

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:26-JAN-1998 14:15:00.00

SUBJECT: Clips

TO: sonya matthews (sonya matthews@EOP [UNKNOWN])
READ:UNKNOWN

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

TEXT:

Good afternoon. Here are today's news clippings.

*** *** ***

NOW AVAILABLE: The clips are also posted on the network under the
"EDNET News and Information" group. Look for the icon, "Education
News."

*** *** ***

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

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

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

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

the

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

To print a single story:

1. Copy the document into a directory by selecting (clicking) the attachment, press F2 (Save As), press "Selected Item," and enter a destination filename and path.
2. Open the file through WordPerfect and find the story you want.
3. In WP/Windows, press Ctrl-P, choose Current Page and print the item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a single page.

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

Jim Bradshaw

OPA

===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)
id <01ISU3B97EN4009D2B@PMDF.EOP.GOV>; Mon, 26 Jan 1998 14:15:50 -0500 (EST)
Received: from storm.eop.gov (storm.eop.gov)
by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01ISU3A6U8F400WE1P@PMDF.EOP.GOV>; Mon,
26 Jan 1998 14:15:00 -0500 (EST)
Received: from vader.ed.gov ([165.224.216.253])
by STORM.EOP.GOV (PMDF V5.1-7 #6879)
with ESMTP id <01ISU1XEQV9M000E5W@STORM.EOP.GOV>; Mon,
26 Jan 1998 13:37:13 -0500 (EST)
Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.216.37])

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

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

TEXT:

WPC*

2xBZ! Online clips cover page

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NATIONAL

1. USA Today
Afterschool plan to be unveiled
2. Associated Press
State of the Union
3. The New York Times
Suit on S.A.T. Security Settled
4. The New York Times
Lani Guinier Joins Faculty Of Law School At Harvard
5. Sacramento Bee
State may set U.S. path on bilingual ed
6. Associated Press
Supreme Court seeks government advice on student sex harassment
7. Associated Press
President's visit gets scrutiny, congressman says
8. The Christian Science Monitor
Trash the Calculator, It's Back to Basics in Britain
9. The London Telegraph
Successful 'boot camp' to close
10. The London Telegraph
Australians to sign 'Sorry Books' for Aborigines

TRADE

11. Chronicle of Higher Education (Academe Today)
Education Dept. Sues 2 Ohio Universities to Thwart Release of Discipline Records
12. Chronicle of Higher Education
IRS Ruling Will Aid PartTime Students Who Work at Their Colleges
13. Chronicle of Higher Education Education Dept. Sues 2 Ohio Universities to Thwart Release of Discipline Records
14. The Times Educational Supplement
France: Socialist action zones to be reborn
15. The Times Educational Supplement
Byers puts councils in hot seat
16. The Times Educational Supplement
Success with numbers all in the mind
17. The Times Educational Supplement
Labour set to tear up teachers' contract

LOCAL

18. San Antonio ExpressNews
Education official tells students to set sights on college
19. Houston Chronicle
Footnotes
20. Greensboro News & Record
READING PROGRAM DIRECTOR TO SPEAK
21. The Orange County Register
Prying eyes were watching UCI's library activist

22. The New York Times
Mayor Urges Separation of High Schoolers Past the Fifth Year
23. The Washington Post
Libraries Reflecting Suburban Diversity
24. The Washington Post
At Middle School Level, Private Versus Public Hits Home
25. The Washington Post
Garvey's New Leader Has an Attendance Problem
26. The Washington Post
In Classrooms, Good Walls Make Good Neighbors
27. The Washington Post
For the Young and Old, Lessons on Life, Death
28. The Washington Post
The Lessons, Legacy Of School Integration
29. The Washington Post
Becton Team Gets Mixed Report Card
30. The Washington Post
Control Board Sees a Need To Keep UDC
31. The New York Times
School Has Success Down to a Science
32. Seattle Times
Parents give minority students a boost
33. Seattle Times
Charter schools make grade in House; face test in Senate
34. Los Angeles Times
Bill to Fix Bilingual Education Pushed Before UnzVote
35. Baltimore Sun
Demographics are the downfall
36. Cincinnati Enquirer
Program achieves integration, but parents call it hardship
37. Hartford Courant
Judge reject claim of educational malpractice
38. Hartford Courant
Proposed Charter School Would Give Students Taste Of Democracy
39. Hartford Courant
State to hold public hearing on charter school proposals
40. Associated Press
D'Amato seeks to burnish education record in election year
41. The Columbus Dispatch
DEPARTMENT WANTS NAMES KEPT PRIVATE
42. Associated Press
Education Department moves to stop release of student records
43. Newsday
School 'Extension' Proposals Promised
44. Fort Worth StarTelegram
Consultants prepare to grade Fort Worth district

45. Austin AmericanStatesman

Children get help to overcome middle school's early terrors

46. Tulsa World

Don't Ask, Don't Tell

47. Newsday

Trouble for Teacher / Talked with class about being gay, says Sunnyside school official.

48. St. Petersburg Times

Fine line between diploma, dropout

49. Richmond TimesDispatch

U.Va. board discusses tailgating, students' drinking

50. Miami Herald

A test of standards

51. Atlanta JournalConstitution

School boards eyeing sales tax again

52. Atlanta JournalConstitution

Parents go back to school for kids' sake

53. Atlanta JournalConstitution

Making the grade: Sports eligibility may get tougher

54. Boston Globe

Umbrella group pitches to decentralize education

55. Asbury Park Press Education policy reflects realities

56. Boston Globe

Cellucci seeks \$8m for afterschool effort

57. Boston Globe

HOME ECONOMICS: PAYING FOR COLLEGE

Cramming for financial aid

58. Boston Globe

STUDENT LIFE AT ENGLISH HIGH

COMMENTARY

59. Houston Chronicle

High time for feds to get more involved in education

60. The New York Times

Whatever Happened to Recess?

61. The New York Times

Finding Qualified Teachers for the Dead Zone

62. The Washington Times

Education policy collision

63. The New York Times

Who Will Replace Teachers Who Fail the Test?

64. The Washington Post

Reviving The Fourth 'R'

65. Boston Globe

The state's education reforms are making things worse, not better

EDITORIAL

66. The Charleston Post and Courier

Approve school reform plan

67. The Raleigh News & Observer

Opening the books

68. Miami Herald
 Don't weaken the regents
 69. Richmond TimesDispatch
 Higher Apathy
 70. Tulsa World
 Demo School
 71. Newsday
 Making the Grade
 72. Philadelphia Inquirer
 The fair funding fight
 73. Philadelphia Inquirer
 Taming the tiger
 74. The Washington Times
 For D.C. schools: quality, not rubber stamps...
 75. The Washington Times
 ... for Virginia: a school report card
 Body type#\ PP#Tabs-storiesdPublication#W\ PP# 1. USA Today"Publication" #:
 \ P P#January 26, 1998

Subhead#[\ P!P# Capital RoundupSubhead#:\ P"P# Headline#\ P#P# After-school
 plan to be unveiledHeadline #:\ P\$P#

Vice President Al Gore and first lady Hillary Rodham Clinton today will unveil details for a \$2 billion public-private partnership designed to provide after-school care for 500,000 children a year. The five-year program, a dramatic expansion of a fledging federal initiative, is one of the policy initiatives slated to be part of President Clinton's State of the Union address Tuesday. The administration will propose spending \$1 billion over five years in federal grants that would be matched by schools, states or private organizations. The money would be used to provide after-school care "enriched" with tutoring or other educational programs, generally using public-school buildings. Afterschool care is in my view particularly important because the most common time for teen violence is between 2 and 6 p.m., Gore said in an interview Friday with USA Today. That's also the most common time for teen pregnancy, for drug use, for experimentation with cigarettes and for experimentation with alcohol. An estimated 5 million school-age children spend time as latchkey kids without adult supervision during a typical week. Susan Page, page A8n

Publication#W\ P%P# 2. Associated Press"Publication" #:\ P&P#01-26 8:34a

Headline#\ P"P# State of the UnionHeadline #:\ P(P#

By The Associated Press

A look at likely proposals in President Clinton's State of the Union address:

-Medicare benefits to people under 65 for the first time - 62 for early retirees, 55 for people who lose their jobs and their insurance. They could "buy in" early by paying monthly premiums of \$300 to \$400, the administration estimates.

-A patient bill of rights, insuring the right in managed-care plans to appeal decisions denying care or treatment. It would require doctors, hospitals and health plans to disclose information so consumers could compare their performance. And it would guarantee access to emergency room and specialists' care.

-Tax credits for small businesses that create pension plans for workers who lack them at present. Another provision would speed up vesting of 401(k) employer-matching contributions.

-Nearly \$22 billion in subsidies and tax breaks for millions of working parents struggling to arrange affordable child care. The package includes \$7.5 billion to expand the state block grant program that gives childcare subsidies to low-income parents and parents just leaving welfare. The increase would double to 2 million the number of children eligible for assistance by 2003.

-Increased spending for schools, including about \$7 billion for a teacher recruitment initiative, representing the first time the federal government would involve itself in the hiring of teachers. The proposal also includes at least \$5 billion to build or repair schools, largely in poor and rural areas. The Education Department warns that classrooms will become seriously overcrowded if new teachers aren't hired in the coming decade.

-A \$5 billion package of tax breaks and grants to encourage businesses to use clean

energy technologies to reduce the problem of global warming.

-Expand the Peace Corps to 10,000 volunteers in two years from its present 6,500.

-An early-intervention program to keep poor black and Hispanic students in high school and send them on to college. Clinton will request at least \$200 million to boost spending for bilingual education, education aid for migrant children and colleges with high enrollments of Hispanic students.

-A \$71 million increase in federal spending on food safety and inspection. It would bring total annual spending on food safety to \$817 million. Also, big spending increases for medical research.

-An additional \$70 million to fund 1 million work-study students by the end of the 1999-2000 school year.

Publication#W\ P)P# 3. The New York Times"Publication" #:\ P*P# 01/25/98Section: National Desk; Section 1; Page 26, Column 4

Headline#\ P+P# Suit on S.A.T. Security SettledHeadline #:\ P,P#
By The New York Times
The Educational Testing Service, which administers the Scholastic Assessment Test and other standardized tests, and Kaplan Educational Centers, a test-preparation service, have agreed to settle a lawsuit arising from Kaplan's covert attempt to demonstrate a potential security problem with the computerized Graduate Record Examination in 1994.

Kaplan sent 22 experts to nine cities to take the test by computer over several months in 1994. They memorized as many of the questions as they could, reproduced them and, seeing that some of the same questions were repeated in subsequent tests, showed that it was possible for Kaplan to reconstruct much of the test and, therefore, give future test takers the right answers.

The G.R.E. is the leading entrance examination for admission to graduate schools.

When Kaplan, whose headquarters are in Manhattan, alerted the testing service in Lawrenceville, N.J., about the vulnerability, the service reduced the number of times that the test was offered and sued Kaplan for copyright infringement, breach of contract and fraud.

In June, Judge J. Frederick Motz of Federal District Court in Baltimore dismissed most of the suit, but he ruled that a trial should proceed on the issue of copyright infringement.

In the settlement, Kaplan agreed that some of its actions had been inappropriate although not illegal and that it was entirely proper to have exposed a security problem with a national examination.

Kaplan also agreed that it would not try to reproduce any part of an Educational Testing Service examination and that it would pay the service \$150,000.

Publication#W\ P-P# 4. The New York Times"Publication" #: \ P.P# 01/24/98Section: National Desk; Section A; Page 12, Column 1

Headline#\ P/P# Lani Guinier Joins Faculty Of Law School At HarvardHeadline #: \ POP# By ETHAN BRONNER

Lani Guinier, one of the nation's most eminent and outspoken legal scholars on issues of race and sex, and whose nomination as Assistant Attorney General for civil rights was withdrawn by President Clinton in a political storm in 1993, has been named a professor with tenure at Harvard Law School, the first black woman to hold such a position there.

Ms. Guinier, a professor at the University of Pennsylvania Law School since 1988, is to take up her position this fall, adding yet another name to the growing roster of top black professors who have gone to Harvard University in recent years, including Henry Louis Gates, Cornel West and William Julius Wilson.

"What I'm really most excited about is joining a faculty in which other members don't shrink from speaking out publicly, particularly on issues affecting women and people of color," Ms. Guinier, 47, said in a telephone interview from her office in Philadelphia. "When Harvard speaks, the world listens. I feel the one real domain for leadership in the 21st century is the universities because the political arena has abdicated its responsibilities."

Ms. Guinier, known for postulating creative "some have called them convoluted"

solutions to racial problems, especially regarding voting rights, felt severely mistreated in 1993 when President Clinton nominated her to be the top civil rights official at the Justice Department.

As conservative opposition to her nomination mounted and she was derisively labeled a "quota queen," the President withdrew the nomination, after acknowledging that he had finally read some of her law review articles and found ideas in them that he could not defend.

Ms. Guinier asked for a chance to defend her writings publicly but was denied it. She and Mr. Clinton, who attended Yale Law School with Ms. Guinier and was a guest at her wedding, have not spoken to each other since then.

Yesterday, after announcement of the appointment was made by Robert Clark, the dean of Harvard Law School, Ms. Guinier was praised heartily by many colleagues there, including Charles Fried, a former top Justice Department official in the Reagan Administration who had opposed Ms. Guinier's appointment to the Justice Department.

"In the field of voting rights, Lani is a fundamental thinker," said Mr. Fried, who is now a justice of the Supreme Judicial Court of Massachusetts. "I opposed her nomination to the civil rights post because she was quite committed to a preferential system in hiring, promotions and set asides. That's not the way I think things ought to be going."

The number of minority and women faculty members at Harvard Law School was an issue of fierce contention during the 1980's when the school was ideologically riven and often known as Beirut on the Charles.

In 1990, Derrick Bell, the first full-time black professor at the law school, led a protest against the fact that no minority women had been granted tenure at Harvard Law School.

After two years of declining to serve on the faculty, he was dismissed and now teaches at New York University Law School. Reached yesterday, Mr. Bell declined to comment on Ms. Guinier's appointment.

In addition to Ms. Guinier, there are now 5 black members of the Harvard Law faculty, all men, and 11 women, all white, a situation that has eased tensions considerably within the faculty.

Mr. Clark, in announcing Ms. Guinier's appointment, said he expected it to help the school attract other top scholars of diverse backgrounds, including more women of color.

In a telephone interview, Mr. Clark spoke of a "cascading effect in which established scholars want to come to a place if a nucleus is established."

Ms. Guinier has also focused in recent years on how women are educated. She has argued that new models of education for women must be found. The real question, she has said, "is whether women will get ahead simply by imitating men."

She is the author of books including "The Tyranny of the Majority: Fundamental Fairness in Representative Democracy" (Martin Kessler/ Free Press, 1994) and has as a book due out in April, "Lift Every Voice: Turning a Civil Rights Setback into a New Vision of Social Justice" (Simon and Schuster).

For Ms. Guinier, a graduate of Radcliffe College, the appointment represents a closing of a circle. Her father began attending Harvard College in 1929 but, as a black man, faced numerous problems, including segregated dormitories and a refusal to help him with financial aid. He had to leave Harvard after two years but returned triumphantly years later as the first chairman of Afro-American studies. He died in 1990.

Ms. Guinier's husband, Nolan Bowie, a professor of communications at Temple University, will take up a senior fellowship at the John F. Kennedy School of Government at Harvard, also in the fall.

Publication#W\ P1P# 5. Sacramento Bee"Publication" #:\ P2P#January 26, 1998

Headline#\ P3P# State may set U.S. path on bilingual edHeadline #:\ P4P#
By Janine DeFao
Bee Staff Writer

California's June ballot measure to virtually eliminate bilingual education is the most drastic reform yet proposed in the nation, but the Golden State is not alone in debating how best to educate the country's 3.2 million children who are not fluent in English.

Bilingual education advocates say millionaire Ron Unz's English for the Children initiative "which would replace native language instruction with one year of English instruction" would send California backward in a country in which bilingual programs are growing in number and acceptance.

But critics believe California voters will send a message that could spark the end of programs nationwide that they say fail to teach children English soon enough, if at all.

"After the initiative in California passes, and we think it will pass, you will see a national debate beginning on the issue, and we think other states will follow suit," said Tim Schultz, spokesman for U.S. English, an advocacy group promoting the English language.

Already, the debate is under way in several states.

Denver Public Schools, for instance, are attempting to limit to three years the length of time a student can receive some instruction in his native language, commonly called bilingual education. School officials there also face a federal civil rights challenge over their existing bilingual program " a scenario some say could be repeated in California if the initiative passes.

Massachusetts, too, debated a three-year time limit last year, but it stalled in the Legislature.

Meanwhile, schools in places where trade with Mexico and Latin America is prevalent " such as Florida and Texas " are under pressure from business leaders to ensure that children not only learn English but also maintain an ability to speak, read and write Spanish.

Typically, bilingual programs are considered "transitional," meaning instruction in a child's first language is phased out once the child masters English well enough to join the mainstream.

But the term "bilingual education" is sometimes used to describe a variety of approaches for teaching limited-English-proficient students. They include programs that aim to teach a student two languages to those that use native-language instruction to keep a child on par academically while learning English to those that use all or primarily all English instruction to teach English.

Only about one-third of limited-English students nationally are in programs that use native-language instruction, comparable to the percentage in California " which educates some 40 percent of the nation's limited-English students, according to Jim Lyons, executive director of the National Association for Bilingual Education. About two-thirds of such

students live in four states: California, Texas, New York and Florida.

There is no federal mandate for bilingual education (native-language instruction). While the U.S. government spends about \$262 million each year on educating limited-English students, that money funds various approaches.

But the education of children not fluent in English remains a civil rights issue.

A 1974 U.S. Supreme Court decision, *Lau v. Nichols*, found that placing non-English-speaking students in regular classrooms violated the equal protection provisions of the 1964 Civil Rights Act and said special assistance must be provided to give them access to the regular school curriculum.

The U.S. Department of Education's Office for Civil Rights uses a three-prong test to determine if a school district's program meets the federal requirements:

The program must be recognized as educationally sound or considered a legitimate experimental strategy. It must be effectively implemented, including adequate staff and resources. And, the program must be evaluated to show it is successful in overcoming students' language barriers.

If the Unz initiative passes, California school districts could find themselves locked in a battle with the Office for Civil Rights if bilingual advocates argue that the new system fails to meet the federal criteria.

That is the current state of affairs in Denver. The case has been referred to the U.S. Justice Department, and Denver Public Schools risk losing their \$30 million in federal funding, 10 percent of their total budget.

Meanwhile, school officials in Denver are trying to change the program in con-

ntion to
one in which the goal would be to shift limited-English students to mainstream classrooms
after three years.

"Eight years is too long a time to pick up the new language (English)," said Denver
Public Schools spokesman Mark Stevens. He said some students were spending
their entire
school careers learning their core subjects, such as math and science, in Spanish. Nearly
five-sixths of Denver's limited-English students speak
Spanish.

But Stevens said Denver's proposal pales in comparison to the changes in the Un
z
initiative.

"Everybody looks to California to see what's coming. That's cutting edge, but some of
us think that goes too far. (Using) native-language instruction is common sense" to keep
students caught up in other subjects while they learn English,
Stevens said. "To get rid of native-language instruction and talk about immersion for everybody is pretty cold."

A three-year time limit on bilingual education also was debated last year in Massachusetts
after it was proposed by then-Gov. William F. Weld and endorsed by
the state's education
commissioner and board of education.

"I really feel pretty strongly on this point, that we owe it to the kids to get
them in and
get them out," Weld said in June.

But the proposal died in the Legislature, where lawmakers questioned whether if
it would
run afoul of federal civil rights laws.

Educators in Miami are headed in the opposite direction, trying to determine not only
how to teach Spanish speakers English, but how to do it without stripping them of Spanish
skills.

The debate in Dade County has moved beyond the emotionalism and cultural arguments that often surround bilingual education. Instead, business leaders are telling educators that their programs have failed to produce graduates who are sufficiently bilingual to fill jobs in a city considered the gateway to Latin America.

"It's a serious problem. It's an apparent bilingualism, but when it comes to jobs we are rejecting people because their Spanish is so poor," said Dario Gamboa, senior vice president for Visa International's Latin America and Caribbean division. Gamboa chairs a task force of the Greater Miami Chamber of Commerce seeking to raise awareness about the importance of bilingualism.

He said many job candidates speak "Spanglish" — a mix of English and Spanish — and cannot write correctly in Spanish. His office even has trouble hiring secretaries, unless they find recent immigrants who speak and write both Spanish and English.

The Miami-Dade County Public Schools responded this year by adding 38 "developmental bilingual" programs to the 10 already in operation, said Lourdes Rovira, the district's executive director of bilingual education and foreign languages. The programs aim to preserve and build on a child's native language as the child becomes proficient in English.

About 14 percent of district students are limited in English and more than half speak Spanish.

In Texas, too, proximity to a Spanish-speaking country makes bilingualism an asset, said Mara Medina Seidner, director of bilingual education for the Texas Education Agency. Mexico is the state's largest trading partner.

Bilingualism "is valued by an increasing number of both Hispanic and English-speaking parents," she said.

The Houston school district, the state's largest, recently decided to implement developmental bilingual education. And the Ysleta schools in the El Paso area " visited recently by officials from the Sacramento City Unified School District " have the goal that all students will graduate with facility in two languages.

Delia Pompa , director of the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs, said bilingual education nationally is "alive and very well. The numbers are growing. The number of kids is growing who have those needs."

But critics hope the Unz initiative will sound the death knell for bilingual education in California and that the ripple effect will spread far beyond.

"We think the national press is going to pick up on it and people across the country, especially immigrants, are going to see the absurdity of not teaching children English as quickly as possible," said U.S. English's Schultz.

Publication#W\ P5P# 6. Associated Press"Publication" #:\ P6P#01-26 11:24a

Headline#\ P7P# Supreme Court seeks government advice on student sex harassment
tHeadline #:\ P8P#
By RICHARD CARELLI
Associated Press Writer

WASHINGTON (AP) - The Supreme Court today asked the Clinton administration whether it thinks the nation's educators violate a federal law if they don't stop students from sexually harassing other students.

The court wants to hear from Justice Department lawyers before deciding whether to review the issue in a Georgia case. The government's reply could take months.

A federal appeals court barred a lawsuit against a Georgia school district and

school
officials over the harassment a girl received from a fellow fifth-grader

The 11th U.S. Circuit Court of Appeals ruled by a 7-4 vote last August that peer sexual harassment by students does not violate a federal sexual-equality-in-education law known as Title IX of the Education Amendments of 1972.

Aurelia Davis sued the Monroe County school board and two officials over a five-month "barrage of sexual harassment and abuse" her daughter LaShonda allegedly endured from a fellow fifth-grader at Hubbard Elementary School in Forsyth, Ga., in 1992-93.

The boy, identified in court papers as G.F., allegedly touched LaShonda's breasts, rubbed against her suggestively and repeatedly told her he wanted to have sex with her.

The lawsuit stated that LaShonda and her mother reported each incident to school officials but that G.F. was never disciplined. The boy pleaded guilty to sexual battery after Mrs. Davis complained to the county sheriff.

The lawsuit against the school board said that the harassment caused LaShonda's grades to fall and had a debilitating effect on her mental and emotional well-being. It noted that in April 1993 her father found a suicide note she had written.

The Supreme Court ruled in 1992 that sexually harassed students may collect monetary damages from their schools and school officials under Title IX. But that ruling involved a teacher accused of harassment.

The justices previously have left intact two appeals court rulings in cases from Texas that blocked Title IX lawsuits based on a student's harassment of another student.

In the Georgia case, a federal trial judge threw out Mrs. Davis' lawsuit but a three-judge panel of the 11th Circuit court reinstated it.

The full appeals court once again dismissed the lawsuit, ruling that Congress never intended Title IX to be applied to such sexual-harassment cases.

The Supreme Court already is studying a Texas case in which it is expected to clarify just when school districts are legally responsible for teachers' sexual misconduct.

In a series of decisions, the court has ruled that on-the-job harassment can violate a separate federal anti-bias law known as Title VII of the Civil Rights Act of 1964.

The justices are expected to decide by July in a Louisiana case whether on-the-job sexual harassment can be illegal when the harasser and victim are the same sex. They also will use a Florida case to decide when employers may be held responsible for the misconduct of an employee's supervisor.

In the appeal acted on today, lawyers for Mrs. Davis said the legal principles on sexual harassment under Title VII should apply to Title IX as well.

The case is Davis vs. Monroe County Board of Education, 97-843.n

Publication#W\ P9P# 7. Associated Press"Publication" #:\ P:P#01-25 0:24a

Headline#\ P;P# President's visit gets scrutiny,
congressman saysHeadline #:\
P<P#

MILWAUKEE (AP) - President Clinton's proposed visit to Wisconsin has special importance because of allegations about a sexual relationship with a White House employee, a congressman says.

The Monica Lewinsky matter is "going to cast a shadow on what he's doing," Rep. Ron

Kind, D-Wis., told the Milwaukee Journal Sentinel.

"Everything he does now is going to be seen within this context," he said.

Kind represents western Wisconsin's 3rd Congressional District where La Crosse is preparing for a four-hour visit Wednesday from Clinton and Vice President Al Gore.

Prior to the Lewinsky publicity, the La Crosse schedule and a stop in Illinois were described as opportunities for the president to make follow-up remarks after his State of the Union address Tuesday to Congress.

"Not that I have heard," White House spokesman Mike McCurry said Friday in Washington, D.C., when asked whether the publicity would affect the trip's plans.

"I think he is very much looking forward to that," McCurry said. "He's done that after all of his State of the Union addresses."

Clinton "is conscious of these questions on the minds of the American people and he wants to provide the answers that they no doubt seek.

"Obviously we'd be better off if we could do that prior to Wednesday when he takes this trip."

La Crosse Mayor John Medinger said he heard Education Secretary Richard Riley as well as Gore would accompany the president aboard Air Force One.

It would be Clinton's first Wisconsin visit since 1996 when he campaigned in Milwaukee and De Pere for re-election.

Kind aide Mike Fahey said Clinton chose La Crosse for post-State of the Union comments because of the reception he received in the Mississippi River community during a campaign visit with Gore in 1992.

Publication#W\ P=P# 8. The Christian Science Monitor"Publication" #:\ P>P#Jan
uary 26, 1998

Headline#\ P?P# Trash the Calculator, It's Back to
Basics in Britain Headline
#:\ P@P#
Alexander MacLeod
Special to The Christian Science Monitor

LONDON " Not since former Vice President Dan Quayle added an "e" to the spelli
ng
of potato has a politician faced such embarrassment in a school classroom.

When Britain's Minister for Educational Standards Stephen Byers was asked recen
tly in
a radio interview to multiply eight by seven, he replied: "I think it's
54."

When told the correct answer is 56, the man charged with ensuring that British
schoolchildren sharpen their math skills and improve their spelling and grammar
tried to
make the best of the situation.

"This is a lesson to us all," he said. "I will spend an hour tomorrow refreshin
g my
memory and learning my times tables."

Mr. Byers may have plenty of company. In a "back to basics" campaign, Prime Min
ister
Tony Blair has ordered sweeping changes to Britain's school curriculum th
at will require
millions of children to spend at least two hours each day on th
e "three R's."

"There has been a sharp decline in numeracy in recent years," Byers says, "and
much the
same is true of spelling, grammar, and syntax." He has ordered teacher
s to ensure that
children memorize arithmetic tables and that reading and writi
ng are taught using traditional
methods.

In the United States, where curriculum has been seen as predominantly a state a
nd local
responsibility, a movement is under way to set up national standards a
nd tests to measure
reading and arithmetic skills at Grades 4 and 8. A recent r

report showed that more than half of students in urban schools in America are failing to master basic skills in reading, mathematics, and science.

But such US standards are unlikely to be adopted until at least 2001. Meanwhile, Britain is moving ahead now.

Calculators for children under 8, for example, have been banned. "Instead," Byers says, "pupils will be expected to be able to do calculations in their heads. Calculators can come later when the children can rely on their own mental skills."

Schools also have been told to do more "whole class" teaching, with pupils facing the teacher instead of sitting around tables in small groups.

In returning to a more traditional classroom philosophy, the government is acting on advice from educator David Reynolds of Newcastle University, head of a government-appointed task force.

In tests of 11-year-olds, 62 percent currently pass the standards in arithmetic. Byers says the government wants the figure to be 75 percent by 2002. And it wants to raise the percentage of students passing achievement tests in spelling, reading, and writing to 80 percent, compared with 57 percent now.

A key to the government's plan will be a new curriculum for training teachers. Sources in the Education Ministry say less stress will be put on subjects such as history, geography, art, and music, and greater emphasis on math, grammar, punctuation, and spelling.

A leaked copy of the document also says teachers must develop in pupils "a sense of literary tradition."

Some 200 "literacy coordinators" are to be appointed throughout Britain to advise schools

and make sure that teachers are adopting the new methods.

The approach marks a sharp departure from "progressive" education. Since the 1960s, heavy emphasis has been put on developing pupils' imagination and social awareness rather than traditional achievement.

In a letter sent recently to 20,000 primary-school head teachers, Education Secretary David Blunkett wrote, "For too long, too many primary-school teachers have been prevented from giving literacy and numeracy the attention they deserve because the national curriculum has lacked the very clear focus on the basics, which is crucial in primary education."

He added: "It is no surprise that so many pupils leave primary school ill-equipped in the 'three R's.' "

Teachers' unions support the reforms. But some leading educators warn that simply requiring that more time be spent on numeracy and literacy is not enough.

Nicholas Tate, head of a government-appointed authority in charge of the school curriculum, says the key is "to make better use of the time already allocated."

"We need to have a curriculum which offers flexibility so that teachers and pupils can work on areas of learning that require special attention," he says.

Mr. Tate recalls that before World War II, when learning the three R's was emphasized, literacy and numeracy levels were far from satisfactory. "The educational levels of military conscripts in 1939 vividly illustrated this fact," he says.

Other experts agree that to achieve its goals, the government will have to make certain that classroom time is used effectively.

In a recent report, the government-funded Office for Educational Standards said that on average 10 percent of the day in primary schools was wasted on activities such as registration and moving between classes.

Publication#W\ PAP# 9. The London Telegraph"Publication" #:\ PBP#January 23, 1998

Headline#\ PCP# Successful 'boot camp' to closeHeadline #:\ PDP#
By Philip Johnston,
Home Affairs Editor

BRITAIN'S first "boot camp" for young offenders is to close slightly more than a year after it opened and despite evidence that the regime is working.

The military-style establishment at Colchester, Essex, will shut on March 31 after ministers decided that it was too expensive to operate.

However, an independent appraisal of the camp completed for the Home Office just before Christmas and obtained by The Telegraph, suggested that the concept was proving beneficial.

"Every young offender interviewed said they were fitter, healthier, more confident about themselves," said the study. "The majority found drill and exercise challenging. Others disliked it but felt it was doing them good . . . They appreciated the discipline and structure of the day."

Offenders said that their confidence was boosted by improved educational achievement and they saw the regime as "rehabilitative".

However, the high price of running the camp appears to have swung the Government against keeping it open. In a Commons written answer, Joyce Quin, Prisons Minister, said the annual cost per place at Colchester was 31,300 - twice as much as for a conventional Young Offenders Institution. It was also 9,000 more than another "experimental", though

non-military, centre at Thorn Cross, Cheshire, which is to stay open.

The boot-camp concept was imported from America by the last Government. It was prompted by evidence that conventional institutions had failed to bring down the rate of reoffending and was designed to reform teenage criminals who failed to respond to other types of correction. Labour and the penal affairs lobby disliked the idea from the outset and the camp also struggled to find young offenders tough enough to withstand the regime. Since it opened last February, 66 offenders aged 17 to 21 have passed through the programme, of which 32 had been successfully discharged and four had failed.

Offenders were expected to get up at 6am, to ensure their rooms were spotless, carry out drill, and undertake physical training and education before going to bed at 10pm.

Miss Quin said the regime "has encouraged positive changes in attitudes among young offenders but the available evaluation has not supported the contention that it has been more effective in preventing re-offending than other initiatives."

However, the internal study prepared by Dr Kate Painter, of Cambridge University's Institute of Criminology, compared the boot camp favourably to conventional Young Offender Institutions, where a typical day involved being locked in for long periods, leading to boredom and depression.

One Colchester inmate was quoted as saying: "Don't close it. It is giving people a chance to change."

Publication#W\ PEP# 10. The London Telegraph "Publication" #:\ PFP#January 23, 1998

Headline#\ PGP# Australians to sign 'Sorry Books' for
AboriginesHeadline #:\
PHP#
By David Rennie in Sydney

AUSTRALIANS are to be asked to sign "Sorry Books" apologising for their country's ill-treatment of its Aborigines.

The books, to be placed in towns and cities nationwide, will then be bound and handed to Aborigine leaders in local ceremonies on the first "National Sorry Day" to be held in May.

The books are the idea of a coalition of government human rights and Aborigine agencies, community groups, trade unions and churches, and will be launched next Monday, Australia Day, in Sydney.

Apologies are expected to focus on the "stolen generation", the thousands of mixed-race children forcibly removed from their families to be raised as white in a programme lasting for 150 years until the early 1970s. In what was felt were the best interests of such children, the authorities destroyed many of the records detailing who their real parents were.

"National Sorry Day" will be held on May 26, exactly a year after the tabling in the Australian parliament of a national inquiry into the forced removal programme. The inquiry's report, Bringing Them Home, recommended instituting a day of national apology. Many of the "stolen children" who gave evidence to the inquiry said they would value such an event.

Organisers hope the civic ceremonies of "National Sorry Day" will allow police, municipal authorities and churches to apologise for the parts such organisations played in the forced removal programme. The federal government refuses to apologise for the programme, apparently for fear of sparking a wave of claims for compensation.

Publication#W\ PIP# 11. Chronicle of Higher Education (Academe Today)"Publication" #:\ PJP#January 26, 1998

Headline#\ PKP# Education Dept. Sues 2 Ohio Universities to Thwart Release of Discipline RecordsHeadline #:\ PLP#By KIT LIVERLY

The U.S. Department of Education on Thursday sued Ohio State and Miami University to prevent them from releasing campus disciplinary records containing students' names to The Chronicle.

The lawsuit, filed in U.S. District Court in Columbus, Ohio, seeks to find the two universities in violation of a federal privacy law for releasing student disciplinary records, with names intact, without prior permission from the students involved. The department also seeks a preliminary injunction to prevent the release of more records with names intact while the lawsuit is adjudicated.

Education Department officials said they had gone to court to protect the privacy of students whose names might appear in disciplinary files as victims or witnesses of crimes.

Said LeRoy S. Rooker, director of the department's Family Policy Compliance Office: "We really saw this as irreparable harm that could be done to students that have a legitimate expectation that the confidentiality and privacy of their judicial records will be protected. I'm not talking about the alleged perpetrator, but the victims and witnesses."

The Chronicle requested the documents in July, after the Ohio Supreme Court ruled that records from campus disciplinary proceedings were not "education records" under the federal Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment.

The court ordered Miami, a public institution, to release records from disciplinary proceedings to the university's student newspaper, which had sued for access to the information. Journalists in many states have been pushing for access to campus-crime reports, arguing that they provide essential information about the extent of crime on campuses and the effectiveness of university judicial systems.

stems.

In August, Mr. Rooker wrote Miami's president, James C. Garland, that the disciplinary records did qualify as "education records" under the federal law. The letter added that colleges would violate the law if they released records that might identify students.

FERPA prohibits colleges from disclosing "personally identifiable information derived from education records" without the consent of the student involved. The court documents filed last week by the Education Department say that education records are "broadly defined to include 'those records, files, documents, and other materials which " (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution.'"

But the Ohio Supreme Court applied a much more narrow definition of "education records," saying that disciplinary documents were not covered, but were subject to the state's open-records law. "For potential students, and their parents, it is imperative that they are made aware of all campus crime statistics and other types of student misconduct in order to make an intelligent decision of which university to attend," the decision said.

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student newspaper's request, which would allow the university to delete the names, Social Security numbers, and college identification numbers of students before releasing the records. Mr. Rooker added, however, that the department disagrees with the Ohio court's finding that disciplinary records are not education records under FERPA. He said Education Department officials hope the federal courts will clarify that issue.

Miami appealed the Ohio court's ruling to the U.S. Supreme Court, but in December the Justices refused to hear the matter, allowing the state-court ruling to stand. Shortly afterward, the two universities fulfilled part of The Chronicle's request for two years' worth of records by mailing copies of records for November 1995 and November 1996. The records contained names and addresses but not Social Security numbers, which had been deleted because Ohio laws not affected by the state-court ruling prohibit their release.

After The Chronicle asked for the remaining records from those two years this month, the department decided to sue to prevent the universities from disclosing them. The Chronicle wanted to see the names in case it was necessary to contact victims or the accused to assess the fairness of the proceedings. The Chronicle also notified the universities that it has a policy of not publishing the names of victims of sex crimes without their consent.

Mark Goodman, executive director of the Student Press Law Center, called the lawsuit "shocking and irresponsible" because the Ohio Supreme Court has already ruled that the records in question are not covered by the Buckley Amendment.

Publication#W\ PMP# 12. Chronicle of Higher Education"Publication" #:\ PNP#January 26, 1998

Headline#\ POP# IRS Ruling Will Aid Part-Time
Students Who Work at Their Colleges
Headline #:\ PPP#
By DOUGLAS LEDERMAN

WASHINGTON

Students who are employed by their colleges do not have to pay Social Security taxes if they are enrolled at least half time, the Internal Revenue Service ruled this month.

The decision, which reverses the I.R.S.'s only previous public statement on the subject, could bring refunds worth millions of dollars to colleges that have withheld the tax from the wages of work-study students who attend classes part time.

The I.R.S. ruling, Revenue Procedure 98-16, clarifies a provision in the federal tax code that exempts students and their employers from paying Social Security taxes when the students are employed by the college they attend.

The law exempts "a student who is enrolled and regularly attending classes," but it does not define how many courses a student must take to qualify. Until 1993, many colleges had interpreted it to cover anyone enrolled in at least one class.

In general, employers and employees each must pay a tax of 7.65 per cent, which includes money for Social Security and Medicare. The tax is known as the Federal Insurance Contributions Act, or FICA, tax.

In 1993, in a case involving Oakland University in Michigan, the I.R.S. issued a "technical advice memorandum" saying that to be exempt from paying the tax, a student must take at least 12 credits of courses and must not be employed for more than 20 hours a week. College officials referred to this as the "12/20 rule."

The memorandum did not set a legal precedent, but I.R.S. agents across the country used it as a guide as they audited colleges. And some colleges began adapting their policies to comply with the stance taken in the memorandum, even though they considered it to define "student" far too narrowly.

For three years, a group of about 30 universities, known as the Student FICA Coalition, has lobbied the agency to adopt a broader definition of the student exemption. This month's ruling provides it, exempting from the tax any undergraduate or graduate student who is enrolled at least half time, no matter how many hours he or she works.

Students cannot qualify for the exemption if they are considered "career employees," however. The I.R.S. defines career employees at colleges as people who are eligible to participate in their institution's retirement plan or who receive reduced tuition from their college (other than teaching and research assistants who qualify for tuition remission under Section 117[d] of the tax code).

Bertrand M. Harding, a Washington lawyer who represents the FICA coalition, said I.R.S. officials wanted the career-employee provision because they worried that the exemption might be sought by full-time college employees who were seeking degrees from their institutions on the side, such as an assistant controller earning a master's degree in business administration. "Virtually all schools agree that that person shouldn't be eligible for the FICA exemption, and most don't permit people like that to qualify," Mr. Harding said. "But the I.R.S. wanted a safeguard."

Mr. Harding and business officers at several colleges said they needed to examine the I.R.S. ruling more carefully before assessing its full impact. But the lawyer's initial impression, he said, is that the I.R.S. "came out pretty much right in line" with what the colleges had sought.

Because the ruling does not specify an effective date, it applies retroactively. As a result, said David R. Fuller, a lawyer in the Washington office of the Chicago law firm McDermott, Will, and Emery, which represents dozens of colleges on tax issues, institutions that have been using a more-restrictive standard for

r paying their work-study students can now seek
refunds for up to four years' worth of FICA payments that they and their students have made.

"I think there are millions of dollars out there" available for refund from the government," Mr. Fuller said. "It's just a matter of universities' assessing how much they've withheld, and whether it's enough to make it worth the effort."
n

Publication#W\ PQP# 13. Chronicle of Higher Education"Publication" #:\ PRP#January 26, 1998

Headline#\ PSP# Education Dept. Sues 2 Ohio Universities to Thwart Release of Discipline RecordsHeadline #:\ PTP#
By KIT LIVELY

The U.S. Department of Education on Thursday sued Ohio State and Miami Unive
rsities to prevent them from releasing campus judiciary records containing students' names to The Chronicle.

The lawsuit, filed in U.S. District Court in Columbus, Ohio, seeks to find the two universities in violation of a federal privacy law for releasing student disciplinary records, with names intact, without prior permission from the students involved. The department also seeks a preliminary injunction to prevent the release of more records with names intact while the lawsuit is adjudicated.

Education Department officials said they had gone to court to protect the privacy of students whose names might appear in disciplinary files as victims or witnesses of crimes.

Said LeRoy S. Rooker, director of the department's Family Policy Compliance Office:
"We really saw this as irreparable harm that could be done to students that have a legitimate expectation that the confidentiality and privacy of their judicial records will be protected.
I'm not talking about the alleged perpetrator

r, but the victims and witnesses."

The Chronicle requested the documents in July, after the Ohio Supreme Court ruled that records from campus disciplinary proceedings were not "education records" under the federal Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment.

The court ordered Miami, a public institution, to release records from disciplinary proceedings to the university's student newspaper, which had sued for access to the information. Journalists in many states have been pushing for access to campus-crime reports, arguing that they provide essential information about the extent of crime on campuses and the effectiveness of university judicial systems.

In August, Mr. Rooker wrote Miami's president, James C. Garland, that the disciplinary records did qualify as "education records" under the federal law. The letter added that colleges would violate the law if they released records that might identify students.

FERPA prohibits colleges from disclosing "personally identifiable information derived from education records" without the consent of the student involved. The court documents filed last week by the Education Department say that education records are "broadly defined to include 'those records, files, documents, and other materials which " (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution.'"

But the Ohio Supreme Court applied a much more narrow definition of "education records," saying that disciplinary documents were not covered, but were subject to the state's open-records law. "For potential students, and their parents, it is imperative that they are made aware of all campus crime statistics and other types of student misconduct in order to make an intelligent decision of which university to attend," the decision said.

Colleges that violate the law risk losing federal funds, but Mr. Rooker has said repeatedly that the department has no intention of withdrawing such support.

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has a policy of not publishing the names of victims of sex crimes without their consent.

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Publication#W\ PUP# 14. The Times Educational Supplement"Publication" #:\ PVP
#January 23, 1998

Headline#\ PWP# France: Socialist action zones to be
reborn Headline #:\ PXP#
Subhead#[\ PYP# Jane Marshall reports on a minister's new attempt to
help depr
ived children - nearly 10 per cent of the
nation's totalSubhead#:\ PZP#

France's 500 education priority zones are to be relaunched 15 years after they were set up to help children in deprived areas.

Schools minister Sgol/ne Royal last week unveiled plans to pay teachers more to stay longer in their posts, to cut the size of the biggest zones, and to ensure that all two-year-olds have a place in a nursery school.

The zones d'education prioritaires (ZEPs) were introduced in 1982 by Socialist education minister Alain Savary, and have generally helped disadvantaged pupils catch up with their more fortunate peers.

There are 563 zones, catering for nearly 10 per cent of pupils - 1.2 million children in 6,000 mostly primary and lower secondary schools.

Zones are determined by factors such as an area's unemployment and immigration rates, and parents' qualifications. Most are in run-down urban areas on the outskirts of large cities. ZEP schools have smaller classes, extra support staff, more experienced teachers and budgets nearly three times higher than those of ordinary schools.

But ministers say that the zones were neglected by the previous centre-right government, and the new prime minister Lionel Jospin promised to revitalise them.

Last week Mme Royal announced that local and national debates on the ZEPs would take place between now and June, and presented to the cabinet her main proposals for the relaunch, due to start in selected areas in September 1998. They include:

- * encouraging zone teachers to stay longer in their posts. While they already receive bonuses and other perks, the minister will discuss with teaching unions ways of further improving career prospects and working conditions in recognition of their skills.

- * blurring the boundaries to develop networks between zone schools and those just outside. The biggest ZEPs - such as one in Marseilles which covers 10,000 pupils - will be divided into several smaller ones, "on a more human scale", to cater for about 2,000 children.

- * making available Fr20 million (2m) to provide free books and other reading matter for children from poor families.

- * reinforcing the links between ZEP schools and families, and twinning city and rural schools.

The minister also called on local authorities which are partly responsible for financing and running nursery schools to ensure they provide places in the zones for all two-year-olds.

"Experience shows that early schooling is a major determinant for success," she said.

Mme Royal also wants more weight given to language. "Half the problems in arithmetic are due to lack of understanding of what is said," she said.

Each ZEP will also be required to produce, in consultation with its chief education

tion
officer, a "contract" outlining its aims and standards, by which its achievements and failures will be analysed.

Publication#W\ P[P# 15. The Times Educational Supplement"Publication" #:\ P\P
#January 23, 1998

Headline#\ P]P# Byers puts councils in hot seat Headline #:\ P^P#Subhead#[\
P_P# The school standards minister told a shocked
education officers' conference that local authorities
are now to be inspected once every five years. He also

said it would not be a 'joyous experience'. Nicolas
Barnard reports.Subhead#:\
P`P#

Local education authorities are to be inspected more frequently than schools as
the
Government puts added pressure on councils to deliver its school improvement
agenda.

The Office for Standards in Education and the Audit Commission have been told to
move
to a five-yearly cycle of local authority inspections.

Inspectors had embarked only this month on a programme of inspecting 12 authorities
per year. But that would have meant some authorities avoiding scrutiny until as late as 2012.
There will now be 30 inspections a year from 2000.

The announcement was made at the end of the week that inspectors moved into the
first
authorities in the new cycle of statutory inspections and comes as OFSTED switches to a
six-yearly cycle of school visits.

It also demonstrated Labour's continuing predilection for announcing uncomfortable
measures to local authority audiences Stephen Byers, the school standards minister, broke
the news at last weekend's annual conference of the Society of Education Officers in
Harrogate.

It provoked an audibly sharp intake of breath among delegates still rattled by

the
Government's invitation to the private sector to run education action zones
, made at the
previous week's North of England conference.

Inspectors are to work up to the five-year cycle - 30 authorities a year by 2000. Mr Byers
said up to six local authorities would be added to this year's schedule of 12; inspectors
would visit 24 next year and move to 30 the year after.

He admitted it would not be a "joyous experience" for those under the microscope, but
said "we will all be judged" - schools, authorities and ministers.

His speech, closing the Harrogate conference, contained much praise for the work of local
authorities, and a pledge that the Department for Education and Employment would work
more closely with officers.

Crucially, he said he believed authorities "can add value to what schools do" - a view
delegates suspect is not held by everyone in the DFEE and its quangos. However, if it was
intended to calm nerves, it failed. Indeed, it seemed to leave an unspoken threat hanging.

"I believe the measures in the [Schools Standards and Framework] Bill will allow education authorities to write themselves back into the script as far as education is
concerned. But the Government will not do it for you," Mr Byers said.

"The means to do it will be in the legislation but you will need to show you can take on
the heavy burden of helping your schools to raise standards.

"I'm confident that many authorities will be able to do that," he said - leaving some
delegates wondering what would happen to the rest.

It followed an even more salutary warning by the DFEE's permanent secretary Michael
Richard. In an earlier speech he said local authorities must trumpet their success "to the
centre of Government" - an implicit reminder that Tony Blair is

ow has his sights set on local government.

Some delegates, too, were uncomfortable or even insulted by Mr Byers' defence of Labours welfare reforms - in some ways the most passionate part of his speech. Some even viewed it as emotional blackmail as he told them the reforms were vital "to free up money for education and health" and fulfil Labour's pledge of increasing spending in those areas year on year.

He called it a "courageous stand". One delegate's response was: "Doesn't he realise that poverty is one of the main causes of the problems we face?"

Action zones remained one of the major talking points of the conference, reflecting an unease many delegates felt over the part the Government expects them to play in its standards crusade.

Philip Hunter, the incoming president of the society, said many authorities were enthusiastic and willing partners, aware of the need to modernise, eager to get to grips with the problems facing education and relieved to have a Government that saw them as a partner (the money helps too). Or as another senior local authority officer put it after griping about elements of the minister's speech: "But thank God it wasn't Stephen Dorrell."

Local authorities know they are on trial but in Harrogate an uncertainty seemed to remain about exactly what the Government wants them to do. The target is clear enough: 80 per cent of 11-year-olds at level 4 literacy by 2002.

But how they are expected to get there seemed to many ill-defined. And yet, as they prepare education development plans and action zone bids and await inspection, there is a growing suspicion they will be judged not only on results but on process. And that could prove the true test.

Publication#W\ PaP# 16. The Times Educational Supplement"Publication" #:\ PbP
#January 23, 1998

Headline#\ PcP# Success with numbers all in the mindHeadline #:\ PdP#Subhead#
[\ PeP# The Government's numeracy task force says children
should learn to cou
nt in their heads first. Nicholas
Pyke reports.Subhead#:\ PfP#

British children should learn to count in their heads before they tackle formal
paper-and-pencil maths, says this weeks preliminary report from the Government
's
numeracy task force.

The influential group of academics and teachers believes pupils need a much str
onger
emphasis on mental arithmetic, including times tables and number games. T
hey also want
more class discussion and whole-class teaching.

But there will be no return to 1950s methods, says the group responsible for de
veloping
a national strategy. Chairman, Professor David Reynolds, said he was "
exasperated" by
headlines promising Victorian teaching.

There is more official concern about maths than any other curriculum subject in
Britain.
In a major international study, published last summer, 14-year-olds f
rom England and Wales
came only tenth out of 17 comparable countries.

The Government has promised that 75 per cent of 11-year-olds will be reaching t
he
appropriate standard for their age in national curriculum tests, level 4, by
the year 2002. It
has also promised that all pupils would be at this level by
the end of a second term in office,
2007.

Figures from last summer's tests show that 62 per cent are meeting the standard
. The
report steers schools away from concentrating on the middle- ranking achi
evers those within
easy range of this target. Schools will be obliged to publis
h figures on pupils who are
struggling.

Professor Reynolds, from Newcastle University, said the report was "a watershed in maths education" because of the consensus it achieves. Its members include academics from liberal and conservative wings of maths opinion. Many of the recommendations match those of the Government's literacy task force, which were published in the autumn.

There will be a national maths strategy, costing about 50 million; numeracy training for heads, governors and teachers; summer schools in maths; a national year of mathematics in 2000; and a numeracy hour in schools.

The report gives teachers a surprising autonomy. It acknowledges that different pupils in different settings, particularly those in disadvantaged areas, need different sorts of teaching. The document has been released for consultation with a final report due before the summer holiday. The strategy would be implemented from 1999.

The National Association of Head Teachers and the National Association of Schoolmasters Union of Women Teachers warned it would create more unwanted bureaucracy.

There is evidence that the approach is already popular with teachers and schools, says the report, as the National Numeracy project is getting 100 calls a day asking for help and materials.

The task force recommends:

- * Training for heads, governors and maths co-ordinators;
- * A daily maths lesson of between 45 and 60 minutes;
- * Training for primary teachers on methods including: oral and mental work; devoting more time to interacting with pupils; understanding different types of classroom organisation; detailed lesson planning; assessing pupils progress;
- * An action plan to raise standards of numeracy developed by each primary school, including targets for improvement and staff development;
- * Greater emphasis on oral and mental work in the national curriculum;

- * Involvement in UNESCO's World Mathematical Year 2000, creating a national climate in which maths is seen as enjoyable;
- * Summer numeracy schools and exploration of ways in which secondary schools can build on primary work;
- * Homework guidelines for parents;
- * Measures to ensure that education bodies emphasise numeracy;
- * Research on innovative maths programmes already in place.

Publication#W\ PgP# 17. The Times Educational Supplement"Publication" #:\ PhP
#January 23, 1998

Headline#\ PiP# Labour set to tear up teachers'
contract Headline #:\ PjP#Sub
head#[\ PkP# Ministers want a more flexible workforce, report
Nicolas Barnard
and Frances Rafferty. Subhead#:\ PIP#

Ministers want to do away with the national teachers' pay and conditions contract in an attempt to create a more flexible workforce, The TES can reveal.

Schools in education action zones deprived areas being targeted by the Government are to be used as a test bed for new contracts. Teachers could be paid more for working longer hours and personal contracts could be on the agenda.

Stephen Byers, school standards minister, said last weekend that it was time to replace the contract imposed on teachers in 1987 with one that reflected the demands of Labour's drive to raise standards.

This drive will not be limited to failing schools in action zones. Mr Byers said 40 per cent of schools were coasting and they would prove hardest to convince of the need to rise to the challenge.

He said there could be more money for teachers prepared to sign up to a new agreement. But it would only be possible to squeeze more out of the Treasury if the Department for Education and Employment could demonstrate results. Education action zones, announced two weeks ago, will be given the freedom to set new pay and conditions for teachers, partly to entice staff into areas where recruitment

It is often difficult. One county education chairman told The TES that his authority's bid would mean negotiating longer hours for teachers.

But at the Society of Education Officers annual conference in Harrogate last weekend, Mr Byers indicated Labour's thinking was to use zones to introduce much wider-reaching reforms. "I want zones to pilot new ways of thinking as far as teachers conditions go, he said. If we put extra demands on teachers to work in the evening, early in the morning, at the weekend, they must be rewarded and treated as professionals. If we can have a more professional teachers contract it will be a price worth having for the increased pay for the individual teachers prepared to sign up."

Under the 1987 Teachers Pay and Conditions Act now in force, teachers are required to work an annual 1,265 hours, teaching for 190 days a year with five days for in-service training.

But Government initiatives including summer literacy schools and homework clubs have already been judged a success, and there is a growing body of opinion which wants to extend the school day and even the school year. That has created pressure to reform teachers contracts which has been reinforced by the action zones.

The Government expects resistance, and unions indicated this week they would get it. Even before the extent of the Government's plans was known, the National Union of Teachers was threatening action over zones, saying it would only support bids if teachers organisations were consulted and if national pay and conditions applied.

But Labour is unlikely to adopt a conciliatory attitude towards the unions from which it has distanced itself since taking power. Mr Byers told the SEO he had been alarmed by teachers defensiveness. That might be the legacy of 18 years under the Tories, he said, but

they needed to regain their self-confidence.

"The present teachers contract was actually imposed in 1987 at the height of action and was massively opposed by teachers then. Now we are talking about changing contracts, teachers are the first to defend it. We need to take them through the argument, and say isn't there a better contract we can develop for the late 1990s?" he said.

Mr Byers also announced that authorities were to be inspected every five years by the Office for Standards in Education and the Audit Commission. Inspections will increase from 12 to 30 a year by 2000. LEAs will therefore be scrutinised more often than schools, which are to be visited every six years.

Publication#W\ PmP# 18. San Antonio Express-News"Publication" #:\ PnP# 01/23/98; Edition: Metro; Section: Metro; Page 01B

Headline#\ PoP# Education official tells students to set sights on college
Headline #:\ PpP#
By Jeanne Russell
Express-News Staff Writer
PORTLAND - U.S. Secretary of Education Richard Riley urged high school students to set their minds on college in a pair of town-hall meetings at South Texas high schools.

This region's educational woes have fallen under the national spotlight in recent weeks.
Riley's trip to Portland and McAllen was billed as a follow-up to President Clinton's Rio Grande Valley visit Jan. 9, when he delivered a similar stay-in-school message.

And Clinton is expected to comment on a new national report on Hispanics dropping out of school in his State of the Union speech Tuesday.

"Education beyond high school has never been more important than it is today," Riley told about 750 students at Gregory-Portland High School.

He took questions from a panel of students and community members, launching into

o
detailed explanations of scholarships and grants for college, national standards and charter schools.

Students gave the nation's top education official better-than-passing marks, praising his substantive replies.

"In the beginning when he was telling jokes I thought he would be just another old man,"
said Catherine Polinard, a 14-year-old Gregory-Portland freshman. "I was impressed with the way he could answer questions so quickly without thinking."

Some have speculated that the administration's sudden interest in South Texas represents political payback to Congressman Ruben Hinojosa, D-Mercedes, rather than concern about one of the nation's most impoverished regions.

Hinojosa was among a group of Democrats who sided with the president against party leadership on trade legislation.

But aides to Hinojosa, who sits on the House Education Committee and the Hispanic Caucus, have insisted that this administration "gets" the educational difficulties facing South Texas, a region troubled by double-digit unemployment and a pre-college dropout rate of nearly 50 percent.

Riley expressed dismay at the Hispanic dropout rate, higher nationally than for any other ethnic group.

"It's just a tragedy for any child to drop out of school," Riley said.

This concern resonated with South Texas high school students who worried about paying for college.

"It was about our future," said 18-year-old Erika Buentello of Alice. "It's about helping

us through college - those of us who don't have the money."

"Especially Hispanics," added her friend, Sheila Martinez.

The event was carefully choreographed, with Riley's advance team instructing high school administrators on stage decorations and requiring that the questions be sent to Washington before the town-hall meeting.

But most audience members said they didn't mind the event's canned political feel.

Gregory-Portland Principal Judith Richard said she appreciated the secretary's detailed list of grants, scholarships and tax credits for college.

Publication#W\ PqP# 19. Houston Chronicle"Publication" #:\ PrP# 01/25/98; Edition: 2 STAR; Section: STATE; Page 2
Headline#\ PsP# FootnotesHeadline #:\ PtP#
Staff

"In the beginning when he was telling jokes I thought he would be just another old man.

I was impressed with the way he could answer questions so quickly without thinking" -

Catherine Polinard, a 14-year-old Portland high school freshman, on Education Secretary Richard Riley's visit to her school last week.

Publication#W\ PuP# 20. Greensboro News & Record"Publication" #:\ PvP# 01/25/98; Edition: CITY; Section: PEOPLE & PLACES; Page 6

Headline#\ PwP# READING PROGRAM DIRECTOR
TO SPEAKHeadline #:\ PxP#

Carol Hampton Rasco, senior advisor to Secretary of Education Richard W. Riley and director of the America Reads Challenge, will speak at Greensboro College 1:30 p.m. Tuesday in Cowan Building Lecture Hall. She will address students in the teacher education program as well as other Greensboro College students and faculty.

The event is open to the public.

Rasco will share an overall view of the America Reads Challenge, give a legis

lative
update, review cutting-edge literacy research, explain how to get involv
ed in the America
Reads Challenge and debut plans to develop America Reads Chal
lenge summer reading sites
in each state.

The America Reads Challenge encourages Americans to identify what role he or sh
e can
play - professionally and personally - to help all children learn to read
well and
independently by the end of the third grade.

Rasco served for the past four years as assistant to the President for Domestic
Policy and
directed the President's Domestic Policy Council, which consists of
Cabinet Secretaries and
heads of domestic agencies.

A native of Arkansas, Rasco worked as President Clinton's chief policy advisor
in the
Arkansas Governor's office for 10 years, serving as senior executive ass
istant. From 1985
through 1992, she was also Clinton's liaison to the National
Governor's Association, while
he served as chairman as well as lead governor on
welfare reform, child care and health care
reform.

Before joining Clinton's staff in 1983, Rasco worked as a volunteer in Arkansas
with arts
organizations, disability advocacy groups and the United Methodist C
hurch.

Rasco received the bachelor's degree from the University of Arkansas and earned
a
master's degree from the University of Central Arkansas.

For more information, contact Judy Cheatham, professor of English, at (336) 272
-7102.n

Publication#W\ PyP# 21. The Orange County Register"Publication" #:\ PzP# 01/2
5/98; Edition: MORNING; Section: NEWS; Page A01

Headline#\ P{P# Prying eyes were watching UCI's
library activist Headline #:\
P|P#Subhead#[\ P}P# Daniel Tsang battled the CIA for keeping a file on
him, a
nd the agency backed off.

Subhead#:\ P~P# By KIMBERLY KINDY

The Orange County Register

When the editors of magazines such as Covert Action asked the CIA whether the agency was spying on them, the spooks said: Don't worry. We're spying on Daniel Tsang instead.

Tsang is a University of California, Irvine, librarian.

No spy, no terrorist, just a 48-year-old guy who occasionally does dangerous things such as indexing articles for magazines that espouse the idea that spying on U.S. citizens is wrong.

Tsang's fight against the CIA caused the agency last month to change its Web site statement that the agency is "expressly prohibited by Executive Order" from spying on Americans. Now it says that in some instances the CIA will spy on U.S. citizens "if there is a reason to believe that an individual is involved in espionage or international terrorist activities." The CIA admits Tsang isn't.

Which brings us to who Daniel Tsang is.

The librarian started his career in 1978 on a U.S. Department of Education grant that paid him to travel the country by Greyhound bus. His task: to infuse college and university libraries with publications that advocated views not found in mainstream books and periodicals.

One magazine the federal government paid him to distribute was Covert Action.

"It is funny," Tsang said. "That's what I've found with the federal government. The right hand never knows what the left hand is doing."

Before it was all over, Tsang sued the CIA to get a copy of the file they were keeping on him, and got them to back off.

Tsang admits that from the start he wasn't a quiet, bookish librarian. He was, and is, a librarian activist.

He indexed the contents of Covert Action and several other magazines that contend that the CIA and FBI often spy on U.S. citizens, in violation of the law. He then wrote a story for a library journal in 1979, encouraging other librarians to subscribe to the publications.

Three years ago, the CIA paid \$46,000 to settle his case, and Tsang learned that his journal article was the first item in a file that tracked his writings for more than a decade.

Tsang believes that his relationship with magazines that aimed to shut down the CIA made him a target, but just why they tracked him for so long remains a mystery.

"I have always believed they were trying to get rid of these magazines, and I was just at the edges and was pulled in," Tsang said.

The CIA will not discuss Tsang's case, but in its settlement agreement the agency promised to expunge his file and to stop tracking him _ unless he becomes a spy or engages in other kinds of international crime.

His CIA file shows that the government also was interested in Tsang's other writings, including his founding of Gay Insurgent magazine, which from 1979 to 1981 fought for the rights of gays and lesbians.

Several pages in his file refer to "attachments" he never received. What he has is frequently covered with black lines. Even his first name is blacked out.

"The CIA cited national security as the reason," said Tsang's attorney Kate Martin, referring to the blacked-out passages. "It's their mantra for why they don't release information. They say, 'If we tell you what we have, you'll figure out how we got it. You

will know the sources and methods we used.' "

Tsang leads a spartan life. Drives a Volkswagen Golf economy car. Lives alone in a small beachside townhouse, where visitors listen to his collection of anti-war songs.

There are a few pieces of simple IKEA furniture. Rows of bookshelves that reach the ceiling are packed with books and magazines _ many of them about the CIA and FBI.

Louis Wolf, co-founder of Washington, D.C.-based Covert Action, said he spent the last 20 years researching how the CIA operates _ and that Tsang has gotten much further than most.

"It's his tenacity that has carried him this far," said Wolf, who believes the CIA also has a dossier on him, but has failed to secure it.

"The CIA is not supposed to collect files on Americans, and Dan Tsang's case, of course, was a landmark case that nailed them down doing just that," he said.

When Tsang arrived at UCI in 1985, he was heading a national group of librarian activists who work to get alternative literature onto library shelves.

Tsang, who is openly gay, went to work immediately stocking UCI's shelves with items from small publishers, with a particular concentration on homosexuality and Asian culture.

Students call him the "alternative librarian."

"If you are looking for research materials that aren't mainstream _ he's the person to turn to," said Wilson Chen, a UCI graduate student who studies English.

"He's very accessible and is an incredible resource."

Tsang's first battle with the federal government over files was funded by a \$2,

000 state

grant. He requested and, little by little, got FBI files that reveal how the agency tracked the gay movement in the 1960s and '70s.

His most startling find? A 1969 poster, and a copy of orders to circulate it, from FBI Director J. Edgar Hoover that promoted a contest called Pick the Fag.

The winner was promised 500 rolls of red toilet paper for correctly guessing which 1960s radical on the poster was gay.

"They tried to gay-bait anti-war leaders. They tried to imply they were homosexuals to discredit them," Tsang said.

Tsang's list of activist work at UCI and in Orange County continued to grow.

In the early '90s, he persuaded the library to hire more employees from minority groups after a UCI report revealed that Asian-American students were being mistreated by some library staff.

In 1993, eager to seize everyone's attention, he started a radio show, "Subversity," a name blending subversive and university _ airing from 5 to 6 p.m. Tuesdays on KUCI/88.9 FM.

Although his voice is calm and low, the topics _ from legalizing prostitution to setting up gay clubs at high schools _ sometimes rile listeners and have made Tsang a target of death threats.

"The purpose is to discuss issues that some people might feel uncomfortable about ... so that we all deal with them," said student Grant Peterson, who went on "Subversity" to talk about his recent work co-founding the Gay-Straight Alliance at Los Alamitos High School.

Tsang also helped start the Asian-American studies program at UCI, which this y

ear
turned into a full-blown major. In 1993 he formed AWARE, Alliance Working for Asian Rights and Empowerment, which helped three Garden Grove teen-agers win a harassment lawsuit against local police.

The officers had stopped and photographed the youths — two of them honor students — in a strip mall police called a gang hangout. AWARE still helps kids who think they are unfairly tagged as gang members.

Tsang no longer uses a Greyhound to spread the word of the offbeat literature he wants the world to know. "He is really a remarkable person," said Marc Alexander, an attorney who squashed a judge's attempt to get Tsang to turn over notes from a free-lance article about a Laguna Hills man who was beaten by assailants who thought he was gay.

"He operates in so many different arenas," he said. "He's a scholar. He's a librarian. He's an activist. He's a radio talk-show host. He's a writer. I would describe him as a friend of the underdog."

Not everyone is so positive. The CIA for years saw him as an enemy and feared that the magazines Tsang supports could harm the agency, his file shows.

Mention Daniel Tsang's name to the CIA Public Affairs Office, and they don't have to look for his file.

"I know who you're talking about," said CIA spokesman Tom Crispell. "There was an oversight on the Web site. We've updated it now. We don't dispute that we did this after we got a call from Mr. Tsang's attorneys."

Tsang never wanted the government to spy on him, but if they were going to do it, he wishes they had been better biographers.

"It was a waste of money, and they didn't find out much about me," he said, leaning back.

ing
through his file. "They weren't very good at it. I read through this and a
ctually was quite
disappointed."n

Publication#W\ PP# 22. The New York Times"Publication" #:\ PP# 01/26/98Section
n: Metropolitan Desk; Section B; Page 3, Column 1

Headline#\ PP# Mayor Urges Separation of High
Schoolers Past the Fifth YearHea
dline #:\ PP#
By NORIMITSU ONISHI

Mayor Rudolph W. Giuliani said yesterday that high school students who do not
graduate
within five years should be transferred to a separate program that wou
ld give them more
time to obtain their diplomas.

Earlier this month in his State of the City address, the Mayor criticized the B
oard of
Education's practice of allowing students to stay in high school until
age 21. But yesterday,
for the first time he brought up the idea of creating a
program specifically for students who
take longer than the standard four years
to graduate from high school.

"People who can't complete high school in five years should then go into
a high school
extension program, rather than having high schools in which you h
ave 21-year-olds and
13-year-olds, which creates enormous educational problems,
" Mr. Giuliani said after
delivering remarks at a morning meeting of the River
dale Jewish Community Council in the
Bronx.

The Mayor said educators would have to work out the details of the high school
extension program, though he added that he would elaborate on it when he presen
ts the city's
preliminary budget on Thursday. Any proposal would require the ap
proval of the Board of
Education. The Schools Chancellor, Dr. Rudy Crew, has be
en in "very serious dialogues
with the Mayor over this issue in recent months,
" Chiara Coletti, a spokeswoman for Dr.
Crew, said yesterday.

Earlier this month, the Chancellor hinted at what shape such a program might ta
ke when,
following the Mayor's address, he raised the possibility of formally c
reating a system that

would extend schooling to the 14th grade for some students. It is an idea that President Clinton has also mentioned.

Mr. Giuliani said earlier this month that students who have been in high school for five years could pursue their education at night or on weekends, as a way of "psychologically and emotionally" preparing for "the real world of work." The city currently offers some classes at night and on weekends, but it is not clear whether a high school extension program would expand on these programs or offer something new.

Carol A. Gresser, the board member from Queens, said yesterday that it was too soon to comment on any plans. But she said that any program should also offer older students internships or part-time jobs.

The latest Board of Education statistics available show that more than 34,000 students are in high school beyond the normal four years. For example, in the class of 1993, which numbered almost 60,000 students, 19,574 stayed to their fifth year, 9,379 until the beginning of the sixth year and 5,117 until the beginning of the seventh year.

"More of our students are graduating with diplomas, but there are more and more of them graduating after six and seven years," Ms. Coletti said.

The Mayor's comments on a high school extension program were in keeping with his recent call to raise standards at the public schools, which he reiterated yesterday. He pressed for the end of open enrollment at the City University system, which would make its six community colleges virtually the only ones in the country without open admissions. And he also said that the school year should be extended to 200 days from 180 days.

Many of the Mayor's proposals would require approval or money from Albany, but he said that putting a high school extension program into effect could be done by using money

that would have otherwise been used to educate older high school students.

"The purpose of this would be to shift the funding to where it would do the most good," he said.

Publication#W\ PP# 23. The Washington Post"Publication" #:\ PP# 01/26/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# Libraries Reflecting Suburban DiversityHeadline #:\ PP#Subhead #[\ PP# Fairfax Centers Serve Readers From Babies to Businesses

Subhead#:\ PP# By Patricia Davis Washington Post Staff Writer

At the Pohick Regional Library, in the heart of Fairfax County's baby belt, a gigantic Paddington Bear looms overhead, the shelves are heavily stocked with picture books, and library programs for preschoolers as young as 18 months old have waiting lists.

It's a different world over at the county's Woodrow Wilson Library. A Nicaraguan dance troupe is practicing in a meeting room, Vietnamese fiction is hot, and the branch manager is applying for a grant to buy books in 10 more languages, including Farsi and Urdu.

Inside the Tysons-Pimmit Regional Library, it's all business. Surrounded by 22 million square feet of office space, the library has Fairfax County's only extensive real-estate collection, a business specialist on the payroll, and a steady parade of business suits.

Libraries have become mirrors of Washington's increasingly diverse suburbs.

With less public money in many of their budgets and more patrons to satisfy, librarians are striving harder to cater to different reading tastes and needs in each community.

"It's a never-ending challenge for us as public funds shrink," said Elizabeth Waller, the branch manager at Pohick library. "To do that, you find out who your

audience is."

The Washington area's public libraries are among the busiest in the nation, according to the American Library Association.

Last year 70 percent of Fairfax residents had library cards, and the rate was 80 percent in the District and 86 percent in Montgomery County " all well above the national average of 55 percent.

At Pohick Regional Library, the busiest of Fairfax County's 19 libraries, it's not unusual for patrons to check out the maximum 50 books at one time, or for parents " snapping up "10 Tips on Raising Lifelong Readers" " to get their toddlers their own library cards.

"Both kids are avid readers," said Anne Ledwith, 36, who, along with her husband, Paul, 34, was recently juggling 40 books they had just checked out at Pohick, most of them for their two children, Julia, 7, and Ryan, 3.

To figure out what people want to read, library officials carefully monitor the latest demographic data, conduct user surveys and examine their circulation numbers to see which books are checked out the most.

Readers have become more worldly in many ways, said Kay Ecelberger, chief of collection development for Montgomery's public libraries.

Instead of readers seeking books on various world religions as a reference material, "now you have populations in your community that practice those religions," she said. "We have many more cultural traditions. We need to respond to that."

What people like to read most in Fairfax is a real mystery. Lots of them. Nonfiction also moves quickly, particularly books about home improvement, travel, the Civil War, soccer coaching and anything to do with computers.

Fairfax residents are not only well-read, they're also good listeners, with a huge demand for recorded books "even if they don't have geographically long commutes," said Julie Pringle, coordinator of collection management. "They have traffic backups."

When you get down to the branch level, tastes start to diverge.

"The in-depth books sort of define the Martha Washington Branch," Pringle said of the county's Alexandria branch. "It has a lot of retired people, very well-educated people, many former government workers. They do lifelong learning."

In contrast, library officials have spotted a "baby belt" that includes Springfield, Burke, Fairfax Station, Chantilly and Centreville, based on such factors as picture-book circulation. The Reston Regional Library also has a large circulation of picture books, and its preschool programs start at an even younger age than Pohick's " 13 months.

The community that Pohick serves has a high concentration of large families, so the library has added "multiple-sibling" preschool programs aimed at holding the attention of children from 1 to 5 years old.

"They really do cater to children," said Laurie Rosen, 29, who was recently attending a "Marvelous Mittens" program at Pohick with her 2-year-old daughter, Samantha. "It's very child-friendly."

The Pohick branch's "Homework Center" is a big draw for older children and their parents. Through a special arrangement, area schools fax homework assignments to the library even before students get them, Waller said.

The library then stocks the center's 14 shelves with related books and periodicals for use in the library only, so that "the kid who wasn't first off the mark

will be able to get materials," she said.

The Woodrow Wilson Library plays a very different role. It has become a life raft for waves of new immigrants who arrive daily in the Falls Church area.

"In this community, these immigrants are so new that the children were not born here," said Bonnie Worcester, the branch manager. "So they're learning English along with their parents."

The library has one of the system's largest "English as a Second Language" collections but no copies of reference books such as "Who's Who in America." There's a Spanish and Vietnamese reading area, and many staff members and volunteers are multilingual.

Twice a week, as many as 50 young children burst through the door and head for the "Homework Help Center," where they are tutored by adults and children. Many arrive from the elementary school next door, where students come from more than 45 countries and speak more than 22 languages.

Worcester is hoping to buy books in more of their languages "so their parents can read to them."

Unlike some libraries, patrons here rarely cart armloads of books out the door, she said.

"People here will take one or two, and they will hold them so closely," Worcester said. "There's just not that same sense of entitlement."

The Tysons-Pimmit branch also serves a large number of new immigrants, but its location in the midst of the county's largest chunk of prime office space has clearly had an effect.

People in the business community often swing by on their way to and from work,

or they
stop by at lunch.

They often head for the county's only small-business collection or the real-estate section,
donated by the Northern Virginia Association of Realtors. Many work nearby but live in
Maryland.

Many investment clubs hold their meetings at the library, and a special area has been set
aside for "Business Services," according to Nadia Taran, the library's branch manager.

Dire predictions that the computer would replace the book have not panned out.
A recent
county survey shows that 55 percent of Fairfax residents have access to the Internet but that
the number of library users continues to grow steadily.
Of Fairfax's nearly 1 million
residents, 77 percent used their libraries last
year, according to the survey.

"People are thinking that the book is dead," Waller said. "But they're still coming."
Publication#W\ PP# 24. The Washington Post"Publication" #:\ PP# 01/26/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# At Middle School Level, Private
Versus Public Hits HomeHeadline #:\ PP#
By Jay Mathews
Washington Post Staff Writer

Linda and Dana Lawhorne have been in Alexandria public schools almost all their
lives,
first as students and then as parents of three bright, active daughters.
But as their eldest,
Megan, approaches sixth grade, they wonder if they should stay.

Megan is a fifth-grader at Lyles-Crouch Elementary, a cozy school of 209 pupils
in
residential Old Town. But if she remains in the Alexandria school system, she
will move this
fall to the jammed hallways of George Washington Middle School, which has 1,026 students
on a large campus near the Braddock Road Metro stop

Her mother volunteers at Lyles-Crouch, and her father is an Alexandria police detective.

They cannot afford to put Megan in a private school, but they are looking at houses south of the Capital Beltway in Fairfax County, where middle school does not start until seventh grade and the schools, they think, are smaller, quieter and less chaotic.

"I have one foot on each side of the fence, and I can't quite decide," Linda Lawhorne said.

Dana Lawhorne said he feels sad every time he goes house-hunting in Fairfax, but worries about his daughter's safety. "We are going to have to make or break," he said. "It will be very difficult."

In the Washington area and across the country, many parents of older elementary students are having similar debates with themselves. Middle school is often the point at which families opt out of the public school system, especially in urbanized districts such as Alexandria, educators say.

The middle school, sometimes still called junior high, inspires parental fear because it serves restless early adolescents and encompasses huge growth spurts. "Eighth-graders can be a foot taller than sixth-graders in the next classroom.

It also draws from a larger area than an elementary school, so its students often represent a wider range of family incomes and ambitions.

At private schools, classes are usually smaller and teachers have more time to consider the needs of each child. But abandoning the local public schools often means breaking old neighborhood ties and separating children from their best friends.

It is an agonizing dilemma for many parents, and with private school applications due in February or March, now is the time that choices must be made.

"The middle school is the big decision," said Jane Harrington, a Lyles-Crouch parent and children's book author who has applied to a private school for one of her daughters. "Middle school is very difficult, socially. I think you have to have a very strong and self-confident student to do all right."

Alexandria officials say that 13 percent of last year's fifth-graders left the city's public school system. They believe that was a bigger drop-off than at any other grade, although they do not have complete figures. Of the fifth-graders who left, 12 percent went to private schools, 42 percent went to public schools elsewhere in Virginia, 18 percent moved out of state and the destination of the others was not known, officials said.

Officials at Washington area private schools say they get a jump in applications during the middle school years, with school size and safety the biggest parental concerns.

In some urban areas, white parents are accused of abandoning middle schools because they have too many poor blacks, but Lyles-Crouch and George Washington have similar ethnic profiles. The elementary school is about 65 percent black, 25 percent white and 9 percent Hispanic, while the middle school is 54 percent black, 30 percent white and 15 percent Hispanic. The majority of students at both schools is poor enough to qualify for federally subsidized lunches.

But George Washington's image suffers from memories of a fatal stabbing outside the school in 1996, as well as from the frequent hallway scuffles that are familiar to many middle schools.

Alexandria school officials, like educators in other districts, have tried to ease concerns about middle school. Superintendent Herbert Berg and George Washington Principal Richard L. Murphy invited the parents of all prospective sixth-graders to a meeting this month in the middle school's library and fielded their

questions.

That contact with parents, educators say, is essential. Reginald Moss, principal of Deal Junior High in Northwest Washington, said he welcomes parents of incoming students to visit the school and has sent postcards telling them about last summer's roof repairs.

He also has a "Buddy Day" in the fall, during which sixth-graders from neighborhood elementary schools spend the day at Deal. That used to be a spring activity, he said, but he moved it up so that he could win the confidence of prospective students and their parents before they began applying to private schools.

Judith Docca, principal of Argyle Middle School in Silver Spring, said she holds meetings in the spring to reassure parents that incoming sixth-graders are kept in one corner of the school. She or a member of her staff tries to visit the home of every incoming sixth-grader in August.

Many Lyles-Crouch parents say they believe that the very best, and very worst, students at George Washington will receive close attention from skilled teachers. But the size and clamor of the school lead some to wonder whether George Washington is a good place for less-motivated children. The Alexandria middle school has more than 300 students at each grade level, while many private schools in the area have only 30.

Harrington has an eighth-grade daughter at George Washington, and she said her fourth-grade daughter at Lyles-Crouch probably will also go to the middle school. But she has applied to Burgundy Farm Country Day School, a private school just south of the Beltway in Fairfax County, for her youngest daughter, now a second-grader.

The arguments about how to treat each child, and how to assess each school, go on in her head frequently, she said. At George Washington, she said, "fights break out . . . and kids

see a lot of things that are difficult."

Her fourth-grader is self-assured enough to handle it, Harrington said, but her second-grader "is not as self-confident as her sisters and is young for her grade."

She said she wants to put the youngest child in a private school now because if she waits until sixth grade, the girl might have so many friends going to George Washington that she would resist.

Her eighth-grader at George Washington seems bored by lessons that do not challenge her enough, Harrington said, "and if I had to do it over, I would not have sent her."

And yet, the girl and her friends have acquired an emotional resilience that impresses Harrington. "I've listened to the older kids at the school talk about the fights in the cafeteria, and they feel removed from it, although it happens right next to them," she said. "These academic-track children seem to feel that by being exposed to the difficult things in public middle school, they are learning coping skills that will help them to be prepared adults in this world."

Angela Gannon, a social worker whose son recently graduated from George Washington, thinks he benefited for exactly that reason.

"He had to learn how to deal with some chaos," she said. "The lunchroom was a big problem. He learned where to sit and where to put his belongings. In a totally orderly, conventional place, I am not sure he would have learned as much and become as confident a high schooler."

Margaret Lorber, a specialist on early childhood issues, has a fifth-grader at Lyles-Crouch and plans to send her to George Washington. Lorber and her husband are philosophically committed to the public schools, she said. Still, she worr

ies that her daughter will not receive enough personal attention.

George Washington "has a way to go," she said. "The place is so big, and you can see how stretched the staff are. They have wonderful people, but too few of them."

A 1996 survey by the school district found that about 13 percent of Alexandria's school-aged children were enrolled in private schools.

While D.C. parents often feel pressure to enroll their children in private school because many of their neighbors are doing so, Lyles-Crouch parents say the peer pressure is on the side of continuing on to George Washington.

The Lawhornes insist that their thoughts of moving to Fairfax have nothing to do with the stereotype of middle-class white parents fleeing a multiracial urban environment.

"We have been pretty dedicated members of this community and we would not want to be perceived that way," Linda Lawhorne said. It is safety at George Washington that concerns her, she said.

Dana Lawhorne was one of the investigators of the 1996 stabbing of a youth across the street from George Washington during summer school, an incident he attributes in part to a failure to take proper security measures. Even today, he said, the school "does not have the comfort level that it needs."

But the Lawhornes say they like the attitudes their daughters have developed from making friends with so many different children. "My oldest daughter tends to be a defender of the weak and the oppressed," Dana Lawhorne said. "She wants things to be fair and right, and if they are not, she wants an immediate adjustment."

It would be hard, Linda Lawhorne said, to leave their tidy Cape Cod house with

the
colorful pineapple banner in front and the basketball hoop in the driveway.
They have done
much work on the house.

"We have attachments here. Our roots are here," she said. "But we are both at the point where you have to do what's best for your children."

Publication#W\ PP# 25. The Washington Post"Publication" #:\ PP# 01/25/98; Edition: FINAL; Section: Metro; Page B03

Headline#\ PP# Garvey's New Leader Has an Attendance ProblemHeadline #:\ PP#Subhead#[\ PP# Since Charter School Fired Anigbo as Principal, Only Half of Its Student Body Is Showing Up
Subhead#:\ PP# By Valerie Strauss
Washington Post Staff Writer

Half of the 130 students enrolled at the controversial Marcus Garvey Public Charter School have stopped attending classes there since Garvey's board of trustees fired principal Mary A.T. Anigbo, school officials said yesterday.

A new administrator, Bruce E. Greening, the pastor of St. Martin de Porres Temple in Capitol Heights, has been appointed to rebuild the school's Afrocentric program. Yesterday, he appealed to the parents who left the school to return and urged the community to help rebuild Garvey.

Greening, 46, who spent 18 years teaching at various Catholic schools here and in Norfolk, stepped into the situation at Garvey this month after the trustees fired Anigbo, alleging that she mishandled school funds and rebuffed their efforts to establish more accountability at the school.

Anigbo's attorney, Mary Cox, has said that Anigbo did nothing wrong and that the trustees wanted to micromanage the school.

Greening and his congregation of 325 members once were supporters of George Augustus Stallings Jr., but split off from the controversial former priest's African American

Catholic Rite congregation.

Greening said that he contacted the Garvey board and that he took charge of the school Tuesday, although he is still negotiating a contract with the trustees.

In an interview yesterday, Greening said he intends to build a new relationship with the students at the school, whom he described as being strong supporters of Anigbo and angry at what happened to her. Garvey educates boys from kindergarten through 12th grade, many of whom had trouble functioning well in public schools. There are a few girls in the lower grades at Garvey, school officials said, but the emphasis is on boys.

"I have to establish trust," said Greening, whose soft-spoken and reserved manner contrasts with Anigbo's more gruff, confrontational style. "I don't want to try to replace her but build a new bond."

Although the boys responded well to Anigbo, he said, it is also "important for them to have strong male role models" in their lives. The D.C. Board of Education on late last year weighed rescinding Garvey's charter after Anigbo and three other Garvey employees were convicted in October of assaulting a Washington Times reporter and two police officers at the school in December 1996.

Anigbo was sentenced to two years' probation and subsequently was suspended for 30 days by Garvey's board of trustees, which is headed by Anigbo's stepbrother, Richard W. Duckett. The school board, which granted Garvey's initial charter in 1996, decided against revoking it but told Garvey's trustees to improve accountability procedures.

Greening, whose daughter attends a local private school, said he wants to build on the school's strengths and improve Garvey's Afrocentric curriculum by also teaching multiculturalism. "We respect all cultures," he said, "but it is important for the boys to know

their own culture as well."

Garvey is one of three charter schools in the District. Charter schools are publicly funded but operate outside normal administrative oversight.

"[Greening] is the best thing that has happened to the school since this mess happened," said Marshall Phillips, parent of a 9-year-old student and a new member of Garvey's trustees board.

Since the latest troubles at the school, half the students have stopped attending classes, said Ed Sargent, spokesman for the board.

Cox, Anigbo's attorney, said many of the students who have left are attending classes at another location in Northwest Washington. The children's parents, who filed an unsuccessful suit to have Anigbo reinstated, are running the new school with help from the former Garvey principal, Cox said.

The school board voted last week to investigate recent allegations of financial wrongdoing at the Garvey school, as well as the firings of Anigbo and two teachers.

School officials said Garvey currently has a staff of 10 and expects to hire a few more teachers. To strengthen the Afrocentric curriculum, Garvey has brought in a consultant, Sulayman S. Nyag, a professor of African studies at Howard University, according to Evelyn Joe, Garvey's financial and development officer.

Publication#W\ PP# 26. The Washington Post"Publication" #:\ PP# 01/25/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# In Classrooms, Good Walls Make Good NeighborsHeadline #:\ PP# Subhead#[\ PP# Educators Reversing 'Open' Design of Many Area Schools Built in 1970s Subhead#:\ PP# By Eric L. Wee Washington Post Staff Writer

The students in Room SS02 are straining to hear the teacher. They can see her lips move, but her words are lost under the soundtrack accompanying the World War II filmstrip next door. And as they lower their heads to do a social studies exercise, some find it impossible to focus because of the noise.

Yet, this has been a relatively peaceful morning. "Today was a good day," said soft-spoken teacher Roslyn Dunn after class. "You only could hear what was going on in one other class. On a bad day, you can hear what's going on in three or four other classes."

Dunn's class, like others at Woodbridge High School in Prince William County, can hear neighbors because the rooms were designed without a back wall. It's one of more than 140 area schools built in the 1970s in a faddish "open-classroom" design that failed nearly as quickly as it blazed onto the national educational landscape.

But 25 years later, Washington area school districts that led the open-classroom movement are still living with what critics say are chaotically noisy rooms. Crowded schools have made the problem worse, and several area districts are scrambling to find millions of dollars to get these classrooms some walls and some quiet.

Prince George's County alone says it needs \$120 million to close up 40 open-style facilities. Prince William County needs nearly \$27 million to fix four high schools. And Anne Arundel County will decide next month whether to spend as much as \$32 million to enclose classrooms in 25 elementary schools. At a time when educators are busy searching for ways to raise test scores and learning achievement, those who deal with the effects of the open-school fad say it shows what can happen when schools embrace trends too quickly.

"It's viewed basically as a mistake," said Mike Eckhoff, assistant director of design and construction services for Fairfax County schools. "We should look at all [new ideas] closely

and not just jump on the bandwagon because it's the 'i
n' thing. That's something we learned
from this."

The concept came out of the 1960s, when educators were trying to make schools l
ess
formal. Designs varied, but all of them either had shared teaching spaces o
r had classrooms
that weren't closed off.

Proponents argued the new layouts would encourage teamwork and collegiality amo
ng
instructors. Instead of teachers being isolated in closed classrooms, theori
sts argued, they
could watch and learn from each other. It also was cheaper to
build schools without walls
" something that appealed to school districts tryin
g to save money. By the early 1970s, the
idea took off.

Some schools with open classrooms, such as Rockledge Elementary in Prince Willi
am
County, still support the idea. Principal Sandra Carter says the lack of wal
ls has made it
easier for teachers to work together. Her students, she said, ha
ve no trouble focusing on their
teacher over extraneous noise.

But most local jurisdictions were already back-pedaling by 1980, trying to clos
e up the
rooms as fast as they could.

Montgomery County built 21 such schools in that short period but did it with a
backup
plan: Work crews installed all the necessary wiring and vents so walls c
ould easily be
erected later. And gradually over the past two decades, that's e
xactly what the county did.
All but three of those schools now have walls.

Fairfax County built 10 open-plan schools in the 1970s. Since then, the distric
t has put
up walls to close in those classrooms on most sides, as it works to r
enovate the schools into
a traditional classroom format. Two have had the full
renovation, and work on the others
will continue for eight years.

Other school districts haven't been so lucky. In the District, 20 of the original 21 such schools still operate on the open plan. Their fate will be debated during the next few months when school officials review their master plan. But a spokesman said that even if the administration decides it wants to enclose them, the cash to do it isn't there.

Prince George's, Prince William and Anne Arundel counties have decided to close up their open rooms but are in a similar cash bind. They've either decided to put the projects on hold or pay for the work over several years.

David Lever, a capital improvement officer for Prince George's, estimates it will cost more than \$3 million to fix each of the county's 40 schools. The cost is high, he said, because air ventilation systems must be reworked, and modifying the schools means meeting more stringent building codes than were in effect when the buildings were constructed.

Watch Fran Laterra try to teach her class at Prince George's Patuxent Elementary School and you get an idea of why teachers are pressing for the changes.

Laterra is trying to lecture her fourth-graders about electromagnetic forces in the corner of a stuffy 80-foot-square room called "Pod C" that she shares with four other classes.

One problem: the door to the hallway is near her chalkboard. So when Kimberly Johnson's 28 students needed to go to the computer lab, they marched right through Laterra's room, as the harried-looking teacher desperately tried to bring her students' eyes back to the board.

Laterra's room feels like a bus station. One teacher across the room is struggling to get her students to settle down. Another one is lecturing on how to read distances on a map. And right in the middle, a videotape on the life of Martin Luther King Jr. is booming "loud enough that students in other classes are sw

aying to the soundtrack.

Last year, Kathleen McCommons taught in the middle area of a similar room at the school. That, she says, was before the stress of working there nearly caused her to quit. Her ears would ring and she'd have a headache at the end of each school day. Her throat would be raw from having to yell.

"I would literally scream for the kids to hear the directions," said McCommons, who has since moved to one of Patuxent's few classrooms with a door. "It's surround sound. You can't even tell if it's coming from the front, back or side. When you're 4, 5, or 6 and you're trying to block everything out, it's impossible."

Patuxent's problem got so severe that last year Principal Joyce Edwards and parents persuaded the school system to convert a quarter of the school into traditional classrooms. Edwards says students in those enclosed rooms are now showing huge improvements in behavior and in their concentration.

While teachers in Prince William's Woodbridge High wait for walls, they're doing everything they can to close off their rooms themselves. Some classrooms look like a used furniture flea market, with old bookshelves and cabinets stacked side by side to create dividers.

Mike Yeatts, who teaches social studies, is lucky enough to possess one of the school's last surviving temporary partitions. He props up the 6-by-4-foot barrier with a table, hoping to extend its life.

Still, the sound pollution got so bad for English teacher Gail Farmer that she offered to pay \$1,000 last year to erect a back wall for her room. But that would have violated fire code regulations, so this year she continues to endure the distractions. That includes the time she tried to give one of her classes a timed test as the class next door was playing a "Huckleberry

Finn" video. Finally, after watching her students plug their ears, she had them take the exam in the cafeteria.

Teachers in these schools also have to alter their teaching styles because of the noise issue. Not wanting to disturb their entire section, they say, they're less likely to do skits, have debates or do the hands-on activities they believe are good for students.

And instead of letting a discussion gain momentum, teachers in open spaces say they have to stop those talks before the volume goes up. It's bad for learning, they concede, but necessary. Karen McPherson, a government teacher, said it was also difficult if the class wanted to talk about sensitive topics such as race, because they knew three other classes could hear their conversations.

Those problems are so debilitating that many Woodbridge High teachers now conclude that it's preferable to teach in one of the portable trailers the school set up outside to relieve the school's crowding.

These portables, once considered remote and undesirable, have become havens of peace and quiet. That's why McPherson decided three years ago to give up her room inside for a trailer that sits at the edge of an old basketball court. Now two colleagues have asked to have her room if she leaves.

"There's nothing like trying to give an essay test while the Normandy invasion is going on next door on a video," McPherson said. "Kids ask me, 'Why do you want to be out here?,' and I tell them, 'Doors [and] walls.'"

Publication#W\ PP# 27. The Washington Post"Publication" #: \ PP# 01/25/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# For the Young and Old, Lessons on Life, DeathHeadline #:\ PP# Subhead#[\ PP# After-School Program Puts Two Generations in Touch

Subhead#: \ PP# By Marylou Tousignant
Washington Post Staff Writer

Third-grader Xavier Romero sat at a small table in a dining room at The Fairfax retirement community, patiently gluing tiny buttons on a heart-shaped valentine pin. The wooden pin, outlined in white eyelet lace, was a gift-in-the-making for Mary Tredway, 75, who sat next to him, praising his meticulous artistry. Xavier beamed.

Down the hall, classmate Lindsey Hellmuth was riding a different emotional wave

Lindsey, 8, had hoped her special friend, 85-year-old Evelyn Kluge, would be well enough Thursday afternoon to come make a valentine pin with her. Instead, Kluge, whom Lindsey had taken to calling "my adopted grandmother," was in bed in her room, seriously ill. Lindsey said she wanted to go see her.

Kluge, propped up on pillows and struggling to speak, took note of Lindsey's colorful blouse, which the little girl had worn just for her. "You look pretty," she said. "Thank you," Lindsey replied softly, her small fingers reaching out for Kluge's. The young child looked into the old woman's eyes, the two of them holding hands as quiet seconds passed.

After a few minutes, Lindsey rejoined her classmates, who by now were sharing cookies with the other seniors. Needing some time to herself, Lindsey sat off to one side, making a heart pin for Kluge.

The after-school program that twice a month brings Xavier, Lindsey and other third-graders from Glenna Orr's class at Washington Mill Elementary School to the assisted-living wing at The Fairfax near Fort Belvoir has a dry, clinical name: Orr calls it an "intergenerational partnership." Her students' parents call it the cycle of life.

For 75 minutes every other week, Orr and her students "eight or nine get to go each time" mingle with the residents. They do crafts, sing songs, play the St

einway in the
lobby, dance, laugh and swap stories.

"I just like kids. They're refreshing," said retired Air Force Col. Raymond J. Higgins, 89, explaining why he and Charley, his toy cheetah, never miss a session. "They're interested in everything. I start the conversation, get 'em unwound and let 'em loose with their imaginations."

Sonia Barksdale, 8, likes coming to The Fairfax "because the people are special. They make you feel good inside," she said.

On a recent visit, Grant Loth, 8, and Tredway were fashioning a snowman from construction paper and cotton balls. "Now, you look at that critically and tell me if you think it needs any changes," Tredway said. "No, no changes," the boy replied. "Good," Tredway said.

On another visit, with Fairfax resident Jean Palmer at the piano, Ellie Hughes motioned to Brett Robinson, 10, to join her on the dance floor. He willingly complied and soon was twirling, with Fred Astaire grace, under Hughes's outstretched arms.

At both ends of the generational divide, the benefits of the children's visits are palpable, those involved say, particularly in a highly mobile area such as Washington where grandchildren or grandparents often live hundreds of miles away.

"There is something very touching, in terms of a mutual vulnerability, between the very young and the very old and how relationships between them develop," said Irene B. Krebs, a family therapist in Vienna. "For older people, it gives them the opportunity to access skills they used years ago, such as caretaking, mothering, fathering. It's very rejuvenating. And if they don't have a lot of family around, hugging, or having a child lean on them, is comforting."

The children gain a sense of competence plus the experience of bridging generations, Krebs said. "Kids can be afraid of aging, and they're still working on the notion of death and what that means," she said. "Here they have an opportunity to see people who may be disabled in some way but who are still coping."

Olga Soehngen, activities services director at The Fairfax, a 55-acre complex designed for retired military officers and spouses, said the children's visits help residents relate to the outside world.

"They feel like they're imparting their knowledge," Soehngen said. "And the kids just soak it up. After a while, they don't look at [the seniors] as being old and frail anymore. They get beyond the walkers and the wheelchairs."

Orr began the program 12 years ago at a Department of Defense school in Germany. She has since modified it at other teaching posts, including Panama, where her students regularly visited a center for the elderly that was home to about a dozen lepers, and Florida, where her fifth-graders worked with disabled seniors.

As word of the program has spread at Washington Mill, near Mount Vernon, some parents have lobbied to get their children into Orr's class.

PTA President Joan Knetemann was one. "It had tremendous importance for me," said Knetemann, whose son Michael is in third grade. "It's important for children to interact and deal with older people. My kids get a lot. For instance, Michael is on a ski trip right now. So this program is one way he can give back to other people. Starting at a young age, he'll know this is something we do - we take care of our elderly."

Orr, who said the program has roots in her own large extended family, said she wants her

students to realize that "the gift of giving is precious. They're learning something from another part of society and learning to deal with people's limitations. Hopefully, as they grow older, they'll remember the worthiness of volunteering."

Orr has adapted the program to include students as young as those in kindergarten, but she said her third-graders "are the perfect age for this. They're there. They're enjoying. They're perfectly content to listen to old stories. They don't make critical judgments."

Kristi Hellmuth, Lindsey's mother, said the experience has been a "hands-on, continuing classroom" for her daughter. "These kids are learning so much about life," she said.

Children who develop special bonds with some of the seniors are invited back in subsequent years. Crystal Prigmore is in fifth grade and has been coming to The Fairfax off and on for three years. A few months ago, her friend, Bianca Zwart, who attended the same church as Crystal, died.

"I was real sad," the girl said. "At church, I'd always try to sit by her because nobody was there with her. When she died, I cried. A lady at my church, a close friend of hers, she told me not to cry, that Bianca wanted to be with her husband, Casey."

Even though her friend is gone, Crystal still likes to visit The Fairfax. "I think they're glad we come," she said. "We make them feel better. And they give us cookies and hugs."

On Friday, the day after Lindsey's visit to Kluge's bedside, the 8-year-old came to school "kind of shaky," her teacher said. Later, she broke down sobbing, and several of her friends rushed to comfort her.

"Evelyn [Kluge] made a big impact on everyone because she's such a sweet soul," Orr said. So the class decided to send her a gift "a large pastel artwork of

an angel " which
all the students signed.

Hugging Lindsey, Orr told her: "We have something very special to give Miss Evelyn
lyn
in celebration of her becoming an angel."

"It's a real heartfelt thing for these kids," Orr said later, "because the next
time we go
visit, Miss Evelyn probably won't be there. It's going to be a real
empty spot for them."

A few hours later, Lindsey's mother got a phone call. Evelyn Kluge had died.

Lindsey's teacher broke the news, although Lindsey seemed to know what was coming.

"I said, 'Lindsey, Miss Evelyn's in heaven, just like that angel in the picture.' And she said,
'I know, Mrs. Orr, I know.' "

After a few tears, Orr gently steered the conversation in another direction. "
'Lindsey,
there are others there that need us.' I was a bit emphatic about that
, " Orr said later. "It will
be hard when we go back there, but life moves on."n

Publication#W\ PP# 28. The Washington Post"Publication" #:\ PP# 01/24/98; Edition: FINAL; Section: Metro; Page C01

Headline#\ PP# The Lessons, Legacy Of School
IntegrationHeadline #:\ PP#Subhead#[\ PP# Ex-Montgomery Pupils, Teachers to Recall Events
Subhead#:\ PP# By Michael E. Ruane
Washington Post Staff Writer
Anita Summerour and the other fifth-graders at the all-black Rock Terrace Elementary
School knew something was up when they got Miss Boston again for sixth grade.

The teacher, her hair always in a neat bun, was tough but fair, but when the students got
her for the second year in a row and their homework load increased, they knew they were
being prepared for something big.

"She told us that was the way it was going to be," Summerour said last week, as

she recalled those days in the mid-1950s. "She was getting us ready."

It would not be long before black children would no longer be attending segregated classes in Montgomery County. "We would be going to school with white kids," Summerour said.

Tomorrow, 40 years after the country began the decades-long process of trying to integrate its public schools, Summerour, along with other former students and teachers, black and white, will speak at a symposium in Rockville on the dawn of school integration in Montgomery County.

The program, which is being sponsored by the Montgomery County Historical Society and will take place from 3 to 5:30 p.m. at 850 Hungerford Dr., is aimed at reminding residents "in an increasingly diverse and affluent county" of the gut-wrenching struggle that was crossed and the chasms that remain in the nation's still-divided society.

Montgomery school officials still struggle to equalize classrooms, and performance, by race and ethnicity. Integrated settings "must not be left to chance," school policy warns. And Prince George's County remains under a 25-year-old court desegregation order, though a judge may soon lift it.

Four decades after integration began, school equality is an ongoing project. But at the start of the effort has left vivid memories among those present at its birth: black children, now grown, who braved the new world; a young white teacher who would carry her memories to Congress; black teachers, now aged, who feel the pride of pioneers.

"A lot of us were pioneers," said one. "We were the first to go and make a way for those that were to come behind us."

Last week, former students and retired educators "some who are participating in

n
tomorrow's program and some who are not " spoke with feelings of pride and pain, and
gain and loss, about the early days of school integration in Montgomery
and its legacy.

The first years of school integration were ones of turbulence throughout much of the
country as school districts sought to implement the Supreme Court's 1954
Brown v. Board
of Education ruling that segregated schools were illegal.

In Montgomery, pro-segregation parents in Poolesville kept their children out of
classrooms, and protesters demonstrated when 14 black youngsters were assigned to schools
there in September 1956.

Threats, hate mail and warnings about potential cross burnings were delivered to the
school board member who pushed hardest for integration.

Black teachers newly assigned to white schools often had trouble finding restaurants that
would serve them when they sought to have lunch with white colleagues.

And black students " some of whom had left behind three-room schoolhouses heated
with potbellied stoves " entered an alien white realm where they encountered
everything
from curiosity, to hostility, to the basest forms of racism.

"When we first got there, they wouldn't even touch us," recalled Robert Isreal,
who as a
9-year-old was transferred from Rock Terrace to the all-white West Rockville Elementary
School.

Montgomery, while eventually integrating its schools well, was in the 1950s more
the
South than suburbia, veterans of the time say.

Blacks made up only about 6 percent of the county's population, and they often
lived in
small, isolated enclaves, sometimes with unpaved roads, no running water

er and no garbage
pickup.

Life at the hands of the white majority could be cruel and dangerous.

"This was a time when if you went down North Washington Street at night, if you
were
black, you had to run," Isreal, 50, recalled of his youth in Rockville. "
White kids would
drive along North Washington Street and yell [racial slurs] an
d throw Pepsi on you."

The school system included a chain of segregated schools for blacks, most infer
ior to
white schools. Nina H. Clarke, the author of a book on the county's blac
k schools, recalled
teaching in the old Germantown Colored Elementary School, w
here first- to sixth-graders
all sat in the school's lone classroom.

"I was teacher, mother and father," Clarke said. "I can't exactly tell you how
I did it. But
it was generally done in those days. You had to be creative."

After the Supreme Court's decision, though, some on the school board realized i
t was
high time for change. Among them was Rose Kramer.

"I began pushing my board to take this [court] decision very seriously and take
it as an
opportunity to improve our system," said Kramer, 86.

The board, she said, was reluctant. It formed a commission, then recommended th
at the
idea be tried one grade at a time every two years. "My God," she said sh
e exploded at her
colleagues, "it will take us 24 years to achieve this."

She recounted: "I said, 'Well, you know, it's the Christian thing to do.' At wh
ich point,
they were really embarrassed. "

School integration began in September 1956 and gained momentum over the next fe
w
years.

At Poolesville High that fall, Constance Morella, a 25-year-old rookie civics teacher from Somerville, Mass. " who has been serving Maryland in Congress for the last 12 years " tried to weather the boycott.

"A lot of times when the students didn't go to school, the younger ones were kept out by their parents and older ones stayed out because they were taught and believed that integration was wrong," she said.

For the beleaguered black students, there was a range of experiences and emotions.

Summerour, who left Rock Terrace for Rockville's Broome Junior High School, remembered being worried: "Was I going to be successful? How would I be treated?"

But her teacher, Miss Boston, and her parents had prepared her well. "My mother and father always said to me: 'You're going to be fine. You can do just as well as they do. You're not going to have any problems.' "

She learned they were right. The white kids were no better, no smarter. "I found," the Nuclear Regulatory Commission analyst said, "that, being around white people, they were no different than I was."

Publication#W\ PP# 29. The Washington Post"Publication" #:\ PP# 01/24/98; Edition: FINAL; Section: Metro; Page C05

Headline#\ PP# Becton Team Gets Mixed Report CardHeadline #:\ PP#Subhead#[\ PP# District School Officials Receive Praise, Blame on Capitol Hill
Subhead#:\ PP# By Debbi Wilgoren
Washington Post Staff Writer

Embattled D.C. school officials won praise in Congress yesterday for repairing dozens of crumbling classroom buildings. But they also were scolded for missteps last summer in awarding contracts and obtaining funds and for proceeding with repairs that caused a much-criticized three-week delay in the school year.

"The good news is, it's better than it was. The bad news is, they're still not where they should be," said Rep. Thomas M. Davis III (R-Va), who presided over the hearing of the House Government Reform and Oversight subcommittee on the District. "Based on what we've heard today, this is the team, and we need to move forward."

Davis and Del. Eleanor Holmes Norton (D-D.C.) heard testimony from 10 witnesses, including school system Chief Executive Julius W. Becton Jr., D.C. financial control board Chairman Andrew F. Brimmer, city finance officials and the author of a recent audit that was highly critical of the procurement procedures used for the summer roof repairs.

The audit, by the accounting firm Cotton & Co., supplied fresh fuel for a small but growing group of parents and elected officials who are calling for the ouster of either Becton or his operations chief and facilities director, Charles E. Williams.

David L. Cotton, the firm's managing partner, said yesterday that although he had serious concerns about the contracting process used by school officials, his audit did not closely examine the cost and funding of the roof repairs "issue" that likely will be addressed in an audit now being conducted by the General Accounting Office.

Cotton termed "a mischaracterization" earlier news reports that said the audit identified cost overruns of up to \$7.2 million on the roof repairs. The audit used that number as an estimate of the extra cost incurred because of "emergency circumstances."

But in testimony before the committee yesterday, Williams attributed most of the extra costs to the unusual circumstances involved in doing construction work in the District, compared with surrounding jurisdictions.

Those factors include: the age and poor maintenance of buildings; higher labor costs; the city's difficulty in attracting contractors; and time pressures imposed by late planning and a court order that at the time prohibited repair work while students or staff members were in buildings.

Williams said cost overruns for the \$41 million project were about \$1.4 million. "It was not perfect, and the documentation was not what it should have been," he said. "We did the very best we could under the circumstances, and no laws were broken."

Others who testified praised the results of Williams's work. A General Services Administration official who had overseen similar projects said completing 40 roofs in 60 days was "extraordinary." Brimmer called it a "heroic job in a hectic environment."

But Brimmer also said the findings that faulty procurement put honest people in potentially compromising positions concerned him enough to ask the D.C. inspector general to investigate.

"In the future we will pay closer attention," Brimmer said.

Much of the hearing focused on the months-old question of when school officials received funding for the summer roof repairs and why they did not begin work until late July and mid-August. City officials continued to disagree about the reason for the delays and whether there was money available to begin the contracting process sooner.

Davis and Norton repeatedly chided Becton for underestimating the public's reaction to the late opening of school. They also questioned his decision to offer signing and performance bonuses to some top officials, and they were especially concerned that the school system erroneously inflated the signing bonuses to cover the taxes due on them.

Davis called the bonuses "a terrible embarrassment for the city" at a time when teachers and school workers await long overdue raises.

But Becton continued to insist that he needs bonuses to recruit top talent. And he appeared not to understand the blow to his credibility caused by the late opening of school.

The retired Army general looked surprised when Davis asked whether schools would open on time in September, and he alluded to the fact that the District has settled the lawsuit that led to the delay. "This September?" Becton said. "If I don't have a court telling me my business, then yes."

Publication#W\ PP# 30. The Washington Post"Publication" #:\ PP# 01/24/98; Edition: FINAL; Section: Metro; Page C01

Headline#\ PP# Control Board Sees a Need To Keep
UDCHeadline #:\ PP#Subhead#[\ PP# Report Says School Should Adjust Focus
Subhead#:\ PP# By David A. Vise and Valerie Strauss
Washington Post Staff Writers

The University of the District of Columbia should remain a publicly supported institution granting undergraduate and graduate degrees but focus more of its resources on avionics and other technical programs that will help graduates get jobs, according to a long-overdue report released yesterday by the D.C. financial control board.

Responding to fears that the board might close the university or make it a two-year community college, control board Chairman Andrew F. Brimmer said the open-enrollment university meets the critical needs of many working District residents who could not afford other area colleges or who need remedial training in English and other subjects.

But Brimmer also said UDC needs to sharpen its focus by further reducing the number of faculty and administrative positions, cutting the number of graduate degrees offered and investing more in core academic programs.

"Above all, they have to work on the academic program," Brimmer said, adding that at a search committee of UDC's board of trustees also must turn its immediate attention to recruiting a full-time president.

Both Acting UDC President Julius F. Nimmons Jr. and D.C. Council member Kevin P. Chavous (D-Ward 7), the chairman of the council's Education Committee, said much of the report appears to be based on outdated information.

"They looked at information when it was in a crisis mode," Chavous said. "It really did not have the analytical review based on the current set of circumstances."

Brimmer acknowledged that the control board, which spent \$500,000 on consultants to review the university and produce the report, delivered its final study six or seven months behind schedule, saying there was more work to be done than initially anticipated.

Chavous also blasted the presidentially appointed control board for not providing him with a copy of the report before releasing it to the public. "I just feel like there's a real lack of inclusion," he said. "This isn't the way government should operate."

Brimmer praised Nimmons, saying he did "a splendid job" overcoming UDC's budget crisis last year. The school, which has been plagued by declining enrollment and shrinking support from the city government, receives about half of its roughly \$75 million budget from the District.

Nimmons said he is working hard to improve the university, and Brimmer said he should be a serious candidate for the presidency.

"I am in receipt of the final report and believe that much progress has been made to address some of the issues and concerns raised," Nimmons said. "We are st

ill reviewing the
details of the report for further consideration."

Brimmer said Nimmons had made some progress paring the size of the faculty and administrative staff as enrollment has fallen. UDC laid off 30 percent of its full-time faculty members and 40 percent of the administrative staff last year, and sold the school's popular radio station for more than \$10 million. The school, which enrolled 14,115 students in 1981 and half that many by 1996, had just 4,754 students last year after it opened late and many students went elsewhere.

Chester Wright, president of the Faculty Senate, attacked the report's recommendation to reduce the number of graduate programs, saying that only a handful survived the recent cuts and that they are cost-effective.

"I think it's a smoke screen to say that," he said. "Why eliminate something that is not creating a problem?"

Wright also said vocational programs can be extremely expensive.

Marc Battle, 26, a senior who is an officer in the Student Government Association, said that he thought much of the report was positive but that he found some contradictions.

"At one point, it says they want the programs to be geared more toward students getting jobs, but it also concludes that graduates of UDC are successful at getting jobs," he said.

Brimmer said UDC's presidents and trustees often have failed to provide proper oversight. Noting that the mayor currently picks the trustees, he said the control board would like to see a more diverse selection process, involving alumni and other officials.

The control board intends to issue a legally binding order directing UDC's trustees to provide, by July 1, a full-scale implementation plan for changes in the school's academic

program and other operations.

Brimmer said he does not intend to make public interim reports produced by the consulting organizations " Biddison Hier, KPMG Peat Marwick and the Institute for Higher Education Policy " that worked on the study. He also said the board would not take a position on the fate of UDC's law school until after the American Bar Association completes its accreditation review next month.

Publication#W\ PP# 31. The New York Times"Publication" #: \ PP# 01/24/98Section: Metropolitan Desk; Section B; Page 3, Column 1

Headline#\ PP# School Has Success Down to a ScienceHeadline #: \ PP# By FELICIA R. LEE

How many grains of sand are on the beach at Coney Island? Is there a correlation between how many books students read independently and their English grades? And " Woody Allen aside " how close in age are most husbands and wives?

It is 10 A.M. on a Tuesday at Midwood High School and the science department chairman, David Kiefer, is doing his thing. The class is research methods, taught to freshmen who eagerly peruse their notes and raise their hands as Mr. Kiefer shows how they can use science to pose and answer both the most basic and the most profound questions.

To that end, Mr. Kiefer is passing out pinches of sand to answer the question about Coney Island. If the students come up with an average amount of grains in each pinch and use a formula involving the density, mass and volume of the sand on the beach, they can roughly calculate the amount of sand.

"Mr. Kiefer, I have 141 grains," one student says. Others have similar counts. The students have already figured out that there is a high correlation between the ages of husbands and wives (Mr. Kiefer made the joke about Mr. Allen, a Midwood alumnus), but not such a high one between independent reading and their report cards.

Presuming that the beach is one yard deep, the correct answer is 3 times 10 to

the 15th
power, or 3,000,000,000,000,000 (three million billion) grains of sand

Midwood High School, in a desperately overcrowded and decrepit building in the Flatbush section of Brooklyn, has become an astonishing success. For the first time in the 57-year history of the prestigious Westinghouse science awards, Midwood produced more semifinalists this year " 13 " than any other school in the nation.

Even if no Midwood students are among the contest finalists to be announced on Tuesday, its showing is impressive for a New York City public school where only half of the students enter through special admissions. The other half are from the blocks zoned for the school. And even the magnet students are different from those at other schools; unlike Stuyvesant High or Bronx Science, where students are selected according to admission test scores, Midwood admits students based on their school records, which can benefit students who work hard but do not necessarily test well.

The Westinghouse Science Talent Search has historically been a ticket to the country's best colleges, and the winners include five subsequent Nobel Prize winners. In many ways, Midwood's showing in the ultra-elite contest is but a clue to how well the school works for both its most brilliant students and those who are more ordinary: 99 percent of graduates go on to college and the dropout rate is about one percent.

The Cinderella story goes beyond the curriculums, teaching methodology or careful selection of students, although these are part of the formula. Arching over it all is what a gleeful principal, Lewis Frohlich, calls the "gestalt" of the place: that learning is fun and there are great rewards attached to intellectual excellence.

"We try to get students to see science not out there in the universe but something within their grasp, not to be overwhelmed by all the lingo," said Chris Rumpolo, who teaches an

advanced placement science course. He has taught 12 of the 13 Westinghouse winners since freshman year.

Like Mr. Kiefer, he starts with the mundane scientific inquiry. In one class, he asked students how to make popcorn fluffier. He has brought in models of sperm cells and the digestive system, "anything that gets the kids to see it."

It apparently works. Jared Ravi Jagdeo, a 17-year-old Westinghouse semifinalist whose project focused on how to detect cancerous antigens in the pancreas, described most Midwood students as "self-motivated."

Fellow semifinalist Svetlana Zapolskaya, who came up with a model to detect Alzheimer's disease, said that even students who are not brilliant are pushed to go as far as their abilities take them.

"It's the intermixture of students," said Ms. Zapolskaya, who is 17. "I think the collegiate students work hard, then the specialized students see them working to achieve their level so it makes them work harder. Everyone at Midwood actually gets along."

And so it is that students from poor neighborhoods like Crown Heights and immigrants from places like Chinatown beam with pride as the 13 Westinghouse semifinalists sashay down the halls.

"It's a good school," said Carmela Olevsky, a 16-year-old junior who is enrolled in both the medical science and humanities programs. "There are cliques, like any other place, but no one looks down on you for being smart."

Everyone is tracked into one of three programs: the medical science institute, humanities or collegiate, a college preparatory program. In their senior year a limited number can enroll in a pre-engineering program. Each program has specific academic requirements, all going

beyond those required for an ordinary diploma. In the medical science institute, for example, students must complete five years' worth of science in four years, and four years of mathematics.

The message of Midwood, communicated in slogans, reputation and student attitude is:
don't come here unless you are prepared to work hard.

"If you can get into each student's soul, you can create a success," said Mr. Frohlich, who can make statements like that without sounding pretentious.

"Last year, our graduating class was offered \$28,602,546 in scholarships, and 50 went to Ivy League schools," Mr. Frohlich said. "It's not a one-shot focus on a contest. We are turning out scholars " that's the difference. They can do research, they can write, they can think."

For the last two decades Midwood has been a "special admissions" or magnet school. The students are a mix of 2,000 drawn from all over the city by the humanities or medical science programs, to which they apply, and 2,000 from the neighborhood. They literally rub shoulders in a building designed for 2,200 bodies.

Many Midwood students say they especially like their school's diversity. The student body is 43 percent black, 29 percent white, 18 percent Asian and 10 percent Hispanic. The students come from all over New York, most from Brooklyn. While some classes appear to be ethnically homogenous, others have students from a broad mix of backgrounds.

Six of the contest semifinalists are foreign born, and many are the children of immigrants from places that include Trinidad, Greece, Russia, China and Hong Kong. Yet they do not reflect the ethnic mix of the school " none, for example, are African-American " though Mr. Frohlich said there are efforts to insure a more diverse group of students in the medical

science program. At least one science teacher said he believed that immigrant parents push their children harder.

While the Westinghouse semifinalists are certainly hard working, they also appear to be well rounded. They belong to the drama club and various religious clubs, they work with senior citizens, they play football. Yet for their contest research projects, many worked as much as 40 extra hours a week at laboratories around the city with mentors who are professional scientists. Most also participated in summer science programs.

The independent work is necessary at a school where the three science laboratories lack such basics as electrical outlets and adequate exhaust systems. Paint is peeling in some rooms. Two hundred students each period try to use the library, which has a capacity of 63. Many classroom chairs are precarious.

It is a striking contrast to Midwood's historic rivals. Stuyvesant High, housed since 1992 in a \$150 million complex in lower Manhattan, and Bronx Science each produced 12 semifinalists this year. They normally trump Midwood, which in the past decade has placed between third and seventh in the nation in the number of semifinalists.

Dr. Josef Michl, an associate professor of pathology at the Health Science Center of the State University of New York at Brooklyn, said he believes that the hardscrabble life at Midwood actually contributes to students' success.

"I was not surprised," he said of Midwood's first-place finish in the semifinals. "The students who come from there are equivalent to students at any other school, but they work against " how do you say it " an aura of not coming from Stuyvesant or Bronx Science, which makes them work harder. In biology, chemistry, math, the training is equal to that anywhere. The teachers are extraordinary."

The 13 semifinalists have made grueling commitments with the support of family, community and Midwood.

"We don't have a lot of money, but we get extra help from the teachers," said one semifinalist, Petros Constantinos Benias, who created a project in which he pinpointed the cells that reject organ transplants.

"Then there's the support at home, and even my friends," he added. "Most of my friends aren't, like, Westinghouse kids, but we support each other. That's the thing about Midwood. The support is there."

Publication#W\ PP# 32. Seattle Times"Publication" #:\ PP#January 26, 1998

Headline#\ PP# Parents give minority students a boost Headline #:\ PP#
by Dionne Searcey
Seattle Times South bureau

Shana Beckwith was distraught when she saw the newspaper article last fall detailing minority students' poor showing on the state's new assessment tests.

"It really broke my heart," Beckwith said. "I just thought that so many people were going to see that and get up and go to work the next day and say it's a horrible thing, but not do anything about it.

"Everyone should be doing something about it."

Too many African-American adults stand by while black students are wasting their potential, Beckwith said. And that's why she took a job last year as liaison between the Renton School District and the Renton Black Parents Association. Every day she helps students who wander into her office at Renton High for moral support or who participate in her after-school tutoring program.

It was a similar motivation that led three African-American mothers to start meeting with

black girls at Decatur High School in Federal Way this school year. After hearing from one of their sons that the sophomore girls were having problems getting along and keeping their minds on school, the women gathered the girls for a heart-to-heart talk.

"Teens, in general, they're overwhelmed. To be a minority adds a whole different light to it," said Diane Turner, a leader of the African American Support Group. "Then, we're talking about how do I find my place, how do I fit in, how do I maintain my ethnic identity?"

That's where the Renton and Federal Way parents hope to help.

Turner says African-American students too often struggle with self-esteem issues and problems fitting in at schools where the majority of students are white. Sometimes, they simply stop trying.

Fearing that might be happening at schools like Renton High, where about 28 percent of 882 students are African American, and Decatur, where the proportion is far smaller at 10 percent of the 1,467 students, the parents' groups are working to give students an extra push.

At Decatur, Turner, whose sons are recent graduates, and Helen Henderson, who has a son at Decatur, host monthly meetings at which about a dozen parents discuss ways they can help students. Turner and Henderson gather the girls every few weeks to encourage them to go to college. They plan to start meeting with black male students this semester and to sponsor an African-American student union. They want to broaden the group to include all African-American students in the district.

The 40 members of the Renton Black Parents Association sponsor 2 1/2 hours of after-school tutoring every day at Renton, Hazen and Lindbergh high schools. The group, formed nearly 16 years ago, organizes monthly "rap sessions," where African-American

parents and teens gather to talk about academic and social problems.

Group members five years ago secured grant money to hire a full-time liaison who works from an office in Renton High, operating the tutoring sessions and a scholarship program and planning African-American history and cultural outings for the students.

Both groups cite improved academic achievement as a chief goal.

Efforts are paying off

Though there is no established tracking system at either school, parents say their efforts seem to be working. This fall, 11th-graders at Renton scored an average of 13 points better on the Curriculum Frameworks Assessment System standardized test than last year's class and posted the highest overall scores in five years. While Principal Willie Fisher attributes the increase to everyone's efforts, he says Beckwith's tutoring program played a role.

At Decatur, parents say the girls who have met with Turner and Henderson are more academically focused than last year. At one recent meeting, applause broke out when senior Candace Landers announced she had received two college-acceptance letters. Turner said the male students have been asking when meetings for them will begin. (Turner, who also works in media relations for the state superintendent of public instruction, is seeking men from the community to volunteer their help with these meetings.)

Jerry Millet, Decatur's principal, said school officials are working hard this year to "open the door wider" to the school's minority community. He said the African-American parents' group could serve as a model for other minority groups in the school, which also has a large Asian population.

In the African-American community, parents agree there's plenty to be done. At

Decatur, students are underrepresented in honors classes and extracurricular activities. At Renton, a counselor said last fall that 64 out of 80 students identified as at risk of graduating late or not at all were African American.

Part of the problem, the parents say, is a lack of African-American role models in the largely white schools and communities. Out of about 90 faculty members, Decatur has one teacher and one part-time counselor who are African American. At Renton High, with about 65 faculty members, the principal and four teachers are black.

Hearing academic advice from African-American adults is important to black students, parents said, and the teens agreed.

"It kind of does help to hear it from someone who's been there, to hear it from another person from our race who's making it, because there's not a lot of us making it," said Dana Jackson, a 16-year-old Decatur junior.

Theories abound

Parents in both groups have a host of theories about why their students are falling behind. Maybe African-American students are being ignored, they say. Maybe they lack role models or self-esteem. Maybe racism is a factor, although the parents say it isn't prevalent in either school. Maybe the students just aren't listening when teachers urge them to study and to take college-entrance exams.

"You lose some kids because education is not pushed in the family. Other kids you lose because they're lost in the system," Beckwith said. "You really can't put your finger on one group, one district, one school or family. The combination ends up to be deadly."

The parents recognize problems they say are unique to African-American students

in
majority white schools:

" African-American students don't feel comfortable raising their hands in a class of white peers for fear they will be singled out. For example, sophomore Charlina Barrington told her mother she felt uncomfortable being one of few African-American students in an advanced-placement class. "You worked hard to get there just like everyone else," Kennetha Grant lovingly scolded her daughter. "You deserve to be there."

" Because many African-American students lack self-esteem, they don't pursue college opportunities, ignoring college-entrance exams and opportunities for financial aid.

" Often, African-American students come from single-parent households where the parent works and can't be involved in many school activities. In some cases, students themselves work after school and fall behind academically. "Parents don't necessarily always have the energy or the time or the know-how to help students with homework or to be as involved with their child's extracurricular activities as they would like," Beckwith said.

" Clubs, vocational classes, choir and band may not appeal to the culture familiar to African-American students. "Some of the music, they don't like. They can't relate to it. Some feel the activities are not for them, or they don't want to be the only (black) one," Turner said. "So we tell them, 'Then get a buddy and go.' "

" Some teachers seem to be afraid of young African-American male teens and view them as menacing, parents say.

" Likewise, teachers don't understand African-American culture - for example, why black students sometimes are louder than whites. They fail to realize that because many African-American students are raised by extended family members, they don't receive as

much discipline at home and may tend to be rowdy at school
."A lot of times, we have
grandparents raising students, and that needs to be
addressed when handing down
discipline," Beckwith said.

Whatever the reasons, the group members are relying on parent involvement, widely
regarded as a key to academic success, to boost the students' performance by
letting them
know adults are taking an interest in them.

"I don't think it's a mystery that African Americans are not faring as well as
the rest of
the student population. They've grown up with a norm that mediocrity
is OK," said Kenneth
Curl, president of the Renton Black Parents Association.

"You've got to understand how frustrating it is to be African American in this
country
and to see the high rate of unemployment and the high rate of incarceration," Curl said. "To
have that held up as your potential future, you've got to
understand how devastating that is
and how demoralizing that is. That is part
of what we battle." n

Publication#W\ PP# 33. Seattle Times"Publication" #:\ PP#January 26, 1998

Headline#\ PP# Charter schools make grade in House;
face test in Senate Headli
ne #:\ PP#
by Dionne Searcey
Seattle Times South bureau

A bill that would create charter schools in Washington received a ringing endorsement
from the House yesterday.

HB2019 received overwhelming support from the House, which voted 72-22 in favor
of
the bill. It now moves to the Senate.

The measure is identical to a charter-school bill that the House passed last year but failed
to make it past the Senate by a handful of votes.

Charter schools allow groups of teachers and parents to set up publicly funded alternative schools that are exempt from some of the regulations of conventional schools. Supporters say charter schools would encourage creativity and even lure some private-school students back to the public schools.

The House bill would require that charter schools employ only teachers with state teaching certificates, comply with state audits and meet or exceed the academic performance at other public schools.

The bipartisan measure has the backing of more than 70 representatives. A Senate version of the bill is sponsored solely by Republicans.

Senators speculated that Gov. Gary Locke's strong support for charter schools in his State of the State speech earlier this month may give legislators the added incentive to push the bill to approval in the Senate this year as well.

"The big difference is that the governor is on record and spoke with some enthusiasm about it," said Sen. Steve Johnson, R-Kent. "That doesn't mean there may not be a few bumps along the way."

Those bumps, he said, haven't changed much from last year. Among them is a strong dislike for the idea from both ends of the political spectrum in the Senate. Some of those viewpoints were expressed Thursday at a Senate Education Committee hearing on the bill.

Some conservatives don't want charter schools because they think the state should be in charge of a regimented public-school program.

Some liberal lawmakers side with teachers unions, which, for the most part, oppose the schools because of fears they would lose power to protect the teachers.

The Senate bill is scheduled for executive session Tuesday.

The bills are largely similar. A sticking point, though, may be a provision in the House bill that requires charter schools to comply with the education reforms passed in 1993, meaning charter schools would have to adhere to curriculum and statewide assessments that monitor both student progress and school effectiveness. The Senate bill has no such requirement.

Sen. Bill Finkbeiner, R-Carnation, one of the bill's sponsors, said requiring charter schools to comply with the state mandates governing public schools defeats the bill's whole purpose.

"We could probably get a charter-school bill to pass if we watered it down enough," he said. "The problem is we'd not end up with any schools because they'd be so difficult to start up, with all the rules and regulations."

If a charter-school bill winds up as law this session, the schools could exist as soon as the fall. But Rep. Dave Quall, D-Mount Vernon, said it's more likely that because of time needed for planning and hiring, the schools would not start showing up until 1999.

Twenty-nine states now have charter-school laws with nearly 200,000 students in attendance.

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Publication#W\ PP# 34. Los Angeles Times"Publication" #:\ PP#* 01/26/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# Bill to Fix Bilingual Education
Pushed Before Unz Vote
#:\ PP#
By ERIC BAILEY; NICK ANDERSON
TIMES STAFF WRITERS

SACRAMENTO " Year in, year out, for a decade running, California lawmakers have tried to produce new standards for bilingual education in the state's classrooms.

They have always flunked. One bill was vetoed. A dozen others never even made it that far.

Now, state legislators are at it again, taking a last stab at reform before the California electorate does the job for them. With an initiative to virtually dismantle bilingual education going before voters in June, a state senator is scrambling to push through a more moderate alternative designed to let school districts decide how best to teach students not fluent in English.

The measure by Sen. Dede Alpert (D-Coronado) faces a stiff test in the Assembly, where it was bottled up in the final days of last year's legislative session. Even if it passes, the bill could be rendered moot if the ballot measure wins and survives legal challenge.

Republicans were bullish backers of Alpert's bill in 1997. But this is an election year, and they have abandoned Alpert and are moving in droves to support the anti-bilingual ballot measure, launched by Silicon Valley millionaire Ron K. Unz and Orange County teacher Gloria Matta Tuchman.

Democrats, including members of the powerful Latino Caucus, have long been squeamish about tinkering with bilingual education, which is woven through the fabric of California's public school system despite continuing debate and controversy over its effectiveness.

But now, facing the Unz initiative, Democratic reluctance is beginning to thaw. Many see Alpert's legislation as a good political weapon in the coming war against the ballot measure.

If Alpert's bill is approved and signed into law by Gov. Pete Wilson, who has yet to show his hand on either measure, Unz's foes will argue that the new regulations governing bilingual education are more flexible and preferable to the initiative, which they consider a "one-size-fits-all" approach.

"There's a sense of urgency," said Assemblyman Mike Honda (D-San Jose), an opponent of the Unz initiative who is active in efforts to craft a legislative compromise. "A lot of people want to point to something and say, 'See, we have some thing. We don't need Unz.'"

Democrats are also saying they now consider Alpert's bill worthwhile for California's 1.4 million schoolchildren not fluent in English. That group constitutes about a quarter of the state's students; the primary language of 4 out of 5 in the group is Spanish.

Alpert's bill would give school districts a freer hand to be innovative and shape whatever approach they believe works best, be it instruction in a student's native language, immersion in classrooms where English is spoken most of the time or some other approach. It also would hold districts to account for producing positive results. Now, there are few penalties for districts that fail to move students quickly into English fluency and ensure progress in other subjects.

Advocates of bilingual education aren't exactly running to embrace the Alpert legislation, even with the Unz initiative on the horizon.

"There aren't going to be any winners in this," said Martha Zaragoza-Diaz, a lobbyist for the California Assn. for Bilingual Education. "If we're going to give districts flexibility, we need assurances that children are not only learning English, but also math, science and writing at their grade level."

The Unz initiative, in contrast, would require virtually all classroom instruction to be in

English, with limited exceptions. Children who are not fluent would get about a year of special help in English and then move into mainstream classes.

Unz said his measure is filling the void left by Sacramento.

"Last year I expected the Legislature to finally do something, but they once again failed," he said. "That's 10 straight years! Now our initiative is going to a vote in four months. It's a very foolish thing for them to come in at the last moment and say they've agreed on something."

Unz said state lawmakers are simply making a political move "motivated by nothing but the embarrassment that they've been sitting on their hands for 10 straight years."

The California law governing bilingual education expired in 1987, but state education officials have continued to carry out its general intentions, prompted, in part, by rulings in federal civil rights lawsuits that prohibit putting children in classrooms where they cannot keep up because of language differences.

In California schools, that has translated into about 30% of non-English-proficient children taking traditional bilingual education classes, in which they are instructed in basic subjects in their native language while they learn English.

The other 70% may receive help from bilingual teaching aides, specially crafted lessons in various academic subjects through so-called sheltered English, classes in English as a second language or perhaps just a bilingual dictionary. Many get virtually no extra help at all.

Part of the problem is a dearth of trained bilingual teachers. By some estimates, the state needs as many as 26,900 new bilingual teachers to fill its needs. There now are about

15,000. Alpert's bill would not rectify that situation.

Meanwhile, the State Board of Education has adjusted the regulations, allowing districts to apply for waivers from the bilingual rules. Four districts in the state—all in Orange County—have received waivers, and the Santa Barbara district plans to seek one.

As state educators have tinkered with the rules, California lawmakers have repeatedly proved powerless to push through legislation.

Last year, Alpert's bill (SB 6) appeared headed for approval until it was waylaid in an Assembly fiscal committee at the behest of Speaker Cruz Bustamante (D-Fresno). Members of the Assembly Latino Caucus, several lawmakers who are former educators and advocates of bilingual education expressed concern that the bill did not have strong enough safeguards. They said some students would be left to sink academically in classes in which they couldn't keep up with instruction in English.

Over the years, Alpert's bill and similar efforts have failed to win over many Latino lawmakers, who see bilingual education as an emotional issue. As children, some were forced into sink-or-swim situations in which they had little help learning English.

"I remember sitting in my fifth-grade classroom and not knowing what was going on," recalled Assemblywoman Martha M. Escutia (D-Bell), who believes that the Unz initiative is simply a smoke screen for the English-only movement. "Why do we make it difficult like that for kids?"

This year, Alpert is counting on Democrats like Escutia to come through. Bustamante also is now eager to see a bill to counter Unz's measure.

"I am hopeful we can put out a moderate brand of bilingual education," Bustamante said. "I don't know that it would derail the Unz initiative, but at least we'

d be putting out something that's good public policy, not some patronizing product meant only as a wedge issue during an election."

But it may be too late. Without Republican votes"and only a couple are seriously considering Alpert's bill"the chances of the governor signing the legislation are clouded. And even if it becomes law, the bill probably won't make a dent in the Unz initiative.

"I think we missed our window of opportunity last year," Alpert said. "Maybe it was too late even then. It has just taken the Legislature so long."

Publication#W\ PP# 35. Baltimore Sun"Publication" #:\ PP#January 25, 1998
Headline#\ PP# Demographics are the downfall Headline #:\ PP#Subhead#[\ PP#
Grades: 'Quality Counts' findings put performance
data in the context of census
statistics and show how
Baltimore schools pull down statewide averages.Subhead
#:\ PP# By Mike Bowler
SUN STAFF

Once, before suburbs, Baltimore schools were the envy of Maryland. City schools were so distinguished that the system was autonomous, legally separate from the other 23 mediocrities.

Demographics changed that. Now city schools are like a boulder tied to the public school rowboat. They pull down the average for everyone.

State education officials found that out again this month, when Maryland got its second annual report card from the most thorough assessment of American education yet attempted. Maryland's grades weren't anything to brag about.

How do you explain an F (last year's grade was D+) in "school climate?" And why did Maryland get a C- in "teaching quality"?

Maryland is, after all, a state that prides itself on school reform. The Maryland School

Performance Assessment Program (MSPAP) has become a national model, and the state got an A- on the report card in a category called "standards and assessments." But that was the only above-average grade.

Much of the mediocre showing can be explained (though not excused) in two words :
Baltimore City. The city pulls down all statewide performance averages. Even Prince George's County, the other district in Maryland with a sizable urban population, shines in comparison.

This year's "Quality Counts" report, compiled by the publication Education Week with help from the Pew Charitable Trusts, grades the states from the perspective of the urban crisis, putting school performance data in the context of census data.

Just a few of the low lights:

Baltimore has 15 percent of the state's children but 87 percent of the state's children in extreme poverty.

Maryland has one of the widest gaps between spending on urban and "nonurban" schools. This explains the C's given the state for spending and the drop from A- last year to C this year in the equity of school spending.

Maryland has the widest gap in the nation between urban and nonurban student performance in eighth-grade math and the fifth-widest gap in fourth-grade reading . Much of this difference can be attributed to Baltimore, where 45 percent of the state's poor children live.

Just under a third of urban high school teachers in Maryland lack even a college minor in the subjects they teach, compared with 16 percent in nonurban schools.

States with urban centers get poor grades in "school climate," and the lack of PTAs in many city schools helps pull Maryland down in this category.

These kinds of dismal statistics are sprinkled throughout "Quality Counts," which seems biased in its grading against states with huge urban centers, such as Maryland and Michigan.

Last summer, when Sun reporters began planning the reporting that culminated in the "Reading By 9" series in November, we referred to these statistics as the "to be sure" factors.

To be sure, there's urban poverty that makes city children harder to teach. To be sure, it's difficult to teach reading, or anything else, with 35 children in a classroom.

Difficult, but not impossible, we concluded. In fact, we found that proven methods of reading instruction aren't being used where they are needed most.

"Quality Counts" did detect one bright note in the dirge. That is the "novel partnership" between city and state that is overhauling the governance of city schools and promising (if agreements are kept) to bring \$254 million in additional state aid over five years. That effort is well under way.

It takes time to improve education on a large scale, but a few years from now, that promising development might bring Maryland an "I" for Improvement.

White House honors Maryland teachers

A lot of attention was on the White House Thursday, but not because it announced this year's winners of the Presidential Award for Excellence in Mathematics and Science Teaching.

Maryland winners are Nancy Cornelius, a math teacher at Pointers Run Elementary in Clarksville; Dorothy Reitz, a math teacher at Dr. Martin Luther King Jr. Mi

ddle School in
Germantown; Karen Shrake, a science teacher at Burtonsville Elem
entary in Burtonsville;
and John Perry, a science teacher at Mount Hebron High
School in Ellicott City.

Each winner gets \$7,500 from the National Science Foundation, to be spent at th
e
teacher's discretion to advance math and science education.

EAI was then; Tesseract is now

The EAI watch will have to become the Tesseract watch. The company that tried t
o
make a profit operating nine Baltimore schools in the mid-'90s has changed it
s name to the
Tesseract Group to "reflect the company's commitment to expanded
educational services
and the Tesseract philosophy."

One reason for the change, we suspect, is the association of "EAI" with the com
pany's
failed for-profit experiments in Baltimore and Hartford, Conn.n

Publication#W\ PP# 36. Cincinnati Enquirer"Publication" #:\ PP#January 26, 19
98

Headline#\ PP# Program achieves integration, but
parents call it hardship Hea
dline #:\ PP#
BY MARK SKERTIC
The Cincinnati Enquirer

Each morning, Debra Clark watches her two children walk across the street to
Wa
shington Park Elementary in Over-the-Rhine.

Krystal and Khris don't go inside. Instead, they climb aboard a school bus that
takes them
3 miles to Oyler Elementary, another Cincinnati public school in ne
arby Lower Price Hill.

"They could go right out my door and right in Washington Park's door," Ms. Cl
ark said.
"But the schools say no."

She lives in one of four Cincinnati Public School attendance zones where some children are bused from their neighborhood in an effort to achieve racial integration. Now, some parents and other school supporters have asked the district to reconsider its commitment to the plan.

The loudest calls to dump the program have come from those working with Oyler's school, a school in mostly white Lower Price Hill.

"A lot of these Appalachian kids never make it because they're taken out of their neighborhood; they feel threatened by going to other communities," said Mike Jones, chairman of Oyler's Local School Decision Making Committee, an internal policy board.

An Oyler alumnus (class of '63), he went there when it was the school for hundreds of Price Hill children in kindergarten through ninth grade. Now, Mr. Jones and others would like to see Oyler made a neighborhood school with the grade level expanded to eighth grade from the current kindergarten-to-sixth.

Most important, they want a guarantee that children who live near Oyler will be able to attend the school and not be bused to Washington Park, where the Over-the-Rhine neighborhood is largely black. "Maybe if they make Oyler a neighborhood school, make it K-8, you'll get more parental support, more community support and more community pride," Mr. Jones said.

Administrators haven't asked the school board to reconsider the arrangement, but it might be time to do so, school board President Arthur Hull said. "Yes, absolutely," he said when asked about Oyler's request. "I think maybe it's time to take another look at it."

The policy's official name is "paired schools." Oyler is paired with Washington Park; Whittier in Price Hill is linked with Washburn in the West End. The schools have about 2,300 students; 500 of them are affected by the paired-school

program.

"The idea is to mix the kids from Oyler, who are predominantly white, with the kids from Washington Park, who are predominantly black," CPS Assistant Superintendent Kathleen Ware said.

The arrangement is different from magnet-school offerings, a popular, voluntary desegregation tool that affects about 14,500 students. Magnet-school programs such as Montessori instruction or intensive foreign-language offerings entice families to choose schools outside their neighborhoods.

Cincinnati families whose children attend paired schools do not get to choose whether to be part of the program, prompting annual complaints to principals. Many have argued that the district intentionally chose schools in low-income areas to implement the policy.

But the district has been hesitant to drop the paired-school effort because it would increase racial segregation, Mrs. Ware said. That could lead to a repeat of desegregation court battles that the district faced in the 1970s and '80s, administrators fear.

Milton Hinton, president of the Cincinnati chapter of the NAACP, said that concern could be unfounded. The National Association for the Advancement of Colored People championed desegregation lawsuits against the district because schools and the resources given to children of different races were not equal, he said.

"Integration is certainly desirable in the kind of society in which we live," Dr. Hinton said. "But integration must not proceed just for integration's sake, just to say we have black and white kids together. Education must be paramount."

If dropping pairing would strengthen the schools, it would benefit their neighbors.

orhoods,
said Maureen Sullivan, executive director of the Urban Appalachian Council.
"Neighborhoods are stronger if the institutions within the neighborhood are stronger," she said.

Oyler supporters have argued that a closer relationship between the school and community could keep more children in school and boost student achievement.

At Washington Park, the school decision-making committee did not need to hear those arguments, Principal Viola Jackson said. They like the program because without it, the school's enrollment would be entirely African-American, she said.

"Pairing gives us an opportunity," she said. "It's more global to recognize there is more than one type of culture in the world."

Still, for parents like Ms. Clark, the policy is frustrating. She likes Oyler and has been happy with the education her children have received. But being an involved parent is difficult when the school is 3 miles away and she has no car, she said.

"To get to Price Hill, I have to take a bus, or a cab if it's an emergency," Ms. Clark said.
"It's not easy."

The impact on parental involvement has been one of the problems since paired schools were inaugurated in 1989, said Jennifer Cottingham, former principal at Washburn Elementary.

"I had death threats, threats that the buses would never cross Eighth Street," said Ms. Cottingham, now an administrator who works with the district's principals. "But by Halloween, we had kids wanting to spend the night at each other's home. Some kids spending the night with their friends in the projects, other kids going home with friends up the hill."

But the paired-school experiment has never succeeded in overcoming the problem of parents frustrated because their children are being bused out of their neighborhoods every morning, Ms. Cottingham said.

"I get questions all the time," Whittier Principal Dominick Ciolino said. "After nine years, there are still people who aren't pleased."

Publication#W\ PP# 37. Hartford Courant "Publication" #:\ PP# January 26, 1998

Headline# \ PP# Judge reject claim of educational malpractice
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WEST HAVEN, Conn. (AP) In a case of three parents suing the local school board for teaching a particular school curriculum, a judge has ruled the state does not recognize claims of educational malpractice.

Superior Court Judge Michael Hartmere said in his ruling that the parents did not prove their claims. Parents Elizabeth Bell, Barbara Murphy-Finneran and Paul a Brown had said the use of the "Responsive Classroom" curriculum was educational malpractice because, they believe, the teaching method emphasizes social skills over academics.

The suit also alleged use of the curriculum was negligent and that the conduct of educators was "outrageous," encouraging an atmosphere of chaos and fear and intentionally inflicting emotional distress on students at Pagels School.

The parents' attorney, John Williams, said he would appeal the judge's decision.

Floyd Dugas, attorney for the Board of Education, said the decision means that courts "have no business deciding what classes, what courses or what curriculum should be utilized in schools."

Previously, a federal judge rejected a claim by the three parents that use of the curriculum

violated the constitutional rights of students.n

Publication#W\ PP# 38. Hartford Courant"Publication" #:\ PP#January 26, 1998

Headline#\ PP# Proposed Charter School Would Give
Students Taste Of Democracy

Headline #:\ PP#By ERIC FERRERI

WINDHAM - Students at the proposed Leonardo da Vinci Middle School in Willimant
ic
would have a truly democratic educational experience.

Under the governance structure proposed by the school's founders, students, tea
chers and
staff members would each have an equal vote on most school issues, in
a town- meeting
format. Decisions on discipline, use of facilities, hiring and
firing and school finances would
all fall to a schoolwide vote.

That means that everything from the school budget to class field trips would be
approved
by a majority vote.

``The idea is to have a new type of school where the policies are made by those
who are
actually in the building, including the students," said Alan Levy, di
rector of CitiArts Inc.,
the community-based organization proposing the school
to the state. ``We want students to
have ownership over their educations."

It would be the first public school in the state with such a structure. There i
s one private
school in Hampton with a similar set of rules, and there are seve
ral others across the nation.

In addition to self-governance, the da Vinci school would offer an arts- orient
ed
curriculum in which arts professionals would help in teaching standard middl
e school
subjects, such as math, science and English, Levy, a teacher and profe
ssional theater
director, said. The school would enroll students in grades 4 th
rough 8.

The state Department of Education, which will decide whether to approve the sch

ool's
charter, will hold a public hearing tonight at 7 at the Windham Regional
Vocational-
Technical School on Birch Street in Willimantic.

The proposal is one of 10 such submitted to the state this year, said Yvette Melendez
Thiesfield, the state education department's program manager for charter
schools. Of those,
two or three will be selected, she said. The state will give the chosen schools about \$6,000
per student, and the schools must open in September 1998. It would be the second year that
the state has funded charter schools.

If approved, Levy said, he'd expect an enrollment of about 125 students the first year.
Students would therefore greatly outnumber the 25 teachers and staff members, but Levy
doesn't view that as a problem.

"There is, I guess, the danger that a large group of people could vote and enact
something pretty silly," he said. "But that's all part of the learning process."

Empowering the students gives them a greater sense of ownership in the school,
and the
added responsibility would challenge students, he said.

This has been the case at The Greenwood Sudbury School in Hampton, a private school
of 22 students, now in its fifth year, that has successfully provided students with an equal
voice, officials there say. Students there vote on most school decisions, and there's very little
trouble, said Jed Katch, a Greenwood staff member and school founder.

"It works extremely well," Katch said of the voting. "One of the misconceptions is if
you give students freedom, they'll go chaotic."

The town-meeting style at the Greenwood school - appropriately housed in the basement
of Hampton's town hall - has brought out the best out of the students
, Katch said. Students

don't abuse their voting privileges, and when they don't understand an issue, they either learn about it or don't vote, he said.

"A lot of acting out is because students are frustrated," Katch said. "Here, students have as much power as I do, and they know it."

The da Vinci school would have a director to handle daily administrative tasks, but would be largely governed by students and staff members. While conceding that there could be some problems associated with that much student control, Levy is confident that students would cast their votes responsibly.

"I think that children in this age range can surprise us with their capabilities," he said.

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Headline#\ PP# State to hold public hearing on charter school proposalsHeadline #:\ PP#

WILLIMANTIC, Conn. (AP) At one proposed charter school, students would get to learn about democracy first hand.

Decisions on discipline, use of facilities, field trips, hiring, firing and school finances at the proposed Leonardo da Vinci Middle School would all be decided by a schoolwide vote with students, teachers and staff.

"The idea is to have a new type of school where the policies are made by those who are actually in the building, including the students," said Alan Levy, director of CitiArts Inc., the organization proposing the school. "We want students to have ownership over their educations."

The da Vinci school is one of 10 proposed schools before the state Department of Education, which will hold a public hearing tonight at the Windham Regional Vocational-Technical School.