edwards said.

"We saw evidence of inappropriate use," he said. "I think it is limited, but

the opportunity is there. And now, as we expand our access

... we know we

must take steps to guard against inappropriate access."

While school officials say that few Internet violations took place this year,

students say it is common to hear stories of classmates gaining

access to sites

considered inappropriate. Areas of concern for school officials include live

sex chat rooms and downloading pornographic

photographs or lyrics to rap songs

that contain vulgar language.

Brandon Willis, the rising ninth-grader at Hermitage High School, said he has

used the Internet a handful of times for research papers.

He said he has stayed

away from inappropriate sites.

"We're not supposed to do it, so we don't," he said. "But I think it can be

done."

ddSarah Starling, a rising eighth-grader at Moody Middle School, said some students know how to gain access to the forbidden sites and "can do it even with the librarians around. But everyone knows if you get caught you get in trouble."

ddStill, teen-agers will be teen-agers.

dd"It's only human nature to be curious, so we have to be careful," said Linda Mills, an English teacher at Hermitage High School. "We are constantly circulating around to make sure they are doing what they are supposed to be doing. But some of them are very smart when it comes to using a computer."

ddThat's why a filtering system is so important, officials said. Those who have used it in the past have been happy with the results.

dd"It has worked beautifully," said Dr. Delores Pretlow, director of information technologies/logistics for Richmond City schools. "I just knew . . . we did

not want to start (Internet access) without a filtering system."

ddRichmond installed a filtering system last fall when direct Internet access became available. Nine schools have Internet capabilities.

Twenty more will be added

by September, and all will have filtering software.

dd"I don't mind being on the cutting edge of technology," Pretlow said. "I just don't want to bleed."

ddSchool officials across Virginia apparently share that philosophy. According to a state survey done in December, filtering software is coming to state schools

faster than Internet access. As of December, about 15 percent of the 133 school divisions could tap into the

Internet, and about 30 percent of the divisions

have or are installing filtering software.

dd"That figure is probably outdated already," said Dr. Ida Hill, assistant superintendent for technology for the state Department of Education. "There is

such a move toward it. I think they are all realizing that this is the way to go."

ddThe Henrico County School Board is in the process of drafting guidelines for acceptable use of the Internet. These guidelines will have to be signed by both

parent and student before Internet access cards are assigned in the fall. Appropriate Internet use also will become part of the student Code of Conduct.

dd"I think this is a good idea," said Mary Yoon, a rising eighth-grader at Short Pump Middle School. "It's not always easy for teachers to watch all the kids

all the time. This will help prevent kids from getting in trouble."

ddParents agree.

dd"The school system should do anything it can to protect our children while they are in their care," said Kim Vanlandingham, who has two children in the Henrico

system. "We have Internet access at home and we talk to the children about how to safely use it. We should be able to trust that in school the children also will be safe."

ddBut even filtering software and Internet guidelines may not be enough.
dd"The kids will still find a way, I guarantee it," said Jim Lehman, a science, physics and image processing teacher at Mills Godwin High School. "I have no doubt some students can get past the software. Some are more proficient with computer use than the teachers."
ddAfter installing the filtering and Internet systems this year, Edwards said, school officials will continue to study the problem to see if further steps or more software is needed to keep children from inappropriate sites and chat rooms.
dd"It might still be possible to gain access to inappropriate sites," Edwards said, "But with all the steps we are taking . . . I think we are doing all that is humanly possible."nyxddd

Publication#W\ PP# 56. Hartford Courant"Publication" #:\ P P#July 21, 1997

Headline#u\ P!P# School management posts considered all work, no pay Headline #:\ P"P#

By RICK GREEN

ddMIDDLETOWN " When Richard Cormier searches for a new teacher to hire, it's as if he has won the lottery.

ddResumes pour in, and he can pick the most qualified candidate from hundreds of people. It's obvious why: Being a teacher in Middletown and in the rest of Connecticut, with top salaries, good schools and generous benefits, makes for a satisfying and rewarding lifestyle.

ddBut when Cormier, a Middletown assistant superintendent, is looking for a new principal or other school administrator, the experience is more like not winning the lottery.

ddFor Cormier and superintendents across the state, it's both the best and most frustrating of times to be running Connecticut's public schools.

ddThe wave of teacher applicants is partly the result of Connecticut teachers' being the best paid in the land, earning an average salary of more than \$50,000

a year for less than 10 months of work. Veteran teachers at the top of the salary scale, which in some cases can be reached in a dozen years or less, can earn \$65,000 or more if they coach a few sports or supervise another after-school activity.

ddYet a new school principal, who must work year-round and often late into the evening, might pull down little more than that, or even less. And that's for a job where the demands " from parents, teachers' unions or just making sure the bathrooms are kept clean " never end.

ddIt's no wonder that many qualified and desirable educators remain teachers instead of stepping up to school management.

dd"We had an opening in the school district for a vice principal at a high school. There were 40 applicants. We reviewed 600 applications

[for one teaching slot],” Cormier said.

Just a few years ago, school superintendents say, they would receive 80 or more applications for an administrator's job. But as the state and towns have boosted teacher salaries during the past dozen years to attract and retain highly qualified educators, there has been a ripple effect in the principal's office.

“If you are a veteran teacher in this district and you coach one team you can be making 65,000 bucks and working 183 days,” said East Haddam Superintendent of Schools Daniel J. Thompson Jr. A new administrator might earn the same but have a lot more responsibility and a year-round schedule.

What's more, the climate in education has changed. Increased accountability and higher standards are the buzzwords these days. Individual schools are being handed more responsibility for curriculum, budget management, evaluating teachers and boosting test scores.

As a result, there's often far greater pressure put on principals than in the past.

“When I talk to my peers they all say that there are just fewer people who are interested. There just aren't a lot of folks who want to do it. A lot of it is

the grief,” said Thompson. It took two different job searches in the past year to land a new principal at his town's high

school, he said. “If you have a high school [administrator] opening, you are fortunate if you get 25 to 35 applications, and you are lucky if three or four people fit the bill,” said David H.

Larson, superintendent of schools in Middletown and president-elect of the Connecticut Association of Public School Superintendents Inc. “It is because the responsibilities of the job have increased [and] the pay differential isn't that great.”

Successful schools are often inextricably linked with good principals. The lack of candidates for the job is a significant worry, said Donn

Weinholtz, dean of the University of Hartford's school of education, who oversees the school's educational leadership program.

“An ineffective principal can be a wet blanket on an entire school. We ought to be thinking about more incentives about getting people into principalships,”

he said. “We don't get the quality of people in leadership positions that you would like.”

Salvatore V. Pascarella, superintendent in Old Saybrook, said boards of education must continually remain on the lookout for potential principals, and they

should be grooming teachers who might make good principals.

“It's a whole different type of stress that you have [as an administrator]...

. You have to deal with a lot of painful issues,” he said.

“You don't come into administration solely for the money. You come in for some different purposes. You come in for a greater good,”

said Pascarella, who recently hired a dean of students at the high school in a job that pays just a few thousand more than what a veteran teacher earns.
dd"People just aren't taking the risk," he said.nyxdddy

#:\ P#P#Publication#W\ P\$P# 57. The New York Times"Publication" #:\ P%P# 07/
20/97; Edition: Late Edition - Final; Section: Section 1; National Desk; Page 1
2, Column 1

Headline#u\ P&P# Military College Awaits Its First Female CadetsHeadline #:\
P'P#

By MICHAEL JANOFISKY

LEXINGTON, Va., July 18 " For years, the grand statues of the school's most acclaimed sons, Stonewall Jackson and George C. Marshall, have stood vigil over campus grounds, silent witnesses to the annual reruns of tradition born 158 years ago.

ddAnd again this August, as in all those past, comes another class of freshmen to the Virginia Military Institute, most of them blindly eager to endure the ti

me-honored indignities of first-year life as a "rat."

ddYet the panorama below the unflinching gaze of Jackson the professor and Mars hall the alumnus has been altered this year " quite

rudely some would say " by

a 1996 United States Supreme Court ruling that required women to be admitted if the school was to retain its state support.

ddAs a result, the V.M.I. class of 2001, which will report on Aug. 18, will include the first women to join a student body that draws its largest dose of prid

e from the peculiarities of all-male culture. Among the record 460 students who have committed for the freshman year,

32 are women. And few others here now "

upperclassmen, professors or administrators " deny that any rats will have ever faced so

much pressure and scrutiny.

ddFor some women, that is their first badge of honor.

dd"I like the military atmosphere," said Erin Claunch, a 17-year-old rat-in-waiting from Round Tail, Va., and one of 19 women participating in a summer orie

ntation program here. "I'm not nervous, and I'm not frightened."

ddAngelina Pickett, 17, of Glasgow, Ky., who fashions herself as something of a pioneer, said: "I look at it as a combination of things. I

think it's neat to

be in the first class, but that doesn't have anything to do with why I came her

e. If this was the fifth or sixth class of women,

I would still have come here.

"

ddBut it is not the fifth or sixth class, or even the second. And as the first, the women are causing something of a stir across the campus

if for no other re

ason than males here of all standing go to extremes to assure that despite changes, female rats will be treated every bit

as callously as male rats.

ddThat certainty, real or hoped for, stems from the time school officials have had to prepare since the High Court ruled 7 to 1 (with Clarence Thomas, father of a V.M.I. student, abstaining) that publicly supported schools must offer equal opportunity to women or lose state financing. The case began seven years earlier when a female high school student from northern Virginia, whose identity has never been made public, asked the Justice Department why she could not attend V.M.I.

ddThe ruling shook V.M.I. to its core, with alumni and staff alike initially predicting doom, gloom and the end of life as they knew it.

Rather than accede immediately, the school's Board of Visitors considered turning the school private, but then voted 9 to 8 last September to maintain public status, allowing it to keep the \$11.4 million annual subsidy from the State of Virginia.

ddBy now, almost a year later, with separate bathrooms in place for the women, new shades over barracks windows, newly hired female administrators in senior positions and a series of "assimilation" forums for upperclassmen complete, school officials are responding to the women as if to say, "What took you so long?"

dd"The kicking and screaming stopped once the decision was handed down," said Josiah Bunting 3d, class of 1963, who returned in 1995 as superintendent. "We complied in good faith with energy and prepared very carefully."

ddLike countless other staff members and upperclassmen, Mr. Bunting easily admitted that he would have voted with the board's minority to keep women out. But now that they are in, he has promised to live by the hallowed words of V.M.I.'s code of conduct "honor and integrity" to assure that women get what they came for: the demands of academe in a grueling militaristic setting.

ddIt is the same opportunity long provided women in the Federal service academies and, since the Supreme Court ruling, at what was the country's only other all-male public military institution, the Citadel in Charleston, S.C. There, however, the response was different. The Citadel ushered in women immediately "and with disastrous results."

ddThe first woman, Shannon Faulkner, wilted under the school's physical demands and withdrew in a swirl of controversy. Two of the four women who followed her quit after their clothes were set on fire and deodorant was sprayed in their mouths. One male cadet was dismissed for his role in the actions and nine others were disciplined.

ddCiting V.M.I.'s long period of preparation, Mr. Bunting predicted that such episodes were unlikely to occur at V.M.I., and if outsiders responded skeptically, that was their problem.

dd"I don't care what people think," he said. "So long as we know we have done

to our level best in accordance with our conscience, our authority and the under standing of the law, we can abide by the consequences with something approaching serenity."

Still, the experience of the Citadel would appear to be having a lingering effect there as well as here. At V.M.I., the women constitute 6.9 percent of the freshman class; at the Citadel, 3.1 percent, or 17 of 543. By comparison, the United States Naval Academy is expecting 210 women, or 17.8 percent of 1,174 first-year students this fall; the United States Military Academy, 186 women, or 15.6 percent of 1,192 freshmen.

V.M.I. officials say they expect the freshman class, men and women, to suffer the same attrition rate as at more traditional American colleges, 20 percent or more.

The first six months as a rat has a lot to do with it. In V.M.I.'s social order, rats are the lowest of the low, a subspecies that must follow screaming commands of upperclassmen. In a ceremony usually held in February, rats climb a greased pole to "break out" and, thus, win equal status as humans.

Vernon L. Beitzel, V.M.I.'s director of admissions, predicted that the number of female applicants would increase as the school learns how to find more women who are attracted to V.M.I. for the same reasons men cite: a chance to learn self-discipline, a code of honor and a chance to learn to perform under pressure in an egalitarian setting.

But even so, implicit in all expectations of success for the women is the understanding that one ugly incident, even a charge of sexual harassment, could change V.M.I. in far more complicated ways than letting in women.

Ms. Pickett, a high school honors student, the daughter of a retired Air Force officer and a freshman who hopes to become a pilot and astronaut, expressed nothing but confidence and eagerness in the challenge at hand. Still, she allowed for the possibility of the unforeseen.

"It's unfortunate what happened at the Citadel," she said. "We all understand and there are things you go through, and I think the cadets here will handle themselves in a professional manner. But there is still no way to prepare yourself for everything."

nyxddd

Publication#W\ P(P# 58. Boston Globe"Publication" #:\ P)P#July 20, 1997

Headline#u\ P*P# Educators log on to technology Headline #:\ P+P#
By Muriel Cohen
Globe Correspondent

The magic of computers has captivated teachers as well as students with the ease and speed of learning through words and pictures about the world outside of

the schoolhouse walls.

It is a growing challenge for teachers to adapt the changing technology, including the Internet and e-mail, to its best use in the classroom. Some have been

able to master the technology; others are resisting.

A range of reactions, from satisfaction to bewilderment, surfaced during a recent weeklong institute at Harvard that demonstrated the potential of computers

to teachers, administrators, technological experts, and university faculty. Participants came from as far as Guam and as near as Cambridge and Lexington.

Enthusiasm for the computers was tempered with warnings that the computer is simply a tool, not a replacement for curriculum and

not a guarantee of the education reform that is high on political as well as academic agendas.

Discussions ranged around costs, evaluation, teacher training, and the need to explore every facet of new technology.

Many of the institute participants have worked successfully with the new technology for a number of years. Among them is Ceil Jensen,

a high school teacher from a Detroit suburb. She described a CD about school's shortcomings that was shown at a Detroit Pistons' game

and resulted in support for a construction bond issue.

Kristi Rennebohm Franz exhibited the artwork of her elementary school students in Pullman, Wash., that became part of e-mail exchanges with youngsters around the world.

Judi Harris described a database of experts who have volunteered to work with students via electronic networks.

During small group sessions, teachers explored the various ways that technology can be integrated into courses for students at every grade level, with step-

by-step discussion of how to use computers to teach each subject.

At the conclusion of the week's meetings, Steve Miller, an expert on educational technology, worried about the difficulty of helping teachers make the maximum

use of the computer, the Internet, Web sites and e-mail.

"I am now convinced that this is a slow process. It may take 5 to 10 years to train the teachers," said Miller, who headed NetDay in Massachusetts, recruiting

volunteers to assist in bringing technology into schools.

Miller, executive director of Mass. Networks Education Partnership Inc., and author of a recent book on technology, said that the major cost factor in computer

use in the classroom is teacher training and preparation. He cited statistics indicating that local school districts are spending \$4 billion a year on new technologies.

He has summarized recent technological developments this way: "Just as the education system began to figure out how to use personal computers in the classroom,

the Internet suddenly transformed the nature of technology. Networking turns computation devices into

communication tools, individual actions into group processes, stand-alone machines into conveyor belts for the world's information sources."

As an elementary school teacher, Franz and a colleague in Pullman, Wash., used e-mail to exchange their children's artwork with a dozen schools, in countries as far away as Australia, Argentina, Russia, and Kenya. The children are sending messages describing their communities, everything from climate to clothing.

Franz said she was astonished at the similarity of some of the graphics of children in other countries with those in her classes. She noted that one picture from Moscow showed a child's blue arm, just like one drawn by a youngster in Pullman.

She explained that non-English-speaking schools translated text into their own languages so that students could read what their US counterparts had written and the result has been a continuing e-mail interchange as the youngsters learn about each other and their families.

Franz said that the art project has now encompassed social studies and science as a result of the easy communication possible among them.

Since 1993, Judi Harris, on the faculty at the University of Texas at Austin, has been building a data base for K through 12 students.

She sent out an invitation by e-mail looking for volunteer experts to work with children electronically. She said she was astonished at the volume of responses from all over the country.

Among the volunteers, she said, was Dr. Leo Bores of Phoenix, a co-inventor of the technique that uses laser surgery to correct vision.

He assured her that he would be available for inquiries from school children.

From small group discussions, there emerged the problems technology is posing for some teachers, among them factors that might impede its use. Most of those

factors, it was said, were controlled by administrators.

Teachers also worried about who will figure out ways of integrating computer use with curriculum. "Would it be teachers, the central office, consultants, or

publishers?" they asked. They also wondered about the flexibility needed by teachers to create their own computer-based curriculum.

Other concerns that surfaced centered around such topics as the values placed on technology by the school, accountable for teaching computer skills that range across subject areas, availability of teacher and student access to technology, and questions about time and resources for training teachers.

"The institute started an important and ongoing conversation among educators at different levels ... to think about how technology can be meaningfully integrated into the school programs," said Linda Greyser, who initiated the project.

t with the support of a \$130,000 grant from AT&T.

ddGreyser, on the faculty at the Harvard Graduate School of Education, explained, "It is a question of understanding what the hardware can do and how teachers can be trained to think about it as a vehicle to help them teach better, so that student achievement improves and expands."

ddTaking a comprehensive look at an issue that is fragmented over costs and methods and instructional know-how, NetDay's Miller said that "technology is part of a holistic approach to education reform."nyxddy

Publication#W\ P,P# 59. Boston Globe"Publication" #: \ P-P#July 20, 1997

Headline#u\ P,P# Summer school Headline #: \ P/P#Subhead#[\ POP# It's waning, but some still see the needSubhead#:\ P1P#

By Sean Smith

Globe Correspondent

ddFor many a schoolchild in generations past, summer school loomed like a storm cloud over a July picnic: Flunk that English class or mess up your algebra, and instead of reveling in the freedom from pencils, books, and teacher's dirty looks, you'd likely head straight back to the classroom for another month to get it right.

ddBut educators say the classic, remedial-style summer school is on the wane, increasingly overshadowed by programs with a different focus that may be driven as much by social and economic factors as educational purposes. Moreover, with schools considering new ways to structure their academic year, the traditional concept of summer school could become irrelevant. ddWhile some educators believe the newer approach suits their school population, others say it's not time yet to close the book on the summer school of yesteryear.

dd"I guess I'm old-fashioned, but I see a lot of advantages to this arrangement," says Thomas O'Donnell, who directs the remedial summer school program at Malden High School. "Until and unless we come up with another way of doing the school year, summer school is still needed as a court of last resort."

ddFew educators disagree on the benefits of a structured, academic-related experience during summer. At a time when politicians and parents are stressing better academic performance, summer school programs can be insurance against a potential drop in skill levels.

Summer school also is a sorely needed source of stability, food, and health care for students from poor families.

ddSome towns and cities fund summer classes directly through their school budgets, while other programs are fee-based or supported through government grants or the private sector. Students whose schools do not provide summer classes may

wind up traveling to another district, or to another town.

ddAccording to one school administrator, though, summer classes can be cost-effective to the school and its community.

dd``In the long run, it actually saves money," says Anthony Dileso, director of adult education and summer programs for Boston Public

Schools, ``because other

wise you'd have to pay teachers to provide extra help during the school year.

The kids who aren't getting the

instruction during summer are more likely to drop

out later on, and that's a whole other type of cost."

ddBut there is a noticeable difference of opinion among educators as to how effective remedial summer school programs are. While some

think the approach helps

students who may not function well in the regular classroom environment, others

feel it ultimately holds them

back.

dd``There are some kids who, for whatever reason, simply cannot deal with five subjects at once, but do much better concentrating on

one for a span of several

weeks," O'Donnell says. ``For these kids, summer school offers an opportunity

for accomplishment. They did what they had to to pass the course, and now they have

the grade to show for it."

dd``I've never viewed summer as a time for remediation," says Ramon Cortines,

a former schools superintendent who is now acting

assistant secretary for the U

S Department of Education's Office of Educational Research and Improvement. ``Research

shows that just

repeating a class often does not address academic issues.

Summer school should be an opportunity to help a student move toward a new

level."

ddRemedial classes also raise a question: Is it fair for a student in a four-

to six-week summer class to receive the same credit as the kids

who slogged through

the same course for a school year? Some school systems, like Newton and Boston,

do not replace an initial failing

grade but simply note that the student took

summer classes.

ddAnother area educator says his school system would arrange for some students

to take remedial summer classes in other towns only

under certain guidelines. The

system was concerned, he says about ``not wanting to encourage students to feel

they can simply make up

the work in a few weeks."

ddBecause summer school is a local option, the state Department of Education has

little information on how many communities offer

it, and in what form. But educators

concur that the traditional summer school programs have become less plentiful

during the last two

decades. Proposition 2 1/2-related budget cuts likely

prompted some school systems to scale back or cut out summer programs in the

1980s, they explain, and demographics has been another strong factor, as low birth

rates brought declining school enrollments.

dd``The high school did have summer programs for mathematics courses, but that was years ago when the school had 900 students," says Richard Houde, assistant superintendent for curriculum and instruction for Weston Public Schools. ``Now , there are about half that number, and we had a graduating class of less than 100. The population of the school simply didn't support it."

ddMany other communities, however, changed the direction of their summer school programs. They began to offer enrichment programs in tandem with, or in place of, ``make-up" remedial instruction. Students build upon what they know in a subject, strengthen their weaknesses, or explore other areas of interest. Although enrichment programs usually emphasize an educational component, they can also serve another function: providing a social and recreational option for students.

ddEverett, for example, decided to phase out its remedial high school classes and established a fee-based enrichment program for middle school students, in which a five-week curriculum is built around a theme, such as world geography.

dd``Part of the program's intent is to give children a place to go during the summer," acknowledges associate schools superintendent Richard Wallace, ``but we feel it meets important educational needs by helping kids continue exercising their academic skills. It is likely easier to address educational issues now, at the middle school level, than to wait until they are older."

ddAmong Cambridge's offerings, besides a remedial program for high school students, is a free ``Summer Bridge" peer-mentoring program to assist children with the transition to middle or high school, and another enrichment program geared toward girls.

ddThrough a federally funded program, Holbrook provides 21 hours a week of remedial or enrichment classes, depending on individual need, in math, English, computer, or woodwork to about 35 economically and educationally disadvantaged teenagers, who earn the equivalent of minimum wage for participating.

ddIn some cases, however, school systems are finding that they cannot automatically rely on the demand for summer classes. After all, these days families look for what they consider to be the best value in almost anything, and that includes summer activities.

ddArlington Public Schools, for example, have offered enrichment-type classes in previous years, but will not this summer, says community education director James Brown, and not just because the buildings where they took place don't have airconditioning. ``Our town has a diverse, lively summer recreation program," he explains. ``It's one of the things that has made Arlington such an attractive place to live, but frankly, I can't compete with it."

ddIf resources are limited, Cortines believes, then communities need to exhibit

some creativity, and perhaps a little teamwork. "I don't think every town or district should have to keep their schools open for summer," he says. "But I do think they should be involved in some kind of summer program. For example, rural or suburban communities could look for a regional solution, with one town serving as the site and the others putting money into transportation. Large districts could designate a few schools to provide classes, depending upon student needs."

dd"Some day, we'll replace this outdated school year model so we won't have to fill a 2 1/2-month gap in our kids' education," Cortines says. "The point is, whether you're talking about a low-income, inner-city district or a wealthy, suburban community, all children should have ready access to a summer school program."

Publication#W\ P2P# 60. Los Angeles Times"Publication" #:\ P3P#* 07/21/97; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-10

Headline#u\ P4P# Recall Worries Backers of School Bond Issue
Ballot: Supporters of \$97-million measure for campus repairs
question if effort

to remove councilwoman will hurt or help them.

Headline #:\ P5P#
By DAVID R. BAKER
SPECIAL TO THE TIMES

ddTHOUSAND OAKS "It is a quirk of timing that backers of a proposed \$97-million school bond issue in Thousand Oaks hope won't be fatal.

ddThe bond measure, needed to upgrade and repair the school district's decades-old schools, must share a ballot in November with one of the most bitter political issues in the city's history: the effort to oust City Councilwoman Elois Zeanah.

ddAfter months of petition drives and rancorous public debate, the anti-Zeanah recall effort qualified for the November ballot 10 days ago.

ddThe two issues "school bond and recall" have virtually nothing in common. And yet the bond's backers wonder and worry about how the recall campaign could affect the vote.

ddWith the recall drawing more people to the polls than would the bond issue alone, will the bond have a harder time winning the two-thirds majority it needs,

or will the extra voters mean more support?

ddWill Zeanah foes, angry with at least one member of local government, vote down a request for more public spending on schools, or will recall voters latch on

to the bond issue as a positive note in an otherwise ugly political season?

ddPat Phelps, co-chair of a citizens' committee backing the school bond, said it's impossible to predict how voters drawn by the recall will view the bond mea

sure.

dd"You try to figure out, 'If I'm going to recall Zeanah, am I going to vote for or against the bond?' " she said. "And I just don't know."

ddNo one does. Some argue that the issues won't affect each other at all. But school district officials and bond proponents hope they can at least convince Th

ousand Oaks voters to keep the recall, and the charged emotions swirling around it, separate from the bond in their minds.

dd"Hopefully, our electorate is sophisticated enough that they can separate the two issues," said district trustee Dolores Didio.

ddRight now, the two issues are the only ones Thousand Oaks voters will face in November. Those voting to recall Zeanah will also have

a chance, on the same ballot, to pick her replacement.

ddIn addition, there is still a chance that a recall drive against Mayor Judy Lazar and Councilman Andy Fox will be included in the election, but the deadline

for those efforts to qualify for the ballot is fast approaching.

ddIn comparison, Ventura and Oxnard residents pushing for school bond measures in their cities this spring had it easy. In both cases, the bond initiatives were the only items on the ballot.

ddMany election analysts say such single-issue elections tend to favor school bond measures. Relatively few voters turn out for such contests, so a well-organized bond campaign can have a big impact.

dd"In a special election, which this is, it's all about voter turnout and who does the best job of getting their people out to vote," said political consultant

t Debra Creadick, a veteran of several Ventura County political campaigns. "The recall really makes this a wild-card election."

ddOf course, standing alone on a ballot does not guarantee a bond measure's success. Supporters of a \$57-million bond for the Oxnard Elementary School District

first tried to get the measure passed in March, when no other issues cluttered the ballot. Although a clear

majority of voters approved the measure, it failed to get the two-thirds vote required.

dd"If you're running for office and you have a 60-40 split, it's considered a landslide. We had 64%, and we lost," said Armando Lopez, who chaired the bond campaign committee after that initial defeat. (The measure actually garnered 65.4

% of the vote.)

dd*

ddOn the bond's second try, in June, the measure passed by just 100 votes. Lopez said it probably helped that the bond again had the election to itself.

dd"I wouldn't go so far as to say we wouldn't have won otherwise," he said. "But I'm glad we didn't have to find out."

ddComplicating matters, the Zeanah recall drive in Thousand Oaks is not just another political issue. It has divided the community for

months and provokes intense

emotion on both sides, tapping into competing visions for the city's future.

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ddConejo Valley schools Supt. Jerry Gross said that when district officials began seriously considering a bond issue, he knew there was a chance the bond and the recall would face voters at the same time.

ddBut the district could not afford to wait for another election, he said. Local schools need repairs and renovations soon.

dd"We just decided we had to go ahead," he said. "If we waited, would there be another recall?"

ddOne of the key questions, analysts said, is whether and how the two different groups of voters drawn to the election—those interested in the bond and those interested in the recall—will overlap each other.

ddCertainly, there are people interested in both. Barbara Sponsler is a spokeswoman for Yes! Remove Elois Zeanah. She has also been active in local school-related issues for about 18 years, helping raise money for the new performing arts center at Newbury Park High School, she said.

ddSponsler now wants to get involved in the bond campaign, which she sees as totally separate from the recall drive. She doesn't believe having the support of people like her, who are involved in the recall efforts, will harm or politicize the bond issue.

dd"The Thousand Oaks community is really an educated community that can understand the separate issues," she said.

ddPhelps said that any residents willing to work for the bond's passage can join the campaign, regardless of how they feel about the recall.

"We decided we couldn't eliminate people based on which side of the recall they were on," she said.

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ddPete Turpel, another spokesman for the Zeanah recall drive, rejects the argument that the bond would fare better with a small voter turnout. The recall issue

appeals to a core group of Thousand Oaks voters who follow local politics and who also understand the school

district's needs, he said. By bringing them to the polls, the recall may improve the bond's chances.

dd"I don't think you're going to have people going to the polls for the recall who won't know what the bond issue is about," he said.

ddPerhaps not surprisingly, Zeanah's lone ally on the council, Linda Parks, disagreed. Both sides in the recall dispute, she said, could pose problems for the bond measure.

ddZeanah foes, she said, may come to the polls with a "toss-the-bums-out" attitude, one that could spell trouble for any spending request.

"It will be a different crowd, and they may come in with clenched fists," she said.

ddMeanwhile, Zeanah's supporters tend to be concerned about taxes and government spending, and may not view the school bond favorably, Parks said.

ddGross holds out hope the recall may help the bond measure. People disgusted by the state of Thousand Oaks politics may see the bond

measure as something positive they can support, he said. It can, in contrast to the recall, become a unifying point for the community." "I may be Pollyanna on this, but I honestly think we may have that psychology working for us," he said.

Creadick thinks the bond campaign should take that idea to heart. If the group pitches the bond measure as a constructive effort, something that will help build the community's future, it could turn the potential problem into a selling point.

"They [bond backers] can't ignore that the recall is happening," she said. "But there could be some strategic ways to acknowledge it and encourage people to rise above it."

Publication#W\ P6P# 61. Boston Globe"Publication" #: \ P7P#July 21, 1997

Headline#u\ P8P# Anything to get kids reading Headline #: \ P9P#Subhead#[\ P:
P# A summer vacation from books can set back learning, educators say Subhead#:\
P;P#

By Molly Hennessy-Fiske
Globe Correspondent

Stephanie Carson, 7, is sitting at a table in the Rey Children's Room of the Boston Public Library, reading "Harry Kitten and Tucker Mouse" by Garth Williams,

canning the bookshelves of as her mother, Judith, watches.

"I never got to read as a child. The only book we ever read was the Bible, and I'm sure there are a lot of parents out there like me," says the 47-year-old

Allston resident. So now she takes her daughter to the library each week and reads to her at night to encourage the child to read during the summer.

Whether it's a trip, like this one, to the library, a book at the beach, or reading at bedtime, experts promote summer reading as an important way to safeguard

and skills that children gained during the academic year.

The school year ended in a blaze of emptied lockers and backpacks, and so it seems only natural that reading should take the back seat to bike expeditions,

camp, and trips to the beach. But beware: Educators say that taking a break from books in the summer can damage the literacy of elementary school children.

Many schools send children home in June with lists of recommended or required reading. But even when literary offerings include the popular "Arthur" adventures

by Marc Brown, or R.L. Stine's "Goosebumps" thrillers, or Roald Dahl's fantasies, experts say that parents may need fresh ways to promote summer reading.

"The trick is getting books that are so interesting to kids that they can't bear not to read them," says Mary Leonhardt of Concord, author of "99 Ways to

Get Your Kids to Read and 100 Books They'll Love." Her 27-year-old daughter, an English major in college, was only interested in comic books as a child.

dd``If a kid likes sports, get them the magazines about trading cards. Anything to get them reading is my message," says Leonhardt, an English teacher at Concord-Carlisle High School, who has spent more than 25 years in the classroom. ddBringing books along on vacations or beach outings, she says, is another way to offer children the best of both worlds. Keeping comic books or easy reads on hand, like the ``Choose Your Own Adventure" series by R.A. Montgomery, can help youngsters with short attention spans.

ddIn Canton, Mary Jane Mangan goes to the public library with her two children to arrange for an extended summer loan before the family leaves on vacation. This is a service offered by Canton and other area libraries. Some libraries, like Needham's, will renew books over the telephone.

dd``We're going to be in the car five to six hours a day, and I want to be sure we have enough books," says Mangan, 42.

ddMargaret Williams, director of the reading enrichment program READBoston, says the best way to get kids reading on a daily basis is to build on children's interests, such as favorite TV shows or cartoons, instead of substituting books for other summertime amusements.

dd``Rather than asking a child to remove something like TV, because that makes it an either/or situation, busy parents can use TV programs or video games as a jumping-off point for a conversation," says Williams. She explains that parents can turn children's enthusiasm for heroes, such as Batman or the current Disney movie character ``Hercules," into library trips to read about heroes in ``Treasure Island" or Greek myths.

ddBoth the 1994 Beginning School Study (BSS) and the National Assessment of Educational Progress indicate that literacy skills diminish without summer reading

, especially among young children from low-income families. Children who don't read during the summer, the

1994 study found, were more likely to need to repeat a grade than children who do.

ddBut if summer poses challenges to young readers, it also offers its own possibilities.

dd``One of the positive things about summer is kids are reading what they want, not just textbooks," says Lawry Hemphill, an assistant professor at Harvard's

Graduate School of Education. ``It gives kids a chance to develop personal taste, and it's that type of exploratory reading that gets kids interested in learning about basics, like an author's style or plot and setting." Hemphill is also the coauthor of

``Unfulfilled Expectations," a book about literacy and inner-city children.

ddEven younger children who can't read can benefit from choosing their own books.

dd``She loves the books with the larger, colorful pictures, but he goes more for