

r the good guy, bad guy stuff," says Laurie Pettiglio, 36, of Needham, taking a break at Needham Public Library from reading ``Zorina Ballerina" by Enzo Giannini to Christina, 3, and T.J., 5.

Children, says Leonhardt, tend to gravitate to one of four reading poles: those interested in good vs. evil, relationships, realistic, or fantasy books.

``A good thing to go for is a series, because it gets kids hooked," says Leonhardt. ``If you can find books about a child's interests, you're golden."

For now, that means creepy-crawlies for 7-year-old Gerald ``Junior" Weathersby of Somerville, who looks for reading fare in the Rey Children's Room. ``I

like any book about bugs, spiders, and snakes," the boy says, as his mother, 26-year-old Victoria Robinson, winces.

At another table in the children's room, Stephanie Carson has thoughts on the essence of summer reading.

``A week ago, I read a little bit of fables," Stephanie whispers, as her mother casts a doubtful glance.

``I did, Mom," the girl insists. ``I read three fables all by myself, and it was magic."nyxddy

#:\ P<P#Publication#W\ P=P# 62. The New York Times"Publication" #:\ P>P#07/20/97; Edition: Late Edition - Final; Section: Section 4; Editorial Desk; Page 15, Column 1

Headline#\ P?P# Wake Up, America: Apathy Can Be DangerousHeadline #:\ P@P# Unless the heat has warped our memory, it was only a couple of years ago that Americans were so mad at Washington there could have been a new Congressional election every month. Today, the cry of "throw the bums out" is seldom heard, and the people storming the ramparts of the Capitol are mostly the usual suspects looking to cut the usual deals.

John Huang had ties to a company with ties to the Chinese Government while raising millions of dollars for the Democrats? The loyalists whom Newt Gingrich had taken to his bosom tried to ace him out? What does any of this have to do with the price of a double-decaf iced mocha latte?

The reason for this complacency, according to the polls, is that most Americans believe the country as a whole and they themselves are better off than at any time since who knows when. But boredom with government is a threat to the people's long-term interests, including people who make a living saying things like "boredom with government is a threat to the people's long-term interests" "the experts, pundits, gurus and others known collectively as the Beltway insiders.

A few leading commentators and others were asked to explain once again just why all good citizens must get serious. Here are their responses: Ralph Nader is the author of "No Contest: Corporate Lawyers and the Perversion of Justice

in America."

ddStrange, isn't it, that thousands of corporate lobbyists are actually excited about what is going on in Washington. For they are pushing legislation to limit

or eliminate their liability for their corporate crime, fraud and abuse against citizens and investors whom they injure.

These corporate interests use Orwellian

language to call their bills "tort reform," "securities reform," "regulatory reform" and "banking reform."

ddShould these measures pass, you will pay more and have less recourse to justice, and health and safety standards will be weaker and less vigorously enforced

ddOn another front, more of your tax dollars will go to huge corporate welfare programs and giveaways (\$70 billion worth of public airwaves to existing TV broad-

casters, for instance) if people do not back the politicians "both liberals and conservatives" who are fighting in Congress to end these boondoggles.

ddStay bored and government becomes more of an instrument of the rich and powerful against the rest of America. Get active with your fellow citizens and you may

just see more government of, by and for the people.

ddNorman J. Ornstein is resident scholar at the American Enterprise Institute.

ddPeace and prosperity: great developments for the country, but tough going for politicians and pundits. Good times mean complacency among voters; combine that

with feeling with the underlying cynicism about politics, and it is no wonder that, outside the Beltway, events in

Washington are even less compelling than they were in the halcyon days of cold war tension and economic turmoil.

ddThe benign neglect of Washington has been fed by a sense that President Clinton, Speaker Newt Gingrich and the Senate majority leader, Trent Lott, have found

ways to cut deals to make modest changes that steer the nation in the right direction.

ddTheir ability to keep the process on track has been admirable, but it is plenty tenuous. The very lack of outside threat or internal crisis leaves a vacuum

that has been filled by often vicious partisan bickering and ideological warfare that could, if unchecked, poison the atmosphere enough to make further compromise and action impossible.

dd"So what?" you ask. Times will not always be good. If we continue to make small but tangible progress in areas from Medicare reform to expanding free trade

to campaign finance reform, we can prevent pain and dislocation down the road when we can least afford it. David

Gergen is editor at large of U.S. News & World Report.

ddPeople are so bored with Washington, says my friend Mark Shields, that they are turning off C-SPAN in favor of the Weather Channel.

True enough, but there's much about our long-term future that needs attention.

ddBeyond the obvious lack of nerve in reforming Social Security and cleaning up campaign finance, we seem unable to figure out what can be done to rebuild American families. The past 40 years have witnessed the largest collapse of family life in recorded history " and it won't be repaired with V-chips and \$500 tax credits.

ddMeanwhile, much of Washington is also strangely silent on the disasters unfolding in public universities in California and Texas " and soon to appear elsewhere " as affirmative action is thrown out. Racial preferences are no longer sustainable politically, but a return to segregation would be even worse.

. Clearly, we need to pursue much stronger efforts at remediation in secondary school.

ddOn a wholly different front, we are shortchanging one of our most vital long-term investments: basic scientific research. Federal spending has dropped four years in a row and is still heading down. To allow a continued deterioration would compromise prospects for our security, economy and quality of life.

. Marian Wright Edelman is president of the Children's Defense Fund.

ddCongress and President Clinton have a historic opportunity to address a shameful and solvable problem shared by 10 million uninsured children, most of whom live with working parents. The House-Senate conference committee will soon decide whether to adopt a Senate plan to insure at least six million children with good benefits.

ddThe Senate plan is partly financed by a 20-cent tobacco tax that would curb teen-age smoking and save hundreds of thousands of lives.

The inferior House plan leaves the door open for special interests to raid the child health fund and gives no assurance that a single child will actually receive coverage.

ddEvery American must speak out for our children's health so that special interests like Big Tobacco are not the only voices our lawmakers hear.

Lynne Cheney is former chairwoman of the National Endowment for the Humanities.

ddOne reason that people outside the Beltway should care about what's going on there is that Washington can render state efforts moot.

Consider "whole math" instruction, which has been making its way into schools for several years. The idea is that mathematics is a natural activity that students will invent procedures for if only they are given mathematically rich problems to solve.

ddParents concerned that this idea will prove destructive are working to be sure that states require instruction in basic skills. They've made headway, but the Administration could reverse it. The national math test for eighth graders being planned for 1999 could easily overwhelm state efforts, and it is being shaped entirely by advocates of the "whole math" approach. Arianna Huffington is chairwoman of the Center

for Effective Compassion.

ddA very important piece of legislation " the charitable tax credit " is getting scant attention in Washington. The proposal would allow families to give up to

o \$1,000 of what they owe in taxes to a poverty-fighting charity of their choice. Not only would it provide billions of dollars for effective grass-roots groups but it would also strengthen the frail bonds of community.

ddIn the course of deciding what group to support, citizens would have the opportunity to become more involved in the lives of those in need. And the charitable

le tax credit would establish a hierarchy of charitable priorities at a time when both political parties have tragically neglected the crisis of poverty and violence in our inner cities. Kevin Phillips is editor and publisher of American Political Report and

author, most recently, of "Arrogant Capital."

ddFor voters to ignore Washington's corruption hearings because Congress won't pass meaningful reform anyway is sagacity, not apathy.

ddBesides, Washington is never the nation's prime focus near the peak of a financial boom and stock market bubble " not in the early 1890's, not in the late 1

920's and not now. That's true even though money's corruption of politics often tops out close to other peaks of

the money culture " the record-setting Dow and

d the economists' announcement of the end of the business cycle. When (and if) the bubble

pops, voters will get involved with a vengeance. Michael Mandelbaum is the author of "NATO Expansion: A Bridge to the Nineteenth Century."

ddAs Poland, Hungary and the Czech Republic received invitations to enter NATO, and American officials assured Estonia, Latvia and Lithuania that they, too, could

ould join, one feature of NATO expansion received less attention than it deserves: the price tag for Americans.

ddUpgrading the military establishments of the new members and sending Western troops to the territories of the three Baltic countries

to protect them from their

big huge neighbor, Russia, could cost hundreds of billions of dollars. The new members cannot pay; the Western Europeans will not pay.

ddSo Americans would foot the bill, requiring higher taxes, less social spending, abandoning a balanced budget, or all three. All Americans should care about

that. Zbigniew Brzezinski was national security adviser to President Jimmy Carter.

ddThree issues deserve public attention; each, if mismanaged, could affect every American's pocketbook and even cost American lives.

ddThe first involves Europe. By widening NATO, we can reduce the chances of new intra-European conflicts. Otherwise, Americans

could soon find themselves again

engaged in European bloodshed.

ddThe Middle East cries for more engagement by the United States in the stalemate

ted Israeli-Palestinian peace process. Renewed conflict could quickly ignite a major energy crisis. Last but not least, a more powerful China is emerging, while America's relationship with that awakening giant is in a state of drift. By portraying China already as our enemy, some commentators are engaging in a self-fulfilling prophecy.

In brief, ignorance is not bliss. Vinnie Rosario is a bartender at The Capital Grille. As the economy has heated up, Washington has seen a revival of 80's indulgence with a 50's retro twist, demonstrated by the unusual number of martinis, cigars and steaks being ordered at The Capital Grille when Congress is in session.

And over the hustle and bustle of bar interaction, the old jokes can be heard, like, "How many politicians does it take to screw in a light bulb?" The most timely response these days, though, is, "They'd immediately form a committee to determine the most effective way to meet the challenges of this great task."

What does all this mean for the rest of America? Hey, a bartender never reveals his secrets. nyxddd

#:\ PAP#Publication#W\ PBP# 63. Chicago Tribune"Publication" #:\ PCP# 07/20/97; Edition: SOUTHWEST FINAL; SW; Section: WOMANEWS; Page 2

#i2PDP#OPINION. HER SAY.#:\ PEP#
Headline#u\ PFP# TITLE IX CHANGED THE LANDSCAPE BUT HASN'T YET LEVELED THE PLAYING FIELD
Headline #:\ PGP#By Marcia Greenberger ; Verna Williams. Special to the Tribune.

"Would you like to be the president's wife?" This question once helped measure the interests and ambitions of young women at least according to one aptitude

test printed on pink paper for the female students who took it. The "male" version of this test, which predictably was blue, asked young men whether they'd like to be the president. Ancient history? Not really. This commonly used test from just 25 years

ago starkly illustrates the stereotypes that constrained educational opportunities for women and girls before Title IX, and whose effects are still with us today.

The educational landscape back then was filled with "No Trespassing" signs for female students. Courses such as auto mechanics and criminal justice were off

limits to young women. Athletics programming for girls generally consisted of cheerleading. With the exception of historically black colleges and universities, virtually no college offered women athletic scholarships. Medical and law schools restricted

the number of women admitted to 15 or less per school. Colleges and universities imposed tougher admissions criteria on women. Female elementary

ry and secondary-school teachers frequently had to leave their jobs when they married or became pregnant. Schools routinely kept pregnant and parenting students from attending school at all. Some schools even forbade girls from serving on the safety patrol.

Surveying this sorry state of affairs, the late Rep. Edith

Green (D-Ore.) concluded that "our educational institutions have proven to be no

bastions of democracy."

ddGreen and former Sen. Birch Bayh (D-Ind.) led the fight in Congress to dismantle all barriers to educational and economic opportunities

confronting girls and

and women. They sponsored, and in 1972, Congress enacted, Title IX of the Education Amendments, the federal

mandate against sex discrimination in education. Congress

used the broadest terms possible to signal loudly and clearly that gender no

longer could dictate educational opportunities. Twenty-five years later, Title

IX unquestionably has opened doors previously slammed shut

to women and girls.

Is.

ddTitle IX's successes are all around us. Today women earn more than half of bachelor's and master's degrees. Athletic opportunities for

girls and women have

mushroomed. In high school athletics, for example, 2.4 million girls play varsity sports, compared to fewer than

300,000 in 1971. The gender gap on some standardized

tests has narrowed. Sally Ride, Jackie Joyner-Kersey, and other beneficiaries of

Title IX have illustrated powerfully how much women and girls can achieve when freed from the shackles of stereotypes.

ddBut is this the end of the story?

ddToday's educational landscape suggests otherwise. A report card issued recently by the National Coalition for Women and Girls in

Education shows that for too

many girls and women, the doors to educational opportunity are not fully open

:

dd- Sexual harassment is prevalent in every level of schooling"with 81 percent of students in middle and secondary schools experiencing some form of it. Yet,

many educational institutions lack or fail to enforce policies and procedures that address harassment. As a result,

when confronted with this form of sex discrimination,

schools frequently do nothing, or respond painfully inadequately in even the most

severe case. For example, one university planned to discipline a

student admitted rapist by suspending him after he graduated from the institution.

dd- Female students remain underrepresented in non-traditional areas, such as job training programs in construction and technology or

math and science"fields

that lead to high-wage jobs. These fields so often are filled with gender-based and sexual harassment, creating

hostile environments in which learning becomes

a daily ordeal. Women pursuing degrees in the sciences, for example, report pr

ofessors

interspersing slide presentations with pictures of nude women, purportedly to liven up the lecture. The message young women get is that they do not belong in these fields

a message they heed by dropping out altogether.

dd- Female athletes still don't get their fair share of participation opportunities and resources. According to a study by the NCAA this year, female college

athletes receive only 23 percent of athletic operating budgets, 38 percent of athletic scholarship dollars and 27 percent of

the money spent to recruit new athletes.

As for women coaches in colleges and universities, their numbers have actually decreased over

the past 25 years"from coaching 90 percent of women's teams in the 1970s to just 48 percent today.

dd- In employment, women's numbers tend to decrease as the rank in the career ladder or the prestige of the institution increases. Even

though women earn about

40 percent of doctoral degrees, they make up less than 30 percent of all faculty members in colleges and

universities, where they are clustered primarily in

non-tenured positions. Furthermore, women of color make up less than 2 percent of

tenured faculty.

ddClearly, more work is necessary before the playing field truly is level for women and girls across the educational spectrum. Two

important steps toward that

goal occurred last month when President Clinton directed federal agencies to strengthen their enforcement

of Title IX and ordered that discrimination based on

sex, as well as race, or national origin may not occur in programs run by the federal

government, which until now have not been covered by Title IX.

ddUnfortunately, other policy and legal developments threaten many of the gains made thus far. For instance, the new welfare reform

law prohibits women receiving

public assistance from attending a post-secondary institution to fulfill their work requirement. In addition,

lawmakers are considering eliminating sex equality

programs in vocational education that have increased women's access to non-traditional

careers. Because education can mean the difference between prosperity

and poverty for women, the focus should be on realizing Title IX's goal of

equal opportunity in education instead of dismantling programs that have strides toward gender equity. To do otherwise

promises to unravel years of progress

at the expense of those most in need of the avenue to self-sufficiency education can provide.

ddTitle IX has made the days of pink and blue tests an inconceivable notion to young women in schools today; yet, its promise of full

equality of opportunity

remains out of reach. As we celebrate this law's silver anniversary, the nation should rededicate its efforts to

achieving a day when educational opportunities are determined by talent and desire, not gender.nyxxxxdy

Publication#W\ PHP# 64. The Washington Times"Publication" #:\ PIP# 07/20/97;
Edition: 2; Section: B;COMMENTARY; Page B4

Headline#u\ PJP# Clinton's call to class warfareHeadline #:\ PKP#By J.T. Young

In few things, has Bill Clinton been as consistent as in his opposition to tax cuts. As in everything else, he has run the rhetorical gamut, but now he finally finds himself pushed to the brink of acquiescence by bipartisan congressional action. Pushed to the last ditch, he has pressed back into service the class warfare strategy with which he attempted to justify his 1993 tax increase. Yet Mr. Clinton's repetition goes much deeper than just a surface similarity. Mr. Clinton has resurrected the exact analytical device, Treasury's Family Economic Income (FEI) measure, through which he tried to manipulate America's perception into believing only the rich were affected in 1993. Let there be no doubt where Mr. Clinton stands on tax cuts. Squarely on top of them. In fact, for the last five years he alone has made sure that they did not occur - in contrast to his 1992 campaign promise. In 1993 in his first major tax action, Mr. Clinton raised them by a record \$240 billion over five years. The next year he sought to do so again (\$289 billion over nine years) to pay for his failed health care nationalization plan. Mr. Clinton vetoed the Republican tax cut of 1995. Not until election year 1996 did he even propose a tax cut, which in context with his budget plan actually amounted to zero. This year his budget also whittled his tax cut down to a mere \$13 billion over five years. During his entire presidency, Mr. Clinton has gone from promise, to increase, to promise on taxes but never to action. Now however he is being confounded by congressional conciliation. Gone is the confrontation that allowed him to cover his veto. Gone too is Democratic unity around Mr. Clinton's opposition - congressional Democrats turned out to be just election warriors, not the class warriors of the administration. Retreating and increasingly isolated, Mr. Clinton has been forced to bring the FEI out of its 1993 mothballs. According to Mr. Clinton's Treasury Department, Family Economic Income (FEI) is a broad-based income concept. FEI is constructed by adding to AGI {Adjusted Gross Income} unreported and under-reported income. FEI is so broad-based that no family computes its income this way, and neither does the IRS. And its income is not just unreported and underreported

, its unknown to American families because they neither see it nor spend it.

ddThe classic example of FEI in action is its use of imputed rent on owner-occupied housing. That means that even though you live in your house and don't rent

it, Treasury attributes to your income the profit you could generate if you did rent it! It is no wonder that FEI

does do one thing quite well - it makes families seem more affluent than they are.

ddIf all this sounds familiar, it should. Mr. Clinton used FEI in 1993 to say that only the rich would pay his taxes. Not surprisingly FEI made a lot of Am

ericans rich -including those who paid his gas tax and an additional \$24 billion in taxes on Social Security benefits. And

not surprisingly FEI is once again making lots of Americans rich - only this time it is doing so in order to deny them a tax cut instead of getting them to accept a tax increase.

ddTo understand how insidious FEI is, compare it to the way Congress' tax estimators, the Joint Committee on Taxation (JCT), calculates income. According to F

EI, you are in the second income quintile (second 20 percent) if you earn \$16,950. In contrast, JCT calculates its second quintile begins at just \$12,261 - 38 percent less. For the top 20 percent, the FEI-JCT difference is \$93,222 and \$63,491

respectively - a 46 percent difference. At the top 1 percent the FEI bonus income is 75 percent greater.

ddAfter inflating incomes that way, it's not hard for Mr. Clinton to claim the tax cuts are going to the rich! The problem is making it true.

In fact, three-

quarters of both versions of Congress' tax cuts go to those making \$75,000 or less and more than 80 percent of both go to families and their educational needs

. Most importantly, a married couple with two children making \$30,000 will receive a 53 percent tax

cut under Congress' plans, while a family with two children making \$75,000 will receive just a 9 percent reduction.

ddThat reality is so different from the White House calculations shouldn't be surprising. When you count fictional income as Mr. Clinton does with FEI, you get

fictional results. Congress' proposals are as favorable to a fair, broad-based tax cut for taxpaying Americans as Mr.

Clinton has been opposed to it throughout

his presidency. And if you're still confused, you could always judge the president by his actions.

ddJ.T. Young is chief economist of the Republican Policy Committee in the Senate.
tenyxxxx

#:\ PLP#Publication#W\ PMP# 65. The Washington Post"Publication" #:\ PNP# 07/19/97; Edition: FINAL; Section: OP-ED; Page A21

Headline#\ POP# The Trouble With School VouchersHeadline #:\ PPP#By Nat Hentoff

ddAdvocates of publicly financed vouchers for religious schools took heart when the Supreme Court on June 23 reversed one of its own precedents. The court ruled that it does not violate the Constitution to send public school teachers "paid by taxpayers' money" into parochial schools to teach remedial classes to disadvantaged children.

ddIn dissent, Justice David Souter warned that the decision would lead to "direct state aid to religious institutions on an unparalleled scale."

But Mark Chopko,

general counsel for the United States Catholic Conference, jubilantly said that the court majority had now provided states with a "blueprint" for vouchers to sectarian schools.

ddHis celebration is decidedly premature, as is particularly illustrated by the arduous journey of school vouchers in Wisconsin.

TD With greater education and poverty problems than any other school district in Wisconsin, Milwaukee, starting in 1990, permitted any public school student to attend any nonsectarian school in the city at public expense.

ddThen, in 1995, the state legislature and governor Tommy Thompson expanded the Milwaukee Parental Choice Program to include the use of state vouchers in religious schools. But any pupil can be exempt from a school's religious activity if the parent requests it.

ddLawsuits were brought challenging the constitutionality of using public funds for sectarian schools. Among the plaintiffs were the

American Civil Liberties

Union, Americans United for Separation of Church and State, the Milwaukee Teachers' Education Association and the NAACP.

ddThe consolidated case has been up and down the Wisconsin courts (the state Supreme Court tied 3-3), and so far the most influential decision has been made

by Judge Paul Higginbotham of the Dane County Circuit Court in Madison. Higginbotham had based his decision

on the state Constitution, but his findings have considerable relevance for the Establishment Clause of the federal Constitution.

(No state or federal government can aid one or all religions, or prefer one religion over another.)

ddIn his decision, the judge noted that the participating religious schools in the Milwaukee voucher plan "announced forthrightly that their mission is religious and that religious doctrine will be instilled in their students." (Except for those opting out of religious instruction. But religion still permeates all the classrooms in those schools.)

ddThe judge presented a long list of these participating schools "with direct quotes from them. For example, "The continuing purpose of St. Matthew Evangelical Lutheran Church and School is to go and tell the pure gospel of Jesus Christ for the conversion of unbelievers.

..."

ddSaid Christ Lutheran Church: "A prospective student whose parents are not members of a church will be considered as a mission project." And so it went down the line of schools eager to share their saving grace with voucher students.

ddJudge Higginbotham declared that this voucher program violates the section of the state constitution that prohibits "compelled support of religion." Further more, he said, the Wisconsin constitution makes clear that no funds can "be drawn from the treasury for the benefit of religious societies. . . ."

ddHigginbotham went on to emphasize that "perhaps the most offensive part of this voucher plan is that it compels Wisconsin citizens of varying faiths to support schools with their tax dollars that proselytize students and attempt to inculcate them with beliefs contrary to their own. We do not object to the existence of parochial schools or their attempts to spread their beliefs through their schools. They just cannot do it with state tax dollars."

ddVoucher supporters often make the point, however, that it is the parents who receive the public voucher money and then decide to give it to the school. Therefore, they say, there is no direct public aid to a religious institution.

ddBut in 1973, the Supreme Court, in *Sloan v. Lemon*, said that no matter how these state arrangements to religious schools are designed, "the State has singled out a class of its citizens for a special economic benefit. . . . At bottom its intended consequence is to preserve and support religious institutions." That "violates the constitutional mandate against the 'sponsorship' or 'financial support' of religion or religious institutions."

ddUnless the Supreme Court has decided to entirely discard the Establishment Clause, the time has not yet come for the state to support religious schools. Nor should it.nyxddd

#:\ PQP#Publication#W\ PRP# 66. Philadelphia Inquirer"Publication" #:\ PSP#J
uly 21, 1997

Headline#u\ PTP# NAACP struggles to break out of its traditional mold
#:\ PUP#

Claude Lewis / Looking at America

ddDespite growing concern that the NAACP is far less relevant than it was during the heyday of the civil rights movement, thousands of mostly middle-class African Americans rallied to help resurrect the nation's oldest and largest civil rights organization.

ddAt its 88th annual convention, which ended last week in Pittsburgh, nearly 4,000 members and observers from around the nation sat in on economic, educational and legal workshops, and listened to speeches from government officials and seasoned veterans of the civil rights struggle, who tried to put their best face forward.

ddThere was healthy debate. A vocal minority "younger and more aggressive" lobbied hard for programs of self-help and community improvement, rather than the elusive goal of integration, long the defining principle of the NAACP. ddThe younger members bolstered their arguments by pointing out that there is less school integration in America than existed a quarter century ago.

dd"We're more interested in quality education than we are in forced integration," Andy Robinson, a social worker from New York City, told me in a telephone interview. "What's the sense of forcing your way into other neighborhoods and schools, when if we stand together, we can create our own? Black Americans are not universally poor. Let's pool our resources. If we do that, we'll win the respect we deserve.

As long as we've got our hand out, we'll always be regarded as beggars."

ddOnce few questioned the goals and purpose of the NAACP. But in recent years, the organization has undergone internal power grabs, inside politicking by a sharply divided national board, and a slide into poverty so steep that at times it experienced difficulty meeting its payroll. The organization's fuzzy focus of five years ago led to a diminution of its traditional donors and dwindling support from its membership.

ddHowever, in the 17 months since he became NAACP president, former Maryland Congressman Kweisi Mfume has devoted his time and energy to rebuilding the ailing NAACP.

ddMfume brought his audience to its feet when he said, "We must stand up and fight back the cruel elements of welfare reform . . . corporate racism . . . police brutality . . . and church burnings."

ddMfume, 49, implied that too many NAACP loyalists spend their time blaming others for their failures. He counseled that they must "get beyond blame and excuses and start doing for ourselves."

ddThat was just the kind of talk the young rebels wanted to hear, but many felt they didn't hear enough of it. Philosophical and ideological differences remain,

but there's one thing that most NAACP members agree on: They have the right leadership team to return the organization to fiscal soundness and social responsibility.

ddMfume and NAACP chairman Myrlie Evers-Williams have the support they need to rebuild and restructure the organization.

ddOne longtime NAACP member, 75-year-old Hazel Dawson of Atlanta, said she feels the organization is now headed in the right direction.

dd"I worried about my NAACP for several years because it just seemed as if it was out of control," she said. "We made a lot of progress over a lot of years, and we helped change this nation. Then, one day I looked up and it felt like

we were being led by a bunch of strangers.

But we're back on course now with Mr

. Mfume and Ms. Evers-Williams."

dd`The public has a short memory. When we had our biggest victories, the NAACP

was always at the head of the line," said Terry

Johnson, who flew in from Mic

higan.

ddI used to attend the annual convention until a disquieting sameness crept in.

The battle over integration and self-help has been going

on almost since the o

rganization was founded in 1909.

ddJohnson, who hasn't missed an NAACP convention in a decade, recalled a little

prayer from the civil rights era that seemed to capture

the NAACP's present ci

rcumstances:

dd`Lord, we ain't what we wanna be, we ain't what we oughta be. But thank God,

we ain't what we was."nyxddd

#:\ PVP#Publication#W\ PWP# 67. Baltimore Sun"Publication" #:\ PXP#July 21, 1997

Headline#u\ PYP# A `strengths perspective' on black familiesHeadline #:\ PZP#

By Robert B. Hill

ddTWENTY-FIVE YEARS ago, as director of research for the National Urban League,

I wrote a book, "The Strengths of Black Families,"

to counteract the unbalance

d treatment of black families in research studies as well as in the media.

ddThe typical portrayal of black families focuses on the weaknesses of a disadv

antaged "underclass," while excluding any consideration

of the large majority o

f working-class, middle-class, and upper-class families. Answers are rarely sou

ght to such questions as, "Why eight

out of 10 black families are not on welfar

e?" or "Why two out of three black males do not have contact with the criminal justice system?"

ddA generation later, many of the gaps in unemployment, poverty and one-parent

families between blacks and whites persist. Yet, new

social problems have emerg

ed: the availability of guns to youth, teen violence, open-air drug trafficking

, a crack epidemic, AIDS and

homelessness. Moreover, while jobs are exported fr

om inner-cities, drugs and weapons are imported. If it was difficult to underst

and how

a social scientist could write about any "strengths" among black famili

es in 1972, a sequel to that work in 1997 might be expected to be

met with wide

r disbelief.

ddUnfortunately, most assessments of black families identify problems, not solu

tions. Clearly, to solve any problem one must acknowledge

that it exists and ex

amine its severity. After the problems have been identified, however, very few

analyses proceed to identity solutions

to those problems. As a result, many peo

ple feel that it is futile and hopeless to try to help black youth or their fam

ilies. Thus, the

conventional analysis of African-American families leads to paralysis.

Indeed, many low-income black families (as well as white families) need to be strengthened. Yet, I believe that the one of the most effective ways to make families stronger is to identify policies, programs and services that reinforce existing strengths. Our strengths perspective is solution-oriented and focuses on the assets and resilience of low-income youth and families. Therefore, our latest work identifies strategies " within the black community and in the larger society " that make families stronger.

What are some of the strengths of African-American families? I identify five cultural attributes: achievement orientation, work ethic, flexible family roles, kinship bonds and religious orientation. These assets are not unique to black families, since families of other racial and ethnic backgrounds also possess them. However, these strengths have operated differently among black families because of their unique history of slavery and racial oppression.

The general public often refers to single-parent families as "broken," and characterizes two-parent families as "intact." Such beliefs prejudge the functioning of a family based on its structure. Yet, studies have found many single-parent families to function more effectively than many two-parent families. Thus, educators and other professionals should realize that the strong achievement orientation, work ethic and flexible roles of black families headed by women have promoted upward mobility for thousands of children.

Black youth from single-parent or two-parent families are just as likely to attend college. And black adolescents from one-parent families often have lower rates of smoking, drinking alcohol and using hard drugs than white adolescents from two-parent families.

National data do not support the popular myth that extended families have declined among African-American families. On the contrary, the role of black kinship networks has increased. Between 1970 and 1992, black households with three generations rose from one out of four to one out of three. The black extended family has informally adopted 800,000 children, while the government has not been able to find permanent homes for 200,000 black children in foster care.

"Kinship care"

Rates of child abuse are lowest among children reared by kin. In recognition of the increased importance of kin networks, child-welfare agencies have created

a new category, "kinship care," to place children with relatives as their foster parents.

Finally, the black church continues to have a positive impact on black families. Research has found that black youth who have positive outcomes as adults are

e those with strong religious commitments.

ddMany government agencies and foundations are increasingly funding initiatives that build on the strengths or assets of low-income families and communities.

Baltimore is in the vanguard of this national movement of focusing on community assets. Its mayor is dedicated

to revitalizing communities through empowerment

zones and other progressive initiatives. Its dynamic housing commissioner believes

that livable communities can be created for public-housing residents withi

n central cities. And its legislators are concerned about

implementing enlighte

ned community and economic-development policies.

ddBaltimore also has numerous institutions and community groups that are committed to building on the assets of families and

communities. For example, the phe

nomenal success of the pioneering Pacquin School is due to innovative leadershi

p that firmly believes

in the resilience of adolescents who are single parents.

ddAnd, our black colleges continue to be a lifeline for thousands of youth who

want a quality education. Morgan State, for example, has

numerous initiatives t

o enhance the economic self-sufficiency of low-income groups. In sum, adopting

the strengths perspective will

transform stumbling blocks into stepping stones

for everyone " black and white.

ddRobert B. Hill, is director of the Institute for Urban Research at Morgan Sta

te University. His new book is "The Strengths of

African-American Families: Two

nty-Five Years Later."nyxddd

#:\ P[P#Publication#W\ P\P# 68. U.S. News & World Report"Publication" #:\ P]

P#July 28, 1997

Headline#u\ P^P# A 'bloody shirt' on taxesHeadline #:\ P_P#

By David Gergen

ddIt's time for the left to stop twisting the truth about tax relief

ddWhat do you think? Leave your views in our Forum

ddFor two decades after the Civil War, a congressman from the North could usual

ly win an argument against one from Dixie by appealing

to the anti-Southern bia

s that still prevailed in the rest of the country. Such "waving the bloody shir

t" was effective, but it was a divisive

and disreputable piece of demagoguery.

ddSomething similar is afoot these days, as liberal Democrats tear into Republi

cans over an emerging agreement to reduce taxes for the

first time in 16 years.

As polls show that a majority believe the Republicans have become the party of the rich, liberals accuse the GOP

of raiding the treasury on behalf of the wea

lthy. They know better.

ddThe central liberal charge is that bills adopted by the GOP-led Senate and Ho

use would give as much tax relief to the top 1 percent as

to the bottom 60 perc

ent combined! Sounds horrific, doesn't it? What they ignore, as James Glassman of this magazine has noted, is that the top 1 percent also pay more in taxes than the bottom 60 percent combined "a lot more. IRS records show that the top 1 percent shoulder 29 percent of the nation's total tax bill, while the bottom 60 percent pay some 9 percent. Recognizing that we singled out the top 1 percent for tax hikes in 1993, is it so unfair to include them in tax relief today?"

dd"Funny money." The Clinton administration is further muddying the debate. It argues that the middle class is being shortchanged because 65 percent of the tax cuts would benefit the top 20 percent "the so-called upper class. The administration bolsters this claim with tables showing that the top 20 percent have annual incomes of at least \$93,222. But the way the government measures such income is highly misleading: It "imputes" income to you that you may never see. If you own your own home and have paid off your mortgage, for example, officials say that your income includes what you would have received had you rented out your house. Stripping away the funny money, the Census Bureau shows that the top 20 percent really starts with households earning \$65,124 a year. These middle-class families should hardly be considered rich.

ddStill another shell game on the left involves proposed reductions in capital-gains and estate taxes. Liberals say it is selfish for people who invest in stocks or save for their children to receive tax relief. But they ignore the fact that these funds have already been taxed "when they were first earned. To tax earnings a second time "at rates as high as 55 percent, as we do with inheritance taxes "borders on confiscation. Nor does it encourage savings and investment, which we so much need. As long as poor and middle-class families are being treated generously in the tax bill, Republicans should not retreat here.

ddIt is not easy to find objective studies of the overall effects of the tax proposals, but a study that surely comes close was recently published by Deloitte & Touche LLP, an accounting firm. These analysts found that under the Senate tax bill, which won strong bipartisan support on the floor, a married couple with two children, ages 10 and 13, and earning more than \$1 million a year, would indeed save more than a similar family earning \$35,000 a year: approximately \$2,400 a year for the wealthy family versus \$1,052 for the middle-class family.

B

ut the wealthy family would still owe taxes of \$303,591 a year, some 193 times as much as the other family. Moreover, as a percentage of taxes paid, the relief for the rich family would amount to only .78 percent of taxes paid, compared with a 40.08 percent reduction for

the other family. Said Clint Stretch of Deloitte & Touche: "The big winners are middle-class families with kids."
This country does face serious challenges in addressing the growing income gap between those who are affluent and everyone else.
Clearly, we should be working harder to ensure that children of poor and middle-class families have an equal chance at the starting line of life. Just as clearly, those who have the most should give the most back. But the way the left is trying to twist this tax debate, bullying successful Americans as a way to score political points trivializes the real issues and divides us as a people. We don't need another bloody shirt.nyxddd

#:\ P\P#Publication#W\ PaP# 69. The Christian Science Monitor"Publication" #:
\ PbP#July 21, 1997

Headline#u\ PcP# One Teacher Grapples With Holding Students Back Headline #:\
PdP#

Nancie L. Katz

Special to The Christian Science Monitor

WASHINGTON " Academic achievement or intelligence were not the issues on Timothy Welsh's mind when he considered this

spring whether to hold back two to four of his 25 kindergartners from going on to first grade.

"The ones that I considered just seemed younger," he says. "It could be that they were socially or physically just not keeping up with others. Some were less

organized and didn't seem to tune into the teacher's agenda. They were kind of one step behind socially, so their

feelings got hurt on things." Direction-following was another problem, says Mr. Welsh, who teaches at Murch Elementary in

Washington.

Welsh, a veteran teacher with a quick laugh and a happy, noisy classroom, says he doesn't like to send a child on who may still be unable to shrug off conflict

with other kids or lacks the memory or language skills to follow several sets of directions. Those deficiencies, he believes, can undermine children's achievement far more than whether they know the alphabet or can add before entering first grade.

"First grade is one of those grades where you've got to get things learned no matter what they do," he says. "It's so structured that sometimes it squeezes

out a child's natural curiosity and love of learning. If they're too young, it will happen faster." If they can't follow directions, they're going to spin their wheels," he goes on. "They're going to get it wrong and have to do it again

.

If they're distracted by those around them or by an argument they didn't settle, their work won't be completed and they'll fall behind."

First-grade teachers at Welsh's school say improving social skills and direction-following is part of their agenda. They say it's often just a matter of time

e for most children to adjust from kindergarten's free-form curriculum to the "sit down and learn" approach of first grade.
ddIn the end, Welsh says he held back only one student - a girl who was lagging behind in language development and social skills.
ddKindergarten teachers, he notes, are constantly challenged by the varying degrees of growth among five- and six-year olds. Still, he says
most younger children adjust fine to first grade. It's the few whose developmental needs aren't met that he doesn't want to miss. "I'm an early childhood specialist. Yet it remains the central question of my career: Is this a learning disability or a child who just needs more time to be a kid?"nyxddd

Publication#W\ PeP# 70. The Christian Science Monitor"Publication" #:\ PfP#July 21, 1997

Headline#u\ PgP# Too Young For Kindergarten? Headline #:\ PhP#Nancie L. Katz
Special to The Christian Science Monitor
ddWASHINGTON " When it came time to put her son in kindergarten, Holly Hankins faced a tough choice: Should he enter as one of the youngest in the class, or should he wait a year?
ddLike many other parents in 1985, she chose the latter. And she's glad she did

dd"It was one of those years that everyone did that with boys [because they say they develop later than girls]," says Mrs. Hankins, mother of three in Washington. "He's been bored on and off, but I think he would have been bored regardless. At least now he's more mature."
ddA similar decision, however, left Cheryl Flax-Davidson with mixed feelings. "In the early grades, it seemed fine, because it gave her confidence," she says of her youngest child. "But lately, I think some of her friends are less mature and she's having trouble finding kids she can play with."
ddIt's an age-old question: When is a child ready to start formal schooling? Kindergarten is widely viewed as key preparation for first grade, when a child needs to have mastered social skills so as to be able to concentrate on reading and math. Traditionally, school districts have dictated that any child who turns 5 before Dec. 31 should be in kindergarten.
ddBut over the years, support has been growing for delaying entry into kindergarten. Today only four states - Maryland, Connecticut, Hawaii, Rhode Island - and the District of Columbia still have the end of the calendar year as an entrance cut-off date. In an attempt to ensure the child's readiness to learn, most of the others now require children to turn five by September, or earlier. And many parents are voluntarily holding children back.
ddSome consider it insurance against repeating kindergarten or future grades. B

ut in an increasingly competitive era, many parents simply like the idea of giving their child an academic and social boost by being older. The popularity of doing so, particularly among well-educated, middle-class Americans, has some questioning whether it really produces benefits. ddNancy Elbin, a Montgomery County, Md., guidance counselor who taught first grade for 26 years and has researched retention issues, says studies have found no evidence that holding a child back is "a positive thing to do. Those who repeat don't generally outperform the others."

ddLook before you leap

ddIndeed, experts caution parents against rash judgments.

dd"If you have a child on the younger side ... don't use the child's reading or math ability [or] the child's size, if they're tall," says Stanley

Greenspan,

a child psychiatrist at George Washington University Medical School in Washington.

ddWhat parents should do, he says, is "look at how well the child is able to reason, how quick he is to think on his feet, his ability to read social cues, and

his analytical reading and problem solving. Look at the ability to follow instructions and ideas."

ddIf children appear "sluggish" in those areas, he notes, "you might want to buy them another year. Otherwise, they can move on."

ddHe says parents can help children prepare for school - and gauge their readiness - by reading aloud, ensuring play with peers, and playing in inventive ways

. He suggests daily "floor time," where parents follow the child's lead, "reading, imagining, and problem-solving" and helping them catch nonverbal social cues.

ddIs bigger really better?

ddUltimately, the evidence is mixed as to whether a delay can help children. In Fairfax County, Va., Douglas Holmes, the director of student services, says his

state chose to hold back children who turn 5 after Sept. 30 because of "concern by educators that the kids who were most unsuccessful academically were younger kids.

dd"What we know is that kids who came in with October to December birthdays were retained at a higher rate," he says.

ddBut, he notes, "What's missing in that is the many [as many as two-thirds] who were successful."

ddNevertheless, the view persists that children may have a cutting edge by being older, more articulate, and just plain larger. That assumption may be redefining

the kindergarten year. Not only do teachers have students as much as a year apart in age, but they are facing

more demands from parents, especially in more affluent areas, who want a curriculum that incorporates academics.

ddTimothy Welsh, a veteran teacher at Murch Elementary in Washington, says kindergarten should help children to learn to work in

groups, to shed the egocentricity of earlier childhood, and gain skills to sort out conflict. dd"They have to be able to share, to delay gratification, to treat each other with respect," he says. "It's being able to walk away from another child instead of knocking the blocks down. And it's laying that foundation so they're not dealing with these issues when they're buckling down to make those test scores that are so important."

dd* Next: moving from elementary to middle school. ddWhat A Good Kindergarten Should Have

ddParents should check out their children's future kindergarten classroom. A visit can establish ties with the school principal and teacher, and smooth the way for easy contact during the year.

ddWhat should parents look for? First and foremost a warm and flexible teacher who creates an atmosphere that feels "secure and well-organized," says Stanley Greenspan, a child psychiatrist at George Washington University Medical School in Washington. According to Mr. Greenspan and the Washington-based National Association for the Education of Young Children, a kindergarten class should have:

- dd* A curriculum that focuses on imaginative play and lots of interaction and is flexible enough to accommodate children at varying levels of ability.
- dd* An approach that encourages discussion and activities, rather than passive learning.
- dd* A predictable routine.
- dd* Walls decorated with children's artwork and writing.
- dd* Long periods of time for children to play and explore.
- dd* Daily outside play.
- dd* A teacher who reads books during the day, not just at group story time.
- dd* A teacher who works with small groups and individuals.
- ddGreenspan says having the latest in equipment is not a gauge of a strong program. But the class should have a "make-believe" corner where children can play as well as do activities such as blocks and books. Other important toys include pegboards and puzzles, especially ones that relate to beginning math and alphabet skills.

Publication#W\ PiP# 71. intellectualcapital.com"Publication" #:\ PjP#July 17, 1997

Headline#u\ PkP# Robin Hood Lives in Texas School FinanceHeadline #:\ PIP# by Robert J. Barro

ddLast spring Governor George Bush of Texas proposed a sweeping state tax reform that would have raised the sales tax rate from 6-1/4 to 6-3/4 percent. The move was a courageous one on the governor's part since it contradicted the governor's pledge not to raise the sales tax. Although the plan envisioned a reduction in taxes overall, the legacy of his father's failed attempt at re-election in

1992 (arguably because of reneging on his "read-my-lips; no-new-taxes" pledge), must have lurked in the background as a warning. Governor Bush's plan was not enacted, but this son-of-"read-my-lips" proposal may still cost the younger Bush in future runs for elective office.

Governor Bush deserves some sympathy because Texas' method of local school finance has been a mess since 1989 when the state's supreme court declared the old property-tax setup unconstitutional because it failed to meet the standard of "efficiency" required by the state's constitution. As in many states, the courts were swayed by widespread funding disparities between rich and poor districts. After the court ruling the Texas legislature was put in the seemingly impossible position of reducing the inequality in the state's school system without violating any other parts of the state's constitution (such as the ban on statewide property taxes and on income taxes).

Schemes straight out of Sherwood Forest

The last near decade has been marked by attempts to pass various types of "Robin Hood" laws, which would redistribute money from richer districts to poorer ones. These laws often led to legal conundrums (at one point both disparity and equality had been declared unconstitutional) or simply couldn't be passed by the voters. A revised 1993 law was eventually deemed acceptable, apparently because it provided richer districts with five choices on how to give money to poorer districts. Since all five choices amounted to the creation of a statewide property tax, this decision can only be understood by masters of legal loopholes (the rest of us are left scratching our heads).

At least one can now say that Texas has a unique version of "school choice."

Texas' old system was inequitable, but it had some desirable efficiency properties. There are virtues from connecting the raising of revenue "the local property tax" and the locus of spending "educational outlays by school districts. One benefit is that educational spending levels can reflect the varying preferences of families. The setup also promotes good schools because educators have to please their customers "local taxpayers" to raise revenue. In addition, the arrangement encourages healthy competition across public school districts because taxpayers can move elsewhere to secure better education.

The current system is a mess because most revenue is still raised by local property taxes but the richer places get to keep only a fraction of their taxes. The other portion goes, in Robin Hood fashion, to the poorer districts. This setup discourages taxes and outlays in richer districts and therefore promotes a dumbing-down of school systems overall. This effect is even stronger in states

such as California that have greater disincentives for local districts to raise taxes. (For a general analysis of this phenomenon, see Caroline Hoxby, All School Finance Equalizations Are Not Created Equal, Harvard University, November 1996.)

ddEducational equilibrium: equity and efficiency
ddGovernor Bush wanted to rely on higher state sales taxes, redistributed on a per pupil basis to school districts, to eliminate the Robin Hood element of the current property tax. This plan would have removed the disincentive for rich districts to raise local taxes to finance local education. The danger, however, comes from the detachment of district revenue from the decisions of local voters, who are the district's customers. This change dilutes the incentives of educators to provide satisfactory services " in the extreme, if all districts were

given fixed per pupil allotments from the state, then the only remaining local control would come from taxpayers' ability to move elsewhere. (School administrators would care about this mobility because fewer students would mean fewer dollars from the state.)

ddGiven the desire and legal requirement to establish more educational equity, states will have to shift in some way from localized to statewide financing. Unfortunately, this shift removes the important incentives created by property tax-based methods of school finance.

Therefore, as states consider financing changes, they must also be concerned with how to reestablish the lost incentives. The key is to target

state outlays at the customers " through school vouchers with an equal value per pupil " rather than the producers " through state funding for districts. In the voucher setup, schools would get the students and the money only if they performed up to the competition, which could come from private providers or public school districts. Thus, vouchers ("school choice") enable states to achieve educational "equity" for students while maximizing the incentives for good school performance.

ddTexas, as other states, should enact true school choice to attain schooling that is equitable and efficient. With this reform, the arguments about Robin Hood

leveling down, and weak incentives for good school performance would be things of the past.

ddRobert J. Barro is the Robert C. Waggoner Professor of Economics at Harvard University and a senior fellow of the Hoover Institution at Stanford University.

Betsey Stevenson, a Ph.D. student in economics at Harvard University, assisted him in the preparation of this article.nyxddd

By Joan Beck

ddAn immigrant family moves to the United States, none of its members able to speak English. The father, who is to begin teaching in a distinguished American college as soon as his English is adequate, struggles hard to become fluent, but can't lose his thick accent. His wife is less successful, despite taking classes in English.

ddBut their 5-year-old son picks up English effortlessly, and without a trace of accent, on the playground, in preschool, from the baby-sitter, everywhere he goes. He will be comfortably bilingual when he enters 1st grade and for the rest of his life.

ddIt has been obvious as long as this country has had non-English speaking immigrants that the younger the newcomers, the easier they learn a second language.

Yet most American school systems still insist on waiting until kids get to high school before trying to teach them a foreign language.

ddMore than three decades ago, the great Canadian neurologist Dr. Wilder Penfield pointed out that "a child's brain has a specialized capacity for learning languages "a capacity that decreases with the passage of years," because of changes in the developing brain as it loses its early plasticity.

ddDuring the first years of life, a child programs his brain with the phonemes "or basic phonetic sounds "of the language he hears all around him. Then he uses these basic units to form words and sentences and to connect with other nerve cells concerned with motor activity, thinking and other intellectual functions

ddIf he is casually exposed to a second language, a child learns that too, programming its basic sounds into his developing brain as he does his native tongue. He will be able to speak both languages easily, with the accent he hears around him, and to switch effortlessly from one to another.

ddBut after the age of 10 or 12, said Penfield, a child's brain can no longer encode new basic language units in the same way. If he tries to learn a second language as a teenager or adult, he must do it with the language programming already in his brain, will have to use a mental translation process and will speak the second language with the accents of his native tongue.

ddFew educators in the United States paid any attention "either to Penfield's explanations or to the easily observable fact that small children can learn a second language effortlessly while it is much more difficult for teens and adults

ddMost American school systems continue to teach foreign language primarily in high school, years after the brain has lost its ability to learn a new language

easily. It's hard going for most students. And much of what they do learn is soon forgotten once school is over.

Many bilingual programs for students whose native language is not English also ignore research about how the brain learns language.

They tend to drag out the

transition to English for years, frittering away the time when it's easiest to learn a second language and failing

to use the immersion method (Penfield called

it the "mother's method") that is most effective.

Comes now a fascinating new study that adds some neurological confirmation to the observations about language learning to which

we should have been paying attention.

Using new functional magnetic resonance imaging techniques to map brain activity in healthy, bilingual adults, researchers at Memorial Sloan-Kettering Cancer

Center in New York found important differences based on the age at which the second language was acquired.

The results are published in the current issue of the scientific journal Nature.

The brains of the adults who had learned two languages as very young children stored both languages together in the same area of the brain, researchers found.

Those who acquired a second language in adolescence used a second region of the brain near the first, but separate.

The research suggests that while babies and preschoolers learn the language, or languages, in their environment without apparent effort and their brain encodes

them into hardwired neuronal circuits, the process is different when adolescents and adults learn a second language.

They must use a different "and more difficult" process to learn and retain the information.

Learning a second language later in life is fundamentally different than acquiring it early, explained Dr. Joy Hirsch, the chief investigator. The study did

not answer the question of when time runs out to encode a second language in the brain's primary language

area. But other researchers have suggested that unless an individual learns a second language before adolescence, it is almost impossible

to become as fluent as a native speaker.

So why do we usually wait until high school to teach our kids a foreign language?

Even though the use of functional magnetic resonance imaging to map brain activity is cutting-edge science, we have had centuries of experience watching non-

English speaking newcomers to this country learn language. And most of us know, from personal experience,

how difficult it is to learn a foreign language in high school or college.

The occasional experiment in trying to introduce a second language in a kindergarten or elementary school has rarely worked. Too often the teacher does not have a mastery of the second language and does not use the direct or "mother's m

ethod" so it turns out to be a waste
of time. Coloring books or tapes in a seco
nd language usually don't work either.
ddBut surely American educators must be smart enough to figure out how to teach
children a second language easily and effectively
"despite all the evidence th
at they have been doing it wrong for decades. What are they waiting for?nyxddd

Publication#W\ PqP# 73. San Francisco Chronicle"Publication" #:\ PrP#July 21,
1997

Headline#u\ PsP# It's All Academic Now: There's No Excusing Cal

Headline#:\ PtP#By GLENN DICKEY

ddTHOSE WHO justify Todd Bozeman's tenure as men's basketball coach at the Univ
ersity of California by saying he brought in great
players do not understand th
e purpose and meaning of a great university.
ddThere are colleges that are grateful for athletic accomplishments because tha
t is their only means of gaining recognition.
ddThe University of California, by contrast, is recognized as one of the top fi
ve academic universities in the country. Some of its fields
of study are the be
st in the country. Its faculty has numerous professors who are recognized as th
e best in their field, some of them Nobel
Prize winners.

ddYet, in the past week, the nation-wide publicity about the university has bee
n that a former coach paid a player to come to the school.
ddNo athletic accomplishment can ever excuse staining the reputation of this gr
eat university. I would sooner the school drop
intercollegiate athletics entire
ly than have this happen again.
ddAnd don't tell me everybody does it. Stanford doesn't. Mike Montgomery has bu
ilt a basketball program that has reached the highest
national level without a
breath of scandal. Tyrone Willingham has put together a team that will be a leg
itimate Rose Bowl contender this
fall while following the rules.

ddIn Cal's history, there has been only one comparable case, the 1971 scandal i
n which, among other violations, it was discovered that
somebody else had taken

Isaac Curtis' Scholastic Aptitude Test. Years later, I learned that there was
more to the case than had ever been
revealed, as a former ``tutor" showed me t
ests he had taken and papers he had written for Curtis and other athletes.
ddIn the wake of the NCAA's disciplinary action against the school, Dave Maggar
d was hired as athletic director to clean up the mess.
He did, but the effects
lingered. It took nearly two decades before the faculty again trusted the athle
tic department, and the administration
in that period was dedicated to keeping
the athletic program on a very short leash, to prevent a recurrence of scandal.

ddIn recent years, Cal sports have started to come out of the shadows. Bruce Sn

yder resurrected the football program and got the Bears to a January 1 bowl game for the first time in 33 years. Steve Mariucci got the Bears to a bowl game last season. Both obeyed the rules.

ddIn basketball, Lou Campanelli revived a moribund program and got it back to tournament level, while scrupulously observing the rules, before he was fired for being too harsh on his players.

ddBozeman followed, first as an interim coach and then on a regular basis after the Bears went to the Sweet Sixteen.

ddEvery full year Bozeman was the coach, the school was investigated by the NCAA, a troubling sign that was ignored by those who were thrilled because he brought in Jason Kidd, Lamond Murray and Shareef Abdur-Rahim, all of whom became NBA lottery picks after a combined six years at the university.

ddThe NCAA's investigative arm is understaffed and relies on information from others or, sometimes, the school itself. In the mid-'80s, for instance, SMU was involved in corruption which extended to the Texas governor's office, but not until the school confessed did the NCAA know the extent of the problem. SMU then got the "death penalty," suspension of the football program.

ddIn Bozeman's case, Tom Gardner told the NCAA that his son, Jelani, had been paid \$30,000, confirming reports the NCAA had already gotten from other schools.

ddThis case casts a shadow over all of Bozeman's recruiting at Cal. Was Gardner truly the only player who got money, or is this just the only time anybody has volunteered information? Who actually provided the money? Neither Bozeman's contention that it was his money nor the speculation that it was an agent who supplied it passes the smell test.

ddMy guess is that, like the Curtis case, we won't know the full story for years after the fact. But just the one example is bad enough.

ddSix years ago, a blue ribbon committee appointed by Chancellor Chang-Lin Tien concluded that it was possible for Cal to have teams in the top 10 in football and basketball without compromising its academic standards.

ddIt is the second part of that conclusion which is the most important. There must be no compromising of standards to reach an athletic goal.

ddFor those who have been too dense to understand, I will reiterate: No athletic accomplishment can excuse the debasement of the reputation of a great university.

Publication#W\ PuP# 74. The Washington Post"Publication" #:\ PvP# 07/21/97; Edition: FINAL; Section: OP-ED; Page A21

Headline#u\ PwP# Opportunity and the New DiversityHeadline #:\ PxP#By Richard Harwood

When President Clinton called for a national dialogue on race and appointed an advisory board to get it started, he knew he was entering

tough territory. That was evident at the board's first meeting, which The Post headlined with a pun: "A Splinter on the Race Advisory Board."

It may have looked like a splinter but could in fact have been the top layer of an insurmountable wedge. The reference was to an early disagreement between three board members: Angela Oh, an Asian American, and two African American members, John Hope Franklin, the board chairman, and the Rev. Susan Johnson Cook, a pastor from New York.

The demographics of American society, Oh said, are changing dramatically and rapidly. Within a few years Hispanics, who are racially diverse, will replace blacks as the nation's largest ethnic minority. Asians will play a larger role. Because of these demographic changes, she suggested, the dialogue on race should move beyond the "black-white paradigm," which holds that because of slavery and past discrimination the grievances of African Americans take precedence over all other grievances and aspirations in the quest for social justice and in the remedies required. Franklin and Cook dissented, insisting that this paradigm "cannot be overlooked" because of the unique burden of race on black Americans.

Behind this sparring, is a big question: Is it time, and is it possible to change the debate from a preoccupation with race to the larger consideration of social class as the primary unresolved problem in American life?

The gross disparities in income, education and career opportunities in the United States are real. "We have," former labor secretary Robert Reich has said, "the most unequal distribution of wealth of any industrial nation in the world. This reality, with its implications for equal opportunity, transcends race and other minority classifications. The bottom rungs in 1995, for example, were populated by 4.2 million black, Hispanic, Asian and American Indian families who were living at or below the official poverty level; these families consisted of 19.5 million children and adults. That same year, however, they were also populated by 5.3 million white families consisting of 25.4 million children and adults with the same low standards of living and opportunity.

Poverty rates are far higher among black, Hispanic and American Indian families (roughly 30 percent) than among whites (roughly 12 percent). But the burdens of poverty tend to be long-lasting among all races, the exception being Asian Americans, who have the highest median family incomes in the United States and the highest levels of educational attainment.

"Social mobility" obviously exists in America. Individuals of all races and ethnicity are constantly moving from one class to another.

But upward mobility is not automatic and is far less common, regardless of race, than is often assumed. Simply being white is no guarantee of success in this society. Being born poor is a burden hard to escape. A study by Samuel Bowles and Herbert Gintis found that "even when controlling for ability (which itself is influenced by class advantages), children from [families in] the top 10 percent of income are 27 times as likely as children from the bottom 10 percent to end up in the top 10 percent of the income bracket. Of 1,000 children born into the bottom 10th, only four will make it to the top 10th." The sociologist Christopher Jencks reports that at those who "make it" in America owe 50 percent of their occupational advantage and 55 percent to 85 percent of their earnings advantage to family background. And downward mobility is not unknown. Many economists maintain that the white middle class has been shrinking over the past quarter century because of relatively stagnant wages and the loss of well-paid blue-collar jobs. As for the poor, Richard Kahlenberg writes, "One would think, with all our social reforms " a stiff inheritance tax, progressive marginal tax rates and welfare payments to the poor " that America has done a fairly good job of addressing inequality of wealth and income. But the evidence suggests the opposite." Kahlenberg, a lawyer, teacher and former aide to Sen. Charles Robb of Virginia, argues in a recent book, "The Remedy," that the time has come for a major change in dealing with unequal opportunity in America. He proposes a new form of "affirmative action" based on social class rather than color and ethnicity. The principal beneficiaries of present-day programs of affirmative action, racial diversity and racial preferences in hiring, college admissions and contract set-asides for minority entrepreneurs have been middle- or upper-class people. Blacks on the bottom rung have benefited far less. Beyond that, present public policies have been divisive in terms of black-white relations as well as within minority communities. "Hispanic groups," according to Kahlenberg, "have actually used the sword of affirmative action to argue for cutting the 'overrepresentation' of blacks in a number of areas." Hispanics make up more than half the population of Compton, Calif., and Hispanic children make up 59 percent of public school enrollments, "yet the teachers and administrators are only 5 percent Hispanic and 72 percent black. . . . Only 11 percent of full-time city employees are Hispanic. The local head of the NAACP is put in the position of complaining that Latinos want all the businesses. They want all of City Hall, all the schools. Now they're talking about the post office."

Similar situations

are found in Los Angeles, New York City and Chicago and to some extent in Washington. He quotes Rickey Gaull Silberman, a former vice chair

man of the federal Equal Employment Opportunity Commission: "It's the ultimate nightmare of affirmative action."

Public opinion polls show little support for racial preferences in their present form. An inclusive class-based approach to affirmative

action would, in the

ory, create a powerful transracial political base of support. But there are many problems involved. Who among

beneficiaries of the present system would lose out? How would class be defined and preferences determined? Where would the political

leadership come from?

The present system has been no cure for the enduring curse of poverty and inequality in American life. If the coming dialogue on race

merely recognizes this

reality, that will be progress of a sort.

Publication#W\ PyP# 75. Boston Globe

"Publication" #:\ PzP#July 20, 1997

Headline#u\ P{P# The HMO that ate the high school

Headline #:\ P|P#

By Bruce L. Macdonald

When a Mississippi health maintenance organization took over the administration of our high school, there were cheers in the faculty

lounge. Even Old Crabtree (Typing II and Auto-Body) indulged in a bit of tepid optimism. Farewell to principal Waffle and all his works.

And, at first things did seem to improve. Faculty meetings became suddenly brisk and efficient. Even better, they became infrequent,

for they were now regarded as "labor intensive," and thus a leak in the Old Profits Bucket.

In former days, Waffle distributed photocopied memoranda that he would then read aloud to us. His replacement, "Slasher" Dugan,

the new education manager

from HMO-ED, would glance at his watch, bang his gavel, bark out his orders for the week, adjourn the

meeting and note its duration on his pocket calculator.

There was none of the intrafaculty palaver that had always been inconclusive - and was now condemned as expensive to boot.

(In his quarterly report, Slasher documented the increased faculty meeting productivity - from a costly \$2,500 per session in September

to November's \$750 -

which included the Wednesday-before-Thanksgiving briefing in a room where he had set the thermostat on

"vacation" the previous afternoon.)

But for all his efficiency, Slasher began to give in to more humane impulses.

And here and there costs went up as some teacher was

permitted to leave early

to be at the bedside of a dying parent or arrive late after an all-night astronomy field trip to the local observatory.

Unfortunately, these lapses were immediately picked up by the HMO-ED accounting department computers, and Slasher received a

stiff reprimand. You could see
he was shocked.

ddHowever, he was a resourceful young entrepreneur who was determined to please
his masters. And although now in the private sector,
he had spent enough time
in public schools to know that if he could generate some favorable headlines ab
out ``new and exciting
innovations," he might yet survive this momentary fall
from grace.

ddWhat he did was right out of the Managed Care Manual: He shortened the length
of class periods, simultaneously (1) increasing the
number of courses offered
and (2) raising the productivity of the faculty, who could now teach six rather
than five periods a day. (This
last required no increase in pay because the to
tal ``contact time" was the same as it had been during the more leisurely sche
dule inherited
from principal Waffle.)

ddSlasher's schedule reform certainly excited the boys in the front office at H
MO-ED, who immediately imposed his scheme on the
growing number of high schools

that they had acquired in the burgeoning ``managed education movement."

ddIt also excited the faculty, who resented the increased time required for cla
ss preparation and paper correction. But after Slasher cut
their numbers by 20

percent and increased class size (more ``profitable efficiencies"), the remaini
ng teachers grudgingly adapted to the new
economic realities.

ddNone of this was kept from the public. For Slasher's nephew was editor of the
Education section of the local paper and peppered the
public with accounts of
the ``paradigm shifts" that were taking place right in their own neighborhood
as the fixture at meetings of the
Kiwanis and Sons of Italy.

ddOne reform produced another as cooperative faculty developed the skills of co
st accounting.

ddWhen language department research revealed that it takes twice as long to tea
ch irregular verbs as it does the normal kind, a volunteer
faculty committee re
wrote (``rewrote") all materials used by freshmen, to avoid the unnecessary e
xpense imposed by mastering the more
costly forms.

ddThe archaic ``builded" was dusted off for use by English speakers. And where
parallel forms co-exist (shined/shone, strived/strove,
dived/dove), the irregu
lar form was ruthlessly suppressed.

dd``By avoiding irregular verbs, we were able to teach twice as much vocabulary
in the second quarter," boasted the foreign-language
coordinator, who discre
tly avoided reference to the overwrought student teacher who had sent home a va
cation rating list including ``One
Flid Over the Cuckoo's Nest" and ``Goed Wi
th The Wind."

ddThis new ``econo-think" inspired the Math Department to restrict in-class pr

oblems to those that employed even numbers only, thereby cutting the time otherwise spent in working out awkward fractions and remainders. "We reserve odd-numbered problems for homework, when kids are working on their own time," said a departmental spokesman.

Because of truncated class periods, home economics students were unable to prepare and cook the traditional entrees; so the department adopted a "Fast-food Curriculum," with a major in "Defrosting & Microwave."

When the history department was at last allowed to replace its bedraggled American history texts, Slasher ordered them to buy the "Ole Miss Series," (the cheapest textbooks published north of the Rio Grande, by a Biloxi subsidiary of HMO-ED) at a projected savings of \$70,000.

There was some unpleasantness, however, when the PTA executive board objected that while an entire chapter was devoted to Jefferson Davis, Lincoln's name appeared but once - in a footnote describing Ford's Theater.

Stung by this, Slasher counterpunched with a student assembly in which the kids were taught to sing "The Battle Hymn of the Republic." This event provided a convenient photo-op for Slasher to be pictured brandishing a borrowed baton, illustrating an article headlined "Local Youths Sing Yankee Praises." This effectively put a cork in the PTA members.

But in February, we began to hear cautionary suggestions about cutting back on tests and pop quizzes, as these contributed to failures - and summer school - both of which cut into profits. There was even a threat that teacher salaries should be recalculated to reflect "demonstrated success"; i.e., the fewer the failures, the larger the salary.

At month's end, Slasher canceled all standardized testing as being prohibitively expensive. And teachers who had become restive about the long-range effects of what was going on were reassured that profit and loss were to be the only standards against which their work would be measured.

Meanwhile, the money wasted on prolonged conferencing with students was reduced by limiting teachers to a 7-minute session per kid, with a sliding scale of 10 minutes for two or 12 minutes for groups of three or more.

Academic problems that resisted 7-minute solutions were deferred to the following week, which encouraged students to drop further attempts at wringing a little more clarity out of their newly-efficient instructors. Slasher was characteristically philosophical about this development - "Hey, it increases the kitty."

In March, a set of educators who were distinguished stockholders of HMO-ED awarded education manager Dugan the coveted "Bottom Line Award" for his groundbreaking work in educational economics."

ddThe morning after the ceremony, Slasher issued a gag order forbidding staff to encourage students to attend summer school. "If they don't ask, don't tell,"

' he said, sounding vaguely presidential.

ddBut "April is the cruelest month," as the poet once said. On the 15th, when the college rejections began to roll in, it was all over for His Bottom-Lineship.

ddAs is so frequently the case in the "ed-biz," the one who did the most damage got the biggest reward. Slasher floated to Earth, buoyed by a sizable golden parachute, and was promptly offered a position as assistant professor for educational research at a State Teachers College somewhere in Utah.

ddIf there is a moral in the saga, it is that the capitalist marketplace is a poor location in which to combat ignorance, fire, crime, and military threats. That's why we have nonprofit public education as well as fire, police, and defense departments.

ddMedical care would appear to be an exception. ...

ddBruce MacDonald is a retired educator who worked as a university and public school teacher, a school administrator, and principal of Weston High School for 12 years.nyxddd

#:\ P}P#Publication#W\ P}P# 76. Baltimore Sun"Publication" #:\ P}P#July 20, 1997

Headline#u\ P}P# That crucial summer before 4th grade Headline #:\ P}P# By Sara Engram

ddAS SUMMER BORE down on Baltimore last week, the 9-year-olds in Leakin Park seemed oblivious to the sweltering temperatures.

Bigger challenges grabbed their attention.

dd"I'm gonna fall," shouted Michelle, despite the harness about her as she took her turn on "the pole," a climbing apparatus.

dd"No you're not," an instructor assured her.

dd"I'm not going to the top," the girl insisted, even as she climbed another tentative step.

dd"Yes you are! Go! One more step! Then your ride down will be a lot more fun."

ddEventually, Michelle gingerly touched the top as her friends cheered. And, sure enough, she giggled all the way down, gliding some 20 feet on the rope harness.

ddLike her fellow campers she was learning important lessons. She could trust the instructor holding her rope. She could climb higher than she thought she could.

ddAnd she could have fun doing it.

ddThe two-day outing at Leakin Park is part of Supercamp, an eight-week program for city children who have just finished the third grade.

The brainchild of Sa

lly Michel, one of Baltimore's best civic assets, the idea was one of those inspirations that seemed to come at the perfect

time.

dd"A lot of things were coming together last winter," Ms. Michel recalled. As he entered his second term, President Clinton was calling for an initiative to ensure that every child reads at grade level by the end of third grade.

ddBaltimore Police Commissioner Thomas Frazier was citing studies showing that, by fourth grade, children are making crucial decisions about drugs. And teachers she knew were confirming that fourth grade is when bright-eyed kids so eager to learn in the early grades begin to tune out.

ddAbout the same time, Ms. Michel was asked to be a delegate to the president's summit on volunteerism in Philadelphia and began to wonder what she could do to address these problems.

ddThe idea slowly formed: a day camp for kids in that crucial summer before fourth grade, a program designed to boost their reading skills and to expose them to new interests and opportunities.

ddShe started with the institutions she knew best, such as the Baltimore School for the Arts, where she serves on the board. She also began shopping the idea around, with the hope that she could get it off the ground in 1998.

ddBut a surprising thing happened. Nobody said no.

ddTime and T-shirts

ddThe Weinberg Foundation quickly responded with a generous grant, as did other local institutions. Businesses that were unable to give a grant this year provided T-shirts or other supplies. A sailing instructor offered to spend her vacation teaching the one-week sailing component many of the children will participate in.

ddSupercamp went from dream to reality in less than six months. Friday, at sites around the city, Supercamp kids were finishing up their first four-week segment with performances, art shows and other displays.

ddMore than 120 Supercampers have spent the past month in an arts communication program run by the Maryland Institute, College of Art. They became photo journalists, documenting scenes in their own neighborhoods. They made puppets and produced a puppet show. They spent a week painting glorious murals.

ddNext week these children will change sites with kids who have spent the past month studying dance, music, theater and visual arts at the School for the Arts. Staffers there have already identified several children with remarkable talent whom they hope to follow in the coming years.

ddMeanwhile, on the east side of town, Supercampers have been learning about the built environment " why Baltimore looks the way it does " in a program designed by architects. Others have been participating in an archaeological dig at a City Life Museum site or testing streams in an environmental program. And everybody breaks away sometime during the summer for the Leakin Park adventure.

ddIn all these sites, Supercampers spend at least two hours a day on reading and comprehension skills. The goal of Supercamp is to have all 466 campers reading at grade level when they return to school, and to track their progress through the next school year.

ddIn the fall, these children will be facing a pivotal time. If they cannot read well, they won't be able to comprehend math problems or keep up in social studies, history or geography. Frustration or failure in school offers one more reason to give up and turn to drugs.

ddWill Supercamp kids be less likely to take that route? If so, then Sally Mitchell's inspired idea ought to take root and grow.

ddSara Engram is deputy editorial-page editor of The Sun.

nyxddd

#:\ P}P#Publication#W\ P}P# 77. Sun-Sentinel Ft. Lauderdale

"Publication" #:\ P}P##:\ P}P#07/19/97; Edition: FINAL; Section: EDITORIAL; Page 14A

Headline#u\ P}P# ACCESS TO EDUCATIONAL OPPORTUNITIES BEATS APOLOGIES, REPARATIONS ANY DAY

Headline #:\ P}P# The Clinton administration is right on target with its proposal for a \$350 million program that would recruit and train teachers for inner-city and rural schools. Bigger than all the apologies ever made, more valuable than all the "reparations" in the world, a good education will mean the difference between success and failure for America's minority children, just as it does for all children.

ddBut for children at risk in their environments, especially black males in some urban school districts, a good education will mean nothing less than the difference between life or death.

ddClinton unveiled his plan first to the leadership of the NAACP in Pittsburgh on Thursday and then flew to Chicago to address the National Association of Black Journalists. These venues were chosen with good reason: The teacher recruitment plan is designed to be one piece of Clinton's year-long initiative against racial and ethnic divisions in America.

ddBut it is a plan that has been designed to avoid a political backlash. As an example of what the administration describes as a "race blind" program, the first in a series of them, it will indirectly benefit blacks and minorities without specifically targeting the groups for the special assistance.

ddIf Republican-dominated Congress approves the plan, as it should, the \$350 million will be used over five years to recruit and bolster the skills of about 3

5,000 teachers from the 2 million who will be hired over the next decade to deal with a boom in enrollment. Then these specially trained teachers will be deployed to the nation's most neglected schools.

ddClinton told his audiences that half the teachers working in urban school districts become so overwhelmed, disillusioned or frustrated

that they abandon the profession within five years. In rural districts, the low pay makes it difficult to attract qualified teachers in the first place, much less to hold them. But his plan would recruit teachers by offering federal scholarships averaging about \$3,000 a year to college students who agree to teach for at least three years in the targeted school districts upon graduation. It's a sold idea. Minority children won't need apologies for long-past offenses against their ancestors. They have no use for 40 acres or a mule. But with access to the best education the nation can offer, they will have their chance to bloom and prosper.

Publication#W\ P}P# 78. The Washington Post"Publication" #:\ P}P# 07/19/97; Edition: FINAL; Section: Editorial; Page A20

Headline#\ P}P# Sex Education: A Parental OptionHeadline #:\ P}P# VIRGINIA GOV. George Allen, to top off his term with a package of education curriculum reforms, has stepped up his career-long effort to make sex education a matter of local control. Though local control has an appealing ring on many matters, sex education is one area where the passionate views of a minority threaten to thwart the more general good. Since 1988, Virginia school districts have been required to instruct students in a general health curriculum called Family Life Education. It contains age-adjusted instruction on anatomy, reproduction, contraception and sexually transmitted diseases, and it mentions abstinence as the surest method of birth control. Parents receive a pamphlet explaining the program and are offered a form to fill out should they decide that their children should not participate. About 2 percent of parents opt out. TD Gov. Allen and the board of education argue that this "opt-out" approach creates awkwardness for parents who feel that sex education is a private family matter. And they are mindful no doubt of the belief of some that public school sex education deemphasizes abstinence and plants ideas in young people for experimentation. Better to change the law, they say, to give local districts the freedom to offer no sex education at all. The problem with that is that in the real world many parents shy away from discussing sex with kids, or are not prepared to do so systematically, leaving young people to make their own way through misinformation heard on the street. Judging by the small percentage of parents who opt out of the Family Life program, most families prefer to rely on the detachment provided by trained educators. It makes sense to create an administrative structure that is based on these assumptions but that provides an escape hatch for families whose moral

framework
calls for one.

ddThough studies aren't definitive, Virginia teen pregnancy and abortion rates have dropped by a third and nearly two-thirds respectively in the years since Family Life Education was launched, reports the advocacy group Zero Population Growth. If, as expected, the board of education approves the Allen approach this September, sex education will surely be an issue in the next General Assembly session as well as in the current governor's race between Democrat Don Beyer, who opposes Gov. Allen's change, and Republican Jim Gilmore, who favors it.

ddSome 22 states require sex education in schools, according to the Virginia School Boards Association, but Virginia is the only one that is seriously considering rolling it back.nyxddd

Publication#W\ P}P# 79. New York Daily News"Publication" #:\ P}P#July 21, 1997

Headline#u\ P}P# Education's New Dynamic Duo Headline #:\ P}P#
ddIf you don't know who Carl Hayden and Richard Mills are, you should. They are the leaders of the war to bring New York's troubled schools into the realm of learning.

ddHayden is chancellor of the Board of Regents, which is responsible for setting state educational policies. Mills is the state education commissioner, charged with carrying out those policies " and with overseeing 6,000 public and private schools, 250 colleges and 600,000 professionals in 38 professions.

ddFor far too many years, their predecessors carried out this immense responsibility with little more than a rubber stamp. Hayden and Mills are using a steamroller. More power to them.

ddSince their appointments in 1995, the two have turned the state's educational establishment on its ear. They are setting standards " and high ones " where none had existed for years.

ddWhen they caught the president and board of Adelphi University with their hands in the cookie jar, they tossed the whole bunch out.

When thousands of City University-trained teachers failed state licensing tests, they issued a stern warning. Unless 85% of the teachers pass the licensing exam by 2001, the colleges will be barred from offering teacher education programs.

ddThe message is loud and clear. Teachers must teach, students must prove they've mastered the basics and administrators are held accountable. It's the right formula for getting education back on track. Look at what's been accomplished already:

ddWhen schools continue to fail, they are given three years to shape up or face a state takeover. It's working. At the 87 worst schools in the city, 55.6% of

third-graders now read at the state's minimum level, a 10.4 percentage-point increase from last year. Still, three schools showed virtually no progress. Mills gave Chancellor Rudy Crew specific tasks and a timetable for accomplishing them. If those schools aren't fixed by next year, Mills says he will shut them down. Period.

By the fall of 2000, all entering ninth-graders will have to pass five Regents exams to graduate. That's real progress, considering that only 20% of city students graduated last year with a Regents diploma.

Mills has called for new teachers to be recertified every five years by taking exams to prove their skills. The Regents are expected to approve the change in September.

Of course, not everything that Mills and Hayden want is equally sound. The plan for high school students to declare majors deserves a closer look, for example,

as does allowing immigrants to take certain Regents in their native tongues. But these are small concerns in the overall scheme of good things.

To those who remember when good schools were the rule rather than the exception, the new reforms may seem like a step back to the future. But in the context

of the last 30 years, this is revolution " with Hayden and Mills at the ramparts.nyxd

Publication#W\ P}P# 80. New York Post"Publication" #: \ P}P#July 19, 1997

Headline#u\ P}P# Ann Reynolds' achievement Headline #: \ P}P#

Dr. W. Ann Reynolds, who resigned Thursday as chancellor of the City University of New York (CUNY) to become president of the University of Alabama at Birmingham, leaves a record of substantial accomplishment.

When she arrived in New York seven years ago, the CUNY system was in terrible shape: Academic standards had been in free fall for a generation, and some parts

of the university had actually been turned into the private domain of professional race-baiters such as Professor Leonard Jeffries.

CUNY " as our readers know " is still a troubled system, with a long way to go. But Dr. Reynolds exits with the university a better place than she found it

" something that cannot be said of the system's previous two chancellors.

When Dr. Reynolds " who once headed the California state university system " came to town in 1990, she hit the ground running.

She helped institute the College Preparatory Initiative (CPI), designed to better prepare city high-school students to do college-level work; she also cracked

down on remedial education in CUNY's four-year colleges, requiring that all such work be completed within one

year, and she helped push Jeffries from his post

as chairman of the black studies department at City College, thus wiping a

n ugly blemish
 from the university's reputation.
 ddBeyond that, Dr. Reynolds began to force the system to live within its means
 " for example, by pruning redundant programs in the
 21-campus, 200,000-student
 institution and by streamlining administration overall.
 ddBut times change. The election of Mayor Giuliani and Gov. Pataki " and their
 selection of more demanding trustees for CUNY "increased the pressure for ref
 orm.
 ddThe new board, led by Chairwoman Anne Paolucci and Vice Chariman Herman Badil
 lo, eventually concluded that Dr. Reynolds wasn't
 pushing matters fast or far e
 nough.
 ddWith some sadness, we must agree with this assessment.
 ddIt's easy to make too much of the recent Hostos Community College scandal "
 the trustees wanted to deny diplomas to students who
 couldn't read and write ba
 sic English, and Dr. Reynolds sided with the students. But this episode proved
 to be the final straw for Paolucci,
 Badillo & Co. They decided that the chancel
 lor had reached the limits of her effectiveness " and thus her departure was i
 nevitable.
 ddWe wish her the best. Dr. Reynolds did well by CUNY, especially early on, and
 we have no doubt that the University of Alabama at
 Birmingham will likewise pr
 osper by virtue of her presence.nyxddy

Publication#W\ P}P# 81. New York Post"Publication" #:\ P}P#July 21, 1997

Headline#u\ P}P# Clinton's racial extremistsHeadline #:\ P}P#
 ddThe chairman of President Clinton's advisory board on racial issues, John Hop
 e Franklin, slammed Clinton last Thursday for, in effect,
 preaching to the choi
 r. The president had delivered a feel-good speech to the National Association o
 f Black Journalists as part of his
 much-hyped race initiative; Franklin believe
 s whites need to be lectured more instead: "The white side has been in control
 of virtually
 everything, so they're the ones who need educating on what justice
 and equality mean."
 ddJudging by views floated by panel members, this white-side-vs.-our-side appro
 ach will characterize the "national dialogue on race" "
 which is already becom
 ing a forum for anti-white harangues and bizarre schemes that make quotas seem
 mild by comparison.
 ddTake, for example, the innovative views of Angela Oh, a Los Angeles attorney
 who proves that Clinton's penchant for nominating
 lawyers with crazy racial sch
 emes did not end with Lani Guinier and her idea of formally racialized election
 s.
 ddOh is a strong defender of affirmative action. Indeed, she has said critics o
 f quotas are actually motivated by "a fear of competition"
 from favored groups.

ddBut this is nothing compared to the idea she proposed at the seven-member board's first official meeting last Monday. She said that

America needs to create a federal department to oversee racial issues. Her inspiration: the Orwellian "ministries of unity" in Indonesia, where an authoritarian, one-party government relocates large groups of people from one part of the country to another to promote a national ethnic balance.

ddAt a time when even the National Association for the Advancement of Colored People is re-evaluating its position on forced busing to integrate schools, it

is astonishing that Clinton could pick such an extremist adviser.

ddIt would be nice to think that Oh represented the lunatic fringe of the Clinton panel. But the expressions of chairman Franklin, the distinguished Duke University historian, suggest that Oh will not feel isolated with her far-out views

ddFranklin has, in the past, launched vicious and ugly assaults against Supreme Court Justice Clarence Thomas, calling him a "Judas"

and accusing the jurist of

selling out his own people. He has also denounced some of the nation's most serious commentators on racial issues.

ddThe tragedy is that despite Franklin's slaps at Clinton, the panel may have views not very much different from the President's.

ddClinton's Education Department, unrelenting in its fight to advance quota policies, recently announced its opening of an

"investigation" into whether the race-blind admissions policy adopted by California's public graduate schools actually constitutes racial discrimination.

ddIf the Clintonites succeed in reversing California's anti-quota policy, we can envision the proposed "ministry of unity's" slogan: "Fairness

= Racism." nyxd

ddy

Publication#W\ P}P# 82. Newsday"Publication" #:\ P}P#July 21, 1997

Headline#u\ P}P# CUNY's Challenge: Access and High StandardsHeadline #:\ P}P#

ddChalk up another casualty in the education wars. As chancellor of the City University of New York, Ann Reynolds struggled hard to balance two tricky and divergent goals - higher standards and easy accessibility. Now, amid a clamor on the CUNY board of trustees for more rigor, Reynolds has resigned. There is some cause for worry in all of this.

ddTrue, Reynolds often seemed happier as an advocate for her students than as someone intent on holding them to a higher level of performance. True, a recent imbroglio over English requirements at Hostos Community College was less than r

reassuring. Either the
 chancellor was unaware of the painfully low standards the
 re or she looked the other way.
 ddJust the same, Reynolds did come up with the innovative College Preparatory I
 initiative, which is starting to show results as it seeks
 to prepare high school
 students for a tough college curriculum. She has cut way back on the role of r
 emediation in four-year colleges. And
 all the while, she has been an outspoken
 advocate for CUNY students, as Gov. George Pataki tried repeatedly to raise tui
 tion and cut back
 student-assistance money.
 ddThe question now is: Do Reynolds' enemies among the trustees - i.e., Chairwom
 an Anne Paolucci and Vice Chairman Herman Badillo- share her commitment to a sy
 stem that is accessible as well as competent? It's easy to raise standards if y
 ou just turn away students with
 less-than-stellar credentials. But that's wrong
 - and not just for do-gooder reasons.
 ddWith its student body of 208,000 - more than half of it foreign-born - CUNY a
 t its best takes poor people and recent arrivals and turns
 them into middle-cla
 ss Americans. That's good for them and good for the region. Badillo is right: A
 CUNY degree has to mean something.
 But the next chancellor must also understan
 d, as Reynolds did, that students in this system face extraordinary obstacles.
 ddCan a tougher CUNY stay accessible? That is the riddle the next chancellor mu
 st solve.nyxddd

Publication#W\ P}P# 83. Providence JournalBulletin"Publication" #:\ P}P#July
 19, 1997

dd
 dd Boston and Providence have a lot more in common now that Harvard has reveal
 ed its heretofore secret acquisition of 52 acres in the
 working-class Allston n
 eighborhood. For Boston homeowners/taxpayers, the news is nothing to celebrate
 . City Councilor Brian Honan,
 who represents Allston/Brighton, properly raise
 d the concern that, despite Harvard's assurances, the property would soon be t
 aken off
 the city's property tax rolls. University properties used for educati
 on are, after all, tax-exempt.
 dd No wonder, then, that Mayor Thomas Menino wrote a furious letter of protest
 to Harvard President Neil Rudenstine. Tax-exempt
 institutions already own hal
 f of the city's land. And the Harvard purchase comes when Boston, like Provide
 nce, is struggling to pave its
 roads, pay for new charter schools, and foresta
 ll hefty increases in property and other taxes.
 dd Mayor Menino's letter focused on the embarrassing pittance that the univers
 ity gives in scholarships and other donations to Boston
 high school graduates.
 For despite its \$9 billion endowment, Harvard ranks sixth among institutional

givers of scholarships and other donations to the city. To quote Mayor Menino's letter: "Suburban Bentley College invests more in scholarship for Boston students than Harvard, and Simmons College doubles Harvard's commitment." The mayor was referring to the fact that Bentley contributed in direct scholarships to Boston students \$885,985 in 1995-1996, while Harvard gave only \$704,312. Indeed, Northeastern University gave altogether in grants and other free services to the city's students nearly \$10 million, Boston University \$6.7 million, Boston College \$5.5 million. Bentley, whose main campus is in Waltham, gave Boston \$1.14 million. Harvard's total, in contrast, was a mere \$1.35 million "from the world's richest university. Indeed Harvard's latest mistake was the stealth purchase of 14 parcels for \$88 million from 1988 to 1994. To conceal the purchase from the public, Harvard employed real estate magnate Robert Beal to amass the land. Indeed Little wonder that Harvard's director of public relations, Kevin McCluskey, apologized to the city. "For anyone to pretend there hasn't been a breach of trust, that's ridiculous," said Mr. McCluskey. Indeed Mayor Menino rightly condemned the "disrespect" shown to Boston by Harvard: "As a community surrounded by institutional neighbors, the people of Allston and Brighton are constantly besieged by institutional expansion issues. For Harvard University to suddenly reveal itself as the owner of numerous properties in Allston represents the highest level of arrogance seen in our city in many years." Clearly, Harvard needs, in the words of its spokesman, "to repair the breach" by consulting with Allston residents on any plans for the properties. For a start, Harvard could waive its tax-exempt status for the 52 acres and contribute more scholarships to the city's high school graduates. Indeed Rich institutions that derive huge benefits from their tax-exempt status have a moral obligation to help out their communities as much as they can without compromising their core mission. Indeed, not to do so could end up risking their tax-exempt status in general.

Publication#W\ P}P# 84. Boston Globe"Publication" #:\ P}P#July 21, 1997

Headline#u\ P}P# A call for kids Headline #:\ P}P#
 Summer ease and education combine nicely in dozens of sites operated by the Boston Parks and Recreation Department. While the Boston police get most of the credit for the downturn in youth crime and the schools absorb much of the budget, parks workers are creating real joys of inner-city living for Boston's young people.

eassuring. Either the
 chancellor was unaware of the painfully low standards the
 re or she looked the other way.
 ddJust the same, Reynolds did come up with the innovative College Preparatory I
 initiative, which is starting to show results as it seeks
 to prepare high school
 students for a tough college curriculum. She has cut way back on the role of r
 emediation in four-year colleges. And
 all the while, she has been an outspoken
 advocate for CUNY students, as Gov. George Pataki tried repeatedly to raise tui
 tion and cut back
 student-assistance money.
 ddThe question now is: Do Reynolds' enemies among the trustees - i.e., Chairwom
 an Anne Paolucci and Vice Chairman Herman Badillo- share her commitment to a sy
 stem that is accessible as well as competent? It's easy to raise standards if y
 ou just turn away students with
 less-than-stellar credentials. But that's wrong
 - and not just for do-gooder reasons.
 ddWith its student body of 208,000 - more than half of it foreign-born - CUNY a
 t its best takes poor people and recent arrivals and turns
 them into middle-cla
 ss Americans. That's good for them and good for the region. Badillo is right: A
 CUNY degree has to mean something.
 But the next chancellor must also understan
 d, as Reynolds did, that students in this system face extraordinary obstacles.
 ddCan a tougher CUNY stay accessible? That is the riddle the next chancellor mu
 st solve.nyxddd

Publication#W\ P}P# 83. Providence JournalBulletin"Publication" #:\ P}P#July
 19, 1997

Headline#u\ P}P# Imperial HarvardHeadline #:\ P}P#
 dd
 dd Boston and Providence have a lot more in common now that Harvard has reveal
 ed its heretofore secret acquisition of 52 acres in the
 working-class Allston n
 eighborhood. For Boston homeowners/taxpayers, the news is nothing to celebrate
 . City Councilor Brian Honan,
 who represents Allston/Brighton, properly raise
 d the concern that, despite Harvard's assurances, the property would soon be t
 aken off
 the city's property tax rolls. University properties used for educati
 on are, after all, tax-exempt.
 dd No wonder, then, that Mayor Thomas Menino wrote a furious letter of protest
 to Harvard President Neil Rudenstine. Tax-exempt
 institutions already own hal
 f of the city's land. And the Harvard purchase comes when Boston, like Provide
 nce, is struggling to pave its
 roads, pay for new charter schools, and foresta
 ll hefty increases in property and other taxes.
 dd Mayor Menino's letter focused on the embarrassing pittance that the univers
 ity gives in scholarships and other donations to Boston
 high school graduates.
 For despite its \$9 billion endowment, Harvard ranks sixth among institutional

givers of scholarships and other donations to the city. To quote Mayor Menino's letter: "Suburban Bentley College invests more in scholarship for Boston kids than Harvard, and Simmons College doubles Harvard's commitment." The mayor was referring to the fact that Bentley contributed in direct scholarships to Boston students \$885,985 in 1995-1996, while Harvard gave only \$704,312. Indeed, Northeastern University gave altogether in grants and other free services to the city's students nearly \$10 million, Boston University \$6.7 million, Boston College \$5.5 million. Bentley, whose main campus is in Waltham, gave Boston \$1.14 million. Harvard's total, in contrast, was a mere \$1.35 million "from the world's richest university. Indeed Harvard's latest mistake was the stealth purchase of 14 parcels for \$88 million from 1988 to 1994. To conceal the purchase from the public, Harvard employed real estate magnate Robert Beal to amass the land. Indeed Little wonder that Harvard's director of public relations, Kevin McCluskey, apologized to the city. "For anyone to pretend there hasn't been a breach of trust, that's ridiculous," said Mr. McCluskey. Indeed Mayor Menino rightly condemned the "disrespect" shown to Boston by Harvard: "As a community surrounded by institutional neighbors, the people of Allston and Brighton are constantly besieged by institutional expansion issues. For Harvard University to suddenly reveal itself as the owner of numerous properties in Allston represents the highest level of arrogance seen in our city in many years." Clearly, Harvard needs, in the words of its spokesman, "to repair the breach" by consulting with Allston residents on any plans for the properties. For a start, Harvard could waive its tax-exempt status for the 52 acres and contribute more scholarships to the city's high school graduates. Indeed Rich institutions that derive huge benefits from their tax-exempt status have a moral obligation to help out their communities as much as they can without compromising their core mission. Indeed, not to do so could end up risking their tax-exempt status in general.nyxddd

Publication#W\ P}P# 84. Boston Globe"Publication" #: \ P}P#July 21, 1997

Headline#u\ P}P# A call for kids Headline #: \ P}P#
 Summer ease and education combine nicely in dozens of sites operated by the Boston Parks and Recreation Department. While the Boston police get most of the credit for the downturn in youth crime and the schools absorb much of the budget, parks workers are creating real joys of inner-city living for Boston's young people.

dd`We've come a long way from gimp and face-painting in the park," says Laurie Ciardi, director of program development for the Parks Department. Just how far can be seen at the Courageous Sailing Center in Charlestown, where 900 youngsters will receive free sailing instruction this summer on Boston Harbor. Or at Joe Porzio Park in East Boston, where the Boston Children's Theater conducts dance workshops for neighborhood children. Across town, at the William Devine Golf Course in Dorchester's Franklin Park, about 600 youngsters learned the basics of driving, chipping, and putting last week from Massachusetts Golf Association pros. Nearby at White Stadium, several of the city's finest school coaches operate a daily sports camp that includes instruction in baseball, basketball, tennis, and track.

ddCity parks are great venues for the emergence of athletic and artistic interests. But the Parks Department needs to increase its efforts to reach Boston youths, some of whom languish at home while excellent recreation opportunities await just minutes away. Wider distribution of the Summer in the Parks brochure would help. But nothing will replace personal outreach into new immigrant communities and other underserved areas, which is difficult to accomplish without modest increases in the department's \$1.2 million program budget.

ddRecreation and school officials are deeply concerned that only 30 percent of Boston's youths participate in an organized sport, as opposed to more than 80 percent of young people in the suburbs. A city summit on youth sports scheduled for the fall will provide a good forum for both City Hall and private sponsors to augment the growth of young bodies and minds.nyxddd

Publication#W\ P}P# 85. San Francisco Chronicle"Publication" #: \ P}P#July 21, 1997

Headline#u\ P}P# Tax Cut Makes Sense, But Not Wilson's Plan

Headline #: \ P}P#ddGOVERNOR WILSON really shook up the state budget negotiations last week by declaring that a \$1 billion tax cut should be part of the ultimate settlement. To strengthen his bargaining position, the governor tied the tax cut to a possible raise for state employees.

ddThe howls from Democratic legislators were loud and immediate. They accused the Republican governor of foul play by adding a controversial issue to the already bogged-down talks. They also suggested the timing of the tax cut "it takes full effect in 2000" was either cowardly or clever. (Cowardly because it would leave the governor's successor with a \$1 billion budget gap; clever because taxpayers would be realizing the savings just when Wilson might be making a run for the GOP presidential nomination).

ddActually, the governor deserves praise for forcing the tax-cut issue onto the table. In Sacramento, as well as in most city and county

governments throughout the state, politicians are treating the surplus revenue produced by a booming economy as theirs to spend as they wish.

The size of this windfall is remarkable. The revised budget projections released in May showed that revenues would exceed original budget forecasts by \$960 million in 1996-97 and \$1.3 billion in 1997-98.

There are, naturally, strong pulls on this extra money. Under the Proposition 98 formula, the bulk of the new money will go to education, and California, which spends an average of about \$5,000 a year per student, remains about \$1,000 below the national average.

Federal welfare reform could dump huge new costs on the state, and an array of programs were cut back or sacrificed during the recession years.

"The quality of life in California is deteriorating because of overcrowding," said Senate President Pro Tem Bill Lockyer, D-Hayward, who vehemently opposes Wilson's tax cut plan.

A better use of the money, he said, would be "public investments" in freeways, schools and other projects that were deferred during the recession.

The question is not whether government was squeezed during the lean times. It was. But so were all the people who dutifully kept paying their taxes while cutting corners in their family budget, often at more draconian levels than those required of government agencies.

There are," said Wilson, "many people out there who would welcome an extra \$330 in their checking accounts."

The Wilson plan would produce that tax savings by reconfiguring the tax brackets. For example, under the Wilson proposal, a couple filed jointly would not reach the top tax bracket " 9.3 percent " until they reached \$74,442, instead of the current threshold of \$67,675.

Taxpayers deserve a slice of this windfall too. And they should not have to wait as long as Wilson proposes.

One of the problems with Wilson's approach is that it relies on a UCLA Business Forecast that envisions continued economic growth in the next five years. Such

projects are always risky. If the economy stalls, the Wilson tax cut would leave the state in an even tougher predicament. It locks in the tax cut permanently and " again, courtesy of the Proposition 98 limitations

"assures that the brunt of the burden would fall on education.

To his credit, Wilson has crafted his latest plan to provide the greatest portion of the savings to middle-class taxpayers " in contrast to some of his other

proposals in recent years.

The task at hand for Democratic legislators is to work with Wilson to develop an alternative that softens the effect on education and

provides nearer-term

relief to taxpayers. Wilson, for his part, needs to remove the link to state employment

loyee raises.

ddIt's time for both sides to stop posturing and end this budget impasse. nyxdd
dy

Publication#W\ P}P# 86. The Christian Science Monitor"Publication" #:\ P}P#Ju
ly 21, 1997

Headline#u\ P}P# City Sports Headline #:\ P}P#

ddEighty-Five percent of children who live in Boston suburbs participate in one
sport or another. Other suburbs across the United States
boast similar figures

. Yet, only 30 percent of Boston city children participate in sports. In other
cities such as Detroit the situation is more
discouraging: Participation is onl
y 10 percent.

ddSports specialists describe this "sports gap" as a crisis. Their concern is u
nderstandable. As a parent/coach told the Monitor, participation
in Little Leag

ue (or Pop Warner football or youth soccer) brings children face to face "with
being coached, having something expected
of them, realizing that improvement is
inherent in the game, and that effort is almost always rewarded." (And let's n
ot forget fun.)

ddPlaying sports also can help keep kids out of trouble. The Pop Warner leagues
, for example, began in the late 1920s in Philadelphia
when the lives of young
vandals were turned around by playing football. Youths who aren't involved in a
positive activity like sports are
more likely to get into trouble or spend the
bulk of their time playing video games or watching TV.

ddExperts attribute the problem of too few city kids playing sports to a number
of factors, including a drop-off in youth leagues and the
deterioration of sch
ool sports programs, primarily in middle schools.

ddPart of the solution is more and better resources. But it also includes, as B
oston Mayor Thomas Menino says, a substantial change in
the way cities treat sp

orts. We may be big professional sports fans, but too many children aren't give
n the chance to do more than watch
a game on television.

ddMayor Menino pledges to set up a Youth Sports Congress to find solutions. Tha
t will include "bringing together all the programs we have in the city, to find
out ... where the shortages are." The mayor believes a 30 percent participation
rate isn't good enough. We agree.

He's right to try to figure out what's wrong

. Other cities likely will take notice.nyxdddy

Publication#W\ P}P# 87. The Dallas Morning News"Publication" #:\ P}P#July 21,
1997

Headline#u\ P}P# The new heroin Headline #:\ P}P#Subhead#[\ P}P# Texas battl
e lines should be more clearly drawn Subhead#:\ P}P#

ddGloria Terrell has been fighting drug use among kids for as long as she can r
emember.

ddMs. Terrell was a member of the drug-related service team at the Dallas Independent School District for years. A decade ago, she was one of the founders of Drug-Free Youth in Texas, a successful prevention program commonly known as "D-FY-IT." Currently, she's a social work professor at Eastfield College and substance abuse counselor.

ddMs. Terrell has seen drug trends ebb and flow in this area. She's deeply disturbed by today's currents.

dd"My students at Eastfield talk about heroin," she said. "Many came from the Dallas schools. They say that smoking rather than injecting heroin has made it more acceptable."

ddMs. Terrell is convinced young people don't realize the consequences of heroin usage. "They see it as a downer to take after coming off the high from cocaine," she said. "That's really frightening to me."

ddElzada Mays, program coordinator for the Alameda Heights Center in southern Dallas, agrees. "Heroin is coming on the scene," Ms. Mays said. "I'm very concerned about it."

ddAlameda Heights runs a drug intervention program for about 125 teenagers. Client privacy prevents her from discussing specific types of drug problems the youngsters have. "Let's just say that we do see and hear about heroin," Ms. Mays said.

ddThe re-emergence of heroin has happened so quickly it isn't even on questionnaires used to keep track of juvenile drug trends. The Texas School Survey of Drug and Alcohol Usage, which is the most authoritative source of drug information for public schools, asks no questions about heroin.

ddBut Jane Maxwell of the Texas Commission on Alcohol and Drug Abuse said her agency is aware that heroin has become a more popular choice for young people.

ddMs. Maxwell said the commission has received reports of children as young as 12 selling heroin in west San Antonio.

dd"The number of heroin overdose deaths in Bexar County has continued to rise," she said. "In 1992, there were 12 heroin overdose deaths. In 1996, there were 32."

ddThe Dallas school district has more than a dozen programs aimed at educating students about the dangers of drugs. They run the gamut from programs that build students' self-esteem to the Drug-Free Youth in Texas project, which requires participants to undergo unscheduled drug testing.

ddThe central theme is basically the same - that teenagers would not be so interested in using drugs if they had the knowledge, leadership skills and peer and parental support to find better alternatives.

ddAnd, indeed, an impressive number of students take part in these efforts to develop character and change negative thinking.

ddIn addition, Redirections, a school aimed specifically at Dallas students from

m the seventh through the 12th grade who have had problems with drugs, will open in the fall.

But with the emergence of drugs that can damage young people even more quickly, there have to be intervention as well as prevention programs in all urban and suburban school districts in Texas.

Gloria Terrell believes that teachers need to be better educated about what to look for in youthful drug users. And the school districts must be willing to move in quickly with licensed chemical dependency counselors when they see a student has a problem.

Dallas school officials have developed a solid strategy for tackling gateway drugs such as marijuana and alcohol. But there's a new threat on the streets. School leaders, teachers and parents must be watchful and prepared to meet the challenge.

Publication#W\ P}P# 88. Richmond TimesDispatch"Publication" #:\ P}P#July 21, 1997

Headline#u\ P}P# The Chamber's 'Collaborative' Seeks to Help Area YouthHeadline #:\ P}P#

By Robert J. Grey, Jr.

The scene is the Oliver Hill Detention Home, the local jail for juveniles.

It's the close of a session in which a social worker has interviewed residents about ways to reach other troubled youth " young adults who, without such help, might end up behind bars, on drugs, or dead.

Just as the social worker prepares to leave, a 15-year-old girl " an unwed mother with a history of violent crimes " speaks up.

"It's pretty much all over for me," she says. "But I sure hope you can get to my little sister."

I hope so, too. I want to help both girls. I haven't given up hope for either of them. I am convinced, moreover, that there are not only altruistic reasons

to lend a hand to those young women, but clear-headed, self-interested business reasons as well.

Here's my perspective. The Greater Richmond Chamber of Commerce takes seriously its role as a catalyst for regional cooperation.

We're working diligently on a number of fronts, including a dynamic economic development partnership; a comprehensive transportation plan for the metropolitan area; and public-private participation in a first-of-its-kind welfare-to-workfare plan.

We've already seen good results thanks to these and other efforts by our regional partners and the business community. We can all be proud of landing Motorola-Siemens and Pittston, but more work needs to be done if we are to continue to attract first-rate, international companies.

MUCH OF that work will need to address serious quality-of-life issues that we ignore at our own economic peril. When Motorola-Siemens and Pittston consider

d the Richmond area, they echoed concern about two overriding issues: a commitment to maintaining good public schools and controlling crime.

ddWe were able to persuade officials of those companies that we are willing to do everything in our power to address those issues. One way we hope to do so is through a Chamber program called the Community Collaborative for Youth (the Collaborative), which may be the most important initiative our region has ever undertaken.

ddFormed in 1995, the Collaborative was selected by the Robert Wood Johnson Foundation to receive a two-year planning grant to study how our diverse community can work together to confront perils to the health and safety of the youth in the city of Richmond and the counties of Henrico and Chesterfield. This grant was matched by our regional partners as a demonstration of their commitment to the initiative.

ddThe initial research of the Collaborative showed that, despite some progress, our children all too often encounter threats to their future, including drugs, crime, illiteracy, and out-of-wedlock births. We have done an in-depth assessment of the problem, mapping out the resources for dealing with the threats. We are in the process of developing a collaborative approach to combat the threats. Our resources, we have learned, are many. There are a number of organizations and agencies that already provide counseling, tutoring, job training, and wholesome recreation for our young people.

ddWe believe that the success of the initiative will depend on these groups working together. It won't be easy, but it is achievable. It means overcoming regional rivalries, facing racial concerns with strong leadership, and seeking common ground where we might once have felt none existed.

ddWe have conducted meetings in local elementary schools and other public gathering places, held focus groups with at-risk youth, and begun a process out of which powerful messages can be developed. Together " collaboratively " we must mount an all-out assault on the forces that threaten our young people now and may threaten our entire region in the future.

ddThe Collaborative will compete in September for additional funds from the Robert Wood Johnson Foundation. Five cities will receive these grants, which will finance for eight full years implementation of the plans the cities have developed. We are determined to be one of those cities, and you'll hear more from us as the time approaches.

ddWE WANT it known that our determination is not only a result of our commitment to help youngsters like those in the Oliver Hill Detention Home.

ddOur resolve also represents a recognition of reality on the part of business leaders. These leaders understand that, if we want to attract outside investment for decades to come, we must solve serious quality-of-life problems that manifest themselves today in immediate threats to our youth.

ddIn time, if unaddressed, those problems will endanger our entire region.

ddWorking together, we can solve them.

ddWith your help, we will.

ddRobert J. Grey, Jr., is chairman of the Community Collaborative for Youth and the immediate past chairman of the Greater Richmond Chamber of Commerce.

Publication#W\ P}P# 89. The Atlanta JournalConstitution
"Publication"#: \ P}P##: \ P}P#July 21, 1997 Category: Opinion

Headline#u\ P}P##~\ P}~P#City school board right to scale back preferencesHeadline#: \ P}P#

ddAtlantans have seen of a lot of affirmative action programs created, but they haven't seen too many expire or get pared back, least of all voluntarily. So it's heartening to see the Atlanta School Board take unilateral steps to scale down a successful minority business enterprise program.

ddThe school board's action reemphasizes the principle that affirmative action programs should provide a temporary leg up to disadvantaged businesses, and that once that break has been given, competition, not group preference, should rule the marketplace.

ddOn Monday, the board voted 7-2 to free some contractors from rigid minority-participation requirements. The board took the action because of the overwhelming success of its five-year-old minority preference program.

ddIn 1992, when the program started, the school system had contracted none of its \$488,000 in recent construction projects with minorities. Five years later, minorities could claim 35.5 percent of all construction work.

ddA Supreme Court decision requires local governments to prove that group-preference plans are still needed to ensure minority participation. The board could have commissioned a study to justify more group preference; instead it hired attorney Rodney Strong to produce an honest assessment of the school board's successes.

ddNow the question is whether minority participation rates will remain high in the absence of a mandate. With Strong calling for a "vigilant investigation" of white-owned firms that drop minority subcontractors, no doubt they will.

ddBut even in the absence of threats and requirements, we think the school system will continue to do significant business with black-owned firms because the last five years have given minority firms an opportunity to grow stronger and more competitive. We'd even expect some partnerships between white-owned and min

ority companies to survive. Just because many were brought together under
affir
mative-action duress doesn't mean some partnerships haven't proved profitable a
nd lasting.ddIn the end, this study proves that there's no "discrimination" aga
inst minority firms in the school system. And in the absence of bias,
there's n
o justification for preference.nyxdddy

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===== ATTACHMENT 3 =====
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Daily Education News



Monday, July 21, 1997

U.S. Department of Education
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Norman Greenberg, Editor

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What Follows

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1. The Washington Post
Teacher Rules Limit Role in Church Schools
2. Associated Press
Johns Hopkins University launches long-distance 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 Student-Loan 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

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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 Press-Enterprise Riverside, CA

MAPA sees bias in special-ed Fontana: The Mexican-American Political Association says students are being treated as second-class citizens.

31. Orlando Sentinel

CHARTER SCHOOL FOCUSES ON AT-RISK KIDS

32. The Sacramento Bee

TRADE SCHOOL BILLS SIGNED

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34. The New Orleans Times-Picayune

READING PROGRAM WORKS

35. The Dallas Morning News

Teachers must address biases, experts say

36. Orlando Sentinel

TEACHERS' HOUSE CALLS CALM SCHOOL-WARY KIDS

37. The Tampa Tribune

Summer classes hit record number

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Connecticut, Spanish government agree to exchange language teachers

39. The Sacramento Bee

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44. Columbus Dispatch
School districts find a home on the Web
45. The Washington Post
Head of Md. School Panel Denied 2nd Term
46. Milwaukee Journal Sentinel
Budget delays leave school pacts in air
47. Seattle Times
Education reform's first test faces examination by the public
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Montgomery Teachers Union To Focus on Classroom Issues
49. The Washington Post
School Funds Have Gone for Bureaucrats Rather Than Books and Boilers
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Schools' relocating disabled violates civil rights
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School management posts considered all work, no pay
57. The New York Times
Military College Awaits Its First Female Cadets
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60. Los Angeles Times
Recall Worries Backers of School Bond IssueBallot: Supporters of \$97-million measure for campus repairs question if effort to remove councilwoman will hurt or help them.
61. Boston Globe
Anything to get kids reading

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63. Chicago Tribune

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88. Richmond Times-Dispatch

The Chamber's 'Collaborative' Seeks to Help Area Youth

89. The Atlanta Journal-Constitution

City school board right to scale back preferences

[Tape Restoration Project Hex-Dump Conversion]

NATIONAL

1. The Washington Post

07/19/97; Edition: FINAL; Section: A Section; Page A13

Teacher Rules Limit Role in Church Schools

By Rene Sanchez
Washington Post Staff Writer

The 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.

The department said that only public employees could offer the remedial help, which is federally funded through a program called Title I, and that their teaching assignments in parochial schools have to be made without regard to their religious affiliations.

Also, 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.

The 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 through 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 funded instruction inside parochial schools could be constitutional as long as there are safeguards.

The ban had forced state and local school districts since 1985 to fulfill the requirements of Title I by sending public teachers to instruct parochial students at alternative sites, usually a van parked outside religious schools.

But federal education officials called that a poor learning environment for

students who needed remedial help in subjects such as math or reading and said it was wasting millions of dollars that could have been spent on more direct academic aid.

More 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.

The 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. ■

2. Associated Press

07-21 4:49a

Johns Hopkins University launches long-distance degree program

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

The 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.

"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."

Odessa 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.

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

Students 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.

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

Students 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.

Most 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.

The 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." ■

3. Associated Press

07-20 9:49p

White House prepared to begin detailed negotiations on tax bill

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

stages of the tax talks.

Archer 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.

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

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

Republicans 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.

But 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."

Clinton, 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. ■

4. The New York Times

07/19/97; Edition: Late Edition - Final; Section: Section I; Cultural Desk; Page 11, Column 4

Holocaust Studies Gift: A Headache for Harvard

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

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

post, and the chair remains empty.

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

Mr. Lipper has refused to allow Harvard to give the position on a temporary basis to another noted scholar, Saul Friedlander. Some candidates have 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

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.

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 screenwriter 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."

In 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. The field "was considered too narrow, too faddish," Mr. Browning went on. "The insistence on a chair in Holocaust studies came from the administration because he —" Mr. Lipper "— is a large donor."

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

But when Mr. Lipper was presented with Mr. Friedlander as a substitute, he vetoed the choice, saying he wanted someone in a permanent position. The choice of 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."

He 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, that 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. Goldhagen came up for tenure in the fall of 1998. This was perceived by some as intolerable interference.

Mr. 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. "The fact that the donor continues to play a role is an academic scandal." Harvard, 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.

For now, the search has been left open until the various contenders ripen, perhaps until Mr. Goldhagen gets tenure or Mr. Kassow publishes his book. Meanwhile, Mr. Lipper's \$2 million waits in limbo, and Harvard continues to earn interest on his initial gift of \$1 million.

Mr. 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 give money away."

■

5. Los Angeles Times

* 07/20/97; Edition: Bulldog Edition; Section: Advance Desk; Page A-8

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.

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 like "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 some 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.

"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.

Bookstores and libraries also need to adjust, school officials found. In neighboring Fairfax County, which has the nation's 12th-largest district, bookstores and libraries couldn't meet the demand when the county's one-book requirement was imposed last year.

This year, the list of books to choose

from was doubled and the information sent out earlier.

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

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

The 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."

"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.

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

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

"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."

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

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

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

6. Los Angeles Times

* 07/21/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Students Schooled in Arts Have Higher Test Scores, Study Finds

Schools have been giving the arts the ax since the late 1970s, when belt-tightening and a renewed emphasis

on the basics began to edge arts classes out of the curriculum. But a new study suggests that teaching about music and

other art forms ought to be as fundamental as the three Rs.

UCLA professor James S. Catterall

analyzed the academic achievement of 6,500 poor students whose standardized test scores were reported to a federal database called the National Educational

Longitudinal Study of 1988. He found that by the time these students were in the 10th grade, 41.4% of those who had taken arts courses scored in the top half,

contrasted with only 25% of those who had minimal arts experience. The arts students also were more proficient readers and watched less television.■

7. Los Angeles Times

* 07/21/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

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

Midriff bulge afflicting little Tommy or Susie? A study shows that more American children are overweight than ever—and, if you ask them, homework may be to blame.

The study by the International Life Sciences Institute, based on a poll by Louis Harris & 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.

But ask their parents for the reason and the answers were quite different: Two out of three said children are couch potatoes because they are uninterested in calorie-burning activity or prefer the sedentary stimulation of TV, video games and computers.

"Daily physical activity for children needs to become a priority for parents equal to that of buckling seat belts," said James O. Hill, a professor of pediatrics and medicine at the University of

Colorado Health Sciences Center and chairman of a nutrition project supported by the institute.

Hill said parents also need to demand that schools make recreation part of the daily schedule.

According to the study, 14% of children ages six to 11, and 12% of adolescents—those from 12 to 17—are overweight. That is up from about 5% to 7% in both groups during the 1970s.■

8. The Washington Post

07/21/97; Edition: FINAL; Section: A Section; Page A15

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

By Lou Cannon

Special to The Washington Post

California, where socially divisive ballot measures often ignite national policy debates, is at it again.

The 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.

"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

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 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.

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.

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

9. The Washington Post

07/21/97; Edition: FINAL; Section: A Section; Page A11

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

By Clay Chandler
Washington Post Staff Writer

President Clinton brushed aside an 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 and Senate, Clinton charged that proposals from both chambers "failed the critical test of fairness." He faulted the GOP tax plans for shortchanging low-income workers and scrimping on education tax cuts while splurging on tax breaks for high-income taxpayers that would "explode" in cost over time.

overture from Republican tax-writers and admonished negotiators from the House and Senate to send him a "mainstream"

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,

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

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, however, won virtually no backing from Democrats.

Some 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.

But 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." ■

10. Los Angeles Times

* 07/21/97; Edition: Home Edition; Section: National Desk; Page A-5

Clinton Seeks Dialogue on Race, but He Must Go Beyond Same Old Talk

By RONALD BROWNSTEIN

The 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.

Board 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."

John 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

You 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."

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."

The 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."

Racism 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.

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

The 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

However 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.

"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.

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.

What 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.

In 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.

Clinton has increased access to capital for minorities through invigorated enforcement of fair-lending and community-reinvestment laws and subsidies for community 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 increased health care coverage for uninsured children and tax breaks for hiring former welfare recipients.

This 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.

In 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.

The 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.

But 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."

That's far better advice than anything Clinton's advisory panel has offered so far. ■

11. USA Today

July 21, 1997

Parents sue to challenge ban on wearing beads to class

Joining 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.

But 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.

New 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 recognizes the beads as gang symbols.

After the boys were asked to wear the

But gangs are not a problem in New Caney, a small town about 30 miles north of Houston, and the boys are definitely not a part of any, Mildred Chalifoux says.

"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."

Cobby Caputo, an Austin-based lawyer representing the school district,

beads inside their shirts, their parents filed a federal lawsuit claiming that the policy violates the First Amendment right to freedom of speech and free exercise of religion.

"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 afraid if he puts it in his pocket, it may fall out. If he wears it outside his shirt, he can't go wrong."

"My husband and I have always told him that if anybody tells you to take it off, you can tell them no, because this is your right," Chalifoux adds. "We never thought anything bad would come of it."

The school district, in turn, was says the district is concerned about the safety of the two boys and the students around them.

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

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

But he notes that in cases of religious

surprised when the suit was filed.

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

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

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

He adds that the school district's police officers compile the list of what gang members are wearing.

liberty, both traditional and self-created religious practices are often deemed valid.

In 1995, the Department of Education released a report on where to draw the line on religion in public schools. The section on student garb says: "When wearing particular attire, such as yarmulkes and head scarves, during the school day is part of students' religious practice, under the Religious Freedom

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

But 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. Demoinis 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 ■

12. USA Today

July 21, 1997

Big jump in budgets to get technology in the classroom

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

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

Established in 1981, QED is a division of Peterson's, the country's largest education information and communications company.

By Tamara Henry, USA TODAY ■

13. U.S. News & World Report

July 28, 1997

Second thoughts about integration

Black ambivalence about busing has less to do with ideology than with results

BY JERELYN EDDINGS

Since court-ordered school busing began in 1971, it has been the subject of rancorous 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 twist: 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 schools, prominent blacks in places as varied as Prince George's County, Md., Yonkers, 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 rainbow of integration.

Even the National Association for the Advancement of Colored People, whose name is synonymous with the fight for desegregation, appears torn on the issue. Chairman 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 integration—and against the "rats" trying to divide the organization.

The 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 convention. In a letter distributed to convention delegates, Robert H. Robinson, one of the ousted presidents, argued: "The NAACP establishment is using the same arguments for desegregation that it made in the 1950s."

Demographic changes. Although it is taking place within the context of a larger debate about integration vs. separatism, the new busing controversy is less about political philosophy than about practical concerns like the quality of schools and the best use of scant educational resources.

Twenty-five years ago, Prince George's County was a mostly white,

largely rural 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 Murray ■

14. The Christian Science Monitor

July 21, 1997

Architects Create Pizazz On Campus

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

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

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 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

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.

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 "really 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/Administration 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

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

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 say, '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 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,

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.

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

Form That Fits Function

land 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 building - sometimes almost literally - reflect school values.

* 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."

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

* 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 plaster casts of actual students' faces. These modern "gargoyles" represent the diversity of the student body, with faces from all ethnic backgrounds and 12 countries. Sculpted bricks also contain emblems like shuttles, looms, and quiltlike panels to symbolize the school's textile program.

* 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.

What is 'signature' architecture?

'Architects always transform what the client thinks he or she has in mind, and in the changing is the art.... That particular twist, or signature by an individual architect, is what makes it architecture.'

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

Architects on How We Respond To Our Physical Environment

Do 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 architects and scholars. Here are some answers.

'I'd talk myself out of a job if I didn't believe the physical environment has an effect. Environments imprint themselves upon our physicality and spirit, and we respond to them.'

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

'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.'

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

'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.'

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

'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.'

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

'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.'

- Robert Venturi, Philadelphia architect

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

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

15. Boston Globe

July 20, 1997

Clinton's race dialogue turns contentious

Presidential initiative comes under fire as too little, too late, and delivered in the wrong forum

By Ann Scales
Globe Staff, page A2

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

As 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.

Clinton.

But comfort is no shield against criticism. "So far, what has it gotten us?" asked Gates, the W.E.B. DuBois

John 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

professor of the Humanities at Harvard University.

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.

Franklin'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.

In 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."

In 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."

Gates, 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.

He 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."

"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.

So 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."

Edley 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." ■

16. Baltimore Sun

July 20, 1997

Black law students disappearing with end to affirmative action

Enrollment of Hispanics also down in Calif., Texas

ASSOCIATED PRESS

BERKELEY, Calif. — Sometimes in her classes at the University of California's Boalt Hall law school,

She 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 the University of California ended affirmative action.

"Being one of 31, I still felt that I had support and I had guidance. One —

Jennifer Madden would find herself catching the eye of a fellow black student.

"We could just look at each other, and there's definitely a lot of implications," said Madden, who graduated in the spring.

The 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

we'd have the same look," said Madden, one of 31 blacks who enrolled at Boalt in 1994.

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.

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

In 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.

For 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 University. Other blacks have since decided to enroll at Texas.

LaVergne, 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.

"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."

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

With 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 socioeconomic background or any individual hardships.

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

At 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.

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

At 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.

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

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

Boalt 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.

"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.

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

"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.

Those 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.

"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.

"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."■

17. Los Angeles Times

* 07/21/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Teachers Union Gives Failing Grade to Voucher Program

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

Analyzing information provided by Ohio education officials, the American Federation of Teachers complained that the program was more expensive than advertised and often merely subsidized students already in private schools. Of

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

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. 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

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.

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

TRADE

18. Chronicle of Higher Education

July 21, 1997

Clinton Unveils Plan to Attract Teachers to Needy Schools

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 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 use to help improve training programs at other institutions.

The proposal comes at a time when some Republicans have expressed interest in overhauling the professional-development programs for teachers that are included in the Higher Education Act.

"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 nation's young students," said Senator James M. Jeffords, a Vermont Republican, who heads the Senate committee in charge of reauthorizing the Higher Education Act, at a committee hearing in February. ■

19. Education Daily

July 21, 1997

ED LAUNCHES PROBE OF BIAS IN UC ADMISSIONS

The Education Department notified the University of California (UC) this month that it will investigate whether the school's admissions policy discriminates 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 criteria favor white students, according to an ED spokesman.

A coalition of civil rights groups filed a complaint against UC four months ago, arguing that the school's use of criteria such as standardized test scores favors white students.

Since the university system banned racial preferences in graduate-school admissions, 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 students will drop to 18, from 28 last year.

The ban on affirmative action in undergraduate admissions will take effect this fall (ED, July 24, 1995).

The ED spokesman said the investigation could take several months and OCR apparently is not conducting any other similar probes. — Dave Boyer ■

20. Education Daily

July 21, 1997

INACCURACY PLAGUES COLLEGE CRIME FIGURES, ACTIVIST SAYS

An advocate of more liberal campus crime reporting last week accused colleges of using privacy laws to lower

their statistics.

When campus housing officials channel alleged perpetrators into

in-house disciplinary hearings, the incidents are often kept confidential under the Family Educational Rights and

Privacy Act, Benjamin Clery, president of the nonprofit Security On Campus, told a House panel Thursday.

The 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.

Dolores 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.

The subcommittee is considering H.R. 715, a bill that would explicitly require open disciplinary hearings for all criminal allegations, daily crime logs and fines for institutions not complying 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).

Clery 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.

Stafford 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.

Clery 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.

Reps. 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.

The House panel plans to continue HEA hearings but hasn't scheduled further action on campus crime issues. — Jonathan Fox■

21. Education Daily

July 21, 1997

LEGISLATIVE UPDATE

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 ...

Budget 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

Fiscal 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

consolidations of defaulted loans made between 1992 and July 1, 1997. Then it would drop the amount to 18.5 percent (ED, June 12).

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

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

Education 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 \$31 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 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).

President Clinton's proposal would raise Education Department discretionary spending 11 percent above the fiscal 1997 level, with Title I, special education and voc ed getting only moderate

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).

Last action: Negotiations continued last week.

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

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.

Last 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.

Next 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.

Budget 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.

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

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

Omnibus 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.

Last 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

Next 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.

Campus Crime Statistics H.R. 715: Would require colleges to expand the types of officials reporting crime

childhood literacy (ED, July 11).

Next 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 educational opportunities for low-income students, including scholarships. The House Education and the Workforce Committee plans a review of federal literacy programs July 31.

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

Perkins Vocational and Applied Technology Education Act would allot school districts at least 90 percent of the basic state voc ed 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, voc ed 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 on its poverty rate (ED, July 18).

Last 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.

Next 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 voc ed, adult ed 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.

Juvenile Justice H.R. 1818: Would authorize state block grants that could be used to fund programs that encourage statistics to include deans, counselors, housing officials and others in addition to campus security and law enforcement authorities. It would give the public access to more information about crimes that occur on campuses, including disciplinary proceedings and criminal allegations.

Last action: The House Postsecondary Education, Training and Life-Long

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.

Last 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.

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

School Prayer H.J. Res. 78: Would amend the U.S. Constitution to forbid the government from infringing on people's right to pray and to recognize their religious beliefs, heritage or traditions on public property, including schools.

Last 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).

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

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

HEA Reauthorization H. R. 6: The bill would reauthorize funds for all existing Higher Education Act (HEA) programs, which expire Sept. 30.

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

6.

Last 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).

Learning Subcommittee criticized inaccurate record-keeping but resisted calls to fine colleges July 17 at a hearing on HEA reauthorization.

Next action: No action is scheduled.

Just Introduced ...

Immigrant Education H. R. 2172: Would allow school districts to waive a

rule in the 1996 immigration reform law requiring foreign students attending elementary and secondary schools to reimburse local education agencies, provided that no federal funds are used to pay for their education.

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

Next action: The House Immigration Subcommittee plans a hearing on the bill Thursday.

Student Loan Defaults H.R. 2140: Would require loan guarantee agencies, the Education Department, postsecondary institutions and other groups to implement cost-saving reforms, including

requiring lenders to contact more agencies before they turn over defaults to ED.

Last action: Introduced July 10 by Rep. Ron Klink, R-Pa.

referred to the House Education and the Workforce Committee.

Next action: No action is scheduled.

Student 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.

Last Action: Introduced July 17 by Sen. Wayne Allard, R- Colo.; referred to the Senate Labor and Human Resources

Committee.

Next Action: No action is scheduled.

Reading 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.

Last action: H.R. 2192 was introduced July 17 by Rep. Anne Northup, R-Ky.; referred to the House Education and the Workforce committee.

Next action: No action is scheduled. — Lauren Lazarovici, Jonathan Fox ■

22. Education Daily

July 21, 1997

RAVITCH BOWS OUT OF NATIONAL TEST PANEL

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

"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.

While 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.

"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.

She 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.

NAGB, which oversees the National Assessment of Educational Progress, is an independent board of educators, researchers and politicians. — Regina Lightfoot-Clark ■

23. Education Daily

July 21, 1997

NEW IDEA PROVISION LEAVES DISCIPLINE POLICY UNSETTLED

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 But 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 setting 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.

provide a "free, appropriate public education" (FAPE) to disabled students who are suspended or expelled from school (ED Supplement, July 17).

"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

"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."

During one of three ED meetings last week to gather input for writing IDEA rules, Myrna Mandlawitz, director of government relations for the National Association of State Directors of Special Education, urged the department to settle the 10-day suspension issue.

(NSBA) forum on the law.

P.L. 105-17 allows schools to move a disabled student to an alternative setting 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.

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

But groups representing disabled children expressed the opposite view. Elizabeth Roth, treasurer of the Autism Society of America, asked ED to require "appropriate services in any suspension, even 10 days."

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

deemed medically necessary by a physician or requested 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 would not require schools to provide services during 10-day suspensions.

In 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.

"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.

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

Michael 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.

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

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

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

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

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

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

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

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."

— Rebecca S. Weiner, William J. Cahir ■

24. Chronicle of Higher Education

July 21, 1997

CUNY Ordered to Give Diplomas to Those Who Failed English Test

By Karla Haworth

A 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.

The 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.

But 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.

A year ago, Hostos replaced the systemwide "Writing Assessment Test" with its own version after many of its students had failed the systemwide test.

After 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.

CUNY 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.

Judge 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."

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

25. Chronicle of Higher Education

July 21, 1997

Computer Glitch Delays Student-Loan Consolidations

By Stephen Burd.

Because 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.

Department 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.

The 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.

The 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.

"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.

Education 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.■

26. Chronicle of Higher Education

July 21, 1997

Texas Southern U. Faces State Pressure to Improve Management

Public black college to follow policies on tuition and aid strictly — even if it means students must leave

By Patrick Healy

Houston — 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.

The 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.

Supporters 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 other public universities in Texas.

Being 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.

Because 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.

"If we have a drop in enrollment, we

this year because of a ban on affirmative action.

"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."

While 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.

Many 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 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."

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

Norman Hayes, director of financial aid since last fall, says several former employees of his office had no experience in student aid or did not

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.

The 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.

understand aid regulations. "We had about three people who knew enough to interpret the guidelines, out of an 18-member staff," he says.

Some 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."

Having 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." ■

27. Chronicle of Higher Education

July 21, 1997

2 Texas Universities Show Drop in Freshman Minority Admissions

Fewer 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.

Preliminary 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.

At 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 newspaper reported.

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

The 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.

Public 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.

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

LOCAL

28. Associated Press

07-21 9:39a

Debtors who defaulted on student loans get bill boost from state

PROVIDENCE, 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.

Without 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.

The 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.

So 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.

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

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

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

To 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.

The 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.

Whichever 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.

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

"Logic will tell you, if you're adding a different charge that borrowers do not

anticipate, you would explain that," he said.

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

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

In 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 format made such explanations difficult, however.

"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."

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

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

29. Associated Press

07-21 3:47a

Districts receive more money than expected

TWIN 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.

The 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.

The 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 the revenue allotted for public schools during the 1996-97 year.

Nonetheless, 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.

The 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.

And 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.

"I don't think they'll have a bit of trouble taking care of \$112,000," Hallett said.

Each district has different plans for the money it will receive.

Mike 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.

Each year, school districts must wait for the state's July check to learn how accurately the state's budget was set.

David Marshall, the business manager for the Mountain Home School District, said trying to set a district budget is like "playing three-dimensional chess."

While 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.

He said he thinks it looks bad, especially when teachers' union negotiations are involved.

Robert 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.

"I've been in this game long enough, where I'll wait and see," he said. ■

30. The Press-Enterprise Riverside, CA

07/18/97; Edition: SAN BERNARDINO COUNTY; Section: LOCAL; Page B01

MAPA sees bias in special-ed Fontana: The Mexican-American Political Association says students are being treated as second-class citizens.

By Joanna Frazier
The Press-Enterprise
FONTANA

Investigations into possible civil rights violations in Fontana school programs for gifted and talented students have expanded to address complaints about special-education programs, activists say.

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

In 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

Kristine 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.

Kaufman 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.

She said MAPA filed a separate complaint with the state Department of Education earlier this year involving one

biased assessments of students with learning disabilities.

The 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.

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

The 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.

Fontana schools Superintendent Karen special-education student. That probe has opened but she has not yet met with investigators.

The 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

Harshman said the district invites closer looks at its programs and defended both programs.

"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."

She 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.

"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."

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. ■

31. Orlando Sentinel

07/19/97; Edition: SEMINOLE; Section: LOCAL & STATE; Page D8

CHARTER SCHOOL FOCUSES ON AT-RISK KIDS

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.

Operating 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.

Instructors with innovative teaching styles were selected by the school's board of trustees, board secretary Dolores Lukomski said. Part-time art and music

The 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."

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

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

Students 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.

Several students and parents already have been busy readying the school by chipping paint from the walls, hanging clocks and preparing classrooms. On work days, students also were included in the activities they said they wanted to do, such as ringing the bell each morning or keeping clocks set.

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

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

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

"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

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

"Of course, my daughter's not too

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

Board 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.

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

"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.

Sharon 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.

"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.

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

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. ■

32. The Sacramento Bee

07/19/97; Edition: METRO FINAL; Section: MAIN NEWS; Page A4

TRADE SCHOOL BILLS SIGNED

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.

Wilson'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 schools and consumer advocates. An agreement reached this week will, beginning Jan. 1, shift oversight of the state's 2,500 private

vocational and degree-granting schools from the independent Council on Private Postsecondary and Vocational Education to the state Department of Consumer Affairs, which is controlled by Wilson. ■

33. Chicago Tribune

07/20/97; Edition: CHICAGOLAND FINAL; C; Section: EDUCATION TODAY; Page 16

HOME-SCHOOLED STUDENTS GIVEN 'REAL WORLD' EXPERIENCE

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.

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

Barton 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 world.

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

The 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.

"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.

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

The exact number isn't available, but **Patricia Lines, a senior research analyst for the U.S. Department of**

Gross, who lives in Oak Park, is home-schooling her three daughters, Margaret, 13, Elizabeth, 10, and Abigail, 7.

She 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."

HOUSE 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

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.

The 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.

A 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.

There 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. its bylaws, which forbid discrimination.

All 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.

Clonlara, 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."

Clonlara also provides a resources

State 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.

The 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.

Restriction from participation on local high school sports teams long has been a contentious issue in home schooling.

People 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 are very religious to those who want to emphasize certain areas to those who don't like the public schools—a lot start for that reason—and some want to have less to do with government," Gross said.

"I started (home schooling) largely for academic reasons."

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.

Between 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."

Sarah 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.

The demands of musical training were

one reason their mother, Amy, decided on home schooling.

"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."

She also has been working professionally since she was about 13, and the flexible home-school schedule allowed her more time to perform.

Amy Barton also thought home school would help avert a potential adjustment 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.

Socialization is one of the big questions that come up for parents considering home schooling. Sarah Barton doesn't believe it is a problem.

"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."

Chris 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 decided to home-school because of difficulties they were having with the local school over their eldest son's reading problem.

The 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 we decided we would keep on doing it," said Bogue, a high school teacher.

Their children, Everett, 12, and Drew, 10, are in their sixth year of home schooling. Everett, who had trouble

On the other hand, Debra Hill, assistant superintendent for curriculum and instruction for Evanston/Skokie School District 65, has no objection to home schooling. She 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.

The district cooperates whenever possible in assisting home-school parents, she said.

Stefan Wojtan's home schooling was free-form. "He has never worked at the table, never done lessons," said Calico Eden, his mother.

He described his education as

learning to read, is reading at the 10th-grade level, his mother said. "He really did not want to look at a book until 4th grade. And then, boom, he took off."

Their 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—reading lots of books on that era—and taking archery lessons."

All 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 go at their own pace."

By 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, Michael, is an administrator with CLASS.

CLASS 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.

McHugh said the CLASS program is more structured than those offered by some other curriculum providers. He stressed, however, that the program does not use a "canned" curriculum.

"Each student is individually assessed and people are given an individualized program based on where they are strong or weak," he said. "Then we supply the entire program for them." It offers regular testing, grading and graduation ceremonies. Transcripts are provided on request.

Skeptics 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 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."

His 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.

Every 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.

clearly that average parents are today doing an above-average job with regard to student achievement."

His 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.

McHugh 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."

In fact "spending a lot more time with my family" is what Grace McHugh likes most about home schooling.

One 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 advantage, she said, is "being able to go at a faster rate than at school."

Some 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.

"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."

Also, 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 who get home-schooled don't get exposure to the range and depth of curriculum," Moriarty said.

He 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.

Wojtan, 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.

He believes that home schoolers are better prepared for college, and Sarah Barton agreed.

She noted that home school prepares children to learn on their own initiative. "In college," she said, "they want you to learn for yourself."■

34. The New Orleans Times-Picayune

07/20/97; Edition: ST. BERNARD; Section: PICAYUNE; Page 1G

READING PROGRAM WORKS

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.

This 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.

Preschool through high school readers earn points and prizes for books read after taking short computer quizzes to test comprehension.

The 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.

About 1,700 students registered for the program, Llamas said. About 200 of those signed up at Ducros.

An end-of-the-summer celebration will be held July 25 at the St. Bernard Parish government complex.

Coulon said she prefers going to Ducros because it's less crowded and her children have been able to get one-on-one attention.

The school system's Title I reading program hired Miriam Weaver, a kindergarten teacher at Sebastien Roy School, to run the Ducros summer program. Judy Gooch, a librarian at Meraux Elementary, and Cheryl Buckel, a librarian at Millaudon Elementary, work at Chalmette.

Cindy Sullivan of Toca brings her four children, Tisha, 12, Jessica, 9, Wayne, 6, and Elliott, 6, to Ducros about once a week.

Sullivan 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.

Hope Serigne of Delacroix Island said she goes to Ducros at least three days a week with her two children and others from the neighborhood.

The children love the prizes, including pencils, crayons and books, that are given away according to how many points they earn, the parents say.

"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."

Besides 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.

Adele 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.

Weaver said the program has turned many unenthusiastic students into avid readers.

"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."■

35. The Dallas Morning News

07/20/97; Edition: HOME FINAL; Section: NEWS; Page 28A

Teachers must address biases, experts say

Halting racism seen as key to solving conflicts

By 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.

"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."

About 400 educators, administrators and researchers attended the conference, sponsored by the National Institute for Dispute Resolution in Washington, D.C.

Panelists said school districts must provide more training to help administrators discover their own prejudices.

"One-shot workshops are not effective," said Phyllis Brown, director of the Cultural Identity Group Project at Mount Holyoke College in South Hadley, Mass.

Ms. 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.

Teachers who enroll in their multicultural class receive four credits toward graduate work as an incentive.

Between 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."

Retired Judge Frank Evans, director of the South Texas Center for Legal Responsibility, said the conference was useful.

"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."

Liz Wally of Dispute Mediation Services in Dallas said the races need to

work together.

"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."

After 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.

"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."

"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 experiences. It always bothered me how I handled it."■

36. Orlando Sentinel

07/20/97; Edition: METRO; Section: LOCAL & STATE; Page B1

TEACHERS' HOUSE CALLS CALM SCHOOL-WARY KIDS

By Catherine Hinman
of The Sentinel Staff

D'Varis Roberts, 4, refuses to look at Amy Pylant.

Nor will he give up his tears for her fuzzy brown-haired friend, a puppet named Mr. Bear.

D'Varis sits on his momma's lap wailing and struggling to be free.

Pylant, 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.

Within 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.

By the time D'Varis agrees to put Mr. Bear on his own hand, Pylant knows she

"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.'"

Most 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.

Officials 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.

In Volusia County, elementary-services coordinator Cookie Grafton said home visits generally are limited to special education students or

has won over her young pupil.

D'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.

Between 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.

Orange 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.

Although 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 economically disadvantaged students, although she notes that in two or three elementary schools, principals have made a point of promoting the service.

"It improves communication, and it improves understanding between parents and teachers," she said. "But it is real time- and people-intensive."

David 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.

Although the program was popular, Scott said it would be scaled back this year because he was scheduling Wednesdays for staff workshops.

The 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

have an opportunity to be visited by their teachers.

In 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.

Seventy percent of teachers at Dommerich Elementary School in Maitland, for example, make home visits before school starts.

Home 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.

At Orange County public schools, the chief cheerleader for the home-visiting program is Sarah Sprinkel, early-childhood program specialist.

students.

In 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.

The 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.

Kim 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.

Teri 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.

"Making that doll is what Ryan talks about more than anything," Steding said.

Ryan 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.

D'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.

"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." ■

37. The Tampa Tribune

07/20/97; Edition: METRO; Section: EAST HILLSBOROUGH; Page 1

Summer classes hit record number

By B.C. MANION
of The Tampa Tribune

TAMPA - Spurred by tougher academic standards, summer school enrollment hit a record high this year, district officials say.

Hillsborough County's overall summer enrollment this year was slightly more than 73,000 compared with about 65,000 last year.

The 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.

He attributed the jump to the new benchmarks adopted by the school board.

The 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.

Students leaving fifth grade next June must be able, among other tasks:

To interpret an advertisement;

Follow a four-step set of directions;

Find information in the telephone book; and

Complete a job application for a school-related activity.

Students 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.

Many schools used the benchmarks as guidelines this year and recommended more students for summer school.

District 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.

Shaw Elementary had 735 summer students, one of the district's largest enrollments.

That's 125 to 150 more students than last year, said Faychone Durant, an assistant principal who oversees the program.

"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.

"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 with the rest of the world."

Mary Gonzalez, president of the Hillsborough Classroom Teachers Association, said the benchmarks are a giant step in the right direction.

"I think this is long past due," she said.

Teachers 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.

Teachers have tailored their instruction to help individual children acquire skills they are lacking, she said. ■

38. Associated Press

07-18 6:42p

Connecticut, Spanish government agree to exchange language teachers

By CRISTINA C. BREEN
Associated Press Writer

HARTFORD, Connecticut (AP) - The short supply of Spanish teachers for Connecticut schools has prompted state education officials to turn to Spain to fill the gaps.

Connecticut'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.

"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.

The 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.

Mary 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.

Last year, the number of students who signed up for Spanish classes was so large, the state had to hire uncertified teachers.

The 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.

Hansen 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.

Also, 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.

Similar exchange programs already exist between Spain and other states,

including California, Texas, New Mexico and Florida. ■

39. The Sacramento Bee

07/20/97; Edition: METRO FINAL; Section: MAIN NEWS; Page A1

EDUCATORS AT ODDS WITH SCHOOLS CHIEF **BUT STATE LEADER DEFENDS RECORD**

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 Isabella statue, his lanky frame striding from room to room, huddling with allies and buttonholing opponents with a fervent lecture on school financing.

When 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.

But they say they've been sorely disappointed.

As 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, Eastin's management of the state takeover of a troubled school system in Compton 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 nowhere 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

has drawn criticism and a lawsuit from the American Civil Liberties Union.

"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."

Eastin 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.

Being 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.

And she defends the Compton takeover, calling the current school board there "a corrupt organization" incapable of running the schools.

"I've missed the ball a few times," says Eastin, 49. "But I think the results I have than disappointed. '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

gotten show that my batting average is pretty good."

Eastin 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.

For 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.

With 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." 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 advocates 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.

"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."

Eastin also acknowledges another frequent criticism — that she has struggled to put together a cohesive top-level staff at the Department of Education. "Maybe I should have spent more time transitioning to being superintendent," Eastin says. "It took me somewhat longer to get my top team in place."

Alpert, Eastin's former Assembly seatmate, says Eastin struggled with a department 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."

On 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.

The 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."

To Compton board member Basil Kimbrew, Eastin just doesn't like Compton.

"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."

Through 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:

Delaine Eastin She attributes criticism to others' unfamiliarity with her leadership style. ■

40. Associated Press

07-20 1:46p

Spoof history club photo turns into First Amendment rights battle

By PAMELA HUEY
Associated Press Writer

MINNEAPOLIS (AP) - Two university faculty members posed for pictures with a Roman sword and a pistol, thinking they were helping

"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.

The 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.

School 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.

The photos appeared in a history department display case at a time when

publicize the campus history club.

Professor Ronald Marchese and instructor Albert Burnham argue their photo session was all in fun.

Instead, the two have found themselves in a free-speech battle with the University of Minnesota-Duluth, and 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.

Ianni, 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.

"This has nothing to do with censorship or the freedom of faculty here to teach, speak or write whatever they please," Rotenberg said.

Rather, 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."

one has found himself without a job.

University officials seized the photos in 1992 after the school's chancellor received complaints, including one that they were "insensitive" and "inappropriate."

Ianni 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.

Ianni said he ordered the photos removed to help calm the atmosphere, an argument the appeals court rejected.

"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 11-person faculty display, somehow exacerbated" fear on the Duluth campus, the judges wrote.

Burnham, 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 on an iron ore ship in Duluth, but would like to return to teaching.

Marchese, 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.

"You cannot imagine the stress and frustration," he said. ■

41. San Diego Union-Tribune

July 21, 1997

THE WELFARE OF IMMIGRANTS

"What is the main principle of the Declaration of Independence?" asks citizenship instructor Ana Muñoz.

"That all men are created equal," a man answers with a thick accent.

"You're going to impress the immigration officer if you know that one," Muñoz tells the South San Diego class.

"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."

Later, he confesses: "Some of us are tense. We're nervous about taking this test."

Scenes like this underscore the anxiety new welfare requirements have wrought in immigrant communities.

For 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.

At Southwest High School, many neighborhood residents enrolled in the night citizenship classes after receiving government notices saying they would lose their welfare benefits unless they became U.S. citizens.

U.S. citizenship is by far the surest

Classes have been filled with elderly and disabled immigrants and refugees from all over the world. Many students are limited-English speakers.

"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.

"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."

Citizenship classes are not mandatory, but they are known to help applicants pass the English-proficiency and U.S. history tests administered by INS examiners.

State legislators want to increase their investment in citizenship assistance to avoid paying more later to replace federal

way for legal immigrants to safeguard federal benefits in this era of welfare reform.

But for many immigrants, the most difficult obstacle to citizenship is passing the oral and written tests given by the Immigration and Naturalization Service.

In recent years, citizenship-preparation classes across the state have increased dramatically.

Last year, more than 100,000 citizenship applicants flocked to these classes at adult schools, community colleges and community centers.

Fewer than 10,000 enrolled just five years ago, the state Education Department said.

The 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.

Funding for these classes grew in the 1990s but has not kept up with the increasing demand, education officials said.

The 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.

benefits for immigrants who are disqualified from citizen-only welfare programs.

Erika Hoffman, a legislative analyst, said funding for citizenship classes depends on what federal and state governments do with their budgets.

Nationwide, 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.

About 1 million legal immigrants who receive food stamps are still expected to lose them by the fall.

"We expect a surge later this year after all the cutoffs are done," said Sanchez of the Sweetwater adult school system.

Early this year, many of the students

"Welfare reform compounded that," said Richard Stiles, adult education consultant for the state Education Department, referring to the additional wave of citizenship applicants.

State legislators this year have earmarked more than \$12 million in special federal funding for citizenship classes for limited-English speakers.

Legislators are debating whether to spend tens of millions more, this time using state funding, to assist citizenship applicants.

Additional funding would be welcomed in San Diego County.

At Southwest High, students and teachers formed a welfare reform task force early this year and immediately sought funding to open citizenship classes.

Most of the adults who enrolled were relatives or neighbors of the high school students on campus.

"There has been a high demand for these classes," said Adriana Sanchez Aldana, Sweetwater Adult School District citizenship class coordinator.

"But there's only a certain amount of dollars. More citizenship classes mean we have to close something else."

in the Southwest High classes were elderly immigrants who were afraid of losing their SSI benefits.

Maria Keith, 42, was among the food stamp recipients in the classroom scheduled to lose that benefit unless she became a citizen.

While Keith pored over the U.S. Constitution, volunteer Julia Yee watched Keith's 6-year-old daughter in the adjacent classroom.

Other volunteer students filed, sorted and stapled papers for the night instructors.

Their efforts spoke volumes of their concern for the adult students they were helping.

Noe Lopez, a college-bound volunteer, is also a citizenship applicant.

"But I'm not worried about myself," the 17-year-old said. "I'm worried about the people in here."

An elderly woman tapped him on the shoulder and asked about the next week's homework.

"Read the preamble of the U.S.

Constitution," he told her, and he began looking for the page in her notebook.

"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. ■

42. San Diego Union-Tribune

July 21, 1997

Schools search for www.answer to Internet smut

By Daniel de Vise
STAFF WRITER

Students 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."

A 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.

A kid who types the keyword "toys" will find the wrong sort of novelty at sites called "Swiss Sex Seduction" and "cybersexation.com."

And these are just the accidents, vulgar blips on the computer screen of a student surfing innocently through cyberspace.

Educators can hardly imagine what students might find scattered along the information superhighway if they're seeking out sex and violence.

"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.

Public school officials are scrambling. The 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.

These 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's terminal is a fairly easy matter.

But Sweetwater's Halpin acknowledges that the district's list of forbidden sites is not long enough.

The 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.

Many other districts have similar rules, which detail the ethical and

to keep up with the proliferation of prurience 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.

Their strategies are evolving almost as quickly as the global computer network and its booming red-light district expand.

The 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.

Some San Diego County districts have hired commercial services to block tens of thousands of Internet sites before they can reach a classroom computer.

Others 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.

None has yet succeeded in creating a completely sanitized online universe.

"We're going to do what we can to block stuff that's really, really appropriate use of the Internet by students. Violators can face punishments ranging from revoked computer privileges to suspension or expulsion.

The 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.

The extra study helps teachers bridge the generation gap between computer-savvy teens and their comparatively clueless elders.

It 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.

There are other tricks to keeping a class of students on the same Web page.

"If you put the monitors on the wall, along all four walls, then the teachers can pretty much see what everyone is doing

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."

A 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.

San Dieguito educators chose to outlaw sites devoted to pornography and racism.

WebSENSE 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.

The list of blocked sites grows by more than 2,000 addresses a week to accommodate the staggering growth of illicit Internet commerce.

About 25 schools and school districts use WebSENSE and 100 more are studying the service, McGinnis said.

everywhere in the room," Halpin said.

Serious abuse of Internet ethics is rare, administrators say. Most districts report only occasional incidents of students sidelined from online pursuit for small transgressions.

Suspensions and expulsions, they say, are known only from secondhand accounts exchanged at conferences.

"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."

In 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.

Vista educators tried and discarded Internet screening services, which can strain the functions of even a powerful computer system.

"The real key is finding those inappropriate (sites)," Rodriguez said.

"And quite frankly, they change so often, we can't keep up with them."

Yet, 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.

"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." ■

43. The Washington Post

07/19/97; Edition: FINAL; Section: Prince William Extra; Page V03

Teachers Brush Up Their Computer Skills in Summer Classes; Glitches Aside, Many Learn To Use Technology in Lessons

By Ann O'Hanlon

Washington Post Staff Writer

Computers 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 and how to incorporate them into the curriculum.

About 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.

The 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 proving enormously useful and prompting educators to assemble new lesson plans even as they leave the class. Others are more an exercise in frustration.

Take Tuesday's session at Gar-Field High School on Netscape Navigator and

For anyone who didn't already realize that computers in classrooms won't do much until the teachers are savvy about using them, the Benton Foundation's report paints the scene with painful candor.

"Inadequate teacher training is perhaps the biggest bottleneck limiting effective use of computer networking in many of the nation's classrooms," the report says. "Although years ago some computer enthusiasts may have imagined that computers would take over many of the tasks of teachers or that many classroom teachers would see their role subordinated to master teachers in central locations who could reach millions of students using

Internet training. Fifteen teachers from all levels showed up, only to find a stuffy 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.

The 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 fire alarm, blasting excruciating two-second screeches every minute or two for the last hour of the course.

"I find that very disturbing," remarked one of the instructors after the alarm erupted for the umpteenth time.

Neabsco 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 accepted that technology actually puts more demands than ever on classroom teachers."

The reasons are many. Teachers must become familiar with the hardware and software of their machines, develop lesson plans that incorporate computers and respond knowledgeably to students who themselves have more and more information at their own fingertips, thanks to computers.

This summer's list of cyber-teaching courses demonstrates the challenge: "CD-ROMs and Science," "Spreadsheets in the Elementary Curriculum," "Introduction to HyperStudio," "Creating Web Pages," "Introduction to Pagemaker," "Desktop Videoconferencing," "Social Studies on the World Wide Web."

"Some of us are in a situation where if we don't go to school, kids know more

proven useful.

With 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 still attending to the remaining students. On top of that, Meehan herself is just now learning computer techniques she is supposed to teach next year.

"Everyone's learning," she said. "That's the problem."

Instructor 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.

"It takes a lot of training and planning," which is difficult for teachers who aren't so computer-oriented in the first place, she said. "A lot of people have [computers] in their classroom, but they don't have the time."

than we do about technology," said Evelyn Madigan, a teacher of learning-disabled students at Stonewall Jackson High School.

In addition, teachers have to take a certain number of courses annually to remain certified, and the summer classes each typically award six recertification credits toward the 180 they need every five years.

Even 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.

"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." ■

distance-learning tools, it is now widely

44. Columbus Dispatch

July 21, 1997

School districts find a home on the Web

By Ruth E. Sternberg

Dispatch Schools Reporter

Columbus' new superintendent will have to be more than a skilled administrator and adept public relations officer.

The new chief will need camera presence.

He or she must pose for a short videotaped message welcoming computer navigators to the district's Web site.

Columbus 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 Arlington and South-Western — plan to start their own soon.

Most of these areas consist of a series of pages containing information about enrollment, staff and programs in individual schools.

But some are more detailed. For example, the Dublin school district's site includes course information for students considering college, the quarterly report card schedule and a weather alert that lists school closings.

New Albany's site includes student Web pages designed in an advanced computer class.

The costs of these sites vary with the price of the equipment involved: a file

server — the computer "brain" that connects software, printers and phone lines — and a T1, a special telephone line connecting the system with other computer users.

The average cost of a server is \$5,000, district officials said. The cost can be defrayed if school districts collaborate with libraries, city governments and other community agencies to share a server.

Phone 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.

Most districts in central Ohio use the phone lines of the Metropolitan Educational Council in Upper Arlington, said Brian Shane, council network manager. The lines are included in their contracts with the agency, which gathers demographic, academic and financial data required by the state.

Only larger districts such as Columbus can afford their own dedicated computer lines.

Web sites are time- and money-savers, officials say.

Mary 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.

"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.

"You look for information people ask you for," said John Butterfield, former assistant to the Worthington superintendent and co-founder of the Worthington site. That site includes maps of neighborhood school boundaries.

So does Columbus' site. It also provides information about the lottery system used to enroll in some schools.

Observers of the computer scene said they are excited about the potential uses for school-district computer sites.

They could list homework assignments, said Dan Pierce, president of PromoNet, an Upper Arlington Web site design firm. And they could list teacher goals throughout the year so parents know what is being taught.

"As a parent, I'd love to see curriculum summaries," said Chris Cowlin, director of client services for MC Squared, another design firm in Westerville. ■

45. The Washington Post

07/19/97; Edition: FINAL; Section: Metro; Page B06

Head of Md. School Panel Denied 2nd Term

By Dan 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.

Christopher T. Cross, whose four-year term expired July 1, lobbied hard to be reappointed. Neither the governor nor his staff talked with him before yesterday's announcement, Cross said.

"I'm obviously disappointed," said Cross, of Chevy Chase. "In anything as complex and emotional as education, you can never do enough to reach out to people."

Cross, the executive director of the Washington-based Council for Basic Education, a national think tank, was an energetic spokesman for Maryland's campaign to raise standards by holding school districts accountable for student performance on standardized tests.

In recent months, however, some groups told Glendening (D) that Cross was pushing ahead too quickly without regard for their concerns about a proposal to require students to pass a battery of state-mandated exams before graduation. Some critics said the state has yet to detail what it will do to help students who fail the proposed exams.

The Montgomery County branch of the NAACP wrote the governor

demanding that Cross be ousted, and the head of the state teachers union said that although Cross was obviously "bright and capable," he was inclined to pursue initiatives too unilaterally.

"He wasn't particularly solicitous of our points of view, as he should have been," said Karl Pence, president of the 47,000-member Maryland State Teachers Association.

Cross's departure means board members will have to select a new president.

Glendening, who was on vacation yesterday and unavailable for comment, filled three expired terms on the 12-member board.

A 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.

Glendening 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.

George 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. ■

46. Milwaukee Journal Sentinel

July 21, 1997

Budget delays leave school pacts in air

Legislature's approval needed for MPS to expand ranks in private schools

By Joe Williams of the Journal Sentinel

Because 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.

More 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.

Contracts 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.

"I honestly can't tell parents whether our school is ever going to open," said Rev. Bruce Coats, president of the board.

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 Values 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.

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.

Coats 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.

Unlike 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 Organizer 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

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."

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. ■

47. Seattle Times

July 21, 1997

Education reform's first test faces examination by the public

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 the 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.

Gonzalez 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.

"One girl told me: 'It was challenging, but that's not bad. I got to explain what I thought,'" Gonzalez said.

Still, 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.

She 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.

The test isn't your typical timed, fill-in-the-bubbles assessment that's

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.

"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 Commission on Student Learning - the group in charge of creating education reform.

Gonzalez 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.

Earlier this month, the state scored based on how other students do, known as norm-referencing.

It is untimed and grants partial credit for partially correct answers. It requires students not only to answer a question, but to explain their reasoning. They can use a dictionary, a thesaurus and a calculator on parts of the test.

The 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).

In one case, students spend two days on a writing assignment, first doing "free-writing," or brainstorming, then a rough draft and, on the second day, a final draft.

Students are measured not against other students but on how each one measures up to a set of written standards.

Those standards are based on the collective judgment of a group of Washington teachers, parents and others about what they think a typical

commission blessed that committee's efforts after a lengthy discussion about how to sell education reform and the test results to a wary public.

The 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.

Soon to follow are similar tests for seventh- and 10th-graders. Education reform's new tests and academic standards become mandatory statewide in 2000.

When 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 education reform have been talking about since the state law was passed in 1993.

What do students really know? fourth-grade student should know and be able to do by the end of that grade.

Experts nervous about results

Those behind education reform are nervous about public reaction.

During 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."

Gonzalez and other committee members took the actual test before setting the standards by which test performance will be judged.

Members of the Commission on Student Learning also took the test.

"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 Corp., a Mercer Island-based garbage company. Taking the test, he half-joked, was "a humbling experience. It will never be revealed."

The adults who took the test scored their work themselves.

Gonzalez 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.

The 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.

Paper clips and Post-its

Then 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 students meeting the standards would have correctly answered the preceding questions.

Through a process of negotiation, the group came up with one standard. The process was repeated to create the

below-standard and above-standard marks.

Most believed the process was fair, with standards set high, but reasonably so.

"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. ■

48. The Washington Post

07/20/97; Edition: FINAL; Section: Metro; Page B01

Montgomery Teachers Union To Focus on Classroom Issues

By Dan Beyers
Washington Post Staff Writer

Montgomery 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.

Instead, 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.

Some 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.

But the union's support of peer review programs will solidify only if school systems set up effective staff development and improvement programs.

Simon, 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.

"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."

"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."

Simon 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.

The 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.

Sharon 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."

Cox said Simon contacted her last week about jointly hosting a town meeting this fall to discuss the problem of growing class sizes.

The 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.

Council 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

In 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."

"The best security for our members is for public education to succeed and succeed well," Chase said.

Chase 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.

themselves.

"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.

Simon, 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.

But 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.

"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.

Simon said he hopes to use the association's coming contract talks with the school system to lay out an agenda for future collaborative efforts.

Maryland 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.

Getting 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.

The 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.

School 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.

Far more have left voluntarily after receiving poor ratings, according to the task force, but exact figures were not available.

Signer, 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." ■

49. The Washington Post

07/21/97; Edition: FINAL; Section: A Section; Page A13

School Funds Have Gone for Bureaucrats Rather Than Books and Boilers

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 retired general and a board of trustees.

But, in fact, the management of the public schools already had collapsed of its own dead weight.

TD 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

In 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.

Baltimore spends \$5,697 per student. Cleveland spends \$7,072. Charlotte spends \$5,058, and Montgomery County spends \$6,562.

The 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.

Such 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

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 more books and replace roofs.

Administrative 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.

In 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.

The 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

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.

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.

By 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.

"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."

Becton 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." ■

50. The Memphis Commercial Appeal

July 21, 1997

Schools' relocating disabled violates civil rights

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.

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

Barbara 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."

Jones 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.

An 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.

was very pleased with their ruling, and I'm glad to see that OCR had found them (Memphis City Schools) in violation," Smith said.

She 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 "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."

Supt. Gerry House could not be reached for comment Sunday.

The 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.

Jones 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.

Jones said the district is reviewing all of its procedures to make certain

Education. She also filed an administrative complaint with the state.

Avon-Lenox, 310 N. Avon, is an accredited secondary special education school that serves 140 moderately, severely and profoundly retarded Memphis City Schools students age 16-22.

Memphis City Schools is in compliance with interpretations by the Office for Civil Rights.

"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)."

Jones is over the Division of Exceptional Children for the district, which is headed by Genevieve DePriest.

Under the agreement, the district will notify each family that the children may be able to return to the school if the M-teams agree.

Reached at home Sunday, the school's principal, Margaret Bland McKissick, 58, said she was jubilant that the children might return to her school.

"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.

"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.

"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.

"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."

McKissick 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.

School 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.

"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."

Lewis 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.

"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."

Officials are to provide detailed reports by Oct. 15 to show the district is implementing all aspects of the agreement. ■

51. Los Angeles Times

* 07/21/97; Edition: Home Edition; Section: Metro Desk; Page A-3

Wilson Hits the Mark Again With Tax Cut Plan

By GEORGE SKELTON

SACRAMENTO — The Marine sharpshooter is back, carefully selecting and picking off easy political prey.

Last year, the Republican governor took aim at and captured the Democratic issue of class-size reduction. Two months ago, he neutralized child care as a welfare issue by showering it with more money than Democrats ever dreamed.

Last week, Gov. Pete Wilson hit the mark again by proposing a "middle-class tax cut" of up to \$332 per couple. This shot was different than the previous two in that tax-cutting always has been a

The 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 recovered from the recession. We should be reinvesting heavily in our children's education and California's deteriorating quality of life.

But Wilson also has a logical point: If not now, when?

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"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 never will. . . ."

"And it's only fair if you're going to give a salary increase to state workers 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 Sacramento are a whole lot more liberal.

Republican, not a Democratic issue. Democrats had blocked past Wilson attempts to reduce the income tax.

But Senate Democratic leader Bill Lockyer let down his guard in mid-May by asserting that "the personal income tax should be on the [budget negotiating] table." It was just a throwaway line uttered to make Democrats seem less villainous on tax cuts and, I suspect, to needle the governor. Instead, it goaded him.

Wilson waited for what he considered the right moment—when he had the undivided attention of Democratic budget. They seem to regard it as a sin to give anybody income tax relief."

"They're simply out of touch . . . with their own president, with their national party, on both welfare reform and middle-class tax cuts. 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. . . ."

"The problem is that without a tax cut, the Legislature can exercise real gluttony with respect to spending other people's money."

Ah yes, the old "tax and spend" liberals. We haven't heard about them for awhile.

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When I talked to Wilson late last week, he clearly was in a combative

negotiators, who were being pressured for a salary increase by a major party patron, the state employees' union. The governor then unloaded with his \$1-billion-per-year tax cut proposal, demanding its approval in trade for a civil service wage hike.

"We want tax relief for compensation increases," he bluntly told reporters.

Irrelevant 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.

mood and digging in for a long summer siege.

Recalling 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."

Wilson 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.

There 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."

Democrats contend Wilson is positioning himself for another presidential race in 2000.

What'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."

That doesn't mean he won't run, Wilson added, only that he won't run merely because he'd like to.

As 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. ■

52. Philadelphia Inquirer

July 21, 1997

Teaching teachers to love the arts

Program marries arts and education.

By Rusty Pray
INQUIRER STAFF WRITER

This time, the elephant connected in a big way with the crowd.

"It seemed to have much more personality," one member of the audience called out.

The observation triggered much laughter in the Harold Prince Theater at the Annenberg Center.

The elephant was a puppet.

The 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 in a program that tries to marry the arts and education.

Smythe 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 teachers had studied puppeteering in workshops, Smythe was back for another performance.

The teachers noticed details that had escaped them the first time around.

Government and corporate grants and private donations provide the bulk of the institute's \$240,000 budget.

This year, the summer seminar attracted about 150 teachers from 50 schools — all but three from the city. The teachers represented about 10,000 students.

The 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.

"They want to soak up as much information as they can.

"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

including that the elephant clearly enjoyed doing trunk stands. That observation came out during a post-performance question-and-answer session with Smythe.

He told the audience that he hadn't given the elephant a new personality; the teachers simply hadn't noticed it before.

"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 next move, so you're more aware of what's going on in the moment."

The two-week seminar, which began July 7 and ended Friday, was made up of daylong sessions that included workshops and lectures in the mornings, and live performances and museum visits in the afternoons.

The summer seminar is the centerpiece of the institute's year-round program.

During 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.

"Many people regard the arts as a performance," Bears said. This was her first year as an instructor.

What 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.

Bears 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 telling with the movement of her body that she cried during the performance.

"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."

The teachers gave the dancers 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."

Dorfman'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 something 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.

"How many children from North Philly would have the chance to see Philadanco?" asked Debbie Cohen, a facilitator for the King School cluster, which includes Rowen Elementary in West Oak Lane.

"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.

standing ovation after the performance, which included a lively dance called "Sweet Otis," which was set to the music of Otis Redding.

"That's never happened before," a surprised Dorfman said as she watched the ovation from the back of the auditorium.

One of those standing was Aimee Volpe, a third grade teacher from Southwark Elementary in South Philadelphia.

She has attended the seminar every year since 1991.

"I get pumped up every summer by returning here," she said.

She said the performances serve as launching pads for excursions of the mind.

"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.

"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."

What the students get out of it, she said, is an appreciation for the arts.

What the teachers get out of it is enthusiasm.

"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."■

53. Richmond Times-Dispatch

July 20, 1997

Public gets look at youth plan

Group vying for \$9.6 million grant

BY CARRIE BUDOFF

Times-Dispatch Staff Writer

Tyron Bey says teen-agers have nothing to do after school and on weekends to keep them busy and out of trouble.

If 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.

The 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.

Now, 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.

The 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.

The one-day event is a pep rally of sorts to continue the momentum from the Presidents' Summit on Volunteerism in

A pilot program may be created only if there is a gap in the current services being offered, she said.

For 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.

The plan is based on comments from 12 community meetings, eight focus groups and many informal conversations over the past year.

Philadelphia in April and the state summit meeting in Charlottesville in June.

In devising the plan, members of the Collaborative surveyed business owners in the metro Richmond area to see what services they offered young people.

Tuesday'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.

The 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.

"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."

The Collaborative, a volunteer group led 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

The 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.

After 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.

There are 31 youths who helped develop the plan, especially in surveying of businesses in four localities to see

kindergarten; reducing youth violence and crime; and lowering teen pregnancy and out-of-wedlock birth rates.

The hallmark of the plan is regional cooperation.

"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."

The plan calls for a way to centralize services, such as medical care and tutoring. By improving communication between service providers and making those services accessible, parents will not trek from one office to the next.

The 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.

The 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.

Family-support programs and early childhood education may strengthen the families, reduce out-of-wedlock births and prepare children for school, the plan says.

what services they offered young people.

One 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.

"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."■

54. Richmond Times-Dispatch

July 20, 1997

Literary role models

Author's works boost Appalachian pupils' scores

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. ■

55. Richmond Times-Dispatch

July 21, 1997

Henrico schools to filter the Net

Intranet system to be installed, too

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 they do, 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 complete 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.

"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."

Parents agree.

"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

matches the research task.

Students who gain access to inappropriate sites are subject to disciplinary action, including having Internet privileges taken away or even suspension from school. No student has been suspended, but several have had their privileges revoked, 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."

Sarah 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."

Still, teen-agers will be teen-agers.

"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 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."

But even filtering software and Internet guidelines may not be enough.

"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

doing. But some of them are very smart when it comes to using a computer."

That's why a filtering system is so important, officials said. Those who have used it in the past have been happy with the results.

"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."

Richmond 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.

"I don't mind being on the cutting edge of technology," Pretlow said. "I just don't want to bleed."

School 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.

"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."

The 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.

computer use than the teachers."

After 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.

"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." ■

56. Hartford Courant

July 21, 1997

School management posts considered all work, no pay

By RICK GREEN

MIDDLETOWN — When Richard Cormier searches for a new teacher to hire, it's as if he has won the lottery.

Resumes 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.

But 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.

For Cormier and superintendents across the state, it's both the best and most frustrating of times to be running Connecticut's public schools.

The 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.

Yet 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.

It's no wonder that many qualified and desirable educators remain teachers instead of stepping up to school management.

"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.

"People just aren't taking the risk," he said. ■

57. The New York Times

07/20/97; Edition: Late Edition - Final; Section: Section 1; National Desk; Page 12, Column 1

Military College Awaits Its First Female Cadets

By MICHAEL JANOFSKY

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.

And 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

time-honored indignities of first-year life as a "rat."

Yet the panorama below the unflinching gaze of Jackson the professor and Marshall 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.

As 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 pride 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.

For some women, that is their first badge of honor.

"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 orientation program here. "I'm not nervous, and I'm not frightened."

Angelia 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 here. If this was the fifth or sixth class of women, I would still have come here."

But 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 reason 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.

That 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.

The 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.

By now, almost a year later, with separate bathrooms in place for the women, new shades over barracks

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,

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?"

"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."

Like 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.

It 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.

The 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.

Citing 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.

"I don't care what people think," he said. "So long as we know we have done she allowed for the possibility of the unforeseen."

"It's unfortunate what happened at the Citadel," she said. "We all understand there are things you go through, and I think the cadets here will handle

our level best in accordance with our conscience, our authority and the understanding 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.

themselves in a professional manner. But there is still no way to prepare yourself for everything."

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58. Boston Globe

July 20, 1997

Educators log on to technology

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 "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 with the support of a \$130,000 grant from AT&T.

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 Greyser, 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."

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.

Taking 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." ■

59. Boston Globe

July 20, 1997

Summer school

It's waning, but some still see the need

By Sean Smith
Globe Correspondent

For 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.

But 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.

While some educators believe the newer approach suits their school populations, others say it's not time yet to close the book on the summer school of yesteryear.

"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."

Few 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.

Some towns and cities fund summer classes directly through their school budgets, while other programs are

Many 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.

Everett, for example, decided to phase out its remedial high school classes and established a fee-based enrichment

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.

According to one school administrator, though, summer classes can be cost-effective to the school and its community.

"In the long run, it actually saves money," says Anthony Dileso, director of adult education and summer programs for Boston Public Schools, "because otherwise 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."

But 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.

"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."

"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 US 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 program for middle school students, in which a five-week curriculum is built around a theme, such as world geography.

"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."

Among Cambridge's offerings, besides a remedial program for high school

opportunity to help a student move toward a new level."

Remedial 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.

Another 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."

Because 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.

"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."

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.

Through 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.

In 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.

Arlington 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."

If 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 students' needs.

"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."■

60. Los Angeles Times

* 07/21/97; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-10

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.

By DAVID R. BAKER
SPECIAL TO THE TIMES

THOUSAND 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.

The 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.

After months of petition drives and rancorous public debate, the anti-Zeanah recall effort qualified for the November ballot 10 days ago.

The 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.

With the recall drawing more people Many 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.

"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 Debra Creadick, a veteran of several Ventura County political campaigns. "The recall really makes this a wild-card election."

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?

Will 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 onto the bond issue as a positive note in an otherwise ugly political season?

Pat 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 measure.

"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."

No 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

Of 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.

"If you're running for office and you have a 60-40 split, it's considered a landslide. We had 64%, and we lost,"

convince Thousand Oaks voters to keep the recall, and the charged emotions swirling around it, separate from the bond in their minds.

"Hopefully, our electorate is sophisticated enough that they can separate the two issues," said district trustee Dolores Didio.

Right 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.

In 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.

In 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.

said Armando Lopez, who chaired the bond campaign committee after that initial defeat. (The measure actually garnered 65.4% of the vote.)

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On 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.

"I wouldn't go so far as to say we wouldn't have won otherwise—I don't know," he said. "But I'm glad we didn't have to find out."

Complicating 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.

Conejo 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.

But the district could not afford to wait for another election, he said. Local schools need repairs and renovations soon.

"We just decided we had to go ahead," he said. "If we waited, would there be another recall?"

One 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.

Certainly, 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.

Sponsler 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.

"The Thousand Oaks community is really an educated community that can understand the separate issues," she said.

Phelps 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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Pete 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.

"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.

Perhaps 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.

Zeanah 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.

Meanwhile, Zeanah's supporters tend to be concerned about taxes and government spending, and may not view the school bond favorably, Parks said.

Gross 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." ■

61. Boston Globe

July 21, 1997

Anything to get kids reading

A summer vacation from books can set back learning, educators say

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

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"

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.

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

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 skills that children gained during the academic year.

interested in comic books as a child.

"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.

Bringing 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.

In 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.

"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.

Margaret 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.

"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.

Both 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.

But if summer poses challenges to young readers, it also offers its own possibilities.

"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.

Even younger children who can't read can benefit from choosing their own books.

"She loves the books with the larger,

colorful pictures, but he goes more for the good guy, bad guy stuff," says Laurie Pettiglio, 36, of Needham, taking a break at Needham Public Library from reading "Zorina Ballerina" by Enzo Giannini to Christina, 3, and T.J., 5.

Children, says Leonhardt, tend to gravitate to one of four reading poles: those interested in good vs. evil, relationships, realistic, or fantasy books.

"A good thing to go for is a series, because it gets kids hooked," says Leonhardt. "If you can find books about a child's interests, you're golden."

For now, that means creepy-crawlies for 7-year-old Gerald "Junior" Weathersby of Somerville, who looks for reading fare in the Rey Children's Room.

"I like any book about bugs, spiders, and snakes," the boy says, as his mother, 26-year-old Victoria Robinson, winces.

At another table in the children's room, Stephanie Carson has thoughts on the essence of summer reading.

"A week ago, I read a little bit of fables," Stephanie whispers, as her mother casts a doubtful glance.

"I did, Mom," the girl insists. "I read three fables all by myself, and it was magic."■

COMMENTARY

62. The New York Times

07/20/97: Edition: Late Edition - Final; Section: Section 4; Editorial Desk; Page 15, Column 1

Wake Up, America: Apathy Can Be Dangerous

Unless the heat has warped our memory, it was only a couple of years ago that Americans were so mad at Washington there could have been a new Congressional election every month. Today, the cry of "throw the bums out" is seldom heard, and the people storming the ramparts of the Capitol are mostly the usual suspects looking to cut the usual deals.

John Huang had ties to a company with ties to the Chinese Government while raising millions of dollars for the

Strange, isn't it, that thousands of corporate lobbyists are actually excited about what is going on in Washington. For they are pushing legislation to limit or eliminate their liability for their corporate crime, fraud and abuse against citizens and investors whom they injure. These corporate interests use Orwellian

Democrats? The loyalists whom Newt Gingrich had taken to his bosom tried to ace him out? What does any of this have to do with the price of a double-decaf iced mocha latte?

The reason for this complacency, according to the polls, is that most Americans believe the country as a whole and they themselves are better off than at any time since who knows when. But boredom with government is a threat to the people's long-term interests, including people who make a living saying things language to call their bills "tort reform," "securities reform," "regulatory reform" and "banking reform."

Should these measures pass, you will pay more and have less recourse to justice, and health and safety standards will be weaker and less vigorously enforced.

like "boredom with government is a threat to the people's long-term interests" — the experts, pundits, gurus and others known collectively as the Beltway insiders.

A few leading commentators and others were asked to explain once again just why all good citizens must get serious. Here are their responses: Ralph Nader is the author of "No Contest: Corporate Lawyers and the Perversion of Justice in America."

On another front, more of your tax dollars will go to huge corporate welfare programs and giveaways (\$70 billion worth of public airwaves to existing TV broadcasters, for instance) if people do not back the politicians — both liberals and conservatives — who are fighting in Congress to end these boondoggles.

Stay bored and government becomes more of an instrument of the rich and powerful against the rest of America. Get active with your fellow citizens and you might just see more government of, by and for the people.

Norman J. Ornstein is resident scholar at the American Enterprise Institute.

Peace and prosperity: great developments for the country, but tough going for politicians and pundits. Good times mean complacency among voters; combine that feeling with the underlying cynicism about politics, and it is no wonder that, outside the Beltway, events in Washington are even less compelling than they were in the halcyon days of cold war tension and economic turmoil.

The benign neglect of Washington has been fed by a sense that President Clinton, Speaker Newt Gingrich and the Senate majority leader, Trent Lott, have found ways to cut deals to make modest changes that steer the nation in the right direction.

Their ability to keep the process on track has been admirable, but it is plenty tenuous. The very lack of outside threat or internal crisis leaves a vacuum that has been filled by often vicious partisan bickering and ideological warfare that could, if unchecked, poison the atmosphere enough to make further compromise and action impossible.

"So what?" you ask. Times will not always be good. If we continue to make small but tangible progress in areas from Medicare reform to expanding free trade to campaign finance reform, we can prevent pain and dislocation down the road when we can least afford it. David Gergen is editor at large of U.S. News & World Report.

People are so bored with Washington, says my friend Mark Shields, that they are turning off C-SPAN in favor of the Weather Channel. True enough, but there's much about our long-term future that needs attention.

Beyond the obvious lack of nerve in reforming Social Security and cleaning up campaign finance, we seem unable to figure out what can be done to rebuild American families. The past 40 years have witnessed the largest collapse of family life in recorded history — and it won't be repaired with V-chips and \$500

Upgrading the military establishments of the new members and sending Western troops to the territories of the three Baltic countries to protect them from their huge neighbor, Russia, could cost hundreds of billions of dollars. The new members cannot pay; the Western Europeans will

tax credits.

Meanwhile, much of Washington is also strangely silent on the disasters unfolding in public universities in California and Texas — and soon to appear elsewhere — as affirmative action is thrown out. Racial preferences are no longer sustainable politically, but a return to segregation would be even worse. Clearly, we need to pursue much stronger efforts at remediation in secondary school. On a wholly different front, we are shortchanging one of our most vital long-term investments: basic scientific research. Federal spending has dropped four years in a row and is still heading down. To allow a continued deterioration would compromise prospects for our security, economy and quality of life. Marian Wright Edelman is president of the Children's Defense Fund.

Congress and President Clinton have a historic opportunity to address a shameful and solvable problem shared by 10 million uninsured children, most of whom live with working parents. The House-Senate conference committee will soon decide whether to adopt a Senate plan to insure at least six million children with good benefits.

The Senate plan is partly financed by a 20-cent tobacco tax that would curb teen-age smoking and save hundreds of thousands of lives. The inferior House plan leaves the door open for special interests to raid the child health fund and gives no assurance that a single child will actually receive coverage.

Every American must speak out for our children's health so that special interests like Big Tobacco are not the only voices our lawmakers hear. Lynne Cheney is former chairwoman of the National Endowment for the Humanities.

One reason that people outside the Beltway should care about what's going on there is that Washington can render state efforts moot. Consider "whole math" instruction, which has been making its way into schools for several years. The idea is that mathematics is a natural activity that students will invent procedures for if only they are given mathematically rich problems to solve.

Parents concerned that this idea will prove destructive are working to be sure that states require instruction in basic not pay.

So Americans would foot the bill, requiring higher taxes, less social spending, abandoning a balanced budget, or all three. All Americans should care about that. Zbigniew Brzezinski was national security adviser to President

skills. They've made headway, but the Administration could reverse it. The national math test for eighth graders being planned for 1999 could easily overwhelm state efforts, and it is being shaped entirely by advocates of the "whole math" approach. Arianna Huffington is chairwoman of the Center for Effective Compassion.

A very important piece of legislation — the charitable tax credit — is getting scant attention in Washington. The proposal would allow families to give up to \$1,000 of what they owe in taxes to a poverty-fighting charity of their choice. Not only would it provide billions of dollars for effective grass-roots groups but it would also strengthen the frail bonds of community.

In the course of deciding what group to support, citizens would have the opportunity to become more involved in the lives of those in need. And the charitable tax credit would establish a hierarchy of charitable priorities at a time when both political parties have tragically neglected the crisis of poverty and violence in our inner cities. Kevin Phillips is editor and publisher of American Political Report and author, most recently, of "Arrogant Capital."

For voters to ignore Washington's corruption hearings because Congress won't pass meaningful reform anyway is sagacity, not apathy.

Besides, Washington is never the nation's prime focus near the peak of a financial boom and stock market bubble — not in the early 1890's, not in the late 1920's and not now. That's true even though money's corruption of politics often tops out close to other peaks of the money culture — the record-setting Dow and the economists' announcement of the end of the business cycle. When (and if) the bubble pops, voters will get involved with a vengeance. Michael Mandelbaum is the author of "NATO Expansion: A Bridge to the Nineteenth Century."

As Poland, Hungary and the Czech Republic received invitations to enter NATO, and American officials assured Estonia, Latvia and Lithuania that they, too, could join, one feature of NATO expansion received less attention than it deserves: the price tag for Americans.

Jimmy Carter.

Three issues deserve public attention; each, if mismanaged, could affect every American's pocketbook and even cost American lives.

The first involves Europe. By widening NATO, we can reduce the

chances of new intra-European conflicts. Otherwise, Americans could soon find themselves again engaged in European bloodshed.

The Middle East cries for more engagement by the United States in the stalemated Israeli-Palestinian peace process. Renewed conflict could quickly ignite a major energy crisis.

Last but not least, a more powerful China is emerging, while America's relationship with that awakening giant is

in a state of drift. By portraying China already as our enemy, some commentators are engaging in a self-fulfilling prophecy.

In brief, ignorance is not bliss. Vinnie Rosario is a bartender at The Capital Grille. As the economy has heated up, Washington has seen a revival of 80's indulgence with a 50's retro twist, demonstrated by the unusual number of martinis, cigars and steaks being ordered at The Capital Grille when Congress is in

session.

And over the hustle and bustle of bar interaction, the old jokes can be heard, like, "How many politicians does it take to screw in a light bulb?" The most timely response these days, though, is, "They'd immediately form a committee to determine the most effective way to meet the challenges of this great task."

What does all this mean for the rest of America? Hey, a bartender never reveals his secrets. ■

63. Chicago Tribune

07/20/97; Edition: SOUTHWEST FINAL; SW; Section: WOMANEWS; Page 2

OPINION. HER SAY.

TITLE IX CHANGED THE LANDSCAPE BUT HASN'T YET LEVELED THE PLAYING FIELD

By Marcia Greenberger ; Verna Williams. Special to the Tribune.

"Would you like to be the president's wife?" This question once helped measure the interests and ambitions of young women—at least according to one aptitude test printed on pink paper for the female students who took it. The "male" version of this test, which predictably was blue, asked young men whether they'd like to be the president. Ancient history? Not really. This commonly used test from just 25 years ago starkly illustrates the stereotypes that constrained educational opportunities for women and girls before Title IX, and whose effects are still with us today.

The educational landscape back then was filled with "No Trespassing" signs for female students. Courses such as auto mechanics and criminal justice were off limits to young women. Athletics programming for girls generally consisted of cheerleading. With the exception of historically black colleges and universities, virtually no college offered women athletic scholarships. Medical and law schools restricted the number of women admitted to 15 or less per school. Colleges and universities imposed tougher admissions criteria on women. Female elementary and secondary-school

- Female students remain underrepresented in non-traditional areas, such as job training programs in construction and technology or math and science—fields that lead to high-wage jobs. These fields so often are filled with gender-based and sexual harassment, creating hostile environments in which learning becomes a daily ordeal. Women

teachers frequently had to leave their jobs when they married or became pregnant. Schools routinely kept pregnant and parenting students from attending school at all. Some schools even forbade girls from serving on the safety patrol. Surveying this sorry state of affairs, the late Rep. Edith Green (D-Ore.) concluded that "our educational institutions have proven to be no bastions of democracy."

Green and former Sen. Birch Bayh (D-Ind.) led the fight in Congress to dismantle all barriers to educational and economic opportunities confronting girls and women. They sponsored, and in 1972, Congress enacted, Title IX of the Education Amendments, the federal mandate against sex discrimination in education. Congress used the broadest terms possible to signal loudly and clearly that gender no longer could dictate educational opportunities. Twenty-five years later, Title IX unquestionably has opened doors previously slammed shut to women and girls.

Title IX's successes are all around us. Today women earn more than half of bachelor's and master's degrees. Athletic opportunities for girls and women have mushroomed. In high school athletics, for example, 2.4 million girls play varsity pursuing degrees in the sciences, for example, report professors interspersing slide presentations with pictures of nude women, purportedly to liven up the lecture. The message young women get is that they do not belong in these fields—a message they heed by dropping out altogether.

- Female athletes still don't get their

sports, compared to fewer than 300,000 in 1971. The gender gap on some standardized tests has narrowed. Sally Ride, Jackie Joyner-Kersey, and other beneficiaries of Title IX have illustrated powerfully how much women and girls can achieve when freed from the shackles of stereotypes.

But is this the end of the story?

Today's educational landscape suggests otherwise. A report card issued recently by the National Coalition for Women and Girls in Education shows that for too many girls and women, the doors to educational opportunity are not fully open:

- Sexual harassment is prevalent in every level of schooling—with 81 percent of students in middle and secondary schools experiencing some form of it. Yet, many educational institutions lack or fail to enforce policies and procedures that address harassment. As a result, when confronted with this form of sex discrimination, schools frequently do nothing, or respond painfully inadequately in even the most severe case. For example, one university planned to discipline an admitted rapist by suspending him after he graduated from the institution.

fair share of participation opportunities and resources. According to a study by the NCAA this year, female college athletes receive only 23 percent of athletic operating budgets, 38 percent of athletic scholarship dollars and 27 percent of the money spent to recruit new athletes. As for women coaches in colleges and universities, their numbers

have actually decreased over the past 25 years—from coaching 90 percent of women's teams in the 1970s to just 48 percent today.

- In employment, women's numbers tend to decrease as the rank in the career ladder or the prestige of the institution increases. Even though women earn about 40 percent of doctoral degrees, they make up less than 30 percent of all faculty members in colleges and universities, where they are clustered primarily in non-tenured positions. Furthermore, women of color make up less than 2 percent of tenured faculty.

Clearly, more work is necessary before the playing field truly is level for women and girls across the educational spectrum. Two important steps toward that goal occurred last month when President

Clinton directed federal agencies to strengthen their enforcement of Title IX and ordered that discrimination based on sex, as well as race, or national origin may not occur in programs run by the federal government, which until now have not been covered by Title IX.

Unfortunately, other policy and legal developments threaten many of the gains made thus far. For instance, the new welfare reform law prohibits women receiving public assistance from attending a post-secondary institution to fulfill their work requirement. In addition, lawmakers are considering eliminating sex equity programs in vocational education that have increased women's access to non-traditional careers. Because education can mean the difference between prosperity and

poverty for women, the focus should be on realizing Title IX's goal of equal opportunity in education instead of dismantling programs that have made strides toward gender equity. To do otherwise promises to unravel years of progress at the expense of those most in need of the avenue to self-sufficiency education can provide.

Title IX has made the days of pink and blue tests an inconceivable notion to young women in schools today; yet, its promise of full equality of opportunity remains out of reach. As we celebrate this law's silver anniversary, the nation should rededicate its efforts to achieving a day when educational opportunities are determined by talent and desire, not gender. ■

64. The Washington Times

07/20/97; Edition: 2; Section: B; COMMENTARY; Page B4

Clinton's call to class warfare

By J.T. Young

In few things, has Bill Clinton been as consistent as in his opposition to tax cuts.

As in everything else, he has run the rhetorical gamut, but now he finally finds himself pushed to the brink of acquiescence by bipartisan congressional action.

Pushed to the last ditch, he has pressed back into service the class warfare strategy with which he attempted to justify his 1993 tax increase. Yet Mr. Clinton's repetition goes much deeper than just a surface similarity. Mr. Clinton has resurrected the exact analytical device, Treasury's Family Economic Income (FEI) measure, through which he tried to manipulate America's perception into believing only the rich were affected in 1993.

Let there be no doubt where Mr. Clinton stands on tax cuts. Squarely on top of them. In fact, for the last five years he alone has made sure that they did not occur - in contrast to his 1992 campaign promise. In 1993 in his first major tax action, Mr. Clinton raised them by a record \$240 billion over five years. The next year he sought to do so again.

To understand how insidious FEI is, compare it to the way Congress' tax estimators, the Joint Committee on Taxation (JCT), calculates income. According to FEI, you are in the second income quintile (second 20 percent) if you earn \$16,950. In contrast, JCT calculates its second quintile begins at

(\$289 billion over nine years) to pay for his failed health care nationalization plan.

Mr. Clinton vetoed the Republican tax cut of 1995. Not until election year 1996 did he even propose a tax cut, which in context with his budget plan actually amounted to zero. This year his budget also whittled his tax cut down to a mere \$13 billion over five years.

During his entire presidency, Mr. Clinton has gone from promise, to increase, to promise on taxes but never to action. Now however he is being confounded by congressional conciliation. Gone is the confrontation that allowed him to cover his veto. Gone too is Democrat unity around Mr. Clinton's opposition - congressional Democrats turned out to be just election warriors, not the class warriors of the administration.

Retreating and increasingly isolated, Mr. Clinton has been forced to bring the FEI out of its 1993 mothballs. According to Mr. Clinton's Treasury Department, Family Economic Income (FEI) is a broad-based income concept. FEI is constructed by adding to AGI {Adjusted Gross Income} unreported and just \$12,261 - 38 percent less. For the top 20 percent, the FEI-JCT difference is \$93,222 and \$63,491 respectively - a 46 percent difference. At the top 1 percent the FEI bonus income is 75 percent greater.

After inflating incomes that way, it's not hard for Mr. Clinton to claim the tax

under-reported income. FEI is so broad-based that no family computes its income this way, and neither does the IRS. And its income is not just unreported and underreported, its unknown to American families because they neither see it nor spend it.

The classic example of FEI in action is its use of imputed rent on owner-occupied housing. That means that even though you live in your house and don't rent it, Treasury attributes to your income the profit you could generate if you did rent it! It is no wonder that FEI does do one thing quite well - it makes families seem more affluent than they are.

If all this sounds familiar, it should. Mr. Clinton used FEI in 1993 to say that only the rich would pay his taxes. Not surprisingly FEI made a lot of Americans rich - including those who paid his gas tax and an additional \$24 billion in taxes on Social Security benefits. And not surprisingly FEI is once again making lots of Americans rich - only this time it is doing so in order to deny them a tax cut instead of getting them to accept a tax increase.

Cuts are going to the rich! The problem is making it true. In fact, three-quarters of both versions of Congress' tax cuts go to those making \$75,000 or less and more than 80 percent of both go to families and their educational needs. Most importantly, a married couple with two children making \$30,000 will receive a

53 percent tax cut under Congress' plans, while a family with two children making \$75,000 will receive just a 9 percent reduction.

That reality is so different from the White House calculations shouldn't be

surprising. When you count fictional income as Mr. Clinton does with FEI, you get fictional results. Congress' proposals are as favorable to a fair, broad-based tax cut for taxpaying Americans as Mr. Clinton has been

opposed to it throughout his presidency. And if you're still confused, you could always judge the president by his actions.

J.T. Young is chief economist of the Republican Policy Committee in the Senate. ■

65. The Washington Post

07/19/97; Edition: FINAL; Section: OP-ED; Page A21

The Trouble With School Vouchers

By Nat Hentoff

Advocates of publicly financed vouchers for religious schools took heart when the Supreme Court on June 23 reversed one of its own precedents. The court ruled that it does not violate the Constitution to send public school teachers — paid by taxpayers' money — into parochial schools to teach remedial classes to disadvantaged children.

In dissent, Justice David Souter warned that the decision would lead to "direct state aid to religious institutions on an unparalleled scale." But Mark Chopko, general counsel for the United States Catholic Conference, jubilantly said that the court majority had now provided states with a "blueprint" for vouchers to sectarian schools.

His celebration is decidedly premature, as is particularly illustrated by the arduous journey of school vouchers in Wisconsin.

TD With greater education and poverty problems than any other school district in Wisconsin, Milwaukee, starting in 1990, permitted any public school student to attend any nonsectarian school in the city at public expense.

Then, in 1995, the state legislature and governor Tommy Thompson expanded the Milwaukee Parental Choice Program to include the use of state vouchers in religious schools. But any pupil can be exempt from a school's religious activity if the parent requests it.

Lawsuits were brought challenging the constitutionality of using public funds for sectarian schools. Among the plaintiffs were the American Civil Liberties Union, Americans United for Separation of

Church and State, the Milwaukee Teachers' Education Association and the NAACP.

The consolidated case has been up and down the Wisconsin courts (the state Supreme Court tied 3-3), and so far the most influential decision has been made by Judge Paul Higginbotham of the Dane County Circuit Court in Madison. Higginbotham had based his decision on the state Constitution, but his findings have considerable relevance for the Establishment Clause of the federal Constitution. (No state or federal government can aid one or all religions, or prefer one religion over another.)

In his decision, the judge noted that the participating religious schools in the Milwaukee voucher plan "announced forthrightly that their mission is religious and that religious doctrine will be instilled in their students." (Except for those opting out of religious instruction. But religion still permeates all the classrooms in those schools.)

The judge presented a long list of these participating schools — with direct quotes from them. For example, "The continuing purpose of St. Matthew Evangelical Lutheran Church and School is to go and tell the pure gospel of Jesus Christ for the conversion of unbelievers. . . ."

Said Christ Lutheran Church: "A prospective student whose parents are not members of a church will be considered as a mission project." And so it went down the line of schools eager to share their saving grace with voucher students.

Judge Higginbotham declared that this voucher program violates the section of

the state constitution that prohibits "compelled support of religion." Furthermore, he said, the Wisconsin constitution makes clear that no funds can "be drawn from the treasury for the benefit of religious societies. . . ."

Higginbotham went on to emphasize that "perhaps the most offensive part of this voucher plan is that it compels Wisconsin citizens of varying faiths to support schools with their tax dollars that proselytize students and attempt to inculcate them with beliefs contrary to their own. We do not object to the existence of parochial schools or their attempts to spread their beliefs through their schools. They just cannot do it with state tax dollars."

Voucher supporters often make the point, however, that it is the parents who receive the public voucher money and then decide to give it to the school. Therefore, they say, there is no direct public aid to a religious institution.

But in 1973, the Supreme Court, in *Sloan v. Lemon*, said that no matter how these state arrangements to religious schools are designed, "the State has singled out a class of its citizens for a special economic benefit. . . . At bottom its intended consequence is to preserve and support religious institutions." That "violates the constitutional mandate against the 'sponsorship' or 'financial support' of religion or religious institutions."

Unless the Supreme Court has decided to entirely discard the Establishment Clause, the time has not yet come for the state to support religious schools. Nor should it. ■

66. Philadelphia Inquirer

July 21, 1997

NAACP struggles to break out of its traditional mold

Claude Lewis / Looking at America

Despite growing concern that the NAACP is far less relevant than it was

during the heyday of the civil rights movement, thousands of mostly middle-class African Americans rallied to

help resurrect the nation's oldest and largest civil rights organization.

At its 88th annual convention, which

ended last week in Pittsburgh, nearly 4,000 members and observers from around the nation sat in on economic, educational and legal workshops, and listened to speeches from government officials and seasoned veterans of the civil rights struggle, who tried to put their best face forward.

There was healthy debate. A vocal minority — younger and more aggressive — lobbied hard for programs of self-help and community improvement, rather than the elusive goal of integration, long the defining principle of the NAACP.

The younger members bolstered their arguments by pointing out that there is less school integration in America than existed a quarter century ago.

"We're more interested in quality education than we are in forced integration," Andy Robinson, a social worker from New York City, told me in a telephone interview. "What's the sense of forcing your way into other neighborhoods and schools, when if we stand together, we can create our own? Black Americans are not universally poor. Let's pool our resources. If we do that, we'll win the respect we deserve. As long as we've got our hand out, we'll always be regarded as beggars."

Once few questioned the goals and purpose of the NAACP. But in recent years, the organization has undergone

internal power grabs, inside politicking by a sharply divided national board, and a slide into poverty so steep that at times it experienced difficulty meeting its payroll. The organization's fuzzy focus of five years ago led to a diminution of its traditional donors and dwindling support from its membership.

However, in the 17 months since he became NAACP president, former Maryland Congressman Kweisi Mfume has devoted his time and energy to rebuilding the ailing NAACP.

Mfume brought his audience to its feet when he said, "We must stand up and fight back the cruel elements of welfare reform . . . corporate racism . . . police brutality . . . and church burnings."

Mfume, 49, implied that too many NAACP loyalists spend their time blaming others for their failures. He counseled that they must "get beyond blame and excuses and start doing for ourselves."

That was just the kind of talk the young rebels wanted to hear, but many felt they didn't hear enough of it. Philosophical and ideological differences remain, but there's one thing that most NAACP members agree on: They have the right leadership team to return the organization to fiscal soundness and social responsibility.

Mfume and NAACP chairman Myrlie Evers-Williams have the support they

need to rebuild and restructure the organization.

One longtime NAACP member, 75-year-old Hazel Dawson of Atlanta, said she feels the organization is now headed in the right direction.

"I worried about my NAACP for several years because it just seemed as if it was out of control," she said. "We made a lot of progress over a lot of years, and we helped change this nation. Then, one day I looked up and it felt like we were being led by a bunch of strangers. But we're back on course now with Mr. Mfume and Ms. Evers-Williams."

"The public has a short memory. When we had our biggest victories, the NAACP was always at the head of the line," said Terry Johnson, who flew in from Michigan.

I used to attend the annual convention until a disquieting sameness crept in. The battle over integration and self-help has been going on almost since the organization was founded in 1909.

Johnson, who hasn't missed an NAACP convention in a decade, recalled a little prayer from the civil rights era that seemed to capture the NAACP's present circumstances:

"Lord, we ain't what we wanna be, we ain't what we oughta be. But thank God, we ain't what we was."■

67. Baltimore Sun

July 21, 1997

A 'strengths perspective' on black families

By Robert B. Hill

TWENTY-FIVE YEARS ago, as director of research for the National Urban League, I wrote a book, "The Strengths of Black Families," to counteract the unbalanced treatment of black families in research studies as well as in the media.

The typical portrayal of black families focuses on the weaknesses of a disadvantaged "underclass," while excluding any consideration of the large

Unfortunately, most assessments of black families identify problems, not solutions. Clearly, to solve any problem one must acknowledge that it exists and examine its severity. After the problems have been identified, however, very few analyses proceed to identify solutions to those problems. As a result, many people feel that it is futile and hopeless to try to help black youth or their families. Thus, the conventional analysis of

majority of working-class, middle-class, and upper-class families. Answers are rarely sought to such questions as, "Why eight out of 10 black families are not on welfare?" or "Why two out of three black males do not have contact with the criminal justice system?"

A generation later, many of the gaps in unemployment, poverty and one-parent families between blacks and whites persist. Yet, new social problems have emerged: the availability of guns to African-American families leads to paralysis.

Indeed, many low-income black families (as well as white families) need to be strengthened. Yet, I believe that the one of the most effective ways to make families stronger is to identify policies, programs and services that reinforce existing strengths. Our strengths perspective is solution-oriented and focuses on the assets and resilience of

youth, teen violence, open-air drug trafficking, a crack epidemic, AIDS and homelessness. Moreover, while jobs are exported from inner-cities, drugs and weapons are imported. If it was difficult to understand how a social scientist could write about any "strengths" among black families in 1972, a sequel to that work in 1997 might be expected to be met with wider disbelief.

low-income youth and families. Therefore, our latest work identifies strategies — within the black community and in the larger society — that make families stronger.

What are some of the strengths of African-American families? I identify five cultural attributes: achievement orientation, work ethic, flexible family roles, kinship bonds and religious orientation. These assets are not unique

to black families, since families of other racial and ethnic backgrounds also possess them. However, these strengths have operated differently among black families because of their unique history of slavery and racial oppression.

The general public often refers to single-parent families as "broken," and characterizes two-parent families as "intact." Such beliefs prejudice the functioning of a family based on its structure. Yet, studies have found many single-parent families to function more effectively than many two-parent families. Thus, educators and other professionals should realize that the strong achievement orientation, work ethic and flexible roles of black families headed by women have promoted upward mobility for thousands of children.

Black youth from single-parent or two-parent families are just as likely to attend college. And black adolescents from one-parent families often have lower rates of smoking, drinking alcohol and using hard drugs than white adolescents from two-parent families.

National data do not support the popular myth that extended families have declined among African-American families. On the contrary, the role of

black kinship networks has increased. Between 1970 and 1992, black households with three generations rose from one out of four to one out of three. The black extended family has informally adopted 800,000 children, while the government has not been able to find permanent homes for 200,000 black children in foster care.

"Kinship care"

Rates of child abuse are lowest among children reared by kin. In recognition of the increased importance of kin networks, child-welfare agencies have created a new category, "kinship care," to place children with relatives as their foster parents.

Finally, the black church continues to have a positive impact on black families. Research has found that black youth who have positive outcomes as adults are those with strong religious commitments.

Many government agencies and foundations are increasingly funding initiatives that build on the strengths or assets of low-income families and communities. Baltimore is in the vanguard of this national movement of focusing on community assets. Its mayor is dedicated to revitalizing communities through empowerment zones and other

progressive initiatives. Its dynamic housing commissioner believes that livable communities can be created for public-housing residents within central cities. And its legislators are concerned about implementing enlightened community and economic-development policies.

Baltimore also has numerous institutions and community groups that are committed to building on the assets of families and communities. For example, the phenomenal success of the pioneering Pacquin School is due to innovative leadership that firmly believes in the resilience of adolescents who are single parents.

And, our black colleges continue to be a lifeline for thousands of youth who want a quality education. Morgan State, for example, has numerous initiatives to enhance the economic self-sufficiency of low-income groups. In sum, adopting the strengths perspective will transform stumbling blocks into stepping stones for everyone — black and white.

Robert B. Hill, is director of the Institute for Urban Research at Morgan State University. His new book is "The Strengths of African-American Families: Twenty-Five Years Later." ■

68. U.S. News & World Report

July 28, 1997

A 'bloody shirt' on taxes

By David Gergen

It's time for the left to stop twisting the truth about tax relief

What do you think? Leave your views in our Forum

For two decades after the Civil War, a congressman from the North could usually win an argument against one from Dixie by appealing to the anti-Southern bias that still prevailed in the rest of the country. Such "waving the bloody shirt" was effective, but it was a divisive and disreputable piece of demagoguery.

Something similar is afoot these days, "Funny money." The Clinton administration is further muddying the debate. It argues that the middle class is being shortchanged because 65 percent of the tax cuts would benefit the top 20 percent — the so-called upper class. The administration bolsters this claim with tables showing that the top 20 percent have annual incomes of at least \$93,222. But the way the government measures such income is highly misleading: It "imputes" income to you that you may

as liberal Democrats tear into Republicans over an emerging agreement to reduce taxes for the first time in 16 years. As polls show that a majority believe the Republicans have become the party of the rich, liberals accuse the GOP of raiding the treasury on behalf of the wealthy. They know better.

The central liberal charge is that bills adopted by the GOP-led Senate and House would give as much tax relief to the top 1 percent as to the bottom 60 percent combined! Sounds horrific, never see. If you own your own home and have paid off your mortgage, for example, officials say that your income includes what you would have received had you rented out your house. Stripping away the funny money, the Census Bureau shows that the top 20 percent really starts with households earning \$65,124 a year. These middle-class families should hardly be considered rich.

Still another shell game on the left involves proposed reductions in

doesn't it? What they ignore, as James Glassman of this magazine has noted, is that the top 1 percent also pay more in taxes than the bottom 60 percent combined — a lot more. IRS records show that the top 1 percent shoulder 29 percent of the nation's total tax bill, while the bottom 60 percent pay some 9 percent. Recognizing that we singled out the top 1 percent for tax hikes in 1993, is it so unfair to include them in tax relief today?

capital-gains and estate taxes. Liberals say it is selfish for people who invest in stocks or save for their children to receive tax relief. But they ignore the fact that these funds have already been taxed — when they were first earned. To tax earnings a second time — at rates as high as 55 percent, as we do with inheritance taxes — borders on confiscation. Nor does it encourage savings and investment, which we so much need. As long as poor and middle-class families

are treated generously in the tax bill, Republicans should not retreat here.

It is not easy to find objective studies of the overall effects of the tax proposals, but a study that surely comes close was recently published by Deloitte & Touche LLP, an accounting firm. These analysts found that under the Senate tax bill, which won strong bipartisan support on the floor, a married couple with two children, ages 10 and 13, and earning more than \$1 million a year, would indeed save more than a similar family earning \$35,000 a year: approximately

\$2,400 a year for the wealthy family versus \$1,052 for the middle-class family. But the wealthy family would still owe taxes of \$303,591 a year, some 193 times as much as the other family. Moreover, as a percentage of taxes paid, the relief for the rich family would amount to only .78 percent of taxes paid, compared with a 40.08 percent reduction for the other family. Said Clint Stretch of Deloitte & Touche: "The big winners are middle-class families with kids."

This country does face serious challenges in addressing the growing

income gap between those who are affluent and everyone else. Clearly, we should be working harder to ensure that children of poor and middle-class families have an equal chance at the starting line of life. Just as clearly, those who have the most should give the most back. But the way the left is trying to twist this tax debate, bullyragging successful Americans as a way to score political points trivializes the real issues and divides us as a people. We don't need another bloody shirt. ■

69. The Christian Science Monitor

July 21, 1997

One Teacher Grapples With Holding Students Back

Nancie L. Katz

Special to The Christian Science Monitor

WASHINGTON — Academic achievement or intelligence were not the issues on Timothy Welsh's mind when he considered this spring whether to hold back two to four of his 25 kindergartners from going on to first grade.

"The ones that I considered just seemed younger," he says. "It could be that they were socially or physically just not keeping up with others. Some were less organized and didn't seem to tune into the teacher's agenda. They were kind of one step behind socially, so their feelings got hurt on things." Direction-following was another problem, says Mr. Welsh, who teaches at Murch Elementary in Washington.

Welsh, a veteran teacher with a quick laugh and a happy, noisy classroom, says he doesn't like to send a child on who may still be unable to shrug off conflict with other kids or lacks the memory or

language skills to follow several sets of directions. Those deficiencies, he believes, can undermine children's achievement far more than whether they know the alphabet or can add before entering first grade.

"First grade is one of those grades where you've got to get things learned no matter what they do," he says. "It's so structured that sometimes it squeezes out a child's natural curiosity and love of learning. If they're too young, it will happen faster."

"If they can't follow directions, they're going to spin their wheels," he goes on. "They're going to get it wrong and have to do it again. If they're distracted by those around them or by an argument they didn't settle, their work won't be completed and they'll fall behind."

First-grade teachers at Welsh's school say improving social skills and

direction-following is part of their agenda. They say it's often just a matter of time for most children to adjust from kindergarten's free-form curriculum to the "sit down and learn" approach of first grade.

In the end, Welsh says he held back only one student - a girl who was lagging behind in language development and social skills.

Kindergarten teachers, he notes, are constantly challenged by the varying degrees of growth among five- and six-year olds. Still, he says most younger children adjust fine to first grade. It's the few whose developmental needs aren't met that he doesn't want to miss. "I'm an early childhood specialist. Yet it remains the central question of my career: Is this a learning disability or a child who just needs more time to be a kid?" ■

70. The Christian Science Monitor

July 21, 1997

Too Young For Kindergarten?

Nancie L. Katz

Special to The Christian Science Monitor

WASHINGTON — When it came time to put her son in kindergarten, Holly Hankins faced a tough choice: Should he enter as one of the youngest in the class, or should he wait a year?

Like many other parents in 1985, she chose the latter. And she's glad she did.

"It was one of those years that everyone did that with boys [because they say they develop later than girls],"

says Mrs. Hankins, mother of three in Washington. "He's been bored on and off, but I think he would have been bored regardless. At least now he's more mature."

A similar decision, however, left Cheryl Flax-Davidson with mixed feelings. "In the early grades, it seemed fine, because it gave her confidence," she says of her youngest child. "But lately, I

think some of her friends are less mature and she's having trouble finding kids she can play with."

It's an age-old question: When is a child ready to start formal schooling? Kindergarten is widely viewed as key preparation for first grade, when a child needs to have mastered social skills so as to be able to concentrate on reading and math. Traditionally, school districts have

dictated that any child who turns 5 before Dec. 31 should be in kindergarten.

But over the years, support has been growing for delaying entry into kindergarten. Today only four states - Maryland, Connecticut, Hawaii, Rhode Island - and the District of Columbia still have the end of the calendar year as an entrance cut-off date. In an attempt to ensure the child's readiness to learn, most of the others now require children to turn five by September, or earlier. And many parents are voluntarily holding children back.

Some consider it insurance against repeating kindergarten or future grades. But in an increasingly competitive era, many parents simply like the idea of giving their child an academic and social boost by being older. The popularity of doing so, particularly among well-educated, middle-class Americans, has some questioning whether it really produces benefits.

Nancy Elbin, a Montgomery County, Md., guidance counselor who taught first grade for 26 years and has researched retention issues, says studies have found no evidence that holding a child back is "a positive thing to do. Those who repeat don't generally outperform the others."

Look before you leap

Indeed, experts caution parents against rash judgments.

"If you have a child on the younger side ... don't use the child's reading or math ability [or] the child's size, if they're tall," says Stanley Greenspan, a child psychiatrist at George Washington University Medical School in Washington.

What parents should do, he says, is "look at how well the child is able to reason, how quick he is to think on his feet, his ability to read social cues, and his analytical reading and problem solving. Look at the ability to follow

Greenspan says having the latest in equipment is not a gauge of a strong program. But the class should have a

instructions and ideas."

If children appear "sluggish" in those areas, he notes, "you might want to buy them another year. Otherwise, they can move on."

He says parents can help children prepare for school - and gauge their readiness - by reading aloud, ensuring play with peers, and playing in inventive ways. He suggests daily "floor time," where parents follow the child's lead. "reading, imagining, and problem-solving" and helping them catch nonverbal social cues.

Is bigger really better?

Ultimately, the evidence is mixed as to whether a delay can help children. In Fairfax County, Va., Douglas Holmes, the director of student services, says his state chose to hold back children who turn 5 after Sept. 30 because of "concern by educators that the kids who were most unsuccessful academically were younger kids.

"What we know is that kids who came in with October to December birthdays were retained at a higher rate," he says.

But, he notes, "What's missing in that is the many [as many as two-thirds] who were successful."

Nevertheless, the view persists that children may have a cutting edge by being older, more articulate, and just plain larger. That assumption may be redefining the kindergarten year. Not only do teachers have students as much as a year apart in age, but they are facing more demands from parents, especially in more affluent areas, who want a curriculum that incorporates academics.

Timothy Welsh, a veteran teacher at Murch Elementary in Washington, says kindergarten should help children to learn to work in groups, to shed the egocentricity of earlier childhood, and gain skills to sort out conflict.

"They have to be able to share, to 'make-believe' corner where children can play as well as do activities such as blocks and books. Other important toys

delay gratification, to treat each other with respect," he says. "It's being able to walk away from another child instead of knocking the blocks down. And it's laying that foundation so they're not dealing with these issues when they're buckling down to make those test scores that are so important."

* Next: moving from elementary to middle school.

What A Good Kindergarten Should Have

Parents should check out their children's future kindergarten classroom. A visit can establish ties with the school principal and teacher, and smooth the way for easy contact during the year.

What should parents look for? First and foremost a warm and flexible teacher who creates an atmosphere that feels "secure and well-organized," says Stanley Greenspan, a child psychiatrist at George Washington University Medical School in Washington. According to Mr. Greenspan and the Washington-based National Association for the Education of Young Children, a kindergarten class should have:

* A curriculum that focuses on imaginative play and lots of interaction and is flexible enough to accommodate children at varying levels of ability.

* An approach that encourages discussion and activities, rather than passive learning.

* A predictable routine.

* Walls decorated with children's artwork and writing.

* Long periods of time for children to play and explore.

* Daily outside play.

* A teacher who reads books during the day, not just at group story time.

* A teacher who works with small groups and individuals.

include pegboards and puzzles, especially ones that relate to beginning math and alphabet skills. ■

71. intellectualcapital.com

July 17, 1997

Robin Hood Lives in Texas School Finance

by Robert J. Barro

Last spring Governor George Bush of Texas proposed a sweeping state tax reform that would have raised the sales tax rate from 6-1/4 to 6-3/4 percent. The move was a courageous one on the governor's part since it contradicted the

governor's pledge not to raise the sales tax. Although the plan envisioned a reduction in taxes overall, the legacy of his father's failed attempt at re-election in 1992 (arguably because of reneging on his "read-my-lips; no-new-taxes" pledge),

must have lurked in the background as a warning. Governor Bush's plan was not enacted, but this son-of-"read-my-lips" proposal may still cost the younger Bush in future runs for elective office.

Governor Bush deserves some

sympathy because Texas' method of local school finance has been a mess since 1989 when the state's supreme court declared the old property-tax setup unconstitutional because it failed to meet the standard of "efficiency" required by the state's constitution. As in many states, the courts were swayed by widespread funding disparities between rich and poor districts. After the court ruling the Texas legislature was put in the seemingly impossible position of reducing the inequality in the state's school system without violating any other parts of the state's constitution (such as the ban on statewide property taxes and on income taxes).

Schemes straight out of Sherwood Forest

The last near decade has been marked by attempts to pass various types of "Robin Hood" laws, which would redistribute money from richer districts to poorer ones. These laws often led to legal conundrums (at one point both disparity and equality had been declared unconstitutional) or simply couldn't be passed by the voters. A revised 1993 law was eventually deemed acceptable, apparently because it provided richer districts with five choices on how to give money to poorer districts. Since all five choices amounted to the creation of a statewide property tax, this decision can only be understood by masters of legal loopholes (the rest of us are left scratching our heads). At least one can now say that Texas has a unique version of "school choice."

Texas' old system was inequitable, but it had some desirable efficiency properties. There are virtues from connecting the raising of revenue — the local property tax — and the locus of spending — educational outlays by

school districts. One benefit is that educational spending levels can reflect the varying preferences of families. The setup also promotes good schools because educators have to please their customers — local taxpayers — to raise revenue. In addition, the arrangement encourages healthy competition across public school districts because taxpayers can move elsewhere to secure better education.

The current system is a mess because most revenue is still raised by local property taxes but the richer places get to keep only a fraction of their taxes. The other portion goes, in Robin Hood fashion, to the poorer districts. This setup discourages taxes and outlays in richer districts and therefore promotes a dumbing-down of school systems overall. This effect is even stronger in states such as California that have greater disincentives for local districts to raise taxes. (For a general analysis of this phenomenon, see Caroline Hoxby, *All School Finance Equalizations Are Not Created Equal*, Harvard University, November 1996.)

Educational equilibrium: equity and efficiency

Governor Bush wanted to rely on higher state sales taxes, redistributed on a per pupil basis to school districts, to eliminate the Robin Hood element of the current property tax. This plan would have removed the disincentive for rich districts to raise local taxes to finance local education. The danger, however, comes from the detachment of district revenue from the decisions of local voters, who are the district's customers. This change dilutes the incentives of educators to provide satisfactory services — in the extreme, if all districts were given fixed per pupil allotments from the

state, then the only remaining local control would come from taxpayers' ability to move elsewhere. (School administrators would care about this mobility because fewer students would mean fewer dollars from the state.)

Given the desire and legal requirement to establish more educational equity, states will have to shift in some way from localized to statewide financing. Unfortunately, this shift removes the important incentives created by property tax-based methods of school finance. Therefore, as states consider financing changes, they must also be concerned with how to reestablish the lost incentives. The key is to target state outlays at the customers — through school vouchers with an equal value per pupil — rather than the producers — through state funding for districts. In the voucher setup, schools would get the students and the money only if they performed up to the competition, which could come from private providers or public school districts. Thus, vouchers ("school choice") enable states to achieve educational "equity" for students while maximizing the incentives for good school performance.

Texas, as other states, should enact true school choice to attain schooling that is equitable and efficient. With this reform, the arguments about Robin Hood, leveling down, and weak incentives for good school performance would be things of the past.

Robert J. Barro is the Robert C. Waggoner Professor of Economics at Harvard University and a senior fellow of the Hoover Institution at Stanford University. Betsey Stevenson, a Ph.D. student in economics at Harvard University, assisted him in the preparation of this article. ■

72. Chicago Tribune

July 17, 1997

WHY JOHNNY CAN'T SPEAK A FOREIGN LANGUAGE

By Joan Beck

An immigrant family moves to the United States, none of its members able to speak English. The father, who is to begin teaching in a distinguished American college as soon as his English is adequate, struggles hard to become fluent, but can't lose his thick accent. His wife is less successful, despite taking classes in English.

But their 5-year-old son picks up English effortlessly, and without a trace of accent, on the playground, in preschool, from the baby-sitter, everywhere he goes. He will be comfortably bilingual when he enters 1st grade and for the rest of his life.

It has been obvious as long as this country has had non-English speaking

immigrants that the younger the newcomers, the easier they learn a second language. Yet most American school systems still insist on waiting until kids get to high school before trying to teach them a foreign language.

More than three decades ago, the great Canadian neurologist Dr. Wilder Penfield pointed out that "a child's brain has a

specialized capacity for learning languages—a capacity that decreases with the passage of years," because of changes in the developing brain as it loses its early plasticity.

During the first years of life, a child programs his brain with the phonemes—or basic phonetic sounds—of the language he hears all around him. Then he uses these basic units to form words and sentences and to connect with other nerve cells concerned with motor activity, thinking and other intellectual functions.

If he is casually exposed to a second language, a child learns that too, programming its basic sounds into his developing brain as he does his native tongue. He will be able to speak both languages easily, with the accent he hears around him, and to switch effortlessly from one to another.

But after the age of 10 or 12, said Penfield, a child's brain can no longer encode new basic language units in the same way. If he tries to learn a second language as a teenager or adult, he must do it with the language programming already in his brain, will have to use a mental translation process and will speak the second language with the accents of his native tongue.

Few educators in the United States paid any attention—either to Penfield's explanations or to the easily observable fact that small children can learn a second language effortlessly while it is much more difficult for teens and adults.

Most American school systems continue to teach foreign language primarily in high school, years after the brain has lost its ability to learn a new language easily. It's hard going for most

students. And much of what they do learn is soon forgotten once school is over.

Many bilingual programs for students whose native language is not English also ignore research about how the brain learns language. They tend to drag out the transition to English for years, frittering away the time when it's easiest to learn a second language and failing to use the immersion method (Penfield calls it the "mother's method") that is most effective.

Comes now a fascinating new study that adds some neurological confirmation to the observations about language learning to which we should have been paying attention.

Using new functional magnetic resonance imaging techniques to map brain activity in healthy, bilingual adults, researchers at Memorial Sloan-Kettering Cancer Center in New York found important differences based on the age at which the second language was acquired. The results are published in the current issue of the scientific journal *Nature*.

The brains of the adults who had learned two languages as very young children stored both languages together in the same area of the brain, researchers found. Those who acquired a second language in adolescence used a second region of the brain near the first, but separate.

The research suggests that while babies and preschoolers learn the language, or languages, in their environment without apparent effort and their brain encodes them into hardwired neuronal circuits, the process is different when adolescents and adults learn a second language. They must use a different—and more difficult—process

to learn and retain the information.

Learning a second language later in life is fundamentally different than acquiring it early, explained Dr. Joy Hirsch, the chief investigator. The study did not answer the question of when time runs out to encode a second language in the brain's primary language area. But other researchers have suggested that unless an individual learns a second language before adolescence, it is almost impossible to become as fluent as a native speaker.

So why do we usually wait until high school to teach our kids a foreign language?

Even though the use of functional magnetic resonance imaging to map brain activity is cutting-edge science, we have had centuries of experience watching non-English speaking newcomers to this country learn language. And most of us know, from personal experience, how difficult it is to learn a foreign language in high school or college.

The occasional experiment in trying to introduce a second language in a kindergarten or elementary school has rarely worked. Too often the teacher does not have a mastery of the second language and does not use the direct or "mother's method" so it turns out to be a waste of time. Coloring books or tapes in a second language usually don't work either.

But surely American educators must be smart enough to figure out how to teach children a second language easily and effectively—despite all the evidence that they have been doing it wrong for decades. What are they waiting for?■

73. San Francisco Chronicle

July 21, 1997

It's All Academic Now: There's No Excusing Cal

By GLENN DICKEY

THOSE WHO justify Todd Bozeman's tenure as men's basketball coach at the University of California by saying he brought in great players do not understand the purpose and meaning of a great university.

There are colleges that are grateful for athletic accomplishments because that is their only means of gaining recognition.

The University of California, by contrast, is recognized as one of the top five academic universities in the country. Some of its fields of study are the best in

the country. Its faculty has numerous professors who are recognized as the best in their field, some of them Nobel Prize winners.

Yet, in the past week, the nation-wide publicity about the university has been that a former coach paid a player to come to the school.

No athletic accomplishment can ever excuse staining the reputation of this great university. I would sooner the school drop intercollegiate athletics entirely than have this happen again.

And don't tell me everybody does it.

Stanford doesn't. Mike Montgomery has built a basketball program that has reached the highest national level without a breath of scandal. Tyrone Willingham has put together a team that will be a legitimate Rose Bowl contender this fall while following the rules.

In Cal's history, there has been only one comparable case, the 1971 scandal in which, among other violations, it was discovered that somebody else had taken Isaac Curtis' Scholastic Aptitude Test. Years later, I learned that there was more to the case than had ever been revealed,

as a former "tutor" showed me tests he had taken and papers he had written for Curtis and other athletes.

In the wake of the NCAA's disciplinary action against the school, Dave Maggard was hired as athletic director to clean up the mess. He did, but the effects lingered. It took nearly two decades before the faculty again trusted the athletic department, and the administration in that period was dedicated to keeping the athletic program on a very short leash, to prevent a recurrence of scandal.

In recent years, Cal sports have started to come out of the shadows. Bruce Snyder resurrected the football program and got the Bears to a January I bowl game for the first time in 33 years. Steve Mariucci got the Bears to a bowl game last season. Both obeyed the rules.

In basketball, Lou Campanelli revived a moribund program and got it back to tournament level, while scrupulously observing the rules, before he was fired for being too harsh on his players.

Bozeman followed, first as an interim

coach and then on a regular basis after the Bears went to the Sweet Sixteen.

Every full year Bozeman was the coach, the school was investigated by the NCAA, a troubling sign that was ignored by those who were thrilled because he brought in Jason Kidd, Lamond Murray and Shareef Abdur-Rahim, all of whom became NBA lottery picks after a combined six years at the university.

The NCAA's investigative arm is understaffed and relies on information from others or, sometimes, the school itself. In the mid-'80s, for instance, SMU was involved in corruption which extended to the Texas governor's office, but not until the school confessed did the NCAA know the extent of the problem. SMU then got the "death penalty," suspension of the football program.

In Bozeman's case, Tom Gardner told the NCAA that his son, Jelani, had been paid \$30,000, confirming reports the NCAA had already gotten from other schools.

This case casts a shadow over all of Bozeman's recruiting at Cal. Was

Gardner truly the only player who got money, or is this just the only time anybody has volunteered information? Who actually provided the money? Neither Bozeman's contention that it was his money nor the speculation that it was an agent who supplied it passes the smell test.

My guess is that, like the Curtis case, we won't know the full story for years after the fact. But just the one example is bad enough.

Six years ago, a blue ribbon committee appointed by Chancellor Chang-Lin Tien concluded that it was possible for Cal to have teams in the top 10 in football and basketball without compromising its academic standards.

It is the second part of that conclusion which is the most important. There must be no compromising of standards to reach an athletic goal.

For those who have been too dense to understand, I will reiterate: No athletic accomplishment can excuse the debasement of the reputation of a great university. ■

74. The Washington Post

07/21/97; Edition: FINAL; Section: OP-ED; Page A21

Opportunity and the New Diversity

By Richard Harwood

When President Clinton called for a national dialogue on race and appointed an advisory board to get it started, he knew he was entering tough territory. That was evident at the board's first

The demographics of American society, Oh said, are changing dramatically and rapidly. Within a few years Hispanics, who are racially diverse, will replace blacks as the nation's largest ethnic minority. Asians will play a larger role. Because of these demographic changes, she suggested, the dialogue on race should move beyond the "black-white paradigm," which holds that because of slavery and past discrimination the grievances of African Americans take precedence over all other grievances and aspirations in the quest for social justice and in the remedies required. Franklin and Cook dissented, insisting that this paradigm "cannot be overlooked" because of the unique burden of race on black Americans.

Behind this sparring, is a big question: Is it time, and is it possible to change the debate from a preoccupation with race to the larger consideration of social class as the primary unresolved problem in

meeting, which The Post headlined with a pun: "A Splinter on the Race Advisory Board."

It may have looked like a splinter but could in fact have been the top layer of an insurmountable wedge. The reference American life?

The gross disparities in income, education and career opportunities in the United States are real. "We have," former labor secretary Robert Reich has said, "the most unequal distribution of wealth of any industrial nation in the world." This reality, with its implications for equal opportunity, transcends race and other minority classifications. The bottom rungs in 1995, for example, were populated by 4.2 million black, Hispanic, Asian and American Indian families who were living at or below the official poverty level; these families consisted of 19.5 million children and adults. That same year, however, they were also populated by 5.3 million white families consisting of 25.4 million children and adults with the same low standards of living and opportunity.

Poverty rates are far higher among black, Hispanic and American Indian families (roughly 30 percent) than among

was to an early disagreement between three board members — Angela Oh, an Asian American, and two African American members, John Hope Franklin, the board chairman, and the Rev. Susan Johnson Cook, a pastor from New York. whites (roughly 12 percent). But the burdens of poverty tend to be long-lasting among all races, the exception being Asian Americans, who have the highest median family incomes in the United States and the highest levels of educational attainment.

"Social mobility" obviously exists in America. Individuals of all races and ethnicity are constantly moving from one class to another. But upward mobility is not automatic and is far less common, regardless of race, than is often assumed.

Simply being white is no guarantee of success in this society. Being born poor is a burden hard to escape. A study by Samuel Bowles and Herbert Gintis found that "even when controlling for ability (which itself is influenced by class advantages), children from [families in] the top 10 percent of income are 27 times as likely as children from the bottom 10 percent to end up in the top 10 percent of the income bracket. Of 1,000 children

born into the bottom 10th, only four will make it to the top 10th." The sociologist Christopher Jencks reports that those who "make it" in America owe 50 percent of their occupational advantage and 55 percent to 85 percent of their earnings advantage to family background. And downward mobility is not unknown. Many economists maintain that the white middle class has been shrinking over the past quarter century because of relatively stagnant wages and the loss of well-paid blue-collar jobs.

As for the poor, Richard Kahlenberg writes, "One would think, with all our social reforms — a stiff inheritance tax, progressive marginal tax rates and welfare payments to the poor — that America has done a fairly good job of addressing inequality of wealth and income. But the evidence suggests the opposite."

Kahlenberg, a lawyer, teacher and former aide to Sen. Charles Robb of Virginia, argues in a recent book, "The Remedy," that the time has come for a major change in dealing with unequal opportunity in America. He proposes a

new form of "affirmative action" based on social class rather than color and ethnicity. The principal beneficiaries of present-day programs of affirmative action, racial diversity and racial preferences in hiring, college admissions and contract set-asides for minority entrepreneurs have been middle- or upper-class people. Blacks on the bottom rung have benefited far less.

Beyond that, present public policies have been divisive in terms of black-white relations as well as within minority communities. "Hispanic groups," according to Kahlenberg, "have actually used the sword of affirmative action to argue for cutting the 'overrepresentation' of blacks in a number of areas." Hispanics make up more than half the population of Compton, Calif., and Hispanic children make up 59 percent of public school enrollments, "yet the teachers and administrators are only 5 percent Hispanic and 72 percent black. . . . Only 11 percent of full-time city employees are Hispanic. The local head of the NAACP is put in the position of complaining that

Latinos want all the businesses. They want all of City Hall, all the schools. Now they're talking about the post office." Similar situations are found in Los Angeles, New York City and Chicago and to some extent in Washington. He quotes Rickey Gaull Silberman, a former vice chairman of the federal Equal Employment Opportunity Commission: "It's the ultimate nightmare of affirmative action."

Public opinion polls show little support for racial preferences in their present form. An inclusive class-based approach to affirmative action would, in theory, create a powerful transracial political base of support. But there are many problems involved. Who among beneficiaries of the present system would lose out? How would class be defined and preferences determined? Where would the political leadership come from?

The present system has been no cure for the enduring curse of poverty and inequality in American life. If the coming dialogue on race merely recognizes this reality, that will be progress of a sort. ■

75. Boston Globe

July 20, 1997

The HMO that ate the high school

By Bruce L. Macdonald

When a Mississippi health maintenance organization took over the administration of our high school, there were cheers in the faculty lounge. Even Old Crabtree (Typing II and Auto-Body) indulged in a bit of tepid optimism. Farewell to principal Waffle and all his works.

There was none of the intrafaculty palaver that had always been inconclusive - and was now condemned as expensive to boot.

(In his quarterly report, Slasher documented the increased faculty meeting productivity - from a costly \$2,500 per session in September to November's \$750 - which included the Wednesday-before-Thanksgiving briefing in a room where he had set the thermostat on "vacation" the previous afternoon.)

But for all his efficiency, Slasher began to give in to more humane impulses. And here and there costs went up as some teacher was permitted to leave early to be at the bedside of a dying parent or arrive late after an all-night astronomy field trip to the local observatory.

And, at first things did seem to improve. Faculty meetings became suddenly brisk and efficient. Even better, they became infrequent, for they were now regarded as "labor intensive," and thus a leak in the Old Profits Bucket.

In former days, Waffle distributed photocopied memoranda that he would

Unfortunately, these lapses were immediately picked up by the HMO-ED accounting department computers, and Slasher received a stiff reprimand. You could see he was shocked.

However, he was a resourceful young entrepreneur who was determined to please his masters. And although now in the private sector, he had spent enough time in public schools to know that if he could generate some favorable headlines about "new and exciting innovations," he might yet survive this momentary fall from grace.

What he did was right out of the Managed Care Manual: He shortened the length of class periods, simultaneously (1) increasing the number of courses offered and (2) raising the productivity of the faculty, who could now teach six

then read aloud to us. His replacement, "Slasher" Dugan, the new education manager from HMO-ED, would glance at his watch, bang his gavel, bark out his orders for the week, adjourn the meeting and note its duration on his pocket calculator.

rather than five periods a day. (This last required no increase in pay because the total "contact time" was the same as it had been during the more leisurely schedule inherited from principal Waffle.)

Slasher's schedule reform certainly excited the boys in the front office at HMO-ED, who immediately imposed his scheme on the growing number of high schools that they had acquired in the burgeoning "managed education movement."

It also excited the faculty, who resented the increased time required for class preparation and paper correction. But after Slasher cut their numbers by 20 percent and increased class size (more "profitable efficiencies"), the remaining teachers grudgingly adapted to the new

economic realities.

None of this was kept from the public. For Slasher's nephew was editor of the Education section of the local paper and peppered the public with accounts of the "paradigm shifts" that were taking place right in their own neighborhood as the fixture at meetings of the Kiwanis and Sons of Italy.

One reform produced another as cooperative faculty developed the skills of cost accounting.

When language department research revealed that it takes twice as long to teach irregular verbs as it does the normal kind, a volunteer faculty committee rewrote ("rewrote") all materials used by freshmen, to avoid the unnecessary expense imposed by mastering the more costly forms.

The archaic "bulted" was dusted off for use by English speakers. And where parallel forms co-exist (shined/shone, strived/strove, dived/dove), the irregular form was ruthlessly suppressed.

"By avoiding irregular verbs, we were able to teach twice as much vocabulary in the second quarter," boasted the foreign-language coordinator, who discreetly avoided reference to the overwrought student teacher who had sent home a vacation rating list including "One Flid Over the Cuckoo's Nest" and "Goed With The Wind."

This new "econo-think" inspired the Math Department to restrict in-class problems to those that employed even numbers only, thereby cutting the time otherwise spent in working out awkward fractions and remainders. "We reserve odd-numbered problems for homework, when kids are working on their own time," said a departmental spokesman.

Because of truncated class periods, home economics students were unable to prepare and cook the traditional entrees:

Bruce MacDonald is a retired educator who worked as a university and

so the department adopted a "Fast-foods Curriculum," with a major in "Defrosting & Microwave."

When the history department was at last allowed to replace its bedraggled American history texts, Slasher ordered them to buy the "Ole Miss Series," (the cheapest textbooks published north of the Rio Grande, by a Biloxi subsidiary of HMO-ED) at a projected savings of \$70,000.

There was some unpleasantness, however, when the PTA executive board objected that while an entire chapter was devoted to Jefferson Davis, Lincoln's name appeared but once - in a footnote describing Ford's Theater.

Stung by this, Slasher counterpunched with a student assembly in which the kids were taught to sing "The Battle Hymn of the Republic." This event provided a convenient photo-op for Slasher to be pictured brandishing a borrowed baton, illustrating an article headlined "Local Youths Sing Yankee Praises." This effectively put a cork in the PTA members.

But in February, we began to hear cautionary suggestions about cutting back on tests and pop quizzes, as these contributed to failures - and summer school - both of which cut into profits. There was even a threat that teacher salaries should be recalculated to reflect "demonstrated success"; i.e., the fewer the failures, the larger the salary.

At month's end, Slasher canceled all standardized testing as being prohibitively expensive. And teachers who had become restive about the long-range effects of what was going on were reassured that profit and loss were to be the only standards against which their work would be measured.

Meanwhile, the money wasted on prolonged conferencing with students *public school teacher, a school administrator, and principal of Weston*

was reduced by limiting teachers to a 7-minute session per kid, with a sliding scale of 10 minutes for two or 12 minutes for groups of three or more.

Academic problems that resisted 7-minute solutions were deferred to the following week, which encouraged students to drop further attempts at wringing a little more clarity out of their newly-efficient instructors. Slasher was characteristically philosophical about this development - "Hey, it increases the kitty."

In March, a set of educators who were distinguished stockholders of HMO-ED awarded education manager Dugan the coveted "Bottom Line Award" for his "groundbreaking work in educational economics."

The morning after the ceremony, Slasher issued a gag order forbidding staff to encourage students to attend summer school. "If they don't ask, don't tell," he said, sounding vaguely presidential.

But "April is the cruellest month," as the poet once said. On the 15th, when the college rejections began to roll in, it was all over for His Bottom-Lineship.

As is so frequently the case in the "ed-biz," the one who did the most damage got the biggest reward. Slasher floated to Earth, buoyed by a siz able golden parachute, and was promptly offered a position as assistant professor for educational research at a State Teachers College somewhere in Utah.

If there is a moral in the saga, it is that the capitalist marketplace is a poor location in which to combat ignorance, fire, crime, and military threats. That's why we have nonprofit public education as well as fire, police, and defense departments.

Medical care would appear to be an exception. ...

High School for 12 years. ■

76. Baltimore Sun

July 20, 1997

That crucial summer before 4th grade

By Sara Engram

AS SUMMER BORE down on Baltimore last week, the 9-year-olds in Leakin Park seemed oblivious to the sweltering temperatures. Bigger challenges grabbed their attention.

"I'm gonna fall," shouted Michelle, despite the harness about her as she took her turn on "the pole," a climbing

apparatus.

"No you're not," an instructor assured her.

"I'm not going to the top," the girl insisted, even as she climbed another tentative step.

"Yes you are! Go! One more step! Then your ride down will be a lot more fun."

Eventually, Michelle gingerly touched the top as her friends cheered. And, sure enough, she giggled all the way down, gliding some 20 feet on the rope harness.

Like her fellow campers she was learning important lessons. She could trust the instructor holding her rope. She could climb higher than she thought she could. And she could have fun doing it.

The two-day outing at Leakin Park is part of Supercamp, an eight-week program for city children who have just finished the third grade. The brainchild of Sally Michel, one of Baltimore's best civic assets, the idea was one of those inspirations that seemed to come at the perfect time.

"A lot of things were coming together last winter," Ms. Michel recalled. As he entered his second term, President Clinton was calling for an initiative to ensure that every child reads at grade level by the end of third grade.

Baltimore Police Commissioner Thomas Frazier was citing studies showing that, by fourth grade, children are making crucial decisions about drugs. And teachers she knew were confirming that fourth grade is when bright-eyed kids so eager to learn in the early grades begin to tune out.

About the same time, Ms. Michel was asked to be a delegate to the president's summit on volunteerism in Philadelphia and began to wonder what she could do to address these problems.

The idea slowly formed: a day camp for kids in that crucial summer before fourth grade, a program designed to boost their reading skills and to expose them to new interests and opportunities.

She started with the institutions she knew best, such as the Baltimore School for the Arts, where she serves on the

board. She also began shopping the idea around, with the hope that she could get it off the ground in 1998.

But a surprising thing happened. Nobody said no.

Time and T-shirts

The Weinberg Foundation quickly responded with a generous grant, as did other local institutions. Businesses that were unable to give a grant this year provided T-shirts or other supplies. A sailing instructor offered to spend her vacation teaching the one-week sailing component many of the children will participate in.

Supercamp went from dream to reality in less than six months. Friday, at sites around the city, Supercamp kids were finishing up their first four-week segment with performances, art shows and other displays.

More than 120 Supercampers have spent the past month in an arts communication program run by the Maryland Institute, College of Art. They became photo journalists, documenting scenes in their own neighborhoods. They made puppets and produced a puppet show. They spent a week painting glorious murals.

Next week these children will change sites with kids who have spent the past month studying dance, music, theater and visual arts at the School for the Arts. Staffers there have already identified

several children with remarkable talent whom they hope to follow in the coming years.

Meanwhile, on the east side of town, Supercampers have been learning about the built environment — why Baltimore looks the way it does — in a program designed by architects. Others have been participating in an archaeological dig at a City Life Museum site or testing streams in an environmental program. And everybody breaks away sometime during the summer for the Leakin Park adventure.

In all these sites, Supercampers spend at least two hours a day on reading and comprehension skills. The goal of Supercamp is to have all 466 campers reading at grade level when they return to school, and to track their progress through the next school year.

In the fall, these children will be facing a pivotal time. If they cannot read well, they won't be able to comprehend math problems or keep up in social studies, history or geography. Frustration or failure in school offers one more reason to give up and turn to drugs.

Will Supercamp kids be less likely to take that route? If so, then Sally Michel's inspired idea ought to take root and grow.

Sara Ingram is deputy editorial-page editor of The Sun. ■

EDITORIAL

77. Sun-Sentinel Ft. Lauderdale

07/19/97; Edition: FINAL; Section: EDITORIAL; Page 14A

ACCESS TO EDUCATIONAL OPPORTUNITIES BEATS APOLOGIES, REPARATIONS ANY DAY

The Clinton administration is right on target with its proposal for a \$350 million program that would recruit and train teachers for inner-city and rural schools. Bigger than all the apologies ever made, more valuable than all the "reparations" in the world, a good education will mean the difference between success and failure for America's minority children, just as it does for all children.

But for children at risk in their environments, especially black males in some urban school districts, a good education will mean nothing less than the difference between life or death.

Clinton unveiled his plan first to the leadership of the NAACP in Pittsburgh

on Thursday and then flew to Chicago to address the National Association of Black Journalists. These venues were chosen with good reason: The teacher recruitment plan is designed to be one piece of Clinton's year-long initiative against racial and ethnic divisions in America.

But it is a plan that has been designed to avoid a political backlash. As an example of what the administration describes as a "race blind" program, the first in a series of them, it will indirectly benefit blacks and minorities without specifically targeting the groups for the special assistance.

If Republican-dominated Congress

approves the plan, as it should, the \$350 million will be used over five years to recruit and bolster the skills of about 35,000 teachers from the 2 million who will be hired over the next decade to deal with a boom in enrollment. Then these specially trained teachers will be deployed to the nation's most neglected schools.

Clinton told his audiences that half the teachers working in urban school districts become so overwhelmed, disillusioned or frustrated that they abandon the profession within five years. In rural districts, the low pay makes it difficult to attract qualified teachers in the first place, much less to hold them.

But his plan would recruit teachers by offering federal scholarships averaging about \$3,000 a year to college students who agree to teach for at least three years in the targeted school districts upon

graduation.

It's a sold idea. Minority children won't need apologies for long-past offenses against their ancestors. They have no use for 40 acres or a mule. But

with access to the best education the nation can offer, they will have their chance to bloom and prosper. ■

78. The Washington Post

07/19/97; Edition: FINAL; Section: Editorial; Page A20

Sex Education: A Parental Option

VIRGINIA GOV. George Allen, to top off his term with a package of education curriculum reforms, has stepped up his career-long effort to make sex education a matter of local control. Though local control has an appealing ring on many matters, sex education is one area where the passionate views of a minority threaten to thwart the more general good.

Since 1988, Virginia school districts have been required to instruct students in a general health curriculum called Family Life Education. It contains age-adjusted instruction on anatomy, reproduction, contraception and sexually transmitted diseases, and it mentions abstinence as the surest method of birth control. Parents receive a pamphlet explaining the program and are offered a form to fill out should they decide that their children should not participate. About 2 percent of parents opt out.

TD Gov. Allen and the board of

education argue that this "opt-out" approach creates awkwardness for parents who feel that sex education is a private family matter. And they are mindful no doubt of the belief of some that public school sex education deemphasizes abstinence and plants ideas in young people for experimentation. Better to change the law, they say, to give local districts the freedom to offer no sex education at all.

The problem with that is that in the real world many parents shy away from discussing sex with kids, or are not prepared to do so systematically, leaving young people to make their own way through misinformation heard on the street. Judging by the small percentage of parents who opt out of the Family Life program, most families prefer to rely on the detachment provided by trained educators. It makes sense to create an administrative structure that is based on

these assumptions but that provides an escape hatch for families whose moral framework calls for one.

Though studies aren't definitive, Virginia teen pregnancy and abortion rates have dropped by a third and nearly two-thirds respectively in the years since Family Life Education was launched, reports the advocacy group Zero Population Growth. If, as expected, the board of education approves the Allen approach this September, sex education will surely be an issue in the next General Assembly session as well as in the current governor's race between Democrat Don Beyer, who opposes Gov. Allen's change, and Republican Jim Gilmore, who favors it.

Some 22 states require sex education in schools, according to the Virginia School Boards Association, but Virginia is the only one that is seriously considering rolling it back. ■

79. New York Daily News

July 21, 1997

Education's New Dynamic Duo

If you don't know who Carl Hayden and Richard Mills are, you should. They are the leaders of the war to bring New York's troubled schools into the realm of learning.

Hayden is chancellor of the Board of Regents, which is responsible for setting state educational policies. Mills is the state education commissioner, charged with carrying out those policies — and with overseeing 6,000 public and private schools, 250 colleges and 600,000 professionals in 38 professions.

For far too many years, their predecessors carried out this immense responsibility with little more than a rubber stamp. Hayden and Mills are using a steamroller. More power to them.

Since their appointments in 1995, the two have turned the state's educational establishment on its ear. They are setting standards — and high ones — where

none had existed for years.

When they caught the president and board of Adelphi University with their hands in the cookie jar, they tossed the whole bunch out. When thousands of City University-trained teachers failed state licensing tests, they issued a stern warning. Unless 85% of the teachers pass the licensing exam by 2001, the colleges will be barred from offering teacher education programs.

The message is loud and clear. Teachers must teach, students must prove they've mastered the basics and administrators are held accountable. It's the right formula for getting education back on track. Look at what's been accomplished already:

When schools continue to fail, they are given three years to shape up or face a state takeover. It's working. At the 87 worst schools in the city, 55.6% of

third-graders now read at the state's minimum level, a 10.4 percentage-point increase from last year. Still, three schools showed virtually no progress. Mills gave Chancellor Rudy Crew specific tasks and a timetable for accomplishing them. If those schools aren't fixed by next year, Mills says he will shut them down. Period.

By the fall of 2000, all entering ninth-graders will have to pass five Regents exams to graduate. That's real progress, considering that only 20% of city students graduated last year with a Regents diploma.

Mills has called for new teachers to be recertified every five years by taking exams to prove their skills. The Regents are expected to approve the change in September.

Of course, not everything that Mills and Hayden want is equally sound. The

plan for high school students to declare majors deserves a closer look, for example, as does allowing immigrants to take certain Regents in their native tongues. But these are small concerns in

the overall scheme of good things.

To those who remember when good schools were the rule rather than the exception, the new reforms may seem like a step back to the future. But in the

context of the last 30 years, this is revolution — with Hayden and Mills at the ramparts.■

80. New York Post

July 19, 1997

Ann Reynolds' achievement

Dr. W. Ann Reynolds, who resigned Thursday as chancellor of the City University of New York (CUNY) to become president of the University of Alabama at Birmingham, leaves a record of substantial accomplishment.

When she arrived in New York seven years ago, the CUNY system was in terrible shape: Academic standards had been in free fall for a generation, and some parts of the university had actually been turned into the private domain of professional race-baiters such as Professor Leonard Jeffries.

CUNY — as our readers know — is still a troubled system, with a long way to go. But Dr. Reynolds exits with the university a better place than she found it.

It's easy to make too much of the recent Hostos Community College scandal — the trustees wanted to deny diplomas to students who couldn't read and write basic English, and Dr. Reynolds sided with the students. But

— something that cannot be said of the system's previous two chancellors.

When Dr. Reynolds — who once headed the California state university system — came to town in 1990, she hit the ground running.

She helped institute the College Preparatory Initiative (CPI), designed to better prepare city high-school students to do college-level work; she also cracked down on remedial education in CUNY's four-year colleges, requiring that all such work be completed within one year, and she helped push Jeffries from his perch as chairman of the black studies department at City College, thus wiping an ugly blemish from the university's reputation.

this episode proved to be the final straw for Paolucci, Badillo & Co. They decided that the chancellor had reached the limits of her effectiveness — and thus her departure was inevitable.

We wish her the best. Dr. Reynolds

Beyond that, Dr. Reynolds began to force the system to live within its means — for example, by pruning redundant programs in the 21-campus, 200,000-student institution and by streamlining administration overall.

But times change. The election of Mayor Giuliani and Gov. Pataki — and their selection of more demanding trustees for CUNY — increased the pressure for reform.

The new board, led by Chairwoman Anne Paolucci and Vice Chariman Herman Badillo, eventually concluded that Dr. Reynolds wasn't pushing matters fast or far enough.

With some sadness, we must agree with this assessment.

did well by CUNY, especially early on, and we have no doubt that the University of Alabama at Birmingham will likewise prosper by virtue of her presence.■

81. New York Post

July 21, 1997

Clinton's racial extremists

The chairman of President Clinton's advisory board on racial issues, John Hope Franklin, slammed Clinton last Thursday for, in effect, preaching to the choir. The president had delivered a feel-good speech to the National Association of Black Journalists as part of his much-hyped race initiative; Franklin believes whites need to be lectured more instead: "The white side has been in control of virtually everything, so they're the ones who need educating on what justice and equality mean."

Judging by views floated by panel members, this white-side-vs.-our-side approach will characterize the "national dialogue on race" — which is already becoming a forum for anti-white

harangues and bizarre schemes that make quotas seem mild by comparison.

Take, for example, the innovative views of Angela Oh, a Los Angeles attorney who proves that Clinton's penchant for nominating lawyers with crazy racial schemes did not end with Lani Guinier and her idea of formally racialized elections.

Oh is a strong defender of affirmative action. Indeed, she has said critics of quotas are actually motivated by "a fear of competition" from favored groups.

But this is nothing compared to the idea she proposed at the seven-member board's first official meeting last Monday. She said that America needs to create a federal department to oversee racial issues. Her inspiration: the Orwellian

"ministries of unity" in Indonesia, where an authoritarian, one-party government relocates large groups of people from one part of the country to another to promote a national ethnic balance.

At a time when even the National Association for the Advancement of Colored People is re-evaluating its position on forced busing to integrate schools, it is astonishing that Clinton could pick such an extremist adviser.

It would be nice to think that Oh represented the lunatic fringe of the Clinton panel. But the expressions of chairman Franklin, the distinguished Duke University historian, suggest that Oh will not feel isolated with her far-out views.

Franklin has, in the past, launched

vicious and ugly assaults against Supreme Court Justice Clarence Thomas, calling him a "Judas" and accusing the jurist of selling out his own people. He has also denounced some of the nation's most serious commentators on racial issues.

The tragedy is that despite Franklin's

slaps at Clinton, the panel may have views not very much different from the President's.

Clinton's **Education Department**, unrelenting in its fight to advance quota policies, recently announced its opening of an "investigation" into whether the race-blind admissions policy adopted by

California's public graduate schools actually constitutes racial discrimination.

If the Clintonites succeed in reversing California's anti-quota policy, we can envision the proposed "ministry of unity's" slogan: "Fairness = Racism." ■

82. *Newsday*

July 21, 1997

CUNY's Challenge: Access and High Standards

Chalk up another casualty in the education wars. As chancellor of the City University of New York, Ann Reynolds struggled hard to balance two tricky and divergent goals - higher standards and easy accessibility. Now, amid a clamor on the CUNY board of trustees for more rigor, Reynolds has resigned. There is some cause for worry in all of this.

True, Reynolds often seemed happier as an advocate for her students than as someone intent on holding them to a higher level of performance. True, a recent imbroglio over English requirements at Hostos Community College was less than reassuring. Either the chancellor was unaware of the painfully low standards there or she

Can a tougher CUNY stay accessible?

looked the other way.

Just the same, Reynolds did come up with the innovative College Preparatory Initiative, which is starting to show results as it seeks to prepare high school students for a tough college curriculum. She has cut way back on the role of remediation in four-year colleges. And all the while, she has been an outspoken advocate for CUNY students, as Gov. George Pataki tried repeatedly to raise tuition and cut back student-assistance money.

The question now is: Do Reynolds' enemies among the trustees - i.e., Chairwoman Anne Paolucci and Vice Chairman Herman Badillo - share her commitment to a system that is accessible. That is the riddle the next chancellor

as well as competent? It's easy to raise standards if you just turn away students with less-than-stellar credentials. But that's wrong - and not just for do-gooder reasons.

With its student body of 208,000 - more than half of it foreign-born - CUNY at its best takes poor people and recent arrivals and turns them into middle-class Americans. That's good for them and good for the region. Badillo is right: A CUNY degree has to mean something. But the next chancellor must also understand, as Reynolds did, that students in this system face extraordinary obstacles.

must solve. ■

83. *Providence Journal-Bulletin*

July 19, 1997

Imperial Harvard

Boston and Providence have a lot more in common now that Harvard has revealed its heretofore secret acquisition of 52 acres in the working-class Allston neighborhood. For Boston homeowners/taxpayers, the news is nothing to celebrate. City Councilor Brian Honan, who represents Allston/Brighton, properly raised the concern that, despite Harvard's assurances, the property would soon be taken off the city's property tax rolls. University properties used for education are, after all, tax-exempt.

No wonder, then, that Mayor Thomas Menino wrote a furious letter of protest to Harvard President Neil Rudenstine. Tax-exempt institutions already own half of the city's land. And the Harvard purchase comes when Boston, like Providence, is struggling to pave its

roads, pay for new charter schools, and forestall hefty increases in property and other taxes.

Mayor Menino's letter focused on the embarrassing pittance that the university gives in scholarships and other donations to Boston high school graduates. For despite its \$9 billion endowment, Harvard ranks sixth among institutional givers of scholarships and other donations to the city. To quote Mayor Menino's letter: "Suburban Bentley College invests more in scholarship for Boston kids than Harvard, and Simmons College doubles Harvard's commitment." The mayor was referring to the fact that Bentley contributed in direct scholarships to Boston students \$885,985 in 1995-1996, while Harvard gave only \$704,312. Indeed, Northeastern University gave altogether in grants and

other free services to the city's students nearly \$10 million, Boston University \$6.7 million, Boston College \$5.5 million. Bentley, whose main campus is in Waltham, gave Boston \$1.14 million. Harvard's total, in contrast, was a mere \$1.35 million — from the world's richest university.

Harvard's latest mistake was the stealth purchase of 14 parcels for \$88 million from 1988 to 1994. To conceal the purchase from the public, Harvard employed real estate magnate Robert Beal to amass the land.

Little wonder that Harvard's director of public relations, Kevin McCluskey, apologized to the city. "For anyone to pretend there hasn't been a breach of trust, that's ridiculous," said Mr. McCluskey.

Mayor Menino rightly condemned the

"disrespect" shown to Boston by Harvard: "As a community surrounded by institutional neighbors, the people of Allston and Brighton are constantly besieged by institutional expansion issues. For Harvard University to suddenly reveal itself as the owner of numerous properties in Allston represents

the highest level of arrogance seen in our city in many years." Clearly, Harvard needs, in the words of its spokesman, "to repair the breach" by consulting with Allston residents on any plans for the properties. For a start, Harvard could waive its tax-exempt status for the 52 acres and contribute more scholarships

to the city's high school graduates.

Rich institutions that derive huge benefits from their tax-exempt status have a moral obligation to help out their communities as much as they can without compromising their core mission. Indeed, not to do so could end up risking their tax-exempt status in general. ■

84. Boston Globe

July 21, 1997

A call for kids

Summer ease and education combine nicely in dozens of sites operated by the Boston Parks and Recreation Department. While the Boston police get most of the credit for the downturn in youth crime and the schools absorb much of the budget, parks workers are creating real joys of inner-city living for Boston's young people.

"We've come a long way from gimp and face-painting in the park," says Laurie Ciardi, director of program development for the Parks Department. Just how far can be seen at the Courageous Sailing Center in Charlestown, where 900 youngsters will

Recreation and school officials are deeply concerned that only 30 percent of Boston's youths participate in an organized sport, as opposed to more than

receive free sailing instruction this summer on Boston Harbor. Or at Joe Porzio Park in East Boston, where the Boston Children's Theater conducts dance workshops for neighborhood children. Across town, at the William Devine Golf Course in Dorchester's Franklin Park, about 600 youngsters learned the basics of driving, chipping, and putting last week from Massachusetts Golf Association pros. Nearby at White Stadium, several of the city's finest school coaches operate a daily sports camp that includes instruction in baseball, basketball, tennis, and track.

City parks are great venues for the 80 percent of young people in the suburbs. A city summit on youth sports scheduled for the fall will provide a good forum for both City Hall and private

emergence of athletic and artistic interests. But the Parks Department needs to increase its efforts to reach Boston youths, some of whom languish at home while excellent recreation opportunities await just minutes away. Wider distribution of the Summer in the Parks brochure would help. But nothing will replace personal outreach into new immigrant communities and other underserved areas, which is difficult to accomplish without modest increases in the department's \$1.2 million program budget.

sponsors to augment the growth of young bodies and minds. ■

85. San Francisco Chronicle

July 21, 1997

Tax Cut Makes Sense, But Not Wilson's Plan

GOVERNOR WILSON really shook up the state budget negotiations last week by declaring that a \$1 billion tax cut should be part of the ultimate settlement. To strengthen his bargaining position, the governor tied the tax cut to a possible raise for state employees.

The howls from Democratic legislators were loud and immediate. They accused the Republican governor of foul play by adding a controversial issue to the already bogged-down talks. They also suggested the timing of the tax cut — it takes full effect in 2000 — was either cowardly or clever. (Cowardly because it would leave the governor's successor with a \$1 billion budget gap; clever because taxpayers would be realizing the savings just when Wilson might be making a run for the GOP presidential nomination).

Actually, the governor deserves praise

for forcing the tax-cut issue onto the table. In Sacramento, as well as in most city and county governments throughout the state, politicians are treating the surplus revenue produced by a booming economy as theirs to spend as they wish.

The size of this windfall is remarkable. The revised budget projections released in May showed that revenues would exceed original budget forecasts by \$960 million in 1996-97 and \$1.3 billion in 1997-98.

There are, naturally, strong pulls on this extra money. Under the Proposition 98 formula, the bulk of the new money will go to education, and California, which spends an average of about \$5,000 a year per student, remains about \$1,000 below the national average. Federal welfare reform could dump huge new costs on the state, and an array of programs were cut back or sacrificed

during the recession years.

"The quality of life in California is deteriorating because of overcrowding," said Senate President Pro Tem Bill Lockyer, D-Hayward, who vehemently opposes Wilson's tax cut plan.

A better use of the money, he said, would be "public investments" in freeways, schools and other projects that were deferred during the recession.

The question is not whether government was squeezed during the lean times. It was. But so were all the people who dutifully kept paying their taxes while cutting corners in their family budget, often at more draconian levels than those required of government agencies.

"There are," said Wilson, "many people out there who would welcome an extra \$330 in their checking accounts."

The Wilson plan would produce that

tax savings by reconfiguring the tax brackets. For example, under the Wilson proposal, a couple filed jointly would not reach the top tax bracket — 9.3 percent — until they reached \$74,442, instead of the current threshold of \$67,675. Taxpayers deserve a slice of this windfall too. And they should not have to wait as long as Wilson proposes.

One of the problems with Wilson's approach is that it relies on a UCLA Business Forecast that envisions

continued economic growth in the next five years. Such projects are always risky. If the economy stalls, the Wilson tax cut would leave the state in an even tougher predicament. It locks in the tax cut permanently and — again, courtesy of the Proposition 98 limitations

— assures that the brunt of the burden would fall on education.

To his credit, Wilson has crafted his latest plan to provide the greatest portion of the savings to middle-class taxpayers

— in contrast to some of his other proposals in recent years.

The task at hand for Democratic legislators is to work with Wilson to develop an alternative that softens the effect on education and provides nearer-term relief to taxpayers. Wilson, for his part, needs to remove the link to state employee raises.

It's time for both sides to stop posturing and end this budget impasse. ■

86. The Christian Science Monitor

July 21, 1997

City Sports

Eighty-Five percent of children who live in Boston suburbs participate in one sport or another. Other suburbs across the United States boast similar figures. Yet, only 30 percent of Boston city children participate in sports. In other cities such as Detroit the situation is more discouraging: Participation is only 10 percent.

Sports specialists describe this "sports gap" as a crisis. Their concern is understandable. As a parent/coach told

Part of the solution is more and better resources. But it also includes, as Boston Mayor Thomas Menino says, a substantial change in the way cities treat sports. We may be big professional sports fans, but too many children aren't given

the Monitor, participation in Little League (or Pop Warner football or youth soccer) brings children face to face "with being coached, having something expected of them, realizing that improvement is inherent in the game, and that effort is almost always rewarded." (And let's not forget fun.)

Playing sports also can help keep kids out of trouble. The Pop Warner leagues, for example, began in the late 1920s in Philadelphia when the lives of young the chance to do more than watch a game on television.

Mayor Menino pledges to set up a Youth Sports Congress to find solutions. That will include "bringing together all the programs we have in the city, to find

vandals were turned around by playing football. Youths who aren't involved in a positive activity like sports are more likely to get into trouble or spend the bulk of their time playing video games or watching TV.

Experts attribute the problem of too few city kids playing sports to a number of factors, including a drop-off in youth leagues and the deterioration of school sports programs, primarily in middle schools.

out ... where the shortages are." The mayor believes a 30 percent participation rate isn't good enough. We agree. He's right to try to figure out what's wrong. Other cities likely will take notice. ■

87. The Dallas Morning News

July 21, 1997

The new heroin

Texas battle lines should be more clearly drawn

Gloria Terrell has been fighting drug use among kids for as long as she can remember.

Ms. Terrell was a member of the drug-related service team at the Dallas Independent School District for years. A decade ago, she was one of the founders of Drug-Free Youth in Texas, a successful prevention program commonly known as "D-FY-IT." Currently, she's a social work professor at Eastfield College and substance abuse counselor.

Ms. Terrell has seen drug trends ebb and flow in this area. She's deeply disturbed by today's currents.

"My students at Eastfield talk about heroin," she said. "Many came from the Dallas schools. They say that smoking

rather than injecting heroin has made it more acceptable."

Ms. Terrell is convinced young people don't realize the consequences of heroin usage. "They see it as a downer to take after coming off the high from cocaine," she said. "That's really frightening to me."

Elzada Mays, program coordinator for the Alameda Heights Center in southern Dallas, agrees. "Heroin is coming on the scene," Ms. Mays said. "I'm very concerned about it."

Alameda Heights runs a drug intervention program for about 125 teenagers. Client privacy prevents her from discussing specific types of drug problems the youngsters have. "Let's just

say that we do see and hear about heroin," Ms. Mays said.

The re-emergence of heroin has happened so quickly it isn't even on questionnaires used to keep track of juvenile drug trends. The Texas School Survey of Drug and Alcohol Usage, which is the most authoritative source of drug information for public schools, asks no questions about heroin.

But Jane Maxwell of the Texas Commission on Alcohol and Drug Abuse said her agency is aware that heroin has become a more popular choice for young people.

Ms. Maxwell said the commission has received reports of children as young as 12 selling heroin in west San Antonio.

"The number of heroin overdose deaths in Bexar County has continued to rise," she said. "In 1992, there were 12 heroin overdose deaths. In 1996, there were 32."

The Dallas school district has more than a dozen programs aimed at educating students about the dangers of drugs. They run the gamut from programs that build students' self-esteem to the Drug-Free Youth in Texas project, which requires participants to undergo unscheduled drug testing.

The central theme is basically the same - that teenagers would not be so interested in using drugs if they had the

knowledge, leadership skills and peer and parental support to find better alternatives.

And, indeed, an impressive number of students take part in these efforts to develop character and change negative thinking.

In addition, Redirections, a school aimed specifically at Dallas students from the seventh through the 12th grade who have had problems with drugs, will open in the fall.

But with the emergence of drugs that can damage young people even more quickly, there have to be intervention as well as prevention programs in all urban

and suburban school districts in Texas.

Gloria Terrell believes that teachers need to be better educated about what to look for in youthful drug users. And the school districts must be willing to move in quickly with licensed chemical dependency counselors when they see a student has a problem.

Dallas school officials have developed a solid strategy for tackling gateway drugs such as marijuana and alcohol. But there's a new threat on the streets. School leaders, teachers and parents must be watchful and prepared to meet the challenge. ■

88. Richmond Times-Dispatch

July 21, 1997

The Chamber's 'Collaborative' Seeks to Help Area Youth

By Robert J. Grey, Jr.

The scene is the Oliver Hill Detention Home, the local jail for juveniles.

It's the close of a session in which a social worker has interviewed residents about ways to reach other troubled youth

I hope so, too. I want to help both girls. I haven't given up hope for either of them. I am convinced, moreover, that there are not only altruistic reasons to lend a hand to those young women, but clear-headed, self-interested business reasons as well.

Here's my perspective. The Greater Richmond Chamber of Commerce takes seriously its role as a catalyst for regional cooperation. We're working diligently on a number of fronts, including a dynamic economic development partnership; a comprehensive transportation plan for the metropolitan area; and public-private participation in a first-of-its-

kind welfare-to-workfare plan.

We've already seen good results thanks to these and other efforts by our regional partners and the business community. We can all be proud of landing Motorola-Siemens and Pittston, but more work needs to be done if we are to continue to attract first-rate, international companies.

MUCH OF that work will need to address serious quality-of-life issues that we ignore at our own economic peril. When Motorola-Siemens and Pittston considered the Richmond area, they echoed concern about two overriding issues: a commitment to maintaining good public schools and controlling

— young adults who, without such help, might end up behind bars, on drugs, or dead.

Just as the social worker prepares to leave, a 15-year-old girl — an unwed mother with a history of violent crimes crime.

We were able to persuade officials of those companies that we are willing to do everything in our power to address those issues. One way we hope to do so is through a Chamber program called the Community Collaborative for Youth (the Collaborative), which may be the most important initiative our region has ever undertaken.

Formed in 1995, the Collaborative was selected by the Robert Wood Johnson Foundation to receive a two-year planning grant to study how our diverse community can work together to confront perils to the health and safety of the youth in the city of Richmond and the counties of Henrico and Chesterfield. This grant was matched by our regional partners as a demonstration of their commitment to the initiative.

The initial research of the Collaborative showed that, despite some progress, our children all too often encounter threats to their future, including drugs, crime, illiteracy, and out-of-wedlock births. We have done an in-depth assessment of the problem, mapping out the resources for dealing with the threats. We are in the process of developing a collaborative approach to combat the threats. Our resources, we have learned, are many. There are a

— speaks up.

"It's pretty much all over for me," she says. "But I sure hope you can get to my little sister."

number of organizations and agencies that already provide counseling, tutoring, job training, and wholesome recreation for our young people.

We believe that the success of the initiative will depend on these groups working together. It won't be easy, but it is achievable. It means overcoming regional rivalries, facing racial concerns with strong leadership, and seeking common ground where we might once have felt none existed.

We have conducted meetings in local elementary schools and other public gathering places, held focus groups with at-risk youth, and begun a process out of which powerful messages can be developed. Together — collaboratively — we must mount an all-out assault on the forces that threaten our young people now and may threaten our entire region in the future.

The Collaborative will compete in September for additional funds from the Robert Wood Johnson Foundation. Five cities will receive these grants, which will finance for eight full years implementation of the plans the cities have developed. We are determined to be one of those cities, and you'll hear more from us as the time approaches.

WE WANT it known that our determination is not only a result of our

commitment to help youngsters like those in the Oliver Hill Detention Home.

Our resolve also represents a recognition of reality on the part of business leaders. These leaders understand that, if we want to attract

outside investment for decades to come, we must solve serious quality-of-life problems that manifest themselves today in immediate threats to our youth.

In time, if unaddressed, those problems will endanger our entire region.

Working together, we can solve them.

With your help, we will. *Robert J. Grey, Jr., is chairman of the Community Collaborative for Youth and the immediate past chairman of the Greater Richmond Chamber of Commerce. ■*

89. The Atlanta Journal-Constitution

July 21, 1997 Category: Opinion

City school board right to scale back preferences

Atlantans have seen of a lot of affirmative action programs created, but they haven't seen too many expire or get pared back, least of all voluntarily. So it's heartening to see the Atlanta School Board take unilateral steps to scale down a successful minority business enterprise program.

The school board's action reemphasizes the principle that affirmative action programs should provide a temporary leg up to disadvantaged businesses, and that once that break has been given, competition, not group preference, should rule the

But even in the absence of threats and requirements, we think the school system will continue to do significant business with black-owned firms because the last five years have given minority firms an opportunity to grow stronger and more

marketplace.

On Monday, the board voted 7-2 to free some contractors from rigid minority-participation requirements. The board took the action because of the overwhelming success of its five-year-old minority preference program.

In 1992, when the program started, the school system had contracted none of its \$488,000 in recent construction projects with minorities. Five years later, minorities could claim 35.5 percent of all construction work.

A Supreme Court decision requires local governments to prove that competitive. We'd even expect some partnerships between white-owned and minority companies to survive. Just because many were brought together under affirmative-action duress doesn't mean some partnerships haven't proved

group-preference plans are still needed to ensure minority participation. The board could have commissioned a study to justify more group preference; instead it hired attorney Rodney Strong to produce an honest assessment of the school board's successes.

Now the question is whether minority participation rates will remain high in the absence of a mandate. With Strong calling for a "vigilant investigation" of white-owned firms that drop minority subcontractors, no doubt they will.

profitable and lasting.

In the end, this study proves that there's no "discrimination" against minority firms in the school system. And in the absence of bias, there's no justification for preference. ■