

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:20-MAY-1998 11:37:00.00

SUBJECT: Clips

TO: Jacqueline M. Peay (Jacqueline M. Peay@eop [UNKNOWN])
READ:UNKNOWN

TO: Jonathan H. Schnur (Jonathan H. Schnur@eop [UNKNOWN])
READ:UNKNOWN

TO: Michael Cohen (Michael Cohen@EOP [UNKNOWN])
READ:UNKNOWN

TO: Robert M. Shireman (Robert M. Shireman@eop [UNKNOWN])
READ:UNKNOWN

TO: Tanya E. Martin (Tanya E. Martin@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 unsubscribe to this list, e-mail "OPA."

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."

Carlin Hertz

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 V5.1-9 #29131)

id <01IX97RV8MS0008B0Z@PMDf.EOP.GOV>; Wed, 20 May 1998 12:00:20 EDT

Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDf V5.1-9 #29131)

with ESMTP id <01IX97QW2YJ4006O9Q@PMDf.EOP.GOV>; Wed,

20 May 1998 11:59:12 -0400 (EDT)

Received: from vader.ed.gov ([165.224.216.253])

by STORM.EOP.GOV (PMDf V5.1-10 #22921)

with ESMTP id <01IX97PR6N7S0020WM@STORM.EOP.GOV>; Wed,

20 May 1998 11:58:14 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.216.37])

by vader.ed.gov (8.8.7/8.8.4) with SMTP id LAA20875; Wed,

20 May 1998 11:59:21 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov

(IMA Internet Exchange 2.12 Enterprise) id 0016EC6A; Wed,

20 May 1998 11:47:45 -0400

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

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

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

TEXT:

WPC

2xBZ!

Online clips cover page

\$9XXN\ PXPBody type%6gNine-point Times New Romanm %t*/Tr\twmE'#:\ PP#Headline

m,6gHeadline (23 pt)/T wm ,t*/Tr\twmE@6

#\ PP# #u\ PP#26quTabs-stories6gTab setting for stories wm 0t*/Tr\twmEdSubhe

adwm46g14-pt headline=(/T wm 4t*/Tr\twmE44#[\ PP# #[\ PP# Publication6gName o

f publication -- extra large, bold\twmE@

1#W\ PP# 1. #W\ PP#INTERNATLq6gEDITORIAL headingSj=(/Tqt*/Tr\twmE '#u\ PP#

INTERNATIONAL #:\ P P#yq 'ddy

#u\ P

P#2

" npAddress11:\`QwIdentifies OPA, day and date:`Qwm /T1`Q,Lgl'

'#i2PP#

#i2PP#Address2!Address of OPA and Norm's name:Owm"#XxPi7XP#

#XxPj7XP#Head -- TofC!Headline -- Table of Contents:Owm 20{ XN\ PXP(hH

Z6Times New Roman RegularX:\ PP(hH

Z6Times New Roman Regular\ PP(hH

Z6Times

New Roman Regularu\ PP(hH

Z6Times New Roman Regular[\ PP(hH

Z6Times New Ro

man Regular[\ PP(hH

Z6Times New Roman RegularW\ PP(hH

Z6Times New Roman Reg

ularW\ PP(hH

Z6Times New Roman Regularu\ PP(hH

Z6Times New Roman Regular:\
 P P(hH
 Z6Times New Roman Regularu\ P
 P(hH
 Z6Times New Roman RegularA\ PP(hH
 Z6Times New Roman RegularXN\ P XP(hH

 Z6Times New Roman RegularX\ P
 P(hH
 Z6Times New Roman RegularXN\ PXP(hH
 Z6
 Times New Roman RegularXi2PP,
 AZ"Arial Regulari2PP,
 AZ"Arial Regulari2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularXi2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularXi2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularXi2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularXi2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularXi2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularXi2PP,
 AZ"Arial RegularXN\ PXP(hH
 Z6Times New Roman RegularX:\ PP(hH
 Z6Times New R
 oman Regular&G\ P&P(hH
 Z6Times New Roman Regular&*0 x7),h Z2CG Times (W1) Re
 gular&G\ P &P(hH
 Z6Times New Roman Regular&:\ P!P(hH
 Z6Times New Roman Regu
 larW\ P"P(hH
 Z6Times New Roman Regular:\ P#P(hH
 Z6Times New Roman Regular\
 P\$P(hH
 Z6Times New Roman Regular:\ P%P(hH
 Z6Times New Roman Regular[\ P&P(
 hH
 Z6Times New Roman Regular:\ P'P(hH
 Z6Times New Roman RegularW\ P(P(hH
 Z
 6Times New Roman Regular:\ P)P(hH
 Z6Times New Roman Regular\ P*P(hH
 Z6Times
 New Roman Regular:\ P+P(hH
 Z6Times New Roman RegularW\ P,P(hH
 Z6Times New
 Roman Regular:\ P-P(hH
 Z6Times New Roman Regular\ P.P(hH
 Z6Times New Roman
 Regular:\ P/P(hH
 Z6Times New Roman Regular[\ POP(hH
 Z6Times New Roman Regul

ar:\ P1P(hH
Z6Times New Roman RegularW\ P2P(hH
Z6Times New Roman Regular:\
P3P(hH
Z6Times New Roman Regular\ P4P(hH
Z6Times New Roman Regular:\ P5P(h
H
Z6Times New Roman RegularW\ P6P(hH
Z6Times New Roman Regular:\ P7P(hH
Z6
Times New Roman Regular\ P8P(hH
Z6Times New Roman Regular:\ P9P(hH
Z6Times
New Roman RegularW\ P:P(hH
Z6Times New Roman Regular:\ P;P(hH
Z6Times New R
oman Regular\ P<P(hH
Z6Times New Roman Regular:\ P=P(hH
Z6Times New Roman R
egularW\ P>P(hH
Z6Times New Roman Regular:\ P?P(hH
Z6Times New Roman Regula
r\ P@P(hH
Z6Times New Roman Regular:\ PAP(hH
Z6Times New Roman RegularW\ P
BP(hH
Z6Times New Roman Regular:\ PCP(hH
Z6Times New Roman Regular\ PDP(hH
Z6Times New Roman Regular:\ PEP(hH
Z6Times New Roman Regular[\ PFP(hH
Z6Ti
mes New Roman Regular:\ PGP(hH
Z6Times New Roman RegularW\ PHP(hH
Z6Times N
ew Roman Regular:\ PIP(hH
Z6Times New Roman Regular\ PJP(hH
Z6Times New Rom
an Regular\ PKP(hH
Z6Times New Roman RegularW\ PLP(hH
Z6Times New Roman Re
gular:\ PMP(hH
Z6Times New Roman Regular\ PNP(hH
Z6Times New Roman Regular:
\ POP(hH
Z6Times New Roman RegularW\ PPP(hH
Z6Times New Roman Regular:\ PQ
P(hH
Z6Times New Roman Regular\ PRP(hH
Z6Times New Roman Regular:\ PSP(hH

Z6Times New Roman RegularW\ PTP(hH
Z6Times New Roman Regular:\ PUP(hH
Z6Tim
es New Roman Regular\ PVP(hH

Z6Times New Roman Regular:\	PWP(hH
Z6Times New	
Roman RegularW\	PXP(hH
Z6Times New Roman Regular:\	PYP(hH
Z6Times New Roma	
n Regular\	PZP(hH
Z6Times New Roman Regular:\	P[P(hH
Z6Times New Roman Regu	
larW\	P\P(hH
Z6Times New Roman Regular:\	PJP(hH
Z6Times New Roman Regular\	
P^P(hH	
Z6Times New Roman Regular:\	P_P(hH
Z6Times New Roman RegularW\	P`P(
hH	
Z6Times New Roman Regular:\	PaP(hH
Z6Times New Roman Regular\	PbP(hH
Z6	
Times New Roman Regular:\	PcP(hH
Z6Times New Roman RegularW\	PdP(hH
Z6Times	
New Roman Regular:\	PeP(hH
Z6Times New Roman Regular\	PfP(hH
Z6Times New R	
oman Regular:\	PgP(hH
Z6Times New Roman RegularW\	PhP(hH
Z6Times New Roman	
Regular:\	PiP(hH
Z6Times New Roman Regular\	PjP(hH
Z6Times New Roman Regula	
r:\	PkP(hH
Z6Times New Roman RegularW\	PlP(hH
Z6Times New Roman Regular:\	
PmP(hH	
Z6Times New Roman Regular\	PnP(hH
Z6Times New Roman Regular:\	PoP(hH
Z6Times New Roman Regular[\	PpP(hH
Z6Times New Roman Regular:\	PqP(hH
Z6T	
imes New Roman RegularW\	PrP(hH
Z6Times New Roman Regular:\	PsP(hH
Z6Times	
New Roman Regular\	PtP(hH
Z6Times New Roman Regular:\	PuP(hH
Z6Times New Ro	
man RegularW\	PvP(hH
Z6Times New Roman Regular:\	PwP(hH
Z6Times New Roman R	
egular\	PxP(hH
Z6Times New Roman Regular:\	PyP(hH
Z6Times New Roman Regular	
W\	PzP(hH
Z6Times New Roman Regular:\	P{P(hH

Z6Times New Roman Regular\	P
P(hH	
Z6Times New Roman Regular:\	P}P(hH
Z6Times New Roman RegularW\	P~P(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times	
New Roman Regular:\	PP(hH
Z6Times New Roman Regular[\	PP(hH
Z6Times New Ro	
man Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Reg	
ular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	
PP(hH	
Z6Times New Roman Regular[\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times	
New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Rom	
an RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regu	
lar\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	P
P(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6	
Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times N	
ew Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman	
Regular:\	PP(hH
Z6Times New Roman Regular[\	PP(hH
Z6Times New Roman Regula	
r:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP
(hH	
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6T	
imes New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH

Z6Times Ne
 w Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman
 RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular
 \ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular[\ PP(h
 H
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Ti
 mes New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New
 Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman R
 egular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH

 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Time
 s New Roman RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New R
 oman Regular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Reg
 ularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular[\ PP(hH

 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times
 New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Rom
 an Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regu
 lar:\ PP(hH
 Z6Times New Roman Regular\ PP(hH

Z6Times New Roman Regular:\	P
P(hH	
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z	
6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times N	
ew Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roma	
n Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regula	
rW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(
hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6T	
imes New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times New	
Roman Regular:\	PP(hH
Z6Times New Roman Regular[\	PP(hH
Z6Times New Roman	
Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular	
:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(h
H	
Z6Times New Roman Regular[\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Ti	
mes New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New	
Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman R	
egularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	
PP(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Time	
s New Roman Regular:\	PP(hH

Z6Times New Roman Regular\	PP(hH
Z6Times New R	
oman Regular:\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Re	
gularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	
PP(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times	
New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Ro	
man Regular:\	PP(hH
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regu	
lar:\	PP(hH
Z6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	
PP(hH	
Z6Times New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z	
6Times New Roman RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times	
New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roma	
n RegularW\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regul	
ar\	PP(hH
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman RegularW\	PP
(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Times New Roman Regular\	P P(hH
Z6	
Times New Roman Regular:\	P
P(hH	
Z6Times New Roman Regular[\	PP(hH
Z6Times New Roman Regular:\	P P(hH
Z6Times New Roman RegularW\	P
P(hH	
Z6Times New Roman Regular:\	PP(hH
Z6Time	
s New Roman Regular\	PP(hH
Z6Times New Roman Regular:\	PP(hH

Z6Times New Ro
 man RegularW\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Reg
 ular\ PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\
 PP(hH
 Z6Times New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z
 6Times New Roman Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times
 New Roman Regular:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roma
 n Regular:\ PP(hH
 Z6Times New Roman RegularW\ PP(hH
 Z6Times New Roman Regul
 ar:\ PP(hH
 Z6Times New Roman Regular\ PP(hH
 Z6Times New Roman Regular:\ P
 P(hH
 Z6Times New Roman RegularW\ P!P(hH
 Z6Times New Roman Regular:\ P"P(hH
 Z6Times New Roman Regular\ P#P(hH
 Z6Times New Roman Regular:\ P\$P(hH
 Z6Tim
 es New Roman RegularW\ P%P(hH
 Z6Times New Roman Regular:\ P&P(hH
 Z6Times Ne
 w Roman Regular\ P'P(hH
 Z6Times New Roman Regular:\ P(P(hH
 Z6Times New Roma
 n RegularW\ P)P(hH
 Z6Times New Roman Regular:\ P*P(hH
 Z6Times New Roman Reg
 ular\ P+P(hH
 Z6Times New Roman Regular:\ P,P(hH
 Z6Times New Roman RegularW\
 P-P(hH
 Z6Times New Roman Regular:\ P.P(hH
 Z6Times New Roman Regular\ P/P(
 hH
 Z6Times New Roman Regular:\ P0P(hH
 Z6Times New Roman RegularW\ P1P(hH
 Z
 6Times New Roman Regular:\ P2P(hH
 Z6Times New Roman Regular\ P3P(hH
 Z6Times
 New Roman Regular:\ P4P(hH
 Z6Times New Roman RegularW\ P5P(hH
 Z6Times New

Roman Regular:\	P6P(hH	
Z6Times New Roman Regular\	P7P(hH	
Z6Times New Roman		
Regular:\	P8P(hH	
Z6Times New Roman RegularW\	P9P(hH	
Z6Times New Roman Regul		
ar:\	P:P(hH	
Z6Times New Roman Regular\	P;P(hH	
Z6Times New Roman Regular:\		
P<P(hH		
Z6Times New Roman RegularW\	P=P(hH	
Z6Times New Roman Regular:\	P>P(h	
H		
Z6Times New Roman Regular\	P?P(hH	
Z6Times New Roman Regular:\	P@P(hH	
Z6T		
imes New Roman RegularW\	PAP(hH	
Z6Times New Roman Regular:\	PBP(hH	
Z6Times		
New Roman Regular\	PCP(hH	
Z6Times New Roman Regular:\	PDP(hH	
Z6Times New Ro		
man RegularW\	PEP(hH	
Z6Times New Roman Regular:\	PFP(hH	
Z6Times New Roman R		
egular\	PGP(hH	
Z6Times New Roman Regular:\	PHP(hH	
Z6Times New Roman Regular		
W\	PIP(hH	
Z6Times New Roman Regular:\	PJP(hH	
Z6Times New Roman Regular\	PK	
P(hH		
Z6Times New Roman Regular:\	PLP(hH	
Z6Times New Roman RegularW\	PMP(hH	
Z6Times New Roman Regular:\	PNP(hH	
Z6Times New Roman Regular\	POP(hH	
Z6Tim		
es New Roman Regular:\	PPP(hH	
Z6Times New Roman Regular[\	PQP(hH	
Z6Times Ne		
w Roman Regular:\	PRP(hH	
Z6Times New Roman RegularW\	PSP(hH	
Z6Times New Rom		
an Regular:\	PTP(hH	
Z6Times New Roman Regular\	PUP(hH	
Z6Times New Roman Reg		
ular:\	PVP(hH	
Z6Times New Roman RegularW\	PWP(hH	
Z6Times New Roman Regular:		
\	PXP(hH	
Z6Times New Roman Regular\	PYP(hH	
Z6Times New Roman Regular:\	PZP	
(hH		
Z6Times New Roman RegularW\	P[P(hH	

Z6Times New Roman Regular:\ P\P(hH

Z6Times New Roman Regular\ PJP(hH

Z6Times New Roman Regular:\ P^P(hH

Z6Time

s New Roman Regular[\ P_P(hH

Z6Times New Roman Regular:\ P`P(hH

Z6Times New

Roman RegularW\ PaP(hH

Z6Times New Roman Regular:\ PbP(hH

Z6Times New Roma

n Regular\ PcP(hH

Z6Times New Roman Regular:\ PdP(hH

Z6Times New Roman Regu

larW\ PeP(hH

Z6Times New Roman Regular:\ PfP(hH

Z6Times New Roman Regular\

PgP(hH

Z6Times New Roman Regular:\ PhP(hH

Z6Times New Roman RegularXxPi7XP/

L AZ&Univers RegularXXxPj7XP/L AZ&Univers RegularX23|x X ` ` ` `"(#J#A\

PP##XN\ P XP#

yxdddyy(#XXddy

#\ P

P# Daily Education News

#XN\ PXP# Address1#i2PP#Wednesday, May 20, 1998Address1

#XN\ PXP#Address1#i2PP#Address1

#XN\ PXP#Address1#i2PP#U.S. Department of EducationAddress1

#XN\ PXP#Address1#i2PP#Office of Public AffairsAddress1

#XN\ PXP#Address1#i2PP#FB10B, Room 2200 4011576Address1

#XN\ PXP#Address1#i2PP#Carlin Hertz, EditorAddress1

#XN\ PXP#

yxdddyy

Body type#:\ PP#

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

obtai

ned through licensing agreements and is intended solely for the use

of departme

nt employees.

#*0 x7##What Follows

#&G\ P &P#

NATIONAL

1. The Washington Post
Probation Officers To Keep Watch at Maryland School
2. Associated Press
Maryland to put probation officers in public schools
3. Baltimore Sun
Probation officers to patrol Md. schools
4. Family News in Focus
Classroom Dollars to Pensions

5. CyberTimes (The New York Times on the web)
Texas Weighs Value of Laptops vs. Textbooks
6. USA Today
Teachers seek more from parents
7. The New York Times
Minorities Achieve High Success Rate in Bar Exams,
Study Says
8. All Things Considered (NPR)
Paying for College

TRADE

9. Education Daily
Troubled Baltimore School Rebounds With Career
Focus
10. Education Week
Officials Call Gun Report Proof of Crackdown
11. Education Daily
Student Opposed To Religious Chorus Appeals To
High Court
12. Education Week
One School at a Time, Pa. Company Is Dominating the
ForProfit Market
13. Education Daily
Senate Delay On HEA Puts Rate Change On Hold
14. Education Daily
ED: Nix 'Career Major' Phrase In SchoolToWork Programs
15. Education Week
In Age of Accountability, Principals Feel the Heat
16. Education Week
HandsOn Learning
17. Education Daily
Wilson Backs Calif. Bilingual Ban, Rejects Flexible LEP Plan

LOCAL

18. Sacramento Bee
Local control under Prop. 227 a key issue
19. Philadelphia Inquirer
Emphasis on condom use called a boost to safesex lessons
20. St. Paul Pioneer Press
Assembly considers Milwaukee schools plan
21. Baltimore Sun
Police, school target parents in truancy fight
22. St. Paul Pioneer Press
Summer school looks certain for 2,000 kids
23. The Arizona Republic
Whistleblower bill is spotlighted
24. Miami Herald
SAT report card: Dade students better
25. Raleigh News and Observer
Fall enrollments will jump, charter schools say
26. Minneapolis Star Tribune
Districts try to beef up summer school for better results
27. Detroit News

- ' ' ' 52. Boston Globe
- ' ' ' 'Education is the true liberator'
- ' ' ' 53. Los Angeles Times
- ' ' ' Improving Schools
- ' ' ' 54. Los Angeles Times
- ' ' ' As the Experts See It . . .
- ' ' ' 55. The Wall Street Journal
- ' ' ' We're 'Illegal Aliens' on Campus
- ' ' ' 56. The Washington Times
- ' ' ' Arlington School Board puts politics before education
- ' ' ' 57. Cleveland Plain Dealer
- ' ' ' CAMPUSES MUST PROVIDE ALTERNATIVES TO DRINKING
- ' ' ' 58. Cleveland Plain Dealer
- ' ' ' IS COLLEGE ONLY ABOUT DRINKING?
- ' ' ' 59. Lexington (Ky.) HeraldLeader
- ' ' ' Girls denied school honor prove they're the smart ones

EDITORIAL

- ' ' ' 60. The Washington Times
- ' ' ' The PTA, turning its back on poor children ' ' ' 61. Chicago Tribune
- ' ' ' A THREAT, AND A PARENT RESPONDS
- ' ' ' 62. Boston Herald
- ' ' ' Better teachers vs. more
- ' ' ' 63. The Columbus Dispatch
- ' ' ' KEEP KIDS IN CLASS PROGRAMS TO FIGHT TRUANCY
- ' ' ' 64. Greensboro News & Record
- ' ' ' FLUNKING MORE STUDENTS IS ONLY PART OF THE ANSWER
- ' ' ' 65. Wilmington Morning Star
- ' ' ' State, county shortchange teachers
- ' ' ' 66. USA Today
- ' ' ' Calif. initiative exposes flawed programs
- ' ' ' 67. USA Today
- ' ' ' Reform requires time
- ' ' ' 68. Chicago Tribune
- ' ' ' A HEARTENING TREND AT CITY'S SCHOOLS
- ' ' ' 69. San Diego UnionTribune
- ' ' ' No bilingual mandate
- ' ' ' 70. New York Daily News
- ' ' ' PUT SCHOOLS ON THE CHARTS
- ' ' ' 71. The Cleveland Plain Dealer
- ' ' ' A FEDERAL IDEA WITH PROMISE
- ' ' ' 72. The Syracuse (N.Y.) PostStandard
- ' ' ' ENGLISH ALREADY IS THE "OFFICIAL" LANGUAGE.
- ' ' ' 73. Los Angeles Times
- ' ' ' A Second Term for Eastin
- ' ' ' 74. Bangor (Maine) Daily News
- ' ' ' Helping kids learn

Body type#\ P!P#Tabs-storiesdPublication#W\ P"P# 1. The Washington Post"Pub
lication" #:\ P#P# 05/20/98; Edition: FINAL; Section: A Section; Page A01

Headline#\ P\$P# Probation Officers To Keep Watch at Maryland SchoolHeadline #:
\ P%P#Subhead#[\ P&P# State Aims to Curb Trouble Stirred Up by Delinquents
Subhead#:\ P'P# By Robert E. Pierre

Washington Post Staff Writer

The State of Maryland has decided to place probation officers where many of their clients are: in the public schools.

Under an unusual program announced yesterday, the state government will place 35 probation officers in 80 schools across the state in an effort to reduce violence and disciplinary problems. Almost one-third of the participating schools are in the Washington region.

Officials hope the probation officers will spot potential problems associated with the student delinquents, who account for much of the disruption in many public schools, and steer troublemakers away from new difficulties. Unlike school principals, the officers have the power to return a student to a detention center for violating probation.

A year-long pilot program in a group of schools in Prince George's County helped reduce suspensions by 36 percent, and none of the 30 students on probation was arrested for new offenses. A similar program in Fresno, Calif., helped reduce by 76 percent the number of weapons found in schools, and by 58 percent the number of batteries involving teachers.

Maryland officials now hope to replicate such results across the state, while also improving safety for other children in the public schools.

"A child cannot live in fear," said Lt. Gov. Kathleen Kennedy Townsend (D), who helps oversee the state's criminal justice programs. "Education is about possibilities. But students cannot see the possibilities if they are surrounded by violence and despair.

... Our goal is to provide students with a safe place to learn."

Maryland officials estimate that roughly 10,000 of the state's 830,000 school children are on probation for offenses that include auto theft, drug offenses, weapons charges and various types of assaults including sex offense. Five out of every six juveniles on probation are in the public schools.

As part of their probation, most are required to attend school. School and juvenile justice officials said having the daily presence of their probation officer will make it easier for students to stay out of trouble.

A few municipal jurisdictions in the country also assign probation officers to schools, but Maryland officials said no program is as extensive "involving schools systems in urban and rural areas" as the one they are launching. The legislature already has

approved \$750,000 in next year's budget for the program. D.C. school officials are considering a similar program.

But some skeptics say that officials have to be careful not to ostracize students on probation or inadvertently give them "star" status at school.

"It has to be done very carefully," said Rex Smith, former secretary of Maryland

and's Department of Juvenile Justice. "It may have some deterrent value . . . but they may get labeled as the really bad kids in the school. With that kind of label, there is either a tendency to shy away, or they may gain respect from other students. We don't want it to become a badge of honor."

ddOfficials involved in the Prince George's pilot program, in the Oxon Hill area, say they are pleased with the results so far. Two officers were assigned to manage the caseload of students on probation and reach out to students who demonstrate that they are "at risk" for absenteeism or other problems.

ddDuring the year, officials showed 6 percent and 8 percent reductions, respectively, in absenteeism and disciplinary referral rates. And the suspension rate for the 30 students on probation declined nearly 20 percent. While the numbers were small, and the project has been active for only a year, officials said the initial results are promising.

ddOne key factor, officials said, is that separate arms of government "police, schools and probation" now communicate more often and share information.

ddPrince George's School Superintendent Jerome Clark said the new state program is "long overdue."

ddUnder the program, each of Maryland's 24 jurisdictions will receive at least one probation officer who will be assigned to schools that have a large number of students on probation in an attempt to decrease absenteeism and suspensions. Baltimore will now have nine probation officers, including one who was assigned in February to Northern High School, where a series of incidents resulted in the suspension of 1,200 students.

ddOfficials said having a probation officer on-site helps ease peer pressure on students who might be coaxed into breaking rules, giving them an opportunity to turn their lives around.

dd"Second chances is what this program is about, and many of us will need, or have needed, second chances," said Kevin Maxwell, principal of Northwestern High School in Hyattsville, where yesterday's announcement was made.

ddMaryland Gov. Parris N. Glendening (D) noted that 77 students were involved in weapons offenses in the 1996-97 school year, most involving guns. Few of the cases involved shootings.

dd"When I was in school, we were concerned about being square or a geek," Glendening said. "Some of our children must worry about a gun going off as opposed to a pop quiz."

ddSCHOOLS GETTING PROBATION OFFICERS

ddHere's a list of area schools that will have probation officers this fall under a new Maryland program.

ddAnne Arundel County: George Fox MS, Brooklyn Park-Lindale MS.

ddCalvert County: Patuxent HS, Southern MS.

ddCharles County: La Plata HS, Lacke

y HS, Milton Somers MS, General Smallwood MS.
ddHoward County: Wilde Lake HS.
ddMontgomery County: Mark Twain School Programs (Mark Twain School in Rockville
, Whitman HS, Paint Branch HS, Quince
Orchard HS).
ddPrince George's County: Fairmont Heights HS, Flintstone ES, Forest Heights ES
, Forestville HS, Fort Foote ES, Glassmanor ES,
Indian Queen ES, Northwestern H
S, Owens Road ES, Oxon Hill HS, Oxon Hill MS, Oxon Hill ES.
ddSt. Mary's County: Carver ES, Chopticon HS, Dynard ES, Esperanza MS, Great Mi
lls HS, Green Holly School Complex,
Greenview Knolls ES, Lettie Marshall Dent E
S, Lexington Park ES, Margaret Brent MS, Mechanicsville ES, Park Hall ES, Piney
Point ES, Spring Ridge MS, White Marsh ES.n

Publication#W\ P(P# 2. Associated Press"Publication" #:\ P)P#05-20 4:28a

Headline#\ P*P# Maryland to put probation officers in public schoolsHeadline #
:\ P+P#

By TOM STUCKEY
Associated Press Writer

ddHYATTSVILLE, Md. (AP) - Starting in the fall, Maryland's schools will have pr
obation officers watching out for troublemakers
and truants.

ddThe officers, who will be assigned to schools in Baltimore and 19 counties, w
ill supervise students who have committed crimes
and are on probation. They als
o will work with school officials to reduce truancy, drug use and gang involvem
ent, Lt. Gov. Kathleen
Kennedy Townsend said Tuesday.

dd"Students know there is someone down the hall that can take them straight to
the judge if they misbehave," Mrs. Townsend said.

ddWhen a pilot program sent a probation officer to a cluster of schools in Prin
ce George's County, suspensions dropped 36 percent
and none of the students on
probation was arrested for a new offense, she said.

dd"These kinds of programs are really about the right to learn for kids who rea
lly want to learn," said Karl Pence, head of the
Maryland State Teachers Associ
ation.

ddAll counties that filed a request got at least one officer, said Marty Burns,
spokeswoman for the Office of Crime Control and
Prevention. The 36 officers wi
ll cover 82 schools at a cost to the state of \$750,000 next year.

ddThe program is patterned after one in Fresno, Calif., where the number of fir
earns violations dropped 76 percent in two years
while the number of assaults o
n teachers dropped 58 percent.n

Publication#W\ P,P# 3. Baltimore Sun"Publication" #:\ P-P#May 20, 1998

Headline#\ P.P# Probation officers to patrol Md. schoolsHeadline #:\ P/P#Subh

ead#\ POP# Anti-violence effort to start in September Subhead#\ P1P#

By Mary Maushard Sun Staff

ddProbation officers will walk the halls of more than 80 Maryland schools to supervise juvenile offenders and head off school violence in the nation's first such statewide effort.

ddGov. Parris N. Glendening announced yesterday that the program, "Spotlight in Schools," will go statewide in September. At the same time, he released a report showing that Baltimore City and Montgomery County reported the most firearms incidents in schools.

dd"We expect our schools to be safe so our children can learn," Glendening told a gathering of students and administrators at Northwestern High School in Hyattsville, which will participate in the program. "We are sending the message that our schools are places of learning, not violence."

ddThe officers will monitor students on probation and intervene with others in danger of getting into trouble, Glendening said.

ddNine probation officers from the Department of Juvenile Justice will work in 12 Baltimore schools. One will be at Northern High, which got a probation officer

in February after disturbances rocked the school. The concept had been in use since last year on an

experimental basis in several Prince George's County schools, where suspensions dropped by more than a third and no student on probation

was rearrested for new offenses.

dd"Superintendents, principals and teachers are eager to have an effective new weapon," said Lt. Gov. Kathleen Kennedy Townsend, who joined in announcing the

program, which will cost the state nearly \$800,000. "Students know there's someone right down the hall who can take them right to the judge."

ddTwo schools in Anne Arundel " George Fox and Lindale/Brooklyn Park middle schools " and Wilde Lake High in Howard County and Westminster High in Carroll will participate in the initiative.

ddBaltimore County is considering the possibility, and a governor's spokeswoman said two alternative schools there " Inverness and Rosedale " expressed interest this week.

ddOther Baltimore schools are Benjamin Franklin, Robert Poole, Calverton and Canton middle schools, and Fairmont Harford, Francis M. Wood, Harlem Park, Patterson, Southern, Southwestern and Patuxent high schools.

ddMaryland's program is patterned after a program in Fresno, Calif., where the number of firearms violations dropped 76 percent in two years while the number of assaults on teachers dropped 58 percent.

ddBut Glendening said Maryland will be the first to take the program statewide.

ddThe Spotlight program was expanded as state officials try to curb unruly behavior that thwarts learning and endangers students and teachers.

Out of 73 incidents statewide during the 1996-1997 school year, Baltimore reported 16 in which students brought handguns, shotguns or other firearms, including bombs and BB guns, to school. Montgomery County had 13 such incidents, according to the state report taken from data that schools systems sent to the Maryland State Department of Education. However, Montgomery County spokesman Brian Porter disputed that number, saying there were 10 incidents involving 13 students. Howard and Baltimore counties had nine each, Prince George's County, eight, and Frederick County, six. Nine counties reported no incidents and all the others, one or two.

"Maryland ranks well below the national average," Glendening said, "but one gun in our schools is one gun too many."

Twenty states had more expulsions and incidents than Maryland had, according to the federal statistics. In a report this month, the U.S. Department of Education said that nearly 6,100 students were expelled from public schools for bringing firearms in 1996-1997 school year.

Probation officer Gary Dingle oversees 15 students at Northern High School who are on probation for auto theft, handgun violations, drug possession and sex offenses. He originally expected a caseload of 30, but is not yet working full time at the school.

"I do hear a calmness in the school today," he said, adding that his impact has been mostly through visibility. "The halls are a lot quieter. The kids have generally responded well. There's so much more happening in these kids' lives other than probation."

One of the most common conditions of probation is school attendance, and that is one that a probation officer on the premises can easily enforce.

"These kids who don't make it, I try to get to their homes," Dingle said. "If you are not going to be in school today, I'm going to be at your house tonight."

Publication#W\ P2P# 4. Family News in Focus"Publication" #:\ P3P#May 20, 1998

Headline#\ P4P# Classroom Dollars to PensionsHeadline #:\ P5P#

By Lara McGovern, staff writer

Many Illinois taxpayers are afraid their money to better their children's education will be usurped by teachers' unions to increase already lucrative pensions. Joe Clark is director of the Illinois Family Institute.

(Joe Clark) "The general public has been led to believe that the money, brought about by tax increases last fall, would be channeled into classrooms. However, it is going into the coffers of the teachers' unions and their members."

He says the general assembly will vote on the bill within the next two weeks.

Publication#W\ P6P# 5. CyberTimes (The New York Times on the web)"Publication"
 #:\ P7P#May 20, 1998

Headline#\ P8P# Texas Weighs Value of Laptops vs. TextbooksHeadline #:\ P9P#
 By PAMELA MENDELS

ddIt is a Texas-sized idea: Take the Lone Star State's billion-dollar-plus text
 book budget and use it to buy laptop computers for
 students instead of textbook

s.

ddThe proposal is a pet idea of the chairman of the Texas State Board of Educat
 ion, Jack Christie, who last week pressed his case
 by inviting legislators in t
 he Capitol in Austin to a kind of show-and-tell session where hardware and soft
 ware makers demonstrated
 what they consider the benefits of computer learning.

ddIt was, at times, a colorful session. To answer concerns that laptops might n
 ot be child-proof, for example, the co-founder of one
 company selling laptop pa
 ckages to schools poured a glass of water over a laptop and told lawmakers that
 it could withstand the
 weight of a 250 pound person.

ddDurable? Perhaps.

ddBut can laptops teach better than books?

ddThat is the central question being asked by the proposal's critics, who argue
 that computer screens are no replacement for the
 printed page.

dd"Nobody wants to read long passages of text on a laptop computer," said Gary
 Chapman, who, as director of The 21st Century

Project at the Lyndon B. Johnson

School of Public Affairs at the University of Texas in Austin, examines technol
 ogy and public
 policy issues.

ddIf Christie has his way, within three years Texas will begin using the bulk o
 f its textbook budget to buy laptops for the 3.9 millionschool children in the
 state. The proposal is being watched closely around the country, in part becaus
 e Texas, with \$1.8 billion to

spend over the next six years on school books, ex
 ercises mighty influence in the textbook market.

ddChristie, who says he can even envision a time when students in English class
 will be reading their Shakespeare from a screen,
 insists there are rich educat

ional benefits to reap from laptops or similar gadgets.

ddFor one thing, he says, textbooks are quickly out-of-date. "A year-and-a-half
 ago, we were replacing social studies textbooks that
 had the Berlin Wall still

up, Russia as one country and Ronald Reagan finishing his second term," Christ
 ie, an elected official and

chiropractor by profession, said in a telephone int
 erview. He said that material conveyed electronically, on the other hand, can e
 asily

overcome this time-lag.

ddChristie also sees the proposal as a way of making sure that Texas does not d

develop a generation of technology haves and have-nots. By assuring that all students have laptops capable of reaching the Internet and other online resources, he said, "The poor child has an equal knowledge base as the child in the high school."

Finally, Christie argues that laptops are the way to reach students who have been raised on flashing monitors. "This is the Nintendo generation," he said, arguing that students are bored when they read about geometry from a textbook, but become motivated when they see three-dimensional software with "living triangles."

It is an argument that does not sit well with Chapman. He counters that technological razzle-dazzle is exactly what children already mesmerized by the gaudiness of mass culture do not need. Chapman says that much of the educational software he has seen is superficial and more oriented to "edutainment" than genuine learning that demands rigor and concentration. "We understand that learning is difficult," he said. "It requires discipline. If we say we are going to make learning that's 'fun' and resembles a video game, we've given up."

Chapman is by no means a techno-phobe. The former executive director of the Organization Computer Professionals for Social Responsibility, he believes that computers in the classroom are a fine adjunct to good teaching. But he fears the expense and technical demands of portable computers will mean that laptops will become a school's "predominant resource," possibly displacing other things of value, such as field trips. Furthermore, Chapman said, he is worried that much of the enthusiasm for the laptop effort comes from people desperate to find an easy cure for what ails America's education system and who, therefore, easily buy the marketing campaigns of computer-related companies.

But, Chapman said: "The reasons we have problems in K-12 schools have nothing to do with access to information. They have to do with student home lives, with student apathy, with student pre-occupation with popular culture and consumerism."

Paul J. LeBlanc, president of Marlboro College in Marlboro, Vt., which recently launched the nation's first master's degree program in teaching with Internet technologies, said computers can be effective teaching tools in some disciplines, ineffective in others. Word processing programs, for example, may be useful to help children focus on writing rather than the mechanics of revision. But in natural sciences and math, LeBlanc said, he has not seen much software of great educational value. "Books simply do some things better," he said.

One point LeBlanc emphasizes is that technology in the classroom is fraught with hidden costs, like teacher training and curriculum re-vamping. That is to say nothing of other expenses: Textbook publishers who make their living providing schoolbooks are not going to give away the material free online or in CD-ROMs, for example.

Nonetheless, Christie believes that a combination of factors — declining hardware costs; decreased expenses for publishers who can forgo paying for such things as warehousing and paper when they make material available electronically; the possibility that parents will chip in a monthly "leasing fee" of perhaps \$10 — could make the laptop project do-able.

Christie also dismisses fears about corporate interests driving laptop enthusiasm, and says Texas's purchasing power will ensure the state receives its money's worth from hardware and software companies.

Christie was asked how he would convince skeptical parents to accept his proposal. He said he would take them to a school and usher them into history classes where students use CD-ROMs. "They not only read about the landing on the moon, but see it," he said. "These kids are going to be some of the luckiest kids of any generation in the classroom."

Publication#W\ P:P# 6. USA Today"Publication" #:\ P:P#May 20, 1998

Headline#\ P<P# Teachers seek more from parentsHeadline #:\ P=P#By Tamara Henry, USA TODAY

WASHINGTON — Teachers have slightly higher expectations of parents today than 10 years ago but still are wary of giving them too much control over school policies, a study out today shows.

The study of family/school partnerships by Metropolitan Life Insurance Co. found 83% of the 1,035 middle and high school teachers surveyed would like to see an increase in parental involvement in schools. Ten years ago, 17% of teachers felt that parental support was excellent, and 40% felt that it was good. Today, 19% feel that it is excellent, and 44% feel that it is good.

Even though teachers are more likely to favor a wider range of parental involvement than in 1987, the study showed they are still evenly split over how much say parents should have in policy decisions.

53% say parents should be simply kept informed, while 44% say parents should be consulted about changes in curriculum. Those views changed little over 10 years. 55% of high school teachers believe parents should be just kept informed about changes in homework policy, while 43% think that they should be actively consulted. In 1987, 59% favored informing parents and 38% felt they should be consulted.

onsulted. When it comes to discipline teachers agree parents should have more power. Sixty-one percent want parents to be consulted about changes in discipline policy, compared with 56% in 1987.

dd Virginia Millan, director of the Metropolitan Life Foundation, sees progress.

Previously, teachers didn't do as much in terms of seeking parents' suggestion

s: Now, teachers are "relenting a bit," she says.

dd The survey's margin of error is 3 percentage points.

n

Publication#W\ P>P# 7. The New York Times"Publication" #:\ P?P# 05/20/98Section: National Desk; Section B; Page 9, Column 1

Headline#\ P@P# Minorities Achieve High Success Rate in Bar Exams, Study SaysH

eadline #:\ PAP#

By TAMAR LEWIN

In findings that are likely to provide important support for advocates of affirmative action, a six-year study by the Law School Admission Council has found

that 61 percent of African-American law school graduates passed the bar exam on their first try, and 78 percent had done so after repeated efforts.

dd Their success rate "like those of Asian-Americans and American Indians, as well as Mexican-American, Puerto Rican and other Hispanic law school graduates "

was substantially lower than the 92 percent for white graduates taking the bar exam the first time.

But the differences were far less extreme than some critics

of affirmative action have asserted, according to the study, which was made

public today by the council, an organization in Newtown, Pa., that administers the Law School Admission Test, or L.S.A.T.

TD The question of whether African-American and Hispanic students with relatively low grades and L.S.A.T. scores should be

given preference for competitive

slots in the nation's law schools has become a focal point of the debate over affirmative action

programs that most law schools put into place in the early 1970's.

dd "This study strongly refutes the myth that affirmative action policies tend to set students up for failure on the bar exam," said

Henry Ramsey Jr., a retired

California state judge who is on the committee that oversaw the study. "When we started this study, some

people were questioning whether minorities who were

encouraged to enter law school were being sent on a fool's errand. There were

all kinds of assertions, incidental anecdotes and wild guesses about the percentage of minority students who ultimately passed the

bar " some as low as 20

or 25 percent."

dd The new study, tracking more than 27,000 students who entered law schools in the United States in 1991, also found that among

law graduates who failed the bar exam on their first try, whites were more likely than blacks to retake the test " a "persistence gap" that offers a partial explanation for why the white bar-admission rate is higher.

dd"If these African-American graduates had been as persistent as other test takers, their overall bar passage rate should have increased dramatically," said David Hill, a University of Colorado law professor who headed the admission council's study committee. "Why some students don't come back to take the test a gain, while others do, is an area for future inquiry."

ddThe study found that 92 percent of the white law school graduates passed the bar exam on their first try, as did 81 percent of the Asian-Americans, 76 percent of the Mexican-Americans, 75 percent of the Hispanic graduates, 70 percent of the Puerto Ricans, 66 percent of the American Indians and 61 percent of the blacks.

ddEventually, after repeated efforts, 97 percent of the white law graduates had passed, as had 92 percent of the Asian-Americans, 89 percent of the Hispanic graduates, 88 percent of the Mexicans, 82 percent of the American Indians, 80 percent of the Puerto Ricans and 78 percent of the blacks.

ddFor every racial and ethnic group, the study found, law school grades and L.S.A.T. scores were the strongest predictors of passing the bar exam. And men's and women's passage rates were similar within every racial and ethnic group.

Publication#W\ PBP# 8. All Things Considered (NPR)"Publication" #: \ PCP# 05/19/98Section: News; Domestic;

Headline#\ PDP# Paying for College Headline #:\ PEP#Subhead#[\ PFP# Even though high school seniors have already had to select which college they'll be attending in the fall, parents are still worried about how to pay for college.

Most students have to juggle loans, scholarships and bank accounts to cobble together enough to cover the high cost of higher education.

Subhead#:\ PGP# By Steve Tripoli Boston; Linda Wertheimer, Washington, DC LINDA WERTHEIMER, HOST: Many college graduates will leave school with tens of thousands of dollars in loans. Schools increasingly expect students and their families to pick up a larger share of the cost of a university education. That prospect can be frightening. Four years at the most expensive schools can cost more than \$120,000.

ddAs Steve Tripoli reports from member station WBUR in Boston, there are ways that families can prepare for, and even lower the costs of a college education.

ddSTEVE TRIPOLI, WBUR REPORTER: Nathaniel Watkins faced a not uncommon dilemma a few weeks ago. A senior at Newton North High School outside of Boston, he was trying to decide whether to go to Boston College, Boston University, or the University of Chicago. All had accepted him. And he got some good news in his financial aid packets.

ddNATHANIEL WATKINS (PH), COLLEGE APPLICANT: From all three of the schools, the offers are pretty good. I'm getting offered between \$19,000 and \$21,000.

ddTRIPOLI: The dilemma for Nathaniel, whose choices are all high-priced schools, involves what those offers didn't cover.

ddWATKINS: There's still at least \$9- to \$13,000 that I'm gonna have to pay myself.

ddTRIPOLI: So he continued his search for scholarships, found a bit more money, and chose the University of Chicago. His family will have to pay about \$8,000 a year for him to go there, so Nathaniel's still looking for scholarships and for jobs he might take to help cover that bill.

ddStudents and parents we interviewed are spending lots of time these days searching for scholarships and other ways to pay for college. At Newton North, a school with a lot of middle class kids, scholarship office director Sheila Zoley (ph) says that's because many families are facing big college bills.

ddSHEILA ZOLEY, DIRECTOR, SCHOLARSHIP OFFICE, NEWTON NORTH HIGH SCHOOL: The reality is that a lot of packages that students are getting, in particular the middle class, are really filled with loans, and not just gift aid, which are scholarships and grants. So out of the money that was allotted, sometimes half of it is in loans.

ddTRIPOLI: Fifteen years ago, 60 percent of aid was grants. Now, 60 percent is loans, and more of these loans are unsubsidized, meaning they're no longer interest-free while the student's in college. But the news isn't all bad.

ddAccording to the College Board, most students at four-year schools in this country pay less than \$4,000 a year in tuition and fees "the biggest part of college costs, half of all students receive some aid, and a larger percentage of young people get a chance to go to college in this country than anywhere else.

ddBut it's taking more effort to keep things that way. Parents are feeling the pressure to save for college as soon as their children are born, and students start scrambling well before their senior year. Professionals like Newton North's Sheila Zoley say students should start by evaluating which schools will meet their educational needs, even if cost will enter their final decision.

ddBut despite the advice to at first ignore price, many of those interviewed say they have to bring cost into their college planning early.

ddCAROL SITES, PARENT OF COLLEGE STUDENTS; TEACHER, NEWTON NORTH HIGH SCHOOL: I'm looking for value

for money.

ddTRIPOLI: Carol Sites, a Spanish teacher at Newton North, has struggled with college cost decisions and watched those struggles as both parent and teacher.

Her son's already in college. Her daughter's about to go. Carol Sites and her musician husband saved

for their son's education and watched him graduate second

in his high school class. He had his pick of several expensive schools.

ddSITES: We had been saving for college since he was nine years old. And we had saved a substantial sum of money, and then we're told that because it was in

my son's name, the very first year, this college would take the entire amount and would leave us with

nothing. And I have seen friends go into debt almost to

the point of bankruptcy. I have seen friends work two jobs to be able to put their kids through school.

ddWe decided not to do that. And we made a choice. My son received a chancellor's scholarship to U-Mass Amherst, which pays half of the entire tuition.

ddTRIPOLI: They sat down with their son and picked U-Mass "the University of Massachusetts, turning their backs on more renowned schools was something Carol

Sites called "an extremely difficult decision for us," but after three years, it appears to have

paid off. Her son, an accounting major, has an internship with a prestigious Boston firm this summer.

ddThe experience reinforced Carol Sites' belief that expensive colleges aren't necessarily worth the money. She says spending more would not have been worth

it for her son at U-Mass.

ddSITES: He is so pleased that he is going to graduate as an accountant with no loans whatsoever. And he can go out and get a very good job and start life with

without any kind of debt. And to me, that's a gift.

ddTRIPOLI: Most college students graduating these days do pile up some debt, but it doesn't have to be six figures worth. There are several ways to lighten

the burden. First, save and don't worry about whether savings might cost you financial aid down the road,

but you might think twice about putting savings in your child's name as Carol Sites did.

ddNineteen states, including Texas, California, Florida, Michigan and Massachusetts, offer either special tax breaks for college savings or plans that allow families

to lock in costs by purchasing what's known as tuition certificates.

ddSecond, don't assume you don't qualify for financial aid. It's not all based on need. Third, evaluate value "is a \$30,000 a year school really worth three

times what many other colleges charge? Carol Sites says her family's search for good educational value

is influencing her daughter's upcoming decision.

ddSITES: What we're trying to do with my daughter is not to focus on where she's going to school, but what she's going to study.

And she's getting a lot of

pleasure out of going through the catalog and looking at courses and thinking about what she wants to do with her life.

ddTRIPOLI: There are other ways to cut costs. Jim Slattery (ph) of Sallie Mae says many students are starting off in much cheaper community colleges before finishing at four-year schools. The savings can be dramatic.

ddNo one knows whether college costs will keep outpacing inflation. Congress has appointed a special commission to study the issue, and some schools appear to be responding to pressure to curb their prices. On the Internet, you can calculate the future cost

of college on many webpages. On several, Sallie Mae's for example, college price inflation is estimated at 6 or 6.5 percent " about twice the overall inflation rate.

ddFor now, that may be the most prudent planning assumption for families, too.

ddFor NPR News, I'm Steve Tripoli, in Boston.

n

Publication#W\ PHP# 9. Education Daily"Publication" #:\ PIP#May 20, 1998

Headline#\ PJP# Troubled Baltimore School Rebounds With Career

FocusHeadline #

:\ PKP#

by Jonathan Fox

ddFour years ago, Baltimore's Patterson High School "located in the city's hard scrabble southeastern portion "had a reputation for utter chaos.

ddStudents roamed the halls during classes, fighting openly, smoking marijuana in stairwells and setting signs on fire. Food fights

ravaged the cafeteria and

teachers often were verbally abused and pushed in hallways. The school had the worst attendance rate in

the district, and more than 80 percent of ninth-grader

s failed to get promoted to 10th grade.

ddBut after a 1995 overhaul split the school into five separate, but close-knit

, career academies, it soon metamorphosed into one of

Baltimore's best, a natio

nal model for how to get a large inner-city school back on track.

ddWith the help of university researchers, a new administration also added a mo

re challenging college preparatory curriculum, block

scheduling and an after-ho

urs alternative school.

ddA Road Not Taken

ddSurprisingly, school officials point out, Patterson made its improvements wit

hout turning to two common measures: expelling

large numbers of troublemakers a

nd spending big bucks on security measures.

ddNow, "kids have a sense of belonging," said principal Kevin Harahan, who obse

rved Patterson's transformation while principal

of a nearby middle school. "One

of the problems of large urban high schools is that kids become anonymous."

ddPatterson's turnaround is the fruit of an extraordinarily strong partnership

between secondary school educators and university

professors.

ddA new administration that came to Patterson in 1994 had a state mandate to get the troubled school in order, but wasn't sure how to go about it. Parents and

state officials already had rejected plans to hire a private foundation to manage the school, as well as a

proposed staffing shuffle dismissed as too vague.

ddAdministrators eventually adopted a plan that fit the rough outlines of Patterson's current system, and found they shared a vision

with researchers from the

newly established Center for Research on the Education of Students Placed At Risk (CRESPAR), a

federally funded center that teams Johns Hopkins and Howard University researchers.

ddBoth parties sought to challenge all children by breaking them out of a rigid tracking system, a process critics say often pushes

poor and minority students

into the educational equivalent of a dead letter office.

ddA Testing Ground For Reform

ddSo then-principal Bonnie Ericksen struck a partnership in which CRESPAR provided technical assistance, professional

development and evaluation to Patterson.

In return, Patterson became a field laboratory for the researchers to try out a school

restructuring model they hope will catch on nationwide.

ddAfter a crucial year of planning, Patterson administrators, with the support of district and state officials, installed CRESPAR's

Talent Development concept

, which three years ago split the school into five academies and a night school

ddTo create a close-knit community and ameliorate the alienation of a typical large urban school, each academy (now six in all)

would have its own entrances,

classrooms, labs, teachers and principal (former vice principals under the old system).

ddThe cost for the switch was about \$50,000, money that mostly went toward redesigning the school's physical plant for the separate

academies. The state chipped

in funds for computer labs and phones in classrooms to replace an aging P.A. system.

ddThe first academy is the "Ninth Grade Success Academy," which enrolls all ninth-graders and aims to get students acclimated to

high school.

dd"Attendance [is] a key ninth-grade goal," said James McPartland, a Johns Hopkins researcher. While raising attendance may not

sound ambitious, it makes sense

e: In 1993, Patterson's daily attendance was a dismal 69 percent.

ddSince the ninth-grade class at Patterson is much larger than those at the higher grade levels, students are divided into five

interdisciplinary teams of about

150 to 180 students each.

ddThe small size allows teachers to develop close personal ties with students; in fact, it's part of the job. Absent students get phone

calls from their teachers

ers, not front or central office staff.

During the ninth grade, students must choose a career path to follow from 10th to 12th grade when they select one of five career academies, which include arts and humanities; business and finance; environmental sciences and aquatic studies; sports studies and health/wellness; and transportation and engineering technology.

School officials provide guidance sessions and presentations to help students make choices; once students choose, they are rarely allowed to switch. Students almost always get their first choice, McPartland said, and never less than their second choice.

At the academies, students take core academic courses, but also take electives that fit their interests and career goals. The arts and humanities academy, for example, offers a four-course sequence in computer illustration and graphics, and the transportation academy offers a five-course program in automotive technology that can lead to state certification.

Skills For the Real World

Meanwhile, school officials have worked hard to give all students high expectations and bring higher-level courses to the school.

Overall, their efforts seem to be paying off.

Last year, 68 percent of Patterson graduates met University of Maryland (UM) course requirements, placing the school 8 percentage points above the state average. And with 196 graduates meeting UM requirements, Patterson leads the city's nine

nonselective high schools in number of students ready for college.

The career-focused academies also help provide a valuable sense of community and ownership, McPartland said. Conversely, he said, teachers in the upper-grade academies work harder and develop closer ties to students because of shared interests.

Call It A Comeback

Since the academies were established in 1995, improved indicators of attendance, promotion and achievement show Patterson has climbed out of an educational abyss.

But the most noticeable change is one in tone: Disorder has been replaced with discipline, and morale has shot way up.

For example, while 67 percent of teachers complained of a "lack of student interest in learning" before the changes took hold, only 21 percent of teachers

complained of the same problem after the reforms were in place.

Baltimore officials have been so impressed by Patterson's transformation that they are strongly considering the academy system for all of the city's nonselective high schools. Other schools weighing the model are in Philadelphia, Boston, and Waukegan, Ill.

McPartland notes that educators may be able to tap \$150 million in federal comprehensive reform funds to switch to academy systems (ED,

March 17).

Teachers and administrators still think the school has definite room for improvement, a point that all parties concede. Parent participation still lags, teachers complain.

Between classes, hallways in the ninth-grade academy are palpably louder and more rough-and-tumble than in the career academies.

Some teachers need help changing their styles for 90-minute classes with the school's new block schedule. Others need more training in how to integrate computers into their teaching.

But most staff members say the academy system is a great foundation, and they say the sense of hopelessness that often plagues inner-city schools has been replaced with optimism.

"I equate it to building a house," Principal Harahan said. "The frame is up. Now, we need to put in the wiring, the drywall, the plumbing."

For more information about the Talent Development High School Program, contact James McPartland, CRESPAR, Johns Hopkins University, 3003 N. Charles St., Suite 200, Baltimore, MD 21216, (410)516-8800.

Patterson High School: Just The Stats

Since officials at Baltimore's Patterson High School started from scratch three years ago to rebuild their troubled school, indicators in nearly every category of school measurement have risen. For example:

- * Attendance has gone up by 10 percentage points since the 1993 school year, to nearly 79 percent, while overall attendance in Baltimore has sunk nearly three points, to 73 percent;

- * Promotion has jumped ahead. While freshmen outnumbered seniors in 1994 by nearly 5 to 1 (1,051 freshmen to 216 seniors), this year junior and senior enrollments (874) are close to the number of freshmen (792); and

- * Achievement is rising. After years of rock-bottom math scores on Maryland State Functional Exams, the number of ninth-graders passing state math tests jumped from 28 percent to 56 percent. Now, Patterson has the highest pass rate in math in the city. Writing scores also have improved, jumping from a 44 percent pass rate in 1995 to 57 percent in 1997. "Jonathan Foxn

Publication#W\ PLP#10. Education Week"Publication"#:\ PMP#May 20, 1998

Headline#\ PNP#Officials Call Gun Report Proof of Crackdown Headline#:\ P
OP#By Jessica Portner

Federal education officials say a report showing that 6,093 students were expelled last school year for bringing firearms to campus provides proof that schools are cracking down on such offenses.

But school safety experts "and the report itself" say the number of expulsions in the nation's schools is likely higher than the

figure reported in the U.S.

. Department of Education survey.

ddThe department's state-by-state survey is the first tally of expulsions since Congress passed the Gun Free Schools Act in 1994.

The act requires states, as

a condition of receiving federal elementary and secondary education funding, to put in place laws under

which students who bring guns to school are expelled f

or at least one year. All states are currently in compliance.

dd"This report is a clear indication that our nation's public schools are crack ing down on students who bring guns to school," U.S.

Secretary of Education Ri

chard W. Riley said in a statement following the report's release May 8. "We n

eed to do everything

possible to keep our children safe."

ddAcross the country, the report found that a majority "58 percent "of weapons- related expulsions in the 1996-97 school yearwere for bringing handguns to scho ol.

ddSeven percent of the expulsions involved rifles, and 35 percent were for carr ying another type of firearm, such as a bomb, hand grenade, or starter pistol.

ddThe majority of expulsions, about 56 percent, were in high schools. Junior hi gh schools accounted for roughly 34 percent of expulsions, and the remainder oc curred in elementary schools.

ddThe department had no comparative data to show whether the number of weapons- related expulsions had increased from previous years.

ddState Comparisons

ddRates of expulsions for weapons possession varied widely from state to state.

But several states provided incomplete data, and

definitions of weapons change

d depending on the state. Those factors make comparisons among the states diffi cult, the report says.

ddColorado showed the highest rate, 6.5 expulsions per 1,000 students, while th ree states "Hawaii, Oklahoma, and Wyoming

"reported no expulsions. Other states

reporting low expulsion rates include Connecticut, Minnesota, Mississippi, and North Dakota.

ddUnder the federal mandate, individual districts were allowed to modify the on e-year-expulsion requirement on a case-by-case

basis. And administrators nation

wide took advantage of that flexibility. Though students who brought weapons to campus were

shown the schoolhouse door, one-third of them were allowed to retu

rn in less than a year, the report says.

ddMany of the students who were expelled had no other place to go for their sch ooling. The survey found that only 56 percent of

students expelled under the la

w were referred to alternative placements.

ddThe report notes that many states have too few alternative schools to accommo date the number of expelled students.

ddMany educators who applaud the federal mandatory-expulsion policy argue that

expelled students ought to have an alternative place to go to continue their educations.

dd"In school district budgets, there's a feeling that alternative programs are an extra. They are anything but," said Celia Lose, a spokeswoman for the American Federation of Teachers.

dd"Students whose behavior precludes them from being in a regular class would be better served in a alternative classroom than out of school altogether," Ms.

Lose said.

ddUnderreporting?

ddBecause of differences in state laws and reporting techniques, the number of expulsions for weapons possession is likely to be greater than the department's

statistics show, the report acknowledges.

ddRonald D. Stephens, the executive director of the National School Safety Center in Westlake Village, Calif., said the figures may

also be low because many crimes

are underreported at schools.

dd"One of the real questions in a report like this is 'How reflective is it of reality?'" Mr. Stephens said last week. "We still have a number of districts that

are reluctant to report crimes because it makes them look bad."

Publication#W\ PPP# 11. Education Daily"Publication" #:\ PQP#May 20, 1998

Headline#\ PRP# Student Opposed To Religious Chorus Appeals To High CourtHeadl

ine #:\ PSP#

by Rebecca S. Weiner

ddA Jewish student opposed to the religious content in her high school choir's musical selections and venues is appealing a lower court's decision that supported

her school to the U.S. Supreme Court.

ddLawyers for the former high school student Rachel Bauchman say the U.S. 10th Circuit Court of Appeals set an unrealistic

standard for proving violations of

the Establishment Clause, which prohibits the federal government from establishing a religion.

ddBauchman's appeal "in Bauchman v. West High School (97-1764)" claims that "short of a statement at the time by the

[teacher] that 'my purpose is to promote

religion' virtually no allegation will suffice."

ddA divided 10th Circuit ruled last year that Bauchman's high school choir director did not violate her religious freedom by selecting

mostly Christian songs

and venues (ED, Dec. 29, 1997).

ddBauchman was a sophomore in the Salt Lake City school district when she enrolled in Richard Torgerson's choir class. Her suit

said Torgerson, a Mormon, required

the choir to sing primarily Christian music; selected religious sites for performances and

ostracized her for disagreeing with its "religious advocacy."

ddThe 10th Circuit judges also said the selection of religious songs were "religiously neutral educational choices" and the First Amendment doesn't give individuals the right to dictate a school's curriculum.

ddA U.S. district court denied her request in 1995 for an emergency order to stop the West High School choir from singing two Christian songs at graduation. Bauchman attended a private school for her senior year.

ddBauchman's appeal says that the Supreme Court has never addressed the standard of evidence needed in Establishment Clause cases. Her lawyers argue that a clearer federal standard is needed.

dd"The consequences of the [10th Circuit] decision are especially severe for religious minorities who are most frequently Establishment Clause plaintiffs," the brief says.

Publication#W\ PTP# 12. Education Week"Publication" #:\ PUP#May 20, 1998
Headline#\ PVP# One School at a Time, Pa. Company Is Dominating the For-Profit

Market Headline #:\ PWP#By Mark Walsh
Media, Pa.

ddThe business plan is simple: Build a network of private preschools and elementary schools. Keep tuition below what more elite private schools charge, thus staying affordable for middle-class families. But offer solid academics, loads of after-school activities, and potential models for the public schools.

ddThat may sound vaguely like the original proposal for the Edison Project. But media entrepreneur Christopher Whittle and his team years ago dropped their idea of building a chain of private schools in favor of operating public schools under contracts or charters from districts and states.

ddNo, this plan belongs to Nobel Education Dynamics Inc., a company based in the Philadelphia suburb that has quietly become the largest for-profit operator of private elementary schools in the country.

ddNobel owns 132 schools "100 preschools and 32 elementary and middle schools, many with names that have an old-money ring, like Merryhill Country Day School and Chesterbrook Academy. They are sprouting in outlying, fast-growing suburban areas such

as Loudoun County, Va., outside Washington; West Goshen, Pa., near Philadelphia; and Naperville, Ill., outside Chicago.

dd"What we're trying to build is a seamless education from two years of age to about 12 years," A.J. "Jack" Clegg, Nobel's chairman and chief executive officer,

said during a recent interview at the company's headquarters.

ddProfit and Loss

ddWhile there has been a conspicuous absence of actual profit in the nascent industry of private, for-profit providers of precollegiate education, Nobel has shown black ink on its ledger "most of the time."

ddWall Street, which is paying increasing attention to the for-profit education

business, has taken notice.

dd"While some patience may be required, we believe that Nobel provides an excellent vehicle for investors to participate in the growth of for-profit firms in both the child-care and school markets," said a January report on the company from Furman Selz LLC, a New York City investment firm.

ddLeslie A. Nelkin, an analyst who follows the publicly traded company for Furman Selz, said last week that Nobel has a strong long-term growth strategy.

dd"I think their model of integrating child care and elementary education is a wise one," Mr. Nelkin said.

ddSome major investors apparently agree. In late January, Knowledge Universe LLC bought a 16 percent stake in Nobel. Knowledge

Universe is a Burlingame, Calif

.-based investment firm principally owned by former Wall Street junk-bond financier Michael R.

Milken and Lawrence J. Ellison, the chairman of Oracle Corp.

ddMr. Nelkin said Knowledge Universe's investment in Nobel "is a recognition of the value of the firm."

ddKnowledge Universe has told the federal Securities and Exchange Commission that it may be interested in eventually acquiring

a majority stake in Nobel. The

company's executives could not be reached for comment.

ddMr. Clegg said Nobel has had discussions with Knowledge Universe.

dd"I don't fear Knowledge Universe as long as they agree with our mission," he said.

ddFor now, Nobel is the only major corporate player in running private schools for profit. Most other for-profit schools are one- or

two-school operations owned

ed by small proprietors.

ddBut some other companies are beginning to recognize that there is a market. Mr.

r. Clegg said he is keeping an eye on ARAMARK

Educational Resources Inc., a Golden,

den, Colo.-based child-care chain that is expanding into private elementary schools.

ddNational Standards

ddFor many educators who are accustomed to trying to raise test scores instead of earnings-per-share, the for-profit approach to

schools raises unsettling questions.

stions.

dd"One assumes that for [for-profit schools], profit is the bottom line. Therefore, some educational decisions could be driven by that

bottom line," said Selby

Holmberg, a vice president of the Washington-based National Association of Independent Schools, whose

membership includes many of the country's most selective

private schools.

ddMs. Holmberg stressed that she was not familiar with Nobel's operations and that her concerns were general ones about for-profit

schools. The association has

at times considered allowing for-profit schools to join as members, but it ultimately

reaffirmed its

requirement of nonprofit status.

ddNobel seems well aware of such concerns and has hired a national advisory board for educational matters. The company also has a chief education officer, Barbara Presseisen, who reports directly to Mr. Clegg.

dd"We have a consistent curriculum plan with national standards and benchmarks," said Ms. Presseisen, who spent 23 years with Philadelphia-based Research for Better Schools, a former education research laboratory. "We dovetail with state requirements, or we tend to be ahead of state requirements."

dd"Our preschool is curriculum-based, too," she added.

ddIn fact, Nobel has its roots in the child-care business. The company was founded in 1984 as Rocking Horse Child Care Centers of America Inc., a national chain that had flourished by the early 1990s. Mr. Clegg, 57, a New Jersey-born engineer who had earned a reputation as a corporate-turnaround artist, was brought in by the firm's investors in 1992.

ddHe sold unprofitable properties and changed the corporate name to one that evoked the Nobel prizes. (The company is considering altering its name to Nobel Learning Communities Inc.)

ddMr. Clegg was impressed by the performance of the Merryhill Schools, a private California chain of schools that Nobel had acquired. The schools went beyond prekindergarten into the elementary grades, which Mr. Clegg thought was the right direction for the whole company.

ddFrom there, Nobel began snapping up small, mom-and-pop proprietary preschools and elementary schools, while also drawing up plans to build some of its own. Its strategy calls for clustering several preschools around a Nobel elementary school, so parents who are pleased with the program their young children receive can stay with Nobel through 8th grade.

ddThe national average elementary tuition in Nobel schools is about \$5,500, more than the typical tuition in Roman Catholic elementary schools, but more affordable than the median 3rd grade tuition for member schools in the NAIS, which is \$8,885 this year.

dd"We're trying to bring the private school alternative down to middle-income families," Mr. Clegg said. "We'll take anybody who can afford it."

ddNobel schools do not administer admissions tests. Teachers are all state-certified, but they don't have tenure, and they are paid well below what most public school teachers get. The average starting salary is about \$25,000.

ddNobel further holds costs down by keeping administrative staffs to a minimum. A cluster of local schools may share a maintenance worker or a music teacher.

ddMs. Presseisen said Nobel's curriculum emphasizes a challenging dose of core subjects, along with music, art, physical education, and computers. Spanish is

struction begins in kindergarten. Reading instruction stresses phonics, but includes whole-language methods, too.

dd"Parents come to us because they want a good, solid education for their children without a lot of twists and turns," she said.

ddWhen the company acquires a school, it introduces its curriculum and other systems gradually, but it does like to have a consistent program, Ms. Presseisen said.

ddNew Jersey Campus

ddSome 60 miles away from Nobel's headquarters, at the Chesterbrook Academy in Manalapan, N.J., students wearing forest-green uniforms were playing dodgeball and working on science experiments one day earlier this month.

ddTwo years ago, Nobel bought what was one of two campuses of the private Ranney School. The central New Jersey location is set amid horse farms and rural roads,

but some residents commute daily to Philadelphia or New York City.

dd"They spruced up the classrooms, air-conditioned the building, and added cubbyholes for the students," said Gerri Kromann, who stayed on as principal to the satisfaction of the school's parents.

ddEnrollment has nearly quadrupled, from 30, when Nobel bought it, to 108, and ground will soon be broken for a new building that will have a big library/media center.

ddAn "advanced" kindergarten class learns the basics of charting bar graphs, while students in the computer lab use CD-ROM encyclopedias and graphics software to produce reports.

ddGail Murray, the mother of a 2nd grade boy at Chesterbrook, said she and her husband settled in Monmouth County in part because of the strong reputation of the public schools. But after enrolling their son in the Ranney School's preschool program, they decided to keep him there once Nobel took over.

dd"I saw that they started making improvements immediately," she said. She added that she "could care less" about the corporate, for-profit ownership of the school as long as it measures up academically.

ddPrincipal Kromann admits that she had some qualms about her school being run by a national corporation.

dd"My picture was that I would be calling a central warehouse for books," she said. "But that's not the way it's been."

ddMr. Clegg said that Nobel is currently using 26 different names on its schools, and that it prefers to keep the existing name when it buys a school. (That wasn't possible at the Manalapan school because there was another branch of the Ranney School.)

ddMost new schools in the West, though, are called Merryhill, and most new schools in the East and Midwest bear the Chesterbrook name.

ddBut Mr. Clegg stressed that Nobel is not out to promote a single national brand name, which he believes smacks too much of

franchising or fast food.

dd"This is not like a weight-loss center," Mr. Clegg said. "These are children."

ddGrowth Plans

ddNobel hit some bumps in 1997, losing \$844,000 on revenues of \$81 million.

dd"Last year we stumbled," Mr. Clegg said.

ddThe company said it would have been in the black, with \$1.6 million in net income, except for some one-time restructuring charges

it decided to take in large

part due to the poor performance of nine schools it owns in the Indianapolis area. Nobel is now planning

to sell some or all of those schools.

ddAnother problem area last year was California, where some teachers at its Merriam Hills schools bolted for public school jobs when

districts went on a hiring spree

as part of a state initiative to reduce teacher-pupil ratios. Some parents

and students followed the

teachers out of Nobel's schools back to the public schools,

which affected revenues, the company says.

ddMr. Clegg said Nobel is on target to have revenues of \$100 million this year.

In its first fiscal quarter, which ended March 31,

Nobel had a net income of \$

618,000 on revenue of \$24 million.

ddSome analysts have taken a cautious view of the company's stock.

dd"We went to a hold at the end of last year," said Brent Garcia, an analyst who

follows Nobel for Salomon Smith Barney in New

York City. "We've been very conservative."

ddMr. Clegg outlined the company's short-term and long-term future.

ddThis year, Nobel expects to grow to more than 140 total schools. It has a new

cluster of schools set to open in the booming Las Vegas area, and it is looking

for future growth in its 13 current states of operation as well as in Arizona,

Colorado, Georgia, Idaho,

New Mexico, Texas, and Wisconsin, Mr. Clegg said.

ddNobel plans to step cautiously into the charter school arena. It is pursuing

a single charter to run a school in Pennsylvania, Mr.

Clegg said.

ddHe adds that Nobel may not be content to operate in upper-middle-class suburban

areas. Several years ago, he met with executives

of the New York City-based

Edison Project, suggesting that he had school buildings that might fit into the

company's plans.

dd"But nothing came of it," he said. "I think what they are doing is admirable.

But I just don't get a feeling they will ever make a

profit."

ddA couple of years ago, Mr. Clegg said, he wrote to Mayor Edward Rendell of Philadelphia,

suggesting he could get corporate

backing for an experimental, tuition-

free Nobel school in the inner city. He said he never received a response.

ddMr. Clegg points out that a voucher system could make Nobel schools viable in

low- to middle-income city neighborhoods. But

that prospect seems far off at best.

ddThe future, Mr. Clegg and education-industry analysts say, likely will involve

e more for-profit private schools at all grade levels.
 ddFor example, ARAMARK Educational Resources Inc., which owns the Children's World child-care chain, has just begun to build a private school division using the name Meritor Academy.
 ddAnd CorporateFamily Solutions Inc., a Nashville, Tenn.-based child-care company that is merging with Bright Horizons Inc., has discussed expanding its corporate-site day-care centers to include elementary grades.
 dd"We think there is a tremendous potential for the private sector to expand its presence in the elementary school market," Mr. Garcia of Salomon Smith Barney said. "The elementary market certainly has room left for private competitors."
 n

Publication#W\ PXP# 13. Education Daily"Publication" #:\ PYP#May 20, 1998

Headline#\ PZP# Senate Delay On HEA Puts Rate Change On HoldHeadline #:\ P[P#

by Eli J. Lake
 ddThe Senate won't take up its Higher Education Act (HEA) bill until next month at the soonest, leaving the interest rate for student loans in limbo as many campuses issue their student aid awards.
 ddIf President Clinton does not sign new HEA legislation by June 30, a provision in the 1993 Student Loan Reform Act will tie the interest rates to 10-year Treasury notes.
 ddLenders say this formula over the long term would drive most banks out of the student loan business.
 ddBut the Education Department says it is obligated to use the new interest rate formula and begin printing promissory notes with this rate for Direct Student Loan (DSL) schools if Congress doesn't preempt the change through legislation before June 1.
 ddEven though the House and Senate HEA bills block the July 1 interest rate change from taking effect, ED still is required under law to publish that interest rate by June 1 if no other interest rate is signed into law.
 ddStudent loan interest rates currently are based on the 91-day T-bill, plus 2.5 percent for the in-school period. Once a borrower graduates, the rate is based on the 91-day T-bill, plus 3.1 percent.
 ddLenders have argued that the move to the 10-year T-note under the 1993 law will make the loans too expensive for them to offer.
 ddSince there isn't a large financial market using the T-note, lenders said it will be harder for them to raise money to make student loans and find investors to take long-term risks (ED, Dec. 17, 1997).
 ddThe House May 6 passed its HEA proposal, H.R. 6, in a 414-4 vote. The bill would cancel the scheduled interest rate change, instead lowering student interest rates by 0.8 percent from the current formula (ED, May 8).
 ddIn a May 14 letter to Senate members, the American Council on Education (ACE)

and the National Association of Student Financial Aid Administrators (NASFAA) wrote that "the entire student financial aid delivery system depends on rapid passage of S. 1882," the Senate's HEA bill. That letter capped off a week of cooperation between university groups and banks lobbying the Senate to pass its HEA proposal before Memorial Day recess begins Friday.

An Uncertain Interest Rate
As HEA languishes in the Senate, financial aid offices already have started awarding their student aid packages as they do every year in the spring for the upcoming fall semester. But unlike most years, financial aid officers can't tell the students how much interest they will be paying on their student loans.

Dwight Hosey, financial aid director for Millersville University in Pennsylvania, said "when parents ask us what the interest rate on their child's loan will be, we just tell them to stay tuned."

More confusion over the interest rate surely will surface after ED publishes its quarterly interest rate for student loans June 1.

David Longanecker, ED's assistant secretary for postsecondary education, said the publication of the interest rate scheduled in current law may "be cause for confusion." Longanecker is particularly concerned that smaller FEL lenders may not understand that the interest rate the department publishes June 1 likely will change on passage of HEA.

When ED publishes the new interest rate June 1, Longanecker said it also is required to publish the 10-year T-note formula on its promissory notes for the DSL program. This leaves open a strong possibility that the promissory notes for the DSL program will contain an inaccurate interest rate when and if the president signs HEA into law. Longanecker hopes fine print about "applicable interest rates" will let schools and ED assign the HEA interest rate on loans for students that sign June 1 promissory notes. The Senate is not expected to consider S. 1882 before June 5. Senate sources say Majority Leader Trent Lott is considering attaching the interest rate portion of the HEA bill to a tax reform bill now pending before House-Senate negotiators.

Publication#W\ P\# 14. Education Daily"Publication" #:\ PJP#May 20, 1998

Headline#\ P^P# ED: Nix 'Career Major' Phrase In School-To-Work ProgramsHeadline

ne #:\ P_P#

by Matthew Dembicki

A new Education Department report says its use of the term "career major" when describing the mission of the national

school-to-work effort may have been a major mistake, and the term should be dropped.

dd "In hindsight, a substantial miscue occurred in some of the [1994 School-to-Work Opportunities Act] wording," says a new ED report. "Specifically, the clause that states a career major is to 'prepare [students] for a first job' can, at best, be viewed as a misnomer."

dd ED says the term has been "problematic" because it conjures the notion that high school students would be expected to make career decisions too early. Family-advocate groups have charged that school-to-work programs aim to train students for low-paying, dead-end jobs.

dd ED suggests using the term "occupational or industrial cluster" to convey a broader array of potential careers.

dd The school-to-work law, meanwhile, is set to expire in 2001, although ED hopes states will fund and carry on the programs.

Publication#W\ P\# 15. Education Week"Publication" #:\ PaP#May 20, 1998
 Headline#\ PbP# In Age of Accountability, Principals Feel the Heat Headline #
 :\ PcP#By Bess Keller
 Ewing, N.J.

dd In so many words, people told Laurence Fieber: You don't want to go work with poor kids on the fringe of a distressed city. You don't want to be principal here.

dd But he took the job at Parkway Elementary School anyway, just over the line that divides the city of Trenton, N.J., from suburban Ewing Township. And in a sense, the meeting he recently called here with the school's 2nd grade is about that choice and about the extra pressures that stem from it in the age of accountability.

dd "There's something I need to talk to you about," the principal says, raising his voice just enough to reach the back row of cross-legged, bright-eyed youngsters. "You've done such a good job, and you've had fun in 2nd grade," he continues, building to his theme that next week is special. "Next week we have the CAT tests."

dd He reassures the children that "there's nothing to be afraid of because you are ready. If you do your best job, I'm proud of you."

But truth to tell, that may not be enough, given all that rides on test scores these days in New Jersey and elsewhere.

dd Repercussions Loom

dd For the 48-year-old Mr. Fieber, as for principals around the country, bad news from a state or district system that rewards some schools and punishes others

would hit hard. In North Carolina, 15 principals of struggling schools were threatened with suspension last year. In Cincinnati, principals' pay is linked to school results. In Kentucky, educators stand to gain financially when students

do well on state tests, but face close scrutiny if they do not.

And almost everywhere, states and districts are demanding scores and statistics that can be used to judge schools "while politicians, the news media, and interest groups eagerly take on the judging. If damage results, principals say, they are left to heal their staffs, their communities, and their own egos.

"There's increased pressure, there's no doubt about it," said John Lammel, who heads the high school program at the National Association of Secondary School Principals. And no one argues that all of it is productive.

'Uphill Battle'

Still, many principals are reluctant to criticize the accountability plans that have swept through district offices and state legislatures. To do so makes them look like whiners or dinosaurs.

"Don't portray me as crying about this," said E. Don Brown, the principal of L.D. Bell High School in Hurst, Texas. "I honestly believe it will make all of us better," he added, referring to the system in his state, where minority children especially appear to be making achievement gains.

With prodding, though Mr. Brown will tell you about a raw deal for a colleague. In one case he knows of, the performance of 50 Hispanic 8th graders on the state math test "and that alone "marked a middle school with hundreds of students as "low performing."

"It was very stressful for him and his faculty, and I think the moniker put on that school was unfair," Mr. Brown recalled. "But I also believe that entire school is better today because of their struggle."

In his own case, Mr. Brown chafes a bit under the widespread and what he considers unsophisticated reporting of test scores. He believes the scores have left the impression that public education is failing and have helped engender mistrust, an attitude he battles everyday in his job.

Many parents who visit the school "honestly believe we are going to take advantage of them or their children," Mr. Brown said.

"They invariably leave with a positive attitude, but it's an uphill battle."

Waivers Questioned

Administrators from a dozen districts, interviewed in recent weeks, echoed Mr. Brown's double-edged view of accountability.

In February of last year, Danny L. Smith, the principal of Muskegon Heights Middle School in western Michigan, unexpectedly found himself the target of Gov. John Engler's ire.

In visits and phone calls, Mr. Smith and his staff had suggested to parents of students with severe attendance or reading problems that they exempt their children from the annual state tests. The state expected some waivers for special education students, but about

30 Muskegon Heights parents whose children had no specific handicaps also pulled their children from the exam.

ddOverall, about 70 of the district's 180 7th graders ended up not taking the tests.

ddThe governor called the action "outrageous manipulation," implying that the principal was trying to pad the scores by testing only the best students.

ddA surprised Mr. Smith shot back that he saw little purpose in giving a test to students who were bound to fail it, and that his good students suffer from a reputation his school has only recently begun to live down. That view hasn't changed, he said recently: "I totally agree with accountability, but I draw the line when it hurts kids."

ddMr. Smith added that the students who took the test last year had been in his school, which enrolls 7th and 8th graders, only a short time. "To get the blame for their failure wasn't ethical to me," he said.

ddWhether or not Mr. Smith's actions should be condemned as undercutting the Michigan test, this much is certain: He was open.

ddOther incidents from around the country suggest that the pressures are such that for every instance of honest disagreement over the rules, there are others that involve covert corner-cutting and out-and-out cheating.

ddPrincipals in Connecticut and New York elementary schools have been taken off the job because of alleged test-tampering at their schools. A six-month investigation last year of the testing program in New Orleans elementary schools by The Times-Picayune newspaper uncovered "an array of questionable practices," many apparently initiated by the principal. Testing experts questioned the wide swings that many schools showed.

ddToo Narrowly Focused?

ddMost principals doubtless resist pressures to cheat, but in unguarded moments they worry that the new accountability systems, justified as safeguarding children, could harm them by narrowly focusing on academic achievement in the form of test scores.

dd"Test scores are not necessarily an accurate reflection of all the jobs schools need to do in this day and age," said Richard Pratt, the principal of Washington Elementary School in Pendleton, Ore. Almost three out of four children in his school are eligible for government-subsidized lunches, and 31 percent are American Indians. "In some schools, we are increasingly spending time dealing with social and emotional issues."

ddJoAnn Bartoletti, a former high school principal who is now the executive director of the New Jersey Principals and Superintendents Association, notes that another version of the same demand exists in well-heeled communities, where parents want extra-curricular activities galore. "You have community demands that

you do things with kids and for kids that don't always translate into test scores."

ddPrivately, principals say that reality is one that is too often ignored. Policymakers, on the other hand, argue that it is just such a confusion of purposes that accountability systems try to penetrate.

ddQuestion of Fairness

ddMeanwhile, the only approach that guarantees success is to do it all. "What we expect of principals is not realistic "all of the old things heaped on top of

driving school reform and increased expectations for students," lamented Alfred Meunier, Mr. Pratt's

superintendent in Pendleton. "We haven't got in place the kind of support system needed for these changes."

ddSupport systems or no, the principals interviewed overwhelmingly endorse the idea that schools should be held accountable for students' learning. The problems, they say, come in devising a system that will fairly, or at least not unwisely, measure that performance.

dd"A reality of American life is that the have-nots have a harder road to pave than the haves," said Mr. Fieber, Parkway Elementary's principal. One implication, he and others point out, is that schools educating large proportions of poor or minority children face a harder job, too.

ddLast week, his school's 4th graders took New Jersey's new "elementary school proficiency" test.

ddThe proficiency-test results, like scores on the California Achievement Test that the school's 2nd, 3rd, and 5th graders took last month, will be available

to district officials and to the public. But in 1999, unlike the CAT results, those from the New Jersey test will also appear on the state-mandated school report card and could lead to state takeovers of schools that do badly.

ddNot that the hard-driving Mr. Fieber fears a takeover at Parkway. But he has poured four years of his life into the school, rebuilding its reputation after

a long, slow slide and betting that his 490 students "a quarter of whom are poor and a just over a third of whom are black "can do well.

ddHe and other principals say that many accountability systems don't seem to recognize such factors.

dd"We buy into the concept of accountability ... but just to have it based on performance without taking into account demographics doesn't seem right," said A

ssociate Superintendent Scott Kuffel of the East Peoria Elementary School District in Illinois.

dd"Not all students are going to achieve at the same time," added Mr. Smith of Muskegon Heights Middle School. "These kids have things happening to them that

make my hair turn gray, but I don't think the public understands that." ddMoral Problems

ddEven accountability systems focused on improvement rather than raw performance can seem capricious.

ddAsk Steve Frommeyer, the principal of Eminence Middle School in Eminence, Ky., northeast of Louisville. His 170-student school went from the top of Kentucky's reward scale to the designation "in crisis" over a four-year period.

ddThe small size of each grade in his school was the killer, Mr. Frommeyer said, allowing the performance of three or four students to make a big difference in the overall scores. And the school's success in the first year of testing meant that in later years the goals were set especially high.

dd"It was very difficult to keep the morale of the staff from bottoming out," the principal said recently. "People were feeling so pressured to produce for their own benefit, to keep themselves out of trouble, they forgot the bigger picture."

ddThe staff began to pull together again by going to see the movie "Mr. Holland's Opus," which not coincidentally portrays the contributions of an underappreciated music teacher. Mr. Frommeyer said he kept up his daily jogging and never got too busy to play basketball with the students.

ddIn the end, he said, the staff got through the fall from grace and the constant evaluation cycles by reaffirming their own mission.

ddBut not everybody in Kentucky has been willing to take the pressure, the principal added.

dd"I've watched my principal colleagues disappear from the ranks," Mr. Frommeyer said. "No one wants to blame it on accountability, but from my perspective as a practicing principal, many of them made it clear they weren't going to put up with unreasonable demands long term."

Publication#W\ PdP# 16. Education Week"Publication" #:\ PeP#May 20, 1998
Headline#\ PfP# Hands-On Learning Headline #:\ PgP#By David J. Hoff
Washington

ddIt's 5 p.m. at the U.S. Department of Education. Just a few headquarters employees are lingering in the agency's long, drab corridors. But on the top floor

of the six-story building, in a small conference room, school is in session.

Hi, Calvin," Mary Beth

Blegen says, reaching out to shake the hand of a tall, thin,

African-American teenager sauntering into her makeshift classroom. As she

makes contact, Blegen trains her blue eyes directly on the student's brown ones

. Calvin Howard quietly returns the greeting and

finds a seat at the conference

table.

ddIt's a ritual for Blegen to welcome students individually. Today she considers

the greeting especially important because Calvin

and his classmates are returning

from spring break.

ddThe 54-year-old, whose blond hair and youthful enthusiasm belie her 30 years

as a teacher in her rural Minnesota hometown,
 shakes hands with all five students who enter. She is as earnest and sincere as any resident of the fictional Lake Wobegon, Minn.

Soon the class is sitting around a table with Blegen, the 1996 National Teacher of the Year who is halfway through a two-year stint on Secretary of Education Richard W. Riley's staff, and Paul Schwarz, the department's principal-in-residence, who is in the middle of his two-year leave of absence from Central Park East Secondary School in New York City.

"OK, everybody," Blegen says. "Look at me."

And, so class begins at the Department of Education.

This exercise "something that is commonplace in the nation's 82,000 schools" is actually an event at the federal agency. That's because while the department that sets much of the tone for national education policy is now almost 20 years old, rarely has anybody on its payroll been an active classroom teacher in his or her spare time.

"It takes about 20 minutes to forget how hard it is to work in a school," Schwarz says in an interview shortly before a recent Thursday-afternoon class begins. "If you sit in a room and think about education all day, you begin to think: 'If we line it all up, we would get it right.' This [class] reminds me once again how hard this stuff is."

"For us, it is a chance to keep our feet grounded where they should be," Blegen says. "What it does is reinforce my role at the Department of Education, and that is to be a teacher."

Day in and day out in this headquarters building, Riley and his employees plot how the federal government can best help the nation's teachers, administrators, and students. Federal officials set guidelines, for example, that determine how states and the District of Columbia will distribute money to charter schools such as the charter-school-to-be that Blegen and Schwarz's students attend. They orchestrate support for the president's proposal to lower class sizes so more students will receive a personal greeting like the one Calvin got today. They design testing programs to gauge how well students read. They discuss the best ways to mesh education and technology.

Riley and some of his lieutenants visit schools often. But they don't do what Blegen and Schwarz do today "regularly teach a class with the same students for a semester.

The course is a seminar on the American educational system, and one of several electives offered by the nearby Maya Angelou School here in the nation's capital. It meets on Monday and Thursday afternoons in a crowded conference room do

wn the hall from
Secretary Riley's sixth-floor office suite.
ddThe students have at least two things in common: They all are African-American, and they all have had run-ins with the law. They
attend one of the growing n
umber of publicly funded schools designed to operate with a minimum of regulation. It's located in a
block of many abandoned row houses just north of the city
's Chinatown.

ddBy contrast, both of the department instructors are white and have earned some of the highest honors in their field. They work in a federal office building across the street from some of the capital's most popular museums.

ddPaul Schwarz arrived at the department from Central Park East, a nationally recognized model of school reform with 450 students
from the working-class neighborhoods of Harlem. He is on leave from his job as principal of the Jackie Robinson Complex, one
cluster in the school for children in grades 7 through 12.

ddSchwarz has hair with more salt than pepper in it, which he wears parted to the side. His mustache wraps around his lips. His
accent gives away his New York

roots. Like Blegen, he is 54 and has worked in public schools for 30 years.

ddMary Beth Blegen speaks rapidly, her words peppered with hints of the broad, flat vowels common in the upper Midwest. Schwarz

jokes that she comes from "a tiny little town like 'Little House on the Prairie.'" Actually, she is from Worthington, Minn., a town of
10,000 with a plant that slaughters 1,000 hogs an hour. She taught in Worthington's secondary schools, most recently at its high

school, before being named Teacher of the Year, then spent a year on the lecture circuit. She joined Riley's staff shortly after finishing
her tour.

ddToday, Blegen and Schwarz will teach about single-sex schools and classrooms. The students will read aloud from a newspaper

article, discuss it, and then "if time permits" write in their journals about it. They will conclude by reading a Langston Hughes
poem.

ddAs soon as Blegen introduces the topic, Dallas Cooper says single-sex education will never work. The teacher asks why. Dallas
says it just won't.

dd"I need a why," Blegen says, leaning across the table to look at him.

dd"I can't interact with males the way I can with females," he says.

dd"It would be chaos because girls gossip too much," Keisha Easton adds.

ddWhile the discussion may not win any debate prizes, it is a start. The exercise's purpose, Schwarz tells the class about halfway
through the one-hour class

period, is for students to form opinions from experience, read about others' experiences, and then decide

if anything they've read changed their minds.

ddThe objective is simple. But reaching it isn't, both Schwarz and Blegen acknowledge. That's exactly why they teach the course.

ddAs two of the few teaching practitioners on Riley's staff, Blegen and Schwarz understand what happens in classrooms. Most of the secretary's staff is schooled in policymaking and politics "a world in which the educators say they aren't always comfortable.

ddThey laugh that their colleagues speak a different language. The policymakers talk casually of "markups" "congressional committee meetings called to prepare a bill to be sent to the House or Senate for consideration "as if everybody knows what they are. They throw around obscure acronyms as if they were in the dictionary.

ddBlegen tells of an e-mail that used the term POTUS. She called someone into her office and asked for the definition. It stands for "president of the United States," she was told.

dd"When I start using POTUS, it will be time for me to go back to Minnesota," Blegen laughs.

ddSuch technical knowledge and vocabulary are vital to succeed in Washington. But they have little relevance when it's time to pick a topic that will engage a student and challenge students for an hour late on a Thursday afternoon.

dd"Too often, a central-government agency "whether it's federal or state "is very removed from the realities of children's lives,"

says Theodore R.Sizer, the chairman of the Coalition of Essential Schools, a national school reform network. "The policies often miss the mark. The people who write the policies don't understand the human dimension."

ddSizer provided the critical link between the Department of Education and the Maya Angelou School. James Forman Jr., one of the school's founders, is a Brown graduate whose undergraduate adviser pointed him to Sizer for advice on starting the school.

dd"I said to him: 'Run, don't walk, to the secretary's office and find Paul Schwarz,'" Sizer says.

ddSchwarz helped Forman and David Domenici, the school's other founder, submit their successful application, which will allow them to officially begin operating as a charter school next fall. And then he suggested that he and Blegen teach a course.

ddThese days, just about every issue under discussion in the department comes into focus when the sixth-floor conference room is transformed into a classroom.

ddTo give a couple of examples: The would-be charter school the students attend is one of a projected 1,400 such schools that the department expects will receive a piece of \$80 million in grants to states and the District of Columbia. The students themselves are kids who have run into trouble in school and on the streets "the students whom educators will find the hardest to teach under the world-class academic standards Riley says must be set for all students.

ddBlegen and Schwarz are expected to advise their colleagues at the Education Department on how federal policies will work once they reach the school and the classroom. Without their experience with students from the Maya Angelou School, they say, they don't feel they would have as much to offer.

dd"I wanted to be reminded in a concrete way what school is," Schwarz says in explaining why he urged Blegen to join him in teaching the class.

dd

ddAs the Thursday class progresses, Schwarz is getting more than enough reminders of what it's like to be in a classroom. By the middle of the hour, Dallas is

in the middle of a heated argument with Tyesha Goode over single-sex education. Blegen wants to

distract them and everyone else, trying to get their attention so she can get her lesson plan back on track.

dd"Dallas, look at me. Tyesha, look at me," she says. "Everybody, look at me," she says, perhaps for the 12th time in the first half of the class.

ddPhilip Russell stops her.

dd"You say: 'Look at me, look at me, look at me,'" says the teenager, who has short, neatly braided hair. "It's like, if we're not looking at you, we're not listening."

ddBlegen isn't surprised by Philip's complaint. Later, she laughs when she's reminded of the incident. dd"He had told me before: 'I can hear you without looking at you,'" she remembers. "I didn't take offense at it. He was telling me what

he thought."

ddRegardless, Blegen finishes the class period without using her favorite phrase again. (Three weeks later, she opened class by promising Philip she wouldn't

say "Look at me" over the course of the next hour. She didn't.)

ddIn most classrooms, Blegen and Schwarz wouldn't have the luxury of such a confrontation "and camaraderie" with Philip. He

probably would be sitting in a room with 30 other students, getting little chance to speak on topics presented in class, let alone

complain about his teachers' idiosyncrasies.

ddAs two adults leading a class usually composed of seven teenagers, Blegen and Schwarz know their experience is unusual.

ddIn three decades of teaching, Blegen grew used to five class periods a day, with 30 students each. At the end of the day, she feared looking over her roster

and not remembering if a particular student was in school that day.

dd"The greatest single thing kids need is to be heard," Blegen says. "In a classroom, what you want more than anything is an environment that's safe and comfortable and a place where they are free to take risks. If they aren't free to take risks, they aren't going to learn."

ddAt Central Park East, the schedule is organized so students meet in small groups with an adult for an hour a day. As a principal,

Schwarz led such a group in discussions on topics ranging from books to college applications. He and his students even made an overnight trip to visit a college. "Every kid in every school in America ought to be known well by an adult," Schwarz says. "The structure we've created where people in the schools are strangers to one another creates dangerous situations where people are worried about their safety." That sets an atmosphere, he laments, "where people aren't very good learners."

While Washington cannot dictate school scheduling practices, it can inspire dialogue about them, suggest ways for schools to change, and offer them incentives to do so. The Clinton administration is doing so now, the educators say, by promoting plans to reduce class sizes, build new classrooms, and hire new teachers. Those plans "although stalled in Congress, where members of the Republican majority question the efficacy of such spending and the appropriateness of federal involvement" are relevant to what is happening in American classrooms, Blegen argues.

Blegen admits that as a classroom teacher she had little interest in what the federal Education Department did. But now she is convinced it can help change for the better what is happening in the nation's schools. "The role I see for the department is as a place where discussions can begin," she says. "It still comes down to the student and the teacher, eye to eye."

Class is over. One of Secretary Riley's young aides who assists the teachers escorts the students through the empty hallways to the building's exit. Blegen takes a deep breath and slouches forward. The class has gone OK, but something didn't click.

Still, the teachers believe they heard something significant from every student.

They're intrigued that Philip says he won't go to college. They know he's smart enough and ambitious enough to succeed there, and he has told them in the past that he wants a higher education. They wonder why he has changed his tune.

They heard once again from Dallas that his life changed when he dropped out of school as a 13-year-old. They don't know why he feels he'll never achieve his original goals because he left school for a short time. Before the end of the semester, they hope he will tell them.

Tyesha acknowledged that she has high hopes for her 3-year-old daughter. Keisha had the chance to say emphatically that single-sex schools won't work.

Even Calvin "a notoriously quiet student" opened up a little. When Blegen handed out the poem to be read at the end of class, he told her he knew it.

ddBut Blegen and Schwarz aren't exactly pleased.
dd"I want to challenge their opinions," Blegen says. "In order to do that, we have to have either more controversy or more meat. The good discussion is fine, but I'm not sure they're learning anything."
ddThe aide returns. The students have boarded the city bus that will take them back to their school. The teachers are tired and leave for home. A janitor is s
weeping the hallway.
ddClass will resume on Monday.n

Publication#W\ PhP# 17. Education Daily"Publication" #:\ PiP#May 20, 1998

Headline#\ PjP# Wilson Backs Calif. Bilingual Ban, Rejects Flexible LEP PlanHe

adline #:\ PkP#

by Laureen Lazarovici

ddTwo weeks before election day in California, the governor has backed an initiative that would eliminate bilingual education and vetoed a bill that would have

allowed districts flexibility in teaching children English.

ddGov. Pete Wilson, a Republican, on Monday endorsed Proposition 227, a ballot measure that would place

limited-English-proficient (LEP) students in sheltered

immersion programs for a maximum of one year and eliminate bilingual education

almost entirely.dd"Bilingual education in California has been a serious failure," Wilson said, which "keeps [LEP] students dependent upon their primary language for far too long."

ddBut the backers of the initiative didn't welcome Wilson's endorsement, saying his support could actually energize opposition to the measure.

dd"It would be grossly opportunistic and deceitful if our opponents seized on Wilson's endorsement to attempt to discredit those of us who have worked so hard

" on the initiative, said Ron Unz, the author of Prop. 227.

ddIn the past, Wilson has supported two controversial initiatives aimed at barring illegal immigrants from public schools and

curtailing affirmative action in

state contracting and higher education, which voters approved by wide margins.

ddThe U.S. Supreme Court has allowed the affirmative action ban to stand, but a federal district court has prevented the state from

barring illegal immigrant

students from K-12 schools (ED, July 11, 1997).

ddWilson Vetoes Compromise

ddOn Monday, Wilson also vetoed a compromise bill that would have let local school districts choose their own approach to teaching

LEP students English and academic

subjects, but would have required them to revamp programs if they proved ineffective (ED, May

6).

ddWilson said the bill would have burdened districts by forcing them to collect

data and accede to state regulations. He also said the bill would foster continued reliance on teaching students core academic subjects in their native language. California's bilingual education law expired years ago. The state board of education recently gave local districts wide discretion over educating LEP students. "School districts feel a bit in limbo," said a staffer for state Sen. Dede Alpert, a San Diego Democrat who wrote the ill-fated compromise. Californians will vote on Prop. 227 on June 2. Back in Washington, D.C., the House K-12 education policy subcommittee tomorrow is set to take up a bill that would limit LEP students to two years of bilingual education and convert federal bilingual education funding from competitive grants to formula grants (ED, May 4).

Publication#W\ PIP# 18. Sacramento Bee"Publication" #:\ PmP#May 20, 1998

Headline#\ PnP# Local control under Prop. 227 a key issueHeadline #:\ PoP#Subhead#\ PpP# Some bilingual education foes dislike initiativeSubhead#:\ PqP#

By Phil Garcia

Bee Deputy Capitol Bureau Chief

In endorsing Proposition 227, the June ballot measure to all but end bilingual education in California public schools, Gov. Pete Wilson said the argument that it will undermine local control "misses the point." The governor also said Proposition 227 "was not inspired by any one person," but by "whole communities of people," including the 7,000

limited-English-proficient students of the Orange Unified School District in Orange County.

But talk to the superintendent of Orange Unified, and he'll tell you that local control is exactly the point.

"I'm a real proponent for English-only, but I'm an Unz opponent," said Robert French, superintendent of Orange Unified, referring to Proposition 227 author Ron Unz.

"What I see is a law being thrust upon schools that didn't originate out of the needs of kids at local school districts," French said in a recent interview.

"It's bound for failure."

Orange County is ground zero for the anti-bilingual education movement. French's district and three others in Orange County all have won waivers from the state Board of Education to do away with traditional bilingual education programs. (In his statement,

Wilson noted that the state Department of Education opposed Orange Unified's waiver request.)

Administrators in the districts have implemented their own form of instruction to teach limited English-speaking students.

ddBut far from being ardent backers of Proposition 227, some of these bilingual education opponents say they are concerned about how the Unz measure might affect the programs they fought so hard to put in place.

ddTracy Painter, who as director of special projects for the Westminster School District oversees that district's program for English learners, said the core issue is the main provision in Proposition 227.

ddThat provision mandates a statewide system of "sheltered English immersion" for students with limited English skills and is "not normally intended to exceed one year."

ddIn Article 1 of his initiative, Unz, a Silicon Valley software entrepreneur, wrote that "young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age."

ddAnd Wilson, who said bilingual education has kept students dependent on their primary language "for far too long," said studies have shown that English immersion "is the quickest and easiest way for children to learn a second language."

ddBut Painter said research shows that "children may be conversationally proficient at the end of one year, but they are not academically proficient in English at the end of one year."

dd"Our concern is that if the Unz initiative limits our local decisions about how long children need primary language assistance, once again it's an issue of someone else layering control and dictating our program when we have developed a program that we have proven is successful," Painter added.

ddShe said the program in the Westminster district "is not English immersion and not English-only."

ddTeachers are teamed with instructional aides and they go through eight days of training on how to develop academic instruction that is delivered in English,

but that also includes primary language assistance, Painter said.

ddGloria Matta Tuchman, co-author of Proposition 227 and a candidate for state schools chief, said the initiative is about "parental empowerment. . . . English

will be the language of instruction, unless parents choose otherwise."

ddAnd Rosemarie Avila, a member of the Santa Ana Unified School District board, said she supports Proposition 227 because it would be "local control at its best."

dd"When you have an oppressive Department of Education, like we've had, forcing compliance without (a bilingual education law in place), . . . you bring back

the control of the people and let them have their will," Avila said Tuesday.

ddAbout an hour later outside the Capitol, at an immigrants-rights rally against the Unz initiative and Proposition 226, the labor union dues ballot measure,

Mary Anne Foo of Garden Grove agreed with Avila that bilingual education needs fixing, but disagreed

that Proposition 227 is the answer.

dd"You're setting them (students) up for failure. You're giving them 180 days of English instruction and then that's it," Foo said.

ddFrench, the Orange Unified schools chief, said he, too, is not sure one year of English immersion "is going to solve the needs for all students." And he feared

that failure for some under the Unz measure might lead to lower achievement for all.

dd"It could have the effect of lowering the achievement level of the mainstream classes," French said. ". . . The teachers say the

(limited English-speaking)

kids can't keep up, so they're going to have to lower the standards for everybody

"that's what my fear

is."

Publication#W\ PrP# 19. Philadelphia Inquirer"Publication" #:\ PsP#May 20, 1998

Headline#\ PtP# Emphasis on condom use called a boost to safe-sex lessons Headline

By Lindsey Tanner

ASSOCIATED PRESS

CHICAGO " Safe-sex lessons for children are more effective if condom use instead of abstinence is emphasized, researchers

found in a study of three inner-city Philadelphia schools.

A separate finding underscored the compelling need for the grown-up subject matter: Although the youngsters' average age was

just 11, 25 percent of them said they were no longer virgins.

"We have to begin earlier to give children the kind of information they need to protect themselves," said Princeton University

psychologist John B. Jemmott

3d, the lead author.

The study of 659 sixth and seventh graders at three inner-city Philadelphia schools sought ways to stem the high rate of sexually

transmitted diseases among black adolescents.

Among 13- to 19-year-olds with AIDS, blacks represented 57 percent and whites just 23 percent in 1996, federal statistics show,

while the gonorrhea rate among 15- to 19-year-olds was about 24 times higher among blacks than whites.

The researchers in the Philadelphia study divided the youngsters into three groups, each receiving eight hours of health education.

One focused on abstinence

; one concentrated on condom use; and a control group addressed avoiding nonsexual diseases.

Three months later, 12.5 percent of the abstinence-group students reported having recent sex, compared with 16.6 percent among

the condom group and 21.5 percent in the control group.

At six months, slightly more of the abstinence-group students were having sex than the condom-group students. By 12 months,

20 percent of the abstinence group had recent sex, compared with 16.5 percent of the condom group and 23.1 percent of the control group.

The abstinence group also reported having engaged in more unprotected sex than the condom group.

"If the goal is reduction of unprotected sexual intercourse, the safer-sex strategy may hold the most promise, particularly with those adolescents who are already sexually experienced," the researchers wrote in today's Journal of the American Medical Association.

Conservative groups such as the Family Research Council have pushed the abstinence approach, and the federal government has mandated that states use \$50 million in sex-education money for abstinence-only programs.

In a JAMA editorial, Emory University psychologist Ralph DiClemente said the findings "indicate a need to reconsider the role of abstinence programs" in safer-sex education.

Researchers said they could not generalize from the Philadelphia study to other groups of young people and stressed that more study was needed.

Gracie Hsu, a Family Research Council policy analyst, said the abstinence program probably would have had more success if the class lasted longer.

Publication#W\ PwP# 20. St. Paul Pioneer Press"Publication" #: \ PwP#May 20, 1998

Headline#\ PxP# Assembly considers Milwaukee schools plan Headline #: \ PyP# ALISA LAPOLT

MADISON, WIS.

Milwaukee's public schools would face a state-imposed takeover unless they improve their performance by December 2000 under a proposal before the Assembly.

Assembly members met behind closed doors most of Tuesday afternoon and into the evening to discuss the bill.

"Members want to make sure that if we're spending taxpayer money in this bill, that we get the maximum bang for the buck in terms of education reform," said

Steve Baas, communications director for Assembly Speaker Scott Jensen. "We don't intend to spend money for the sake of spending money."

The bill would require the Milwaukee School Board to set goals to improve graduation, truancy and dropout rates while raising student test scores.

Schools that don't meet those goals would be taken over by community "reform councils" of parents, teachers and local leaders.

A council would have the power to:

Determine what the school should do to improve grades, attendance, graduation and truancy.

Set the school's curriculum and oversee its budget.

Stay in control of the school for four years, but if the school doesn't improve by then, the Milwaukee school board would regain

control of it.

ddThe Senate narrowly passed the bill, 17-16, on Monday, but only after removing the councils' authority to reassign teachers.

ddAnother contentious point is whether the councils could contract with outside agencies or private schools to provide services for public schools.

ddThe bill calls for \$5.8 million in spending for after-school, truancy prevention and summer school programs.n

Publication#W\ PzP# 21. Baltimore Sun"Publication" #:\ P{P#May 20, 1998

Headline#\ P|P# Police, school target parents in truancy fight Headline #:\ P }P#

By Alec Klein Sun Staff

ddIn an attempt to eradicate the affliction of truancy in Southeast Baltimore, police and officials at Canton Middle School announced a plan of attack last night

that they believe will get real results "punish the parents.

dd"I think it's good," said a mischievous 12-year-old Ashley Mayeski, stifling giggles. The seventh-grader has missed about 19 days of school this year.

ddIn what is believed to be the first Baltimore partnership between a school and police to fight truancy, the crackdown begins today.

Police will begin knocking

on residents' doors this morning if their child is not in school and has 40 or more unexplained absences this year.

ddIt's called a "truancy abatement program." "We want the kids to be in school," said police Lt. Carmine R. Baratta Jr. of the Southeastern District.

ddThe program has another motive. Police have linked several truants to neighborhood crimes, including petty theft, larceny, vandalism and graffiti. More than

100 juveniles are arrested in an average month in the Southeastern District, police say.

ddIf children are not in school, "We're going to come after the parent," police Maj. Timothy J. Longo Sr. told a somber crowd of more than 20 parents and a dozen

pupils at last night's hourlong meeting in the school library.

ddUnder city ordinances, if parents "knowingly permit" their child to miss school, or "insufficiently control" their child's attendance, they face fines ranging

from \$10 to \$100 in District Court, or up to 10 days in jail. The program at Canton Middle School, for

children in sixth through eighth grades, is considering

another alternative for wayward parents "community service in school.

ddNothing less than the child's future is at stake, school officials told parents.

dd"The issue is preventing your child from living a miserable life," said Principal Craig E. Spilman. He urged parents to mobilize against a corner store, where

he said pupils buy candy and cigarettes and arrive at school late.

ddAbout two months ago, the principal approached authorities to help reduce truancy. Spilman said he had tried "everything else."

dd"I think it's a good idea," Michelle Jarrett said of the program. Her 12-year-old son, Fred, has missed about 17 days of school this year, in part because of injuries he suffered in a fight, she said.

ddNot all parents agreed, however. "This is bull," said a mother who declined to be identified.

ddSaid another mother about her daughter's attendance record, "She didn't miss 25 days."

ddBut the overwhelming concern of parents was how they were to know whether their child showed up at school on time " or at all.

ddSchool official Louis Williams suggested: "Stay in class with him for an entire day, and maybe, maybe, that's the beginning of it."

Publication#W\ P~P# 22. St. Paul Pioneer Press"Publication" #:\ PP#May 20, 1998

Headline#\ PP# Summer school looks certain for 2,000 kidsHeadline #:\ PP#Subhead#\ PP# Off-season classes would be required for those who failed tests Subhead#\ PP#

PAUL TOSTO
STAFF WRITER

ddMandatory summer school is all but certain for some 2,000 St. Paul students who failed one or both of the state's basic skills exam, though the consequences for not attending still aren't clear.

ddSt. Paul school board members discussed requiring summer school at a meeting early Tuesday night. They made no final decisions and planned to work later in the evening on the issue. Still, board members indicated support for the measure and it appears now a question of details.

dd"``My sense of the board is we will require it," Greg Filice, the school board's vice chairman, told parents after the meeting. Several parents and students showed up to protest requiring summer school.

ddThey said notices about students failing the Minnesota basic skills tests and about summer classes arrived just last weekend in the mail. Some families may have to cancel summer vacation plans, and some students may have to give up summer jobs to meet the requirements.

ddFilice and other board members said they'd like parents to have flexibility in how their children meet the summer school obligation. In Minneapolis, for instance, summer school is also required, but students who can show they'll be doing some kind of acceptable academic work in July and August may be exempted.

ddSteven and Sue Tusa, though, said the call for mandatory summer school comes too late. They said their daughter Crystal, an eighth-grader at Hazel Park Middle School Academy in St. Paul, found out last weekend that she had failed both the math and reading portions of the Minnesota basic skills tests.

ddThe board should have taken a look at eighth-graders' results this year, then made summer school mandatory in the summer of 1999 for students who still hadn't passed, said Sue Tusa.

ddCrystal said students have been told they have until their senior year in high school to pass the basic skills exams. That's true, but the Legislature also

has given school districts the power to require summer school.

ddSt. Paul estimates summer school may be required for roughly 2,600 eighth-, ninth- and 10th-graders who failed all or part of the state's new basic skills exams.

ddSchool staff Tuesday night suggested a number of possible consequences for students who didn't show up for scheduled summer school, including requiring students to take an extra Saturday class next semester, notifying parents and requiring summer classes for the summer of 1999.

ddSteven Tusa, however, says his daughter is a good student who already has signed up for a summer hockey camp. Whatever happens, he said she won't be going to the district's summer classes.

dd''We felt like we're getting it shoved down our throats," he said.

Publication#W\ PP# 23. The Arizona Republic"Publication" #:\ PP#May 20, 1998

Headline#\ PP# Whistle-blower bill is spotlighted Headline #:\ PP#Subhead#[\

PP# ASU, UA flaps put focus on worker bill Subhead#:\ PP#

By Martin Van Der Werf

The Arizona Republic

ddCustodians, painters, locksmiths and other maintenance staff at Arizona State

University dormitories work in a hostile environment

for uncaring, "anti-social

"supervisors, a consultant's report says.

ddA renowned Alzheimer's disease researcher at the University of Arizona who is fighting for her professional life has a

recommendation from a review committee

that she be terminated splashed in the local press despite assurances that it is a

"confidential" document.

ddWith the Legislature about to wrap up business, these two new cases are giving extra impetus to a bill that would extend protection

for university employees

who blow the whistle on mismanagement and illegalities.

ddBut the bill is coming under a withering attack from state agencies and the university administrations, which are trying to persuade

Gov. Jane Hull to veto

the bill if it does clear the Legislature.

ddThe consultant's report, which was requested by ASU, describes the facilities and services division of the Department of

Residential Life as riven by sexual

and racial discrimination, possible corruption, and recriminations against any

one who speaks out against it. It describes the workplace as "fear-driven" and "

sick."

ddOne employee, Edna Richardson, the custodial-services supervisor, has filed three lawsuits against the university, alleging, among other charges, racial discrimination and intentional infliction of emotional distress. ASU quietly settled one of the suits out of court, and the other two are pending.

dd"We believe a handful of anti-social individuals who have operated fiefdoms in the department for years are principally to blame," the report, written by a

California consultant known as the Work Doctor, says.

dd"The abdication of managerial responsibility is both the root cause and the reason for the continuing problems in (facilities and services). Senior management and senior management alone can prevent violence. If it prefers inaction, it is endangering the health and safety of ASU employees " an unethical, if not illegal practice."

ddGary Namie, co-owner of the Work Doctor, described himself as an "employee advocate." He said he is called into "dysfunctional workplaces" to root out supervisors who bully their employees. He said he was paid less than \$15,000 by the state.

ddASU fired the official who hired the consultant " Jody Schmit, assistant director for facilities and services at the Department of Residential Life " on May 1, the day after it received the report.

dd'Numerous avenues'

ddNancy Neff, a spokeswoman for ASU, said she could not comment directly on the consultant's report because it involves personnel matters that are considered confidential, but issued a statement late Tuesday:

dd"We take employee concerns very seriously and have numerous avenues for issues resolution through the university

ddThe university stands by its heritage of treating employees fairly and encouraging open communication within work groups.

Reports such as this are usually one piece in a complicated puzzle that must be fully assembled before a conclusion can be reached."

ddThe whistle-blower bill is likely to go before the House and Senate today MGwednesday MGfor final passage, which seems likely. Several lawmakers and sources within the administration said Hull is looking at vetoing the bill because of complaints by agency directors.

ddSen. Russell Bowers, R-Mesa, is convinced it will be vetoed and says that would be a mistake.

dd"There are just little things that would help us run the agencies better," he said. "But with every complaint, it seems to offend this sense of ownership that the agencies have over what they do. Every challenge to them becomes a threat."

ddThe Department of Administration has been circulating a memo seeking to kill the bill because it would allow initial complaints

to be made orally, allow people making complaints to file in Superior Court before exhausting all the appeals within the bureaucracy, and allow employees more time off to prepare for hearings.

The bill began as an effort to extend whistle-blower protection to university employees, who are excluded from the system that covers other state workers. The law is supposed to ensure the job security of workers who bring forward allegations of illegal acts or mistreatment by state workers. University employees were not covered by the law because of assurances that the three state schools had sufficient protections in place. subRegents professor ddMarguerite Kay, a UA professor of microbiology and immunology, was doing some of the nation's leading research into Alzheimer's disease until fall 1996. UA had recognized her with one of its most distinguished titles, regents professor

ddThen, several researchers who worked in her lab accused Kay of falsifying results, and UA shut her lab down.

ddLast week, a report in which faculty members recommended that Kay be fired was given to the Arizona Daily Star despite assurances from UA that the report would remain confidential. Kay, her attorney, and UA officials all denied leaking the report.

ddSharon Kha, a UA spokeswoman, said nine copies of the report were made, and "as far as we have been able to trace it through the university, we don't see any evidence that it was released by someone within the university. We condemn the report's release."

ddKay said her case is not just a whistle-blower complaint, but she feels as though she is being retaliated against because she questioned UA about how it spent grant money she was awarded by private foundations and the federal government.

dd"This charge of scientific misconduct is a fabrication," Kay said. "In this case, the taxpayers are financing the destruction of research that could help people." n

Publication#W\ PP# 24. Miami Herald"Publication" #:\ PP#May 20, 1998

Headline#\ PP# SAT report card: Dade students betterHeadline #:\ PP#
By SABRINA WALTERS
Herald Staff Writer

ddThere's some good news for Miami-Dade County Public School students, whose scores on the Stanford Achievement Test either improved or remained steady in reading and mathematics, the exam's main focuses.

ddThe biggest gains this year over last were in reading comprehension, where students have been the furthest behind their peers nationally. Though Dade students continue to struggle, fifth-graders are leading the way, having reached the 40th percentile.

In both mathematics skills tested " computation and applications " Dade's youngest students score above the national median of 50, with second- and fourth-graders hitting the 68th percentile in computation.

But a significant drop occurs in math after fifth grade, with scores dropping into the low 40s and even high 30s in the upper three grades tested, sixth through eighth. (See box.)

The biggest leap in reading was by third-graders, whose reading scores jumped by four percentile points to the 38th. Their scores have been fluctuating: 36

in 1995, 37 in '96 and down to 34 last year before this year's big rebound. School officials celebrated the good news.

"No one went down in any area. Everyone is moving in the right direction and that's the point," said Carol Cortes, deputy superintendent of management and accountability.

"If you focus on something, you expect to improve. Teachers are working very hard in that area. It's the superintendent's priority."

The gains in reading came after a state warning three years ago that administrators were watching schools where students were reading poorly. Schools across

Dade instituted remedial reading programs and focused harder on those skills that would ensure students made acceptable gains on several standardized exams.

Hoping to help Dade children improve even more, School Board members approved stringent new reading standards in January that call for elementary students to spend at least two uninterrupted hours a day on reading and older students to read five books on their own every nine weeks.

Students are also being required to take the new Lexile Reading Survey Test for the first time.

Unlike in previous years, the county did not test first-, ninth- and 11th-graders.

This is the seventh year Dade has used the same version of the Stanford, which some experts warn can skew results. If a school system uses the same test for a long period, its curriculum can sometimes mimic it.

Although teachers don't have the exact questions, they're familiar with the type asked. Critics of standardized testing complain teachers are often pressured

to "teach to the test," with students memorizing responses, rather than learning.

Dade testing specialists said Superintendent Roger Cuevas decided not to switch to a new version of the Stanford this year, but the district may consider changing it in 1999, when another state test " the FCAT " becomes official.

Dade fourth-graders jumped four percentile points to reach the 68th in math computation, following a trend that has brought them from the 60th in 1995. Second-

and fifth-graders upped their applications scores by two percentile points. All other grades moved up less or held steady.

ddIn addition to countywide improvements, minority students " whose low performance on standardized tests concerns school officials and parents " made some noticeable strides.

ddBlack students in second through fifth grades raised their math application scores, with second-graders up four percentile points to the 40th percentile. Bl

ack sixth-graders moved up four percentile points, 28th to 32nd, in math computation.

ddHispanic students in the same grades either improved or held steady in in both math areas. The biggest improvement was by

Hispanic third-graders, who gained four percentile points, to the 60th, in math computation.

ddThe Stanford Achievement Test holds great significance, because it is among several used by the state to decide which schools

should be placed on a "critic

ally low-performing" list. All but two Dade schools of more than two dozen that have been on the list

are expected to be off it when the official list comes

out in the fall, state officials recently said.n

Publication#W\ PP# 25. Raleigh News and Observer"Publication" #:\ PP#May 20, 1998

Headline#\ PP# Fall enrollments will jump, charter schools say Headline #:\ P P#

By DEBORAH ROBIGLIO,

Staff Writer

ddThey're criticized for taking kids and tax money away from regular public schools, but the word from charter-school operators

is that people better get used

to it: Projected enrollments for next fall are in, and they show a definite upward trend. The 33 charter

schools now operating in the state project a 22 per

cent increase in enrollment from the current year. Plus, 29 new schools will open

in the fall, bringing the overall projected enrollment to almost 2 1/2 times

what it is now, according to figures submitted by

charter-school officials to

the state Department of Public Instruction. These numbers are only projections

, but they're important

because they're sent to public school systems to help t

hem plan budgets. Districts have to plan for the loss of tax money when student

s decide to go to charter schools. Charter-school supporters say the new numbe

rs prove that the experimental schools are

filling a need that the public is de

manding. Charter schools receive public funding for each child they serve, but

are free from many

regulations that apply to traditional schools. Their appea

l to families lies in their use of varied or unusual educational models. The

sc

hools also expect a greater degree of parental involvement than traditional pub

lic schools. "Charter schools are doing pretty well,"

said Peter Morcombe, a board member of Financial Reform for Excellence in Education. The nonprofit runs Village Charter School and Orange County Charter School in Orange County. Next year, it will operate a total of five charter schools in four counties. "And we knew they would. Obviously, there have been some that have gotten into trouble, but there have only been one or two schools like that." The two FREE schools operating now have had waiting lists since their openings, he said. The same is true of Exploris Middle School in Raleigh. Only 50 students were chosen off a waiting list of 150 kids. "[The numbers] are a good sign to us," said Gordo Smith, chairman of the board of directors for Exploris. Statewide, the 22 percent increase breaks down to a total of 6,055 students expected to enroll in the 33 existing charter schools for the 1998-99 school year, compared with the 1997-98 approved enrollment of 4,981 students. In the 10 charter schools in the Triangle, 1,732 students are expected to enroll next fall, which would be a 25 percent increase from the 1997-98 enrollment of 1,387. Bonner Academy in Raleigh was the 34th charter school at the beginning of the year, but the State Board of Education revoked its charter. The numbers aren't the final word on enrollments. Last year, charters were approved for more students than they actually got. The State Board of Education approved a total enrollment of 4,981 for the 1997-98 year. However, DPI records show the average daily enrollment was 4,368. For example, School in the Community was approved to serve 102 students for the 1997-98 year, but the school has averaged 85 to 90 students this year, said Don Boulton, chairman of the school's board of directors. As for the 112-student projection School in the Community gave DPI for next year, "We were just guessing," Boulton said. The school is in the process of surveying students to find out who will attend next year, he said. John Wilson, executive director of the N.C. Association of Educators, cautioned that the projections are, after all, only estimates. "I think they're being optimistic," he said, adding that charter-school operators could feel political pressure to report an increase in enrollment to prove that the movement is succeeding. Michael Fedewa, chairman of the Charter Schools Advisory Committee, said charter schools are still looking strong. The committee recommends approval of charter-school applications, and it monitors the schools once they open. "My initial response is that charter schools are not going away, at least not in the short term," Fedewa said. "This is a good example of parents exercising their belief that they want a choice

in where they send their kids to school."

Publication#W\ PP# 26. Minneapolis Star Tribune"Publication" #: \ PP#May 20, 1998

Headline#\ PP# Districts try to beef up summer school for better resultsHeadline #: \ PP#

Anne O'Connor / Star Tribune

ddMinneapolis pushed, cajoled and nudged eighth-graders who didn't pass the state's basic-skills tests to go to summer school last year in the hopes that the time would pay off in improved scores.

ddIt didn't work.

ddA district analysis shows that eighth-graders who went to summer school are no more likely to pass the reading test than those who didn't attend. For the math, the increase was only up 2 percentage points, or about one extra answer right on the test.

ddThose results raise concern as both Minneapolis and St. Paul prepare to take advantage of a new law that allows districts to require students who failed the

state tests to go to summer school this year.

ddAlthough one session isn't enough time to say whether summer school works, Minneapolis is unhappy with the outcome and looking for ways to improve.

dd"There were not startling results either way," said Dave Heistad, the district's director of research, evaluation and assessment. "I do think we can do better.

Not only are we redoubling our efforts to get kids there, but we're refocusing our instruction in summer school."

ddBoth the Minneapolis and St. Paul school boards have made summer school mandatory for students who haven't passed the eighth-grade tests.

ddSt. Paul hasn't yet released its skills-test results for individual students and hasn't done a summer-school analysis as Minneapolis has, a district spokesman said.

ddWhile many school districts will offer summer school, state officials were not aware of any other districts that plan to take advantage of the new state law.

. A spot-check of Twin Cities-area districts turned up no other mandatory programs.

ddThe requirement has raised the ire of the Minneapolis NAACP. Organizers for a campaign against community schools in Minneapolis say that students have made summer plans and that teachers should use the time they have to teach the students the skills they need.

dd"Why aren't we holding the teachers who teach the students for nine months out of the year accountable?" asked Leola Seals, president of the Minneapolis NAACP. "How can you expect them to learn in six weeks what they haven't learned?"

ddThe idea of allowing districts to mandate summer school was recommended last year by a state House task force that studied ways to help low-income families take advantage of education tax credits and boost academic achievement.

ddBoth Minneapolis and St. Paul are working on ways to make the summer session work for students who need it most.

ddLast year Minneapolis had its biggest summer-school session ever, with 10,000 students attending at 82 sites. Students and teachers who were surveyed all gave the session high marks for learning and enjoyment. And students in the lower grades made good gains.

ddTom Murray, who coordinates the summer program in Minneapolis, said that although he wanted better results, a lot of good things happened. And this year, he said, the big difference is that districts will be able to give the state tests to students at the end of the session, rather than waiting until the next winter.

ddDick Milles, one of the basic-skills coordinators in St. Paul, said that will mean the kids can apply their knowledge while they're focused on the work. "That was a concern for us," he said. "They were going to have to hold on to that stuff through the fall. That's tough for the kids."

ddHigher grade, harder gains

dd

ddOne thing that most educators agree on is that the state testing has highlighted the need for teaching reading skills in the higher grades.

dd"Traditionally, you'd teach kids English, you'd read lots of literature," said Stephanie Thurik, the Minneapolis district's reading specialist for grades six through 12. "Now we're understanding that some of them don't have just the basic skills. We assumed that the kids could find the main idea, that they understood what the author is getting at. We can't assume kids know."

ddLack of motivation also becomes a difficult obstacle for older students who have been frustrated by their reading problems, Thurik said.

ddShe said that this summer, she'll be pushing for a three-pronged strategy to improve students' reading, and ultimately, their test scores:

ddFirst, teaching those skills that kids missed somewhere along the line: how to sound out a word, how to expand vocabulary, how to digest a story and figure out the point.

ddSecond, getting the students to pick up a book. The district is supplying a lot of high-interest books that are geared to low-level readers so students can find pleasure in reading.

ddFinally, having students listen to reading and follow along, either as someone reads to them or with tapes.

ddThurik said she's confident that summer school, and the regular year program,

only will get better as more and more teachers get the training that already has begun in these areas. "We're just going to be more systematic to make sure that kids get the skills they need," she said.

Publication#W\ PP# 27. Detroit News"Publication" #:\ PP#May 20, 1998

Headline#\ PP# Detroit charter schools uniqueHeadline #:\ PP#Subhead#[\ PP# Experts praise move usually opposed by public school systems Subhead#:\ PP# By Charles Hurt / The Detroit News

ddDETROIT " Longtime champion of public education, Deputy Supt. Arthur Carter, may surprise some in his role as architect of seven new charter schools. The Detroit Board of Education also has jumped into the school chartering business with Carter.

"We're the first to admit that we may not be the best alternative for every student," Carter explained. "We want to build a commonwealth of schools and create an atmosphere of choice for parents." But the school board's vote last week to charter seven new schools is highly unusual for a public school system. Carter said by next fall, Detroit students will have the widest selection of

city-sponsored charter schools in the country. "That's unique," said Charles Chieppo, of the Charter School Resource Center in Boston. "One of the main enemies of charter schools has always been the traditional public schools." While cities like Boston have city-sponsored charter schools, he said, those charters heavily restrict the competition between the traditional and charter school.

"You've got to give (Detroit school board members) credit," Chieppo said.

"I've never heard of that happening anywhere else."

ddThe new Detroit charter schools " alternatives to traditional public education " are funded publicly and operate independently of the city school board and

administration. While distantly monitored by the chartering entity, the individual schools write their own curriculum and budget. Public school systems have opposed charter schools because they compete for the same students and the money

more than \$6,000 in state money that comes with each pupil in Detroit. "Why is Detroit chartering their own competition?" asks

James Goenner, director of charter schools for Central Michigan University, which sponsors 46 charter schools throughout the state.

"They're getting more involved. It's kind of exciting."

The addition of the seven charter schools by the Detroit school board will bring

the total to 10 this fall. About seven additional charter schools are under consideration, Carter said. But not all Detroit educators support charter schools.

Is. "It's a way of going after public education," said board member Alonzo Bat

es, one of four board members to vote against the charter schools. "And it's a way to open the door to vouchers. I'm totally opposed to it." In this election

year, board members scrambled behind the scenes to avoid having to vote on the charter issue, Bates said. Those up for re-election didn't want to offend the

unions " which oppose charter schools " or city preachers, who support charter schools. It's of little

consolation to him that the city school system will monitor the new schools. "We can't keep track of what we're doing in all our schools," Bates said. "How can we watch these other schools, too?" Others are less skeptical. Former Michigan Bell executive

Charlie Boyce graduated from Detroit Public Schools and married a city school's principal, but he's quick to point out that the city

needs alternatives to the existing public schools. He says without innovation, employers will have to go elsewhere to find qualified workers.

"As vice-president of urban affairs, I worked hard to bring Detroit graduates into the company," he said Monday. "But no matter how hard I tried, it was

nearly impossible." So, he has helped develop plans to open a high school " chartered by the district

" that will teach students technical construction trades. "I want to give students " especially those who don't have the educational

pro prowess to go to college " an opportunity to make a good living in the construction business," said Boyce. Boyce teamed up with

preacher and construction company owner Michael Wimberley to open Michigan Institute for Construction Trades to 250 students

in the fall. "There is such a backlog for workers," Wimberley said. "At the same time you have this incredible number of people who are

virtually idle. I thought it would be a good marriage." In a blighted neighborhood on Detroit's east side, a preacher and some residents from the community

bought a deserted Catholic school and opened Colin Powell Academy, chartered by Central Michigan.

"In the midst of the broken glass and drug paraphernalia, we started a school," said Director Donna James. "This is one of those vacant buildings

where children had to walk past on the way to school." The school, which requires uniforms and a strict code of conduct,

is tailored specifically to the problems in its neighborhood. "I love it here. It's the best thing that happened to my children," said

Tamarra Hughes, whose two children attend the school.

Her 12-year-old son enrolled last fall, does his homework and looks forward to

school. He recently won first place for a speech he gave. The close attention and tailored curriculum at Colin Powell Academy is exactly what charter schools

can do that sprawling 180,000-student systems can't, Carter said. "This is the history of American education," he said. "In the beginning, public schools were one-room school houses with lay boards." Carter sees Detroit's new charter schools as a return to those basics.

Publication#W\ PP# 28. Columbus Dispatch"Publication" #:\ PP#May 20, 1998

Headline#\ PP# School board OKs reorganization Headline #:\ PP#

By Mary Mogan Edwards

Dispatch Schools Reporter

ddThe peer-leader system will be replaced by an Office of Principal Leadership Development.

ddThe Columbus Board of Education approved a high-level reorganization of the central office as well as new graduation standards last night, but board members

found little else to agree on in a four-hour meeting punctuated by angry speeches and sarcastic debates.

ddIn one of the night's few unanimous expressions, board members praised Superintendent Rosa Smith's planned changes to the central-office staff, the main feature

of which is a new four-person Office of Principal Leadership Development.

ddFour executive directors "two for the elementary level and one each for middle and high schools" will supervise principals, provide continuing training

for them and evaluate their performance.

ddThe office replaces a peer-leader system of "lead principals" that was tried for the first time this school year.

ddThe 10 lead principals are successful leaders, Smith said, but running their buildings doesn't leave them time to adequately support 10 to 14 colleagues each.

dd"We simply must have in place . . . a full-time effort donated to principal leadership," she said.

ddThe plan also creates positions of executive director of accountability, director of budget analysis, and special assistant for grants and special projects.

ddIt also combines into one job the directorships of school reform and staff development.

ddIt eliminates seven positions, for a net cost of \$32,583.

ddBoard member Bill Moss, who has railed against previous boards' elimination of central-office positions, applauded the changes.

dd"I am heartened," he told Smith. "You have something that has been missing for a long time, and that's a level of trust among the people."

ddSmith also presented 16 new assignments for building principals and announced her choice for the chief-academic officer position, which was vacated when Phyllis

Wilson was promoted to deputy superintendent.

ddThe chief-academic officer job, created only a year ago and placed at the level of assistant superintendent, will go to Dee Trumbo Morgan, who specialized in

technology and early childhood education as a central-office administrator in

n the Jefferson County,
Colo., school district.

ddShe will be paid \$97,720 a year.

ddThe new graduation standards approved last night increase the number of credits required to conform with a new state law, but also add two touches: One credit each will be required for a technology-related course and for an internship.

ddOfficials haven't decided which courses will count for the technology credit or how the internships will be arranged.

ddMoss suggested that some interns be paid. "This could become very lucrative for the business community," he said.

ddBoard members split over the proposed membership of a business advisory council to the school district, with Moss and board member Loretta Heard objecting to

the fact that most of 12 named members are Republicans.

ddSeveral times during the meeting, Moss also objected to fellow board member Bob Teater's discussion of a possible land sale in a board committee meeting and

criticized a proposal to create alternative schools for children with chronic discipline problems.

ddHis statements sparked applause and yells from the audience and prompted a discussion among board members about how they should communicate and how committees should operate.

Publication#W\ PP# 29. Boston Globe"Publication" #:\ PP#May 20, 1998

Headline#\ PP# Individual issues spark campus unrest Headline #:\ PP#
By Richard Chacón , Globe Staff

ddThe pictures looked like reruns from the 1960s.

ddDisturbances on college campuses, complete with cars burning, students hurling stones and police wielding pepper gas, have turned more than a half-dozen uni-

versities across the nation into battlegrounds over the last few weeks.

ddAnd the confrontations have erupted around final exams, a period usually devoted to study and subdued parties to mark the end of the school year.

ddBut unlike the memorable protests that shook campuses three decades ago over civil rights and the Vietnam War, the disputes lately have been over something

less altruistic and more individual - like the right to drink beer.

dd"Thirty years ago, students were protesting on national issues," said Arthur Levine, the teachers college at Columbia University president who specializes

in tracking attitudes of college students. "Students these days are more local in their concerns and their protests."

ddAlthough their tactics may seem old-style, today's students are acting more like demanding consumers than social activists, Levine and other observers say.

ddMany students, however, believe that a growing pressure to succeed and rigid college administrators imposing stricter rules on alcohol contribute to the tense climate.

dd"We're under a lot of stress to do well in a very competitive environment, so it's important that we let out some steam," said Kathy, a student at Plymouth State College in New Hampshire, where students clashed with police two weeks ago. She asked that her last name not be printed. "We're under so many rules already that adding more only creates more tension."

ddSome of the larger clashes this spring were student rebellions over tougher alcohol policies imposed by administrators, while others were simply annual springtime parties that grew too exuberant and chaotic. But this year's battles have been notable for their violence.

ddFor example:

ddAt the University of Connecticut, in Storrs, about 2,000 people, most of them students, vandalized police cars, set furniture on fire, and hurled bottles and cans at police during University Weekend in late April. About 30 of the 80 people arrested were UConn students, police said.

ddAt Plymouth State College, more than 500 people threw beer bottles and rocks at police who were trying to squelch the annual spring party. There were three more suspicious fires Friday night involving furniture.

ddAt Michigan State University two weeks ago, police used tear gas to disperse about 2,000 students protesting the administration's decision to ban alcohol from a field where football tailgating parties are held.

ddAt Washington State University, a new policy prohibiting alcohol at fraternity parties led to a skirmish between students and police that injured two dozen officers. Campus police have since created a web site with photos from the incident asking for witnesses to identify the protesters.

ddAt Miami University in Ohio, about 500 students celebrating the end of final exams two weekends ago battled police after bars closed at 2 a.m. Police said the students vandalized property and threw cans and bottles at them.

ddThe rash of protests over alcohol represents only a small portion of the disputes that regularly occur between students and college administrators, Levine said. Often, however, the disagreements revolve around "getting-what-I-pay-for" issues having to do with tuition and curriculum, but those disputes are seldom caught by television cameras.

ddThe week before last, more than a dozen students occupied an administrative conference room at Roxbury Community College. Their one-day sit-in ended when administrators agreed to a consumer-like list of demands that included Internet access for computers, library books, and regular building maintenance.

ddAlthough alcohol has been a problem on college campuses for years, the issue became urgent last fall after the alcohol-related deaths of students at several

schools, including MIT and the University of Massachusetts at Amherst.
 ddHundreds of colleges reviewed alcohol policies, with many adding new restrictions and pledging strict enforcement.
 ddUMass-Amherst is considering a proposal to extend its alcohol policies to students who drink off-campus. Last Thursday, an MIT committee recommended that the school hire a "high-level coordinator" to deal with alcohol issues.
 ddUConn did not impose harsher policies this year, said Police Chief Robert S. Hudd. In fact, the university provided a beer tent for students over 21 and scheduled free concerts during University Weekend. But few people attended the official events April 25 and instead started a party on a field.
 ddBy the time 60 police dispersed the crowd three hours later by using pepper spray, more than two dozen cars had been damaged, including several police vehicles. A few students required medical treatment and about four police officers suffered minor injuries.
 ddAlthough the annual party, which began in the 1980s, has soared in popularity among UConn students and alumni, this year's episode has left officials doubting there will be one next year.
 dd"Students today have a bit of protest mentality and it takes very little to push them to the confrontation stage," said Hudd. "I call this the 'Generation R,' for 'Rude.'"

Publication#W\ PP# 30. Los Angeles Times"Publication" #:\ PP#* 05/20/98; Edition: Home Edition; Section: Metro Desk; Page A-3

Headline#\ PP# 7 Democrats Urge Using Surplus to Repeal College Tuition

Headline #:\ PP#Subhead#[\ PP# Wilson rejects bid to eliminate fees at state institutions because spending is needed in other critical areas. Group of legislators expresses willingness to negotiate.

Subhead#:\ PP# By CARL INGRAM
 TIMES STAFF WRITER

ddSACRAMENTO "A group of Democrats in the Legislature on Tuesday called for spending the state's \$4.4-billion surplus to repeal student fees at California universities and colleges rather than give motorists a tax break.

ddThe proposal to eliminate tuition "a 1960s legacy of former Gov. Ronald Reagan""amounts to a tax cut for middle-class families," said state Sen. John Vasconcellos, a liberal Democrat from Santa Clara.

dd"Our students now work too much and don't have enough time for study, and they leave college with an average of \$20,000 debt, which is debilitating," Vasconcellos said. "Investing in educating our people is investing in the future prosperity and well-being of all Californians."

ddThe Democratic plan got an ice water shower from Republican Gov. Pete Wilson, who has advanced his own program for using

the surplus, including a cut in the "car tax."

ddA fee rollback is "not something we can support," said Wilson spokesman Ron Low. He noted that Wilson has proposed reducing annual vehicle license fees by 7.5% while also boosting spending for public schools, higher education, environmental protection and infrastructure improvements.

ddLow said using the entire surplus to repeal tuition at the University of California and fees at California State University and community colleges "would tie our hands and not allow us to make investments in other critical areas."

ddThe Vasconcellos-led band of Democrats, however, indicated that while a buyout of student fees is their highest priority in the new state budget, they would be willing to compromise with Wilson and others who have different notions for the money.

dd"If we end up with a compromise, it's better than nothing," said Vasconcellos, a champion of higher education in the Legislature for 32 years whose group includes seven Democratic lawmakers.

ddFlanked by his colleagues, college students, faculty members and UC Regent William T. Bagley, a retired Republican legislator, Vasconcellos insisted there is "no more valuable use of our newfound surplus" than the higher education of California's youths.

ddThe talk of student fee reductions is a dramatic turnaround from the first half of this decade, when recession prompted lawmakers to hike fees.

ddThe Democrats' announcement won enthusiastic praise from students and faculty members alike as a move that could open the way for wider access to knowledge in a rapidly changing world.

ddDavid Hawkins, representing the community colleges faculty association, told reporters that "for every \$1 fee increase [at community colleges], you are guaranteed to lose 10,000 students."

ddTerry Jones, president of the Cal State faculty association, added: "Higher education is the ticket to ride first class."

ddDuring the recession of the early 1990s, Wilson and the Legislature dramatically increased student fees to help balance the state budget. As the economy has improved in the past couple of years, the fees have been frozen or rolled back slightly.

ddThe fees still remain too high, said state Sen. Hilda Solis (D-El Monte), and as a result, California has almost "priced our kids out of higher education."

ddShe noted that student fees total nearly \$4,000 a year at UC, a 97% increase since 1990; \$2,000 at Cal State campuses, an 80% boost; and \$550 at community colleges, a 200% hike.

ddThe Vasconcellos proposal would earmark \$1.3 billion of the surplus this year to eliminating tuition and fees of California residents at state universities

and colleges. The balance of the surplus would be set aside for increased student financial aid programs and for a reserve account to assure that the reductions would be permanent.

ddWhile Wilson has endorsed a phased-in 75% cut in the vehicle license fee as a way to provide motorists with tax relief during his final year in office, fellow Republicans in both houses have proposed outright elimination of the levy as a way to distribute the unexpectedly large surplus.

ddThe move to reduce or abolish the fee is opposed by cities and counties, many of whose budgets are heavily dependent on the license fees.

ddIn proposing to eliminate college student fees, Vasconcellos and his supporters strayed from the leadership of the senate's top Democrat, President Pro Tem John L. Burton of San Francisco. Burton has called for spending the surplus on extra aid to public schools, infrastructure improvements and restoring the income tax credit for low-income renters.

ddThe Vasconcellos plan was endorsed by Democratic Sens. Solis, Diane Watson of Los Angeles, Steve Peace of El Cajon and Assembly members Martha Escutia of Bell and Fred Keeley of Boulder Creek.

ddHistorically, public higher education in California had been "free": Taxpayers paid most of the costs and students paid only relatively small fees intended for noninstructional purposes, such as supporting libraries.

ddBut Reagan, whose two terms were marked by bitter relations with UC, persuaded the UC regents in 1969 to have students bear more of the financial burden by imposing tuition.

ddBagley, a former GOP assemblyman and an off-and-on ally of Reagan, told reporters Tuesday it is time to give college students and their parents a break.

dd"I am not against reducing taxes," Bagley said. "I raised a lot of taxes. Ronald Reagan and I raised all the taxes in California."

Publication#W\ PP# 31. The Washington Post"Publication" #: \ PP# 05/20/98; Edition: FINAL; Section: Metro; Page B06

Headline#\ PP# Panel May Sue to Save Garvey SchoolHeadline #: \ PP#
 By Valerie Strauss
 Washington Post Staff Writer
 Marcus Garvey Public Charter School officials lambasted the D.C. Board of Education yesterday and threatened to go to court to try to overturn the board's decision to close the controversial Afrocentric school in Northwest Washington at the end of the school year.

dd"They basically used their powers to destroy rather than build," said Lillian Huff, chairman of Garvey's board of trustees.

ddThe school board voted Monday night to strip Garvey of its first-year charter after finding a "pattern of fiscal mismanagement" that board members said began

under school founder and principal Mary A.T. Anigbo and continued after she was fired by Garvey's trustees this year.

ddAnigbo, convicted last year of assaulting a Washington Times reporter, was accused by Garvey trustees of mismanaging the school's finances. Charter schools are funded with public money but allowed to operate outside traditional public school bureaucracy.

ddAfter firing Anigbo, Garvey's trustee board reconstituted itself and hired a new principal, Bruce Greening, who the school board conceded was improving the academic climate. But the school board said Garvey hadn't complied with the terms of its charter, including providing adequate financial information.

ddGarvey officials said that the board's findings were erroneous and that they might challenge the charter revocation in court. They said the school board knew Garvey was unable to provide all the requested information because of the sudden departure of Anigbo.

dd"The new Garvey board cooperated at every turn with [the school board's] demands, despite the handicap of having to clean up a messy situation," Huff said.

ddThe board's decision, said Garvey lawyer Donald Temple, effectively "rewarded" Anigbo and "punished the school and the children." After her firing, some Garvey students left the school and began attending classes set up by Anigbo at another site.

Publication#W\ PP# 32. The New York Times"Publication" #:\ PP# 05/20/98Section: Metropolitan Desk; Section B; Page 9, Column 6

Headline#\ PP# Students Astound StudentsHeadline #:\ PP#
By JENNIFER DUNNING

The students at the Bronx Dance Academy on East 204th Street spend their afternoons training in dance. Sometimes they perform with the Bronx Dance Theater, whose theater and studios double as classrooms during the day. But the children at this public school, one of two middle schools devoted to the arts in District 10, were goggle-eyed when three young dancers visited from the School of Ballet, which is affiliated with the New York City Ballet.

ddTempe Ostergren, Erik Underwood and John-Eric Goldberg, teen-agers in the advanced classes at the City Ballet school, stood before some 50 young people on the stage on which students had just finished a storytelling project.

ddThe girls watched avidly as Ms. Ostergren, dressed in a rehearsal tutu and shining pink toe shoes, spun easily through a delicate solo from a ballet by George Balanchine. The boys were rapt with attention as Mr. Underwood leaped and turned elegantly in a jazzy solo by Balanchine.

ddThere were a few shy giggles among the girls, then loud cheers at the passion with which Mr. Goldberg, who is training to be a

musical theater dancer, sang a show-stopper from "Les Miserables." And the auditorium erupted in rock-fan screams as Ms. Ostergren and Mr. Goldberg sailed through a Balanchine pas de deux filled with high, complicated lifts. There was laughter, too, as Mr. Goldberger demonstrated the differences between basketball and ballet jumps and between a baseball wind-up turn and a pirouette. Then it was the students' turn, as four of them climbed onto the stage to work with the dancers. Most schools in the district have classes that teach dance, music or art. Juan Flores, director of the Bronx Dance Academy and a former member of Joyce Trisler's modern dance company, said that he and other young educators in the district are working to integrate the arts into the curriculum. In the meantime, he said proudly, the academy's first graduating class had sent 10 of its 27 students this year to Fiorello La Guardia High School, formerly the High School of Performing Arts. But on this day, the students had more immediate concerns. One girl asked the guest dancers how she could audition for the City Ballet school. Another wanted to know, rather glumly: would high-heel shoes really hurt her dancing feet? n

Publication#W\ PP# 33. The New York Times"Publication" #:\ PP# 05/20/98Section: Metropolitan Desk; Section B; Page 6, Column 1

Headline#\ PP# Report Says Entry Tests Would Sharply Cut CUNY EnrollmentHeadline #:\ PP#
By KAREN W. ARENSON

A report by the City University of New York says that five colleges, including City College, would lose more than half of their entering students if the university decided to prevent students who did not pass placement tests from enrolling at the four-year colleges. It also projected that colleges like Baruch and Hunter, which have the toughest admissions criteria, would still lose more than a third of their entering students. And it said that minority students would be most affected, with 55 percent of Hispanic students, 51 percent of Asian students and 46 percent of black students kept out of the colleges, compared with 38 percent of white students. The report, which was sent to trustees late yesterday, offers the first look at how the individual colleges would be affected by a proposal to bar all remedial students from the four-year colleges. Some trustees said the data painted too harsh a picture, but others said the report appeared fair. In all, the report estimated that 46 percent of the colleges' entering bachelor's degree students "or more than 12,000" would

be barred from entering in the first year the plan went into effect at the colleges.

ddThe trustees are scheduled to vote on the proposal on Tuesday and have been under enormous pressure from both Mayor Rudolph W. Giuliani and Gov. George E. Pataki to pass it. Many trustees expect the vote to be close. The measure calls for the policy to be phased in over three years, beginning in fall 1999.

ddThe new report offers a broader measure of the impact of a remedial ban than earlier estimates because it covers all new students, including transfers, rather than just freshmen entering in the fall. Last year, CUNY's four-year colleges took in more than 26,000 new students, including about 8,000 freshmen who entered during the fall semester.

ddBesides City College, the report said that four other colleges "John Jay, Lehman, New York City Technical and York" would lose more than half of their entering bachelor's degree students.

ddThe new report, by CUNY's office of Institutional Research and Analysis, reinforced earlier projections by David Lavin, a CUNY sociology professor, and Elliott Weininger, a graduate student, that huge portions of the student body at the four-year colleges would be unable to enter the college if such a rule were imposed. They had estimated that 60 percent of CUNY's entering freshmen would be unable to enroll.

ddHerman Badillo, vice chairman of the trustees and a strong proponent of the remedial resolution, disputed the study last night, saying it offered a worst-case scenario and was not a valid projection of the impact.

dd"Let's face it, Kimmich is not in favor of this resolution, and neither is the whole CUNY administration," he said referring to CUNY's interim chancellor, Christoph M. Kimmich, and his staff. "They are assuming that everybody will be dropped out, and that is not the case."

ddBut other trustees said they believed that the projections were made carefully and fairly.

dd"I think that as a first cut, this is reasonable," said James P. Murphy, a trustee and former chairman of the CUNY board. "To shoot the messenger is ludicrous."

Publication#W\ PP# 34. The New York Times"Publication" #:\ PP# 05/20/98Section: Metropolitan Desk; Section B; Page 9, Column 1

Headline#\ PP# In the Schools, a Week to Open Eyes and Ears to the Thrill of t

he ArtsHeadline #:\ PP#
By RANDAL C. ARCHIBOLD

At a Brooklyn school with no music teacher, a concert pianist worked magic on a slightly out-of-tune, worn piano, sending riffs of

Chopin through the auditorium in an attempt to charm children weaned on pop music. About the same time Monday morning, a third grader named Wildredo Delvalle watched ballet dancers whirl and twine to scenes from "The Sleeping Beauty" and other selections from the American Ballet Theater. To Wilfredo's amazement, it was as if they were "spinning on ice."

Alex Katz, the artist, arrived at a Bronx middle school expecting to show students the basics. Instead, they peppered him with thoughtful questions, like "Where you work do you have a picture of the different textures and muscles of people?"

Across the city, nearly 130 cultural organizations, 40 guest artists and 485 schools have joined for Arts Education Week. With 1,200 events organized by the New York International Festival of the Arts, the week is meant to highlight the need for more art and music education in the city's public schools as well as to encourage more participation by artists and others.

The scheduled guests include the filmmaker Sidney Lumet chatting with students in Brooklyn and Phil Galdston, a songwriter, explaining his craft to pupils in

Queens. In the Bronx, pupils will have a few minutes with Andy Rooney.

Martin Segal, the former director of Lincoln Center and the impresario behind the week's activities, tapped his many friends in

the arts community to commit to the effort. Yesterday he was still working the phones, making special arrangements for artists to

make sure they follow through. When some were queasy about venturing into unfamiliar parts of the city, he arranged chauffeured transportation "a perk many students can only dream about. A few artists canceled because of last-minute schedule glitches, he said, but replacements were quickly found.

"The realization has been greater than the expectation," Mr. Segal said. "I'm hoping this will set a new and vital style where more and more artists will be active in connection with arts education."

Publication#W\ PP# 35. Chicago Tribune"Publication" #:\ PP# 05/19/98; Edition

: NORTH SPORTS FINAL; N; Section: NEWS; Page 1

Headline#\ PP# CHICAGO SCHOOLS TAKE TURN FOR BETTER

Headline #:\ PP# TEST RESULTS SHOW VAST IMPROVEMENT; STILL LONG WAY TO GO

Subhead#:\ PP# BY Michael Martinez ; Janita Poe, Tribune Education Writers.

Showing improvement across the board, Chicago Public Schools' elementary reading and math standardized test scores, along with

high school math results, reached their highest levels of the decade, officials said in announcing preliminary figures Monday.

And the majority of the worst schools in the system "the probation and reconstruction

itation schools"also posted gains in the all-important subject of reading.

ddDespite the gains, most Chicago students still fall far short of national norms"and some schools actually posted declines"

ddbut officials hope that the significant improvement proves that it will be only a matter of a few years, not decades, before the

average Chicago public scho

ol student is performing on par with peers across the country.

ddMayor Richard Daley said the latest test scores were "one of the happiest moments" of his administration.

dd"This is wonderful, exciting news," Daley said. "I believe that students are working harder. Parents are becoming better partners

with the children and with

the school. The teachers again are showing the dedication and commitment.

dd"Everyone says, 'What is going to happen in the millennium. What are we looking forward to?' (That) is to have the best public

school system in this country

, and that is my wish going into the millennium."

ddSchools chief Paul Vallas even said that instead of 20 years, he believed he could bring half of the system's 430,000 students up

to grade level in reading

and math in a mere few years.

dd"I don't think we have up to 20 years," a figure used by some education experts, Vallas said. "Within four or five years, hopefully

we'll be approaching 45

to 50 percent" of the system's students performing at grade level.

dd"The message out there is if you send your child to a Chicago public school, you can expect that school to get better because we

are going to demand that sc

hools get better," Vallas said.

ddEven so, one of the most disappointing results was that almost half of the 3rd graders remain in the lowest quarter of reading

results, showing virtually no

progress over last year.

ddOverall, the percentage of schoolchildren in grades 3 through 8 who are reading at or above grade level increased this year to 34.7

percent from 30.3 percent

t. The figure for math scores also rose to 39.6 percent from 35.9.

ddThe number of 9th and 11th graders who are reading at or above grade level rose to 28.6 percent from 24.6; that level is the second

highest this decade, with

h 30.6 percent in 1990 at the peak. The math results showed a gain to 31.1 percent from 30.5.

ddEven though many education observers and leaders of the Chicago Teachers Union expected a dip in test scores at the seven

reconstituted high schools, four o

f them posted gains in reading: DuSable, Englewood, Orr and Robeson. Two others, Harper and

Phillips High Schools, saw their reading scores drop, and King Hig

h held steady in reading, school officials said.

ddAlso, 28 of the 115 schools on probation posted gains in reading to make them eligible for removal from the probation list, but

school board officials said

some of those 28 may not be removed from probation because the board is considering

ring raising the standard for removal. In all, 98 probationary schools showed some improvement in reading, officials said.

Chicago, which has the nation's third largest school system, has been home to two experiments in reforming education. One movement began in 1989 with the creation of local school councils consisting of parents, community representatives, teachers and the principal; the other began with Daley's installation of his executive team in 1995.

While Daley declined to call the reforms led by the councils a failure, he emphasized the improvements that began with his schools team.

"Just look at it," Daley said, pointing to 1995 test score charts delineating improvements since the year he assumed ultimate responsibility for the school system. "I'll take credit for it, and I'll take criticism for it. What do you think I am? I am the only mayor in the country that has it who wanted it."

But when asked if his school system was good enough to lure former Chicago families back from the suburbs perhaps the ultimate indicator that reform is working Daley backed off.

"I have no problem for leaving. I would never criticize them. When you're a parent, you're going to teach your children values and you want to give them an education. I would never criticize them. No, I wouldn't. So we have to improve this system. And this system is not going to be done overnight," Daley said.

At DuSable High School, a reconstituted school where reading scores more than doubled, the students and teachers cheered in hallways and classrooms after Principal Charles Mingo announced the results over the intercom.

Administrators said they were able to improve test scores by adding a 30-minute reading session to division periods, where students read aloud and learn a new vocabulary word every day.

A reading specialist was brought in last summer after the school was restaffed, or reconstituted, and administrators added a reading class every day for 9th and 11th graders. The hallways at DuSable are bedecked with motivational banners, and students attended motivational assemblies.

"I feel joyful even though I don't even know my scores yet," said 9th grader Kareem Lewis, 15. "I just feel good about this school. So many people look at DuSable and because of the surroundings, they think negatively about it, but there are a lot of intelligent, smart people here,"

For all the good news, however, Chicago school officials did not provide any figures on how many students flunked or even flunked two times in a row in the 3rd, 6th, 8th and 9th grades.

School and city officials also did not have figures on the performance of the system's transition centers, which are alternative

schools for students who flunk out of elementary school and a cornerstone in the system's ban on social promotions.

Publication#W\ PP# 36. Owensboro(KY) Messenger-Inquirer"Publication" #:\ PP# 05/19/98

Headline#\ PP# Middle School Students in Kentucky Learn to Build, Repair Comp

utersHeadline #:\ PP#

By Kim Stacy

ddHARTFORD"May 19"Ohio County Middle School students are paving the way for future middle and high school students

in a pilot program, which teaches students how to build and repair computers.

ddThe class was offered to eighth-graders at the school for the first time this school year, and the school is the only middle school in the state selected to

participate in the program, said technology coordinator Edwina Sheffield.

ddNine high schools in the state also participated in the program, including Owensboro High School and Cloverport Independent.

ddThe middle school became involved in the program after a proposal written by Sheffield was accepted by the Kentucky Department of Education.

dd"This is the first statewide initiative to teach kids how to build and repair computers," she said. "There's a very high demand for these types of jobs. Thi

s field will give students a good career opportunity because it's anticipated there will be 100 percent job

placement with a \$30,000 salary for students who pass the national certification standards.

dd"I feel this is something our area of the state should be excited about," Sheffield said. "Unless our students go into a professional field, there's very li

ttle economic opportunity for them. This is just another opportunity we can offer them."

ddClasses are taught at three levels, with the first level concentrating on fundamentals and basic operation of computers, she said.

At the second level, stud

ents assemble their own computer. And at the third level, students work on computers at the school, in which

they are assigned responsibilities such as working in the computer lab and filling work orders.

ddAbout 55 students participated in the program at one or more of the three levels.

dd"The class was different from others in that we got to work at our own speed.

We weren't on some kind of deadline," student

Krystal Lee said. "We had time t

o learn everything. I'm seriously considering this for a career because I know there's a lot of money in it and it's fun."

ddThe students also participated in conferences, in which they demonstrated and were tested on what they learned in the classes.

ddStudents said the class was exciting because it focused on doing actual work and then taking what they learned into the school

and using it. They said they found the class exciting and challenging. ddSheffield said students gain hands-on experience and also learn to follow directions and build communication skills. dd"My favorite part of the class was the thrill of getting to do hands-on stuff. That's how I learn best," said Beau Park, who worked as a computer mentor and tutor to seventh graders. "We also learned a lot about following directions." ddStudents said the hands-on experience taught them the more technical aspects of computers they couldn't learn just by reading a textbook. dd"I really like learning about computers, and this class was really good because of the hands-on approach," student Adam Vaught said. "The things we learned in this class you can't just learn from a book."

Publication#W\ PP#37. Raleigh News & Observer "Publication"#: \ PP# 05/19/98; Edition: Final; Section: DAY; Page E2

Headline#\ PP#Parents don't hold children accountableHeadline#\ PP#
By John Rosemond

The following story, told to me by a fourth-grade teacher, illustrates how parents with good intentions are often their own (and our) worst enemies. ddA child misbehaved in said teacher's class one day. After school, the teacher called the child's mother to report the incident. ddThe mother said, "Yes, I've already heard. Sammy {his name has been changed to enable the guilty} told me about that as soon as he got home, which must mean he has nothing to hide. And he told me a completely different story {unspoken: "from the story you, a 45-year-old professional woman, are telling me"}, and he's never lied to me." ddNeedless to say, the teacher was thunderstruck. Correctly deducing that she was destined to get nowhere fast with this hopelessly head-in-the-sand mother, she said something to the effect that if Mom was satisfied with the child's story, so be it and toodle-oo. ddThe first thing that came to mind when I heard this story is that it's one I've heard before - many, many times before, in fact - from teachers around the country. ddThe second thing that came to mind was the Book of Genesis, Chapters 2 and 3. In that first parenting story, God comes to His first two children, both of whom have done something wrong and know it, and asks, "What have you done?" ddLo and behold, neither of them can manage to tell the truth! Adam says, "The woman you gave me" (!) made him eat the forbidden fruit. Eve says the serpent made her do it. The meaning of this little, but oh-so-significant exchange is apparently lost on today's parents: To wit, when a child is confronted concerning misbehavior, there's little likelihood that the child will be truthful. And by the way, if the child changes but one little detail, then the child is lying.

The truth, friends, is nothing short of the whole truth.
 ddMy third thought was that parents, in denying and rationalizing their children's misbehavior, are actually warding off the guilt from the fear that your child's misdeeds are the result of bad parenting.
 ddOur foremothers and forefathers, because their parenting drew upon two sources, tradition and scripture, understood that not even the best possible parenting insures that a child will not do outrageous things. After all, God's first two children did the most outrageous thing they could have done as soon as his back was turned; therefore, while good parenting may reduce certain odds, it guarantees nothing.
 ddFrom the '60s onward, parents have been less influenced by traditional sources and more influenced by psychobabble. The babble-meisters ("helping professionals," as they optimistically refer to themselves) have sold parents the myth that good parenting will result in good things. It follows of course that if one's child does something bad, bad parenting may (must?) be the cause. So, to compound the fact that children are hard-pressed to tell the truth about their misdeeds, today's parents aren't in touch with parenting "truth."
 ddWe baby-boomers bought into the notion that child rearing could be made perfect through subscription to pseudo-science. As a consequence, all too many well-intentioned parents are failing to hold their children fully accountable for their misconduct.
 ddAs a consequence, all too many children are being denied the opportunity to develop good self-control. America's children, once mischievous, have become unpredictably dangerous to themselves and others.

Publication#W\ PP# 38. Dayton Daily News"Publication" #: \ PP# 05/18/98; Edition: CITY; Section: METRO TODAY; Page 2B

Headline#\ PP# BE MENTORS, BLACK EDUCATOR SAYSHeadline #: \ PP#
 A retired University of Michigan official told black educators Saturday that they have to challenge the motives of the nation's public school system.
 ddThe schools are designed to train children to assume high- or low-status roles that have been unconsciously assigned to them for their adult life, said Charles Moody, a former professor and vice provost at Michigan.
 dd"People don't want to deal with changing the policies and practices that have been used to run a segregated and unequal institution," Moody said. He told members of the Ohio chapter of the National Alliance of Black School Educators that black educators should use their power to pave the road for other blacks.
 dd"We need to be mentors and sponsors to each other. If you don't have a mentor or sponsor, your mobility is limited," he said.
 ddMoody founded the alliance in 1970.

ddOne member from the Cleveland Heights School District said she was concerned about next month's release of the first round of "school report cards" by the Ohio Department of Education. They list proficiency test scores and other data for every public district and school in the state.

ddPatricia Ackerman, chairman of the Ohio African-American Education Roundtable, said the report cards will show predominantly black schools lagging behind white schools.

dd"It's going to be used to whip school districts that have predominantly African-American enrollments," she said.

ddShe also said the report cards will expose a "disparity in resources that are available for educating African-American children."

Publication#W\ PP# 39. The Columbus Dispatch"Publication" #:\ PP# 05/18/98; Edition: Home Final; Section: NEWS; Page 02C

Headline#\ PP# PROGRAM ALTERING TEACHERS' ROLESHeadline #:\ PP#
By Lornet Turnbull
Dispatch Staff Reporter

In Colorado Springs, Colo., a local teachers union is running a charter school that has character education as its core.

ddTraditionally, union thinking has fiercely rejected the concept of charter schools.

ddIn Los Angeles, a teachers academy has been established to provide educators with ongoing professional development.

ddAnd in Dayton, teachers are providing direct input on how districts spend money to improve the quality of education.

ddNationwide, the traditional role of teachers as passive participants in structuring education is undergoing drastic change, Bob

Chase, president of the National Education Association, told about 500 educators from 30 states who gathered in Columbus yesterday.

ddMore and more teachers are embracing such efforts as Peer Assistance Review, known as PAR, which got its start in Columbus.

The joint effort between Columbus Public Schools and the Columbus Education Association, the union for Columbus teachers, allows

teachers to act as consultants in evaluating new or struggling colleagues and to help them improve.ddChase's keynote address before the gathering was part of a weekend-long conference on PAR, which is used in one form or another

in 100 school districts. With more than 16,000 districts nationwide, "that's not nearly enough," he said.

ddThe Columbus teachers union and school officials have been inundated by inquiries from people in other districts who want to know how to put a program in place.

dd"Nothing improves the quality of education more effectively than improving the quality of teachers," Chase told the group. "That may sound rather harsh . .

. but it's true. I'm not saying resources and family involvement aren't importa

nt, but research proves that
quality of teachers is the most important."
ddThis growing emphasis on teacher involvement is shifting the focus of unions
from traditional issues of pay and work conditions
and has become fodder for ma
ny lively discussions at the National Education Association.
dd"At times those discussions have generated more heat than light," Chase said.

dd"Some people say we can't tend to our traditional union duties and still adva
nce teacher quality at the same time. I disagree. I don't
think we have a choic
e."

ddChase recounted his start in a Danbury, Conn., classroom 33 years ago when te
aching was still a very solitary experience. He
recalled being ordered to "go f
orth and teach," with no idea of how to do it.
dd"The first word I put on the board was misspelled," he said. "I shudder to th
ink what I did to those students rather than for them.
I'm very serious about t
hat."

ddThat kind of floundering explains the 50 percent turnover rate for beginning
teachers during their first five years in America's
urban education system, he
said. In Columbus, that rate is from 15 percent to 18 percent.
dd"Could the difference have been the PAR program?" Chase asked.n

Publication#W\ PP# 40. The Augusta Chronicle"Publication" #:\ PP# 05/18/98; E
dition: ALL; Section: METRO; Page B05

Headline#\ PP# PLAN TO REDUCE CLASS SIZE WOULD COST \$1
BILLIONHeadline #:\ PP
#

After repeated criticism from people like Darla Moore and Rick Barnes about S
outh Carolina's education system, senators want an
ambitious plan to reduce cla
ss sizes in kindergarten through third grade.

ddBut can South Carolina afford the \$1 billion needed for this plan?

ddThat's what it could cost to build enough classrooms for the 5,300 new teache
rs that senators think are needed to fix the public
schools.

ddHouse and Senate education negotiators have only about a month left to come t
o an agreement on conflicting plans to overhaul
the school system.

ddIn addition to grading school systems, the Senate also wants to make sure no
teacher has more than 15 students in kindergarten
through grade three.

ddBy shrinking class sizes, each teacher would have more time to help out stude
nts. In many schools, teachers have to be responsible
for as many as 30 student

s.
ddBut can it be done? Each new teacher will need a classroom. Using an estimate
of 33 classrooms per school - the average in
Richland County - South Carolina
would need 160 new schools.

ddNew elementary schools in Richland County cost about \$7 million apiece. That makes hiring 5,300 new teachers statewide by fall 2001 cost at least \$1 billion, though the cost might be less since some districts already have space for more classes.

ddNot that the new schools aren't needed. When Chester Floyd became Berkeley County's superintendent a year ago, he found 350 temporary structures.

dd"It's absolutely ludicrous," he said. "There's a tremendous need for state-of-the-art facilities."

ddThe construction cost doesn't even consider the cost of new teachers. Senate budget analysts estimate hiring that many new teachers will cost taxpayers an extra \$229 million annually.

ddAnd if lawmakers find the money, can schools hire a small army of new kindergarten teachers by August?

ddJoyce Abel, president of the South Carolina Education Association, said enough qualified teachers are available. "The districts that can pay the most won't have any trouble finding teachers," Ms. Abel said. "It's the others that we ought to be worried about."

ddThe Senate has decided to partly fund the money needed for this program by paying for construction projects with an \$100 million bond bill.

ddMs. Moore, who gave \$25 million to the University of South Carolina, said the state is foolish not to borrow money when interest rates are low, the state's credit rating is excellent and its needs are great.

dd"If you want an argument in favor of the bond bill, all you need to have done is listen to Darla Moore," said Senate Majority Leaders John Land of Manning.

"We have needs to meet now."

ddGOP Gov. David Beasley and House Republicans say the borrowing proposal violates state rules designed to rein in spending.

Mr. Beasley has threatened to veto the plan if it emerges from a House-Senate budget negotiating committee.

ddBut the Senate borrowing plan would fit well within the state's credit limit.

ddSouth Carolina currently has \$1 billion in general debt. Paying interest and principal on those outstanding loans costs \$143.5 million. That's a little more

than 3 percent of the state's budget but short of the 5 percent limit on debt payments set by the state constitution.

ddSouth Carolina would pay about 4.9 percent interest on a 15-year general obligation bond, Deputy State Treasurer John Pownall said.

Publication#W\ PP# 41. The Santa Fe New Mexican"Publication" #:\ PP#May 11, 1998

Headline#\ PP# Welcome to the future of public schoolHeadline #:\ PP#Subhead#
[\ PP# Night classes, 3-year-olds in school, parenting courses for people with failing kids - Santa Fe's schools want to try it allSubhead#:\ PP#

By GREG TOPPO

The New Mexican

ddIn some brave new public school world out there, schools keep the same hours as convenience stores. They open at sunrise, close at night and are attuned to students' biological clocks, work shifts and babysitting schedules.

ddIn this world, thousands of ordinary citizens spend their free time sitting patiently with struggling students. Other volunteers show up at appointed times and simply shoot the breeze with troubled youngsters.

ddFew students drop out. Everyone reads.

ddWelcome to the public school of the future - sound like a far-off dream?

ddSanta Fe Public Schools officials are hoping it will come to a school near you, and someday soon.

ddThis fall, actually.

ddSanta Fe Public Schools' Dropout Prevention Task Force - one of the central pieces of Superintendent Lee Vargas' 10-point dropout plan - has filed its preliminary recommendations with the Santa Fe Board of Education.

ddThe task force - made up of parents, teachers, administrators and local business people - came together last fall. What began as a large group of concerned citizens - about 130 in all - has given way this spring to a core group of 30 diehards.

ddThose able to cope with the crush of committee meetings, stream of eduspeak and on-again, off-again nature of the task force have emerged from seven months of discussion and research with a vision of what keeps kids in school.

ddTheir ideas read less like a plan than a shopping list of things schools can do to become more personal, practical, flexible and inclusive of families and their changing needs.

ddBut if you ask some educators, they'll tell you: That's the true meaning of dropout prevention.

dd"These schools have to be redesigned to meet this society - there's just no other choice," school board President Jarratt Applewhite said this week. "We've got to change the culture from 'one-size-fits-all.' "

ddApplewhite, who has come out in support of ideas such as public use of school facilities, libraries and athletic fields, also supports the task force's most

striking recommendation: That high schools should stay open until 8 p.m. most nights and offer course work that fits students' busy work and family schedules

dd"We have a society where there are very few people home until 6 o'clock at night," Applewhite said. "Schools have to be open from 7 a.m. to 7 p.m. at the very least, and I believe they should be open 365 days a year - and until 11 o'clock at night."

ddSanta Fe High School Principal Aaron Trummer agreed.

dd"The paradigm of the old school really isn't going to cut it here," he said. "We have a constituency that definitely will be able to use the night-school co

ncept - I have kids who don't come to school because they're babysitting."
ddSuch a night-school program worked well at Santa Fe High about five years ago
, Trummer said, but collapsed for lack of district
leadership after its funding
ran out.
ddHe suggested that such a program also could become a "fast-track" to a career
for a few students who would otherwise leave
school. Impatience over required
courses students find irrelevant often drives them from school, he said.
dd"What a lot of kids who drop out tell me is, 'I'm going to the community coll
ege to get these courses, to get my GED so I can get
this job,' " Trummer said.

ddApplewhite is one of several people in Santa Fe who has advocated getting chi
ldren into school as young as 3 years old.

dd"I don't see any reason we shouldn't be graduating kids in 10th grade, openin
g up school to children as young as 3 years old," he
said.

ddThe task force, while not endorsing the idea to start children in school so y
oung, supports so-called "block scheduling" due to
begin this fall at both Sant
a Fe high schools. The schedule will lengthen daily courses from 52 to 90 minut
es, allowing teachers to
offer an entire year's work in one semester. Offering
four classes per semester means eight classes per year - two more than what's
n
ormally offered - and the chance to graduate from high school in as little as t
hree years.

ddThe task force has asked the school board to consider spending \$238,000 on ab
out a dozen projects that include extending the
school day into the evening, tr
aining teachers to be more culturally sensitive, bringing hundreds more volunte
ers into the schools
and offer parenting courses to people whose children are f
ailing.

ddThe task force's recommendations also include a proposal to offer "effectiven
ess" workshops to students based on Stephen Covey's
best-selling book The Seven

Habits of Highly Effective People. It also proposes gathering new high school
freshmen in the fall for
a "jumpstart" program that helps them bond and meet th
eir teachers in a nonacademic setting.

ddThe group supports a number of plans already taking place or slated to take p
lace in the schools this fall, including a middle-schoolalternative program wit
h smaller classes and career counseling, a rigorous, districtwide reading-skill
s program, parent involvement
programs and the expansion of The Academy, the di
strict's alternative high school.

ddThe group also supports plans - approved last week by the school board - to u
se \$200,000 from the Frost Foundation and an
anonymous donor to buy a new mobil
e healthcare van. The van will serve students at four elementary schools with h
igh numbers
of poor students. The schools have not yet been selected for the pr

ogram, which is set to begin in September.

ddMarcie Davis, the district's special projects director for Healthy Tomorrows, a national healthcare program, said the services will have a powerful effect on children's ability to learn.

dd"The kids are coming to school and they're not ready to learn because they're unhealthy," she said.

ddThe task force also requested \$20,000 to help direct the district's growing array of volunteer programs. This fall, the schools are set to offer a veritable

combination plate of volunteer opportunities, with catchy names and clever acronyms such as VIPS, HOSTS, SFEAN, SAW and Los Sabios.

ddThe programs match volunteers with at-risk students, usually in school during school hours. Students receive one-on-one tutoring or simply the opportunity to talk about their lives.

ddThe programs may be simple, but the results are dramatic, supporters say.

ddEugene Weisfeld, a task force member who also manages the mentoring program for the Santa Fe Education and Apprenticeship

(SFEAN), said a fair number of junior

and senior high school students "have shown remarkable improvement" after being matched

with a caring adult for just an hour a week.

dd"Students who have had a bad attitude almost overnight change dramatically for the better," he said.

ddCardinal Rieger, Santa Fe schools' volunteer and parent involvement coordinator, and a task force member, said the district is set to launch "a major recruitment

program" to get thousands of volunteers into the public schools.

ddSuch efforts might seem excessive, but they are needed, she said.

ddThe HOSTS (Help One Student to Succeed) program, which matches underachieving students with a different tutor each day of

the week, likely will require about

800 volunteers in the first year alone.

dd"Education is shifting, in that teachers can no longer fill all the shoes they need to fill in a day," Rieger said. "Teachers are no longer just teachers. They

are advocates for their students in so many ways."

ddApplewhite said the task force will oversee the first steps of the plan's implementation. Members have asked for the authority to continue meeting this summer

if the board approves funding for the stack of projects it has recommended.

dd"The dropout issue is so complex that anybody who tries to encapsulate it in a quick fix is missing the mark," Applewhite said.

dd"I am an authority on very little, but dropping out I know something about," said Applewhite, who left school in the seventh grade.

"There are many different

reasons that kids drop out, and there are many different types of dropouts. The

real solution is to have a

lot of paths to the mountaintop."

Headline#\ PP# Prince George's faces own debate on phonicsHeadline #:\ PP#Sub
head#\ PP# County school board to vote tomorrow, one week after Baltimore Sub
head#\ PP#

By Kris Antonelli Sun Staff

ddOn cue, first-graders in Simone Jordan's class at Chillum Elementary School i
n Prince George's County rattle off a list of "ick"

words: pick, sick, trick, k

ick, lick, chick.

dd"Remember, 'pick' is not the same as 'peck,' " Jordan tells them. "A mother c
hick would not give a 'pick,' but she would give a
'peck.' "

ddHer class is learning to read with what educators in this Washington suburb c
all a "balanced literacy" approach.

ddIt mixes phonics " sounding out words " and whole language methods " relyi
ng on literature and pictures to give a child
clues to a word's meaning.

ddTomorrow night, after much debate about heavy use of phonics in Prince George
's County schools, the school board is to decide

whether to spend \$4 million on

a Houghton Mifflin textbook series called Invitations to Literacy, which some
board members worry

does not provide enough phonics instruction for kindergartn
ers and first- and second-graders.

ddThe debate mirrors concerns of the Baltimore school board, which last week de
cided to use the Houghton Mifflin series in grades

three through five but a sep

arate phonics-based book for kindergarten through grade two.

dd"I hope that we will take a similar approach as Baltimore and review other se
ries before we make a decision," said board member

Marilynn Bland during a meet

ing last week. "I have no objection to the upper grades using it, but I am conc
erned that there is not

a good systemic approach in K-2 so that the children ca
n sound out all the words."

ddLike Baltimore students, those in Prince George's performed miserably on the
Maryland School Performance Assessment

Program's reading tests last year.

ddOnly 24.3 percent of third-graders and 25.6 percent of fifth-graders performe
d satisfactorily on the test, compared with statewide

averages of 36.8 percent

of third-graders and 35.6 of fifth-graders. The Houghton Mifflin seriesis stron
g in comprehension, experts

found.

ddLast month, as the debate continued in Baltimore, The Sun asked a panel of ex
perts to review four series of books, including OpenCourt's Collections for You
ng Scholars and the Houghton Mifflin series.

ddThe experts found that the Houghton Mifflin books help students think critica
lly about stories and build background knowledge

and vocabulary. Phonics, they

said, is taught implicitly in a method that starts with a story and pulls out c
lusters of words or letters,

and then teaches children letter sounds.

ddThe Open Court series, although strong in phonics, got mixed reviews for comp
rehension " a crucial test-taking skill.

ddPat Miller, the Prince George's County schools supervisor for reading and language arts who worked on the 33-member committee that chose the Houghton Mifflin series, said panelists were looking for more than phonics.

dd"Houghton Mifflin is stronger in reading for performing a task, and it has a more balanced approach to reading," she said. "It has spelling, grammar, comprehension and writing activities."

ddTen schools in Prince George's, including Chillum Elementary, have been using the Houghton Mifflin series for about two years.

Early reviews were not promising.

dd"We had a lot of problems with them in the beginning," said Martha Emmons, a reading specialist at Chillum. "There were words in the book that were too advanced for first-graders. It was more of a whole-language approach."

ddBut adding a series of "little books" — storybooks about family, friends and other juvenile themes, provided by Houghton Mifflin — improved the picture.

ddTeacher Debora Litt criticized the Open Court books because writing was introduced too late.

ddBoard member Suzanne M. Ploughman said she is not opposed to the Houghton Mifflin series or to what she calls a "balanced approach" to reading that the books seem to offer — but more has to be done to teach reading during the crucial kindergarten-through-second-grade years.

dd"It's also a shame that we are so driven by the test scores," she said.

ddWhile the school board is also considering a proposal that would make phonics as well as grammatical structure and context the official components of reading instruction, some teachers wonder why such a proposal is necessary. They have always taught phonics to some degree.

ddKathy McCombs, using a combination of reading techniques, is turning her kindergarteners at Patuxent Elementary in Upper Marlboro into book lovers.

ddShe begins her morning lesson by reading "Five Little Ducks" to her 15 students. They pick out all the "d"-sounding words and all the "ut" words — cut, hut and put — for phonics practice. Then they make up sentences with those words in their journals.

dd"The ducks are going to Andre's home," one little boy writes.

ddMcCombs draws a smiley face and writes "Wow" on his paper.

dd"That's the nice thing about whole language," said Mary Hendley, a reading specialist at the school. "They can write before they can spell it."

ddStudents are cheated out of a crucial learning experience such as reading good books, teachers say, if phonics is the only method.

ddn

Publication#W\ PP# 43. Associated Press"Publication" #:\ PP#05-19 2:04p

Headline#\ PP# Administrators have no plans to apologize in
 Brewton-Parker loan

n scamHeadline #:\ PP#

ddMOUNT VERNON, Ga. (AP) - Administrators at Brewton-Parker College are offering no apologies and say they just want to put behind them a fraud case that accused the school of depriving students of government grants.
ddCollege administrators said Monday they want to bring closure to the student loan scam, which has left the school owing the government \$4 million for allegedly scheming to defraud the U.S. Department of Education from 1992 to 1996 in 1,871 claims totaling \$2.1 million.

dd"So many people have been hurt, certainly any intelligent person here would feel sorry, but we are not in a position to single any persons out," said Starr Miller, acting school president.

ddU.S. District Judge B. Avant Edenfield on Friday approved a \$4 million settlement between the federal government and the private college located about 70 miles southeast of Macon.

ddSchool administrators also said there would be no apology for Martha Faw, the whistle-blower who won a wrongful termination settlement against the small Baptist college as part of the agreement.

ddMs. Faw had asked that part of her settlement as a whistle-blower in the fraud case and for wrongful termination be returned to students who were deprived of government grants.

ddMs. Faw, who attended Monday's assembly and news conference, had wanted time to speak and answer questions but said school officials denied her request.

dd"They said it was time to put it all behind us," she said.

ddSid Johnson, general counsel for the school, said the school will pay the government \$2 million in cash within 30 days. The balance of the \$4 million will be made in eight quarterly payments of \$250,000 each. Interest at 5.232 percent, the going rate for federal judgments, will amount to an additional cost of about \$150,000.

ddThe school also will undergo semiannual audits by an independent accounting firm until Jan. 1, 2000, and already has farmed out its financial aid functions to Financial Aid Services Inc., in the Atlanta area.

dd"We expect to comply with the terms of the agreement," Johnson said.

ddStudent aid supposedly was funneled illegally to athletes, foreign students and others.

ddIn October, the federal government joined the whistle-blower action filed the previous February by Ms. Faw, who had been an assistant in the college's financial aid office before the school fired her. She accused the school of awarding financial assistance to fully or partially ineligible students.

dd"We just had some people in the office who were not as careful as they should have been about disbursement of government funds," former Brewton-Parker College President Lynn Holmes told The Macon Telegraph in September. "People were

OV

er-awarding to some, and awarding funds to some with no eligibility."

ddThe school could have been required to pay more than \$25 million in damages a
nd penalties.n

Publication#W\ PP# 44. Associated Press"Publication" #:\ PP#05-19 1:55p

Headline#\ PP# Online college applications faster, cheaperHeadline #:\ PP#

By JAMES HANNAH

Associated Press Writer

ddOhio high school senior John Buckley was getting ready to apply to college wh
en he discovered a way to save a few bucks and
more than a few minutes.

ddRather than fill out the paperwork and make a trip to the mailbox, he applied
to the University of Dayton via the Internet.

dd"It couldn't have taken over 20 minutes," Buckley, 18, of Cincinnati, said Mo
nday.

ddOf the 6,500 new applicants to Dayton for this fall - the largest ever at the
school - 30 percent applied by computer.

dd"It's the way to go now, and it's going to continue to grow," said Chris Muno
z, the school's associate provost for enrollment
management. "I predict in five

years there will be no paper. Everybody will apply over the Web."

ddJosh Atkins, 18, of Louisville, Ky., applied to seven universities, four of t
hem online.

dd"You didn't have to go searching for applications," Atkins said. "All you had
to do is find the Web site."

ddAtkins, who will attend Wittenberg University in Springfield on a theater sch
olarship, said he found the school's Web site on his
computer at home, filled o

ut the application and typed in an essay.

dd"I hit the button and it went right to Wittenberg."

ddMegan Jackson, 18, of Jasper, Ind., also applied to Wittenberg by computer. S
he said applying electronically made it easier to

fix typos or make changes in

the essay. It also is faster and can mean the difference between making and mis
sing a deadline.

ddTen percent of Wittenberg's 2,600 applicants applied via the Internet this ye
ar.

dd"It's the first year we've pushed it," Wittenberg spokesman Alan Aldinger sai
d.

ddThe school waived the \$40 application fee for students who applied online. Da
yton likewise waived its \$30 application fee.

ddMunoz said the university benefits because the applications do not have to be
typed into the school's computer system.

dd"It goes right into our database," he said. "The student is punching it in fo
r us."

ddBuckley got the idea from a high school guidance counselor. Munoz said other
prospective students become aware of the
university through the school's Web si
te, and then find it easy to apply electronically.

ddDayton accepted 80 percent of the 1,886 applicants who applied by computer. A
nd of those who were accepted, 474 already have
sent deposit checks, an indicat

ion that they plan to attend the school, Munoz said.
dd"We weren't quite certain whether those students who applied over the Web had the same serious intentions as those who applied with the conventional approach," he said. "And they have."

Publication#W\ PP# 45. Boston Globe"Publication" #:\ PP#May 19, 1998

Headline#\ PP# School Committee to propose tough standards for promotion
Headline #:\ PP#

By Beth Daley, Globe Staff

ddIn one of the most ambitious efforts at reform in Boston public schools, the Boston School Committee will hold a public hearing tomorrow on a plan aimed at ending the widespread practice of promoting students who are not performing at grade level.

ddThe plan would call for strict new promotion requirements, as well as mandatory summer school for some students and other remedial programs.

ddMost agree that such standards are desperately needed: Some Boston high school headmasters estimate that 50 percent of their ninth-graders never should have graduated from middle school.

ddBut teachers, parents, and students, while praising the intent of the proposal, are highly skeptical. They say similar promotion policies in the Boston schools have existed - and been ignored - for decades. Why, they wonder, will this one succeed?

dd"I'm skeptical because they always try new methods, and there are always ways to go around it and go back to business as usual,"

said Junia Yearwood, a teacher

at English High School. "Who is going to make sure things are going the way they say?"

ddThe massive program will cost from \$3 million to \$5 million annually, largely for remedial programs for the thousands of students expected to fall short of

the promotion requirements. The program, slated to start in September, is to be totally in place by the end

of the 1999-2000 school year. Next year, \$1.1 million

has been set aside for the program.

ddStudents said yesterday that regardless of the cost, no one should be promoted who is not performing at grade level. The problem

is so pervasive, they said,

that many of their peers label classes where little effort is necessary "bird courses," because they can "fly"

through them.

dd"I slacked off a little bit in school because ... other people were going to pass if they did the work or not," said Tracy Bastien, 17,

a senior at English

High. She added that most teachers challenge the students.

ddTeachers themselves say they often feel pressure to pass non-performing students simply because there is no place to put the

massive number that need to be

retained.

Under the plan, students who fail to meet requirements to graduate from grades 2, 3, 5 and 8 will be required to attend summer school. In addition, some students will have to attend special transition programs.

Intensive early-literacy programs will be created in 30 elementary and some middle schools. Massive after-school tutoring will be available and a newcomers'

school will be developed to house students new to the country who are not yet literate even in their own language.

Under the new standards, students cannot have more than three unexcused absences in a term. Alternative diplomas will be awarded to students who fail Boston

School Department requirements but pass the new MCAS, or Massachusetts Comprehensive

Assessment System tests.

School officials say the new promotion policy should work in part because of new citywide and state standards that more clearly spell out what students are

expected to know in each grade. In addition, Superintendent Thomas W. Payzant says, standardized tests will clearly show which students should be promoted and which should not.

But such measures for promotion have been used before. In 1983, with much fanfare, strict promotion policies were adopted, including a mandatory 85 percent student attendance rate, passage of citywide tests, and remedial programs for students who were not making the grade. That policy was also supposed to be phased in over two years.

It failed by almost every measure. Some longtime educators said that so many students failed to make the grade, the system was simply overwhelmed by the cost of remedial programs. And the problems still persist. Last year, in citywide tests, almost 80 percent

of Boston 11th-graders showed "little, if any mastery" of the "most elementary" skills for that grade level in math.

Still, even skeptics laud the proposal's intent. The policy, with enough money, resources, and dedication, is designed to help ensure that 10th-grade students

pass tough new MCAS exams when they become a condition for graduation starting in 2001.

"I like the concept as far as the high standards are concerned," said Sam Tyler of the Boston Municipal Research Bureau. "But my concern is whether there are sufficient resources and if not, if that will lead to a weakening of the program."

INTERNATL#u\ PP# INTERNATIONAL #:\ PP#yq 'ddy

INTERNATL #:\ PP#Publication#W\ PP# 46. The (Tokyo) Mainichi Daily News"Publication" #:\ PP# 05/19/98

Headline#\ PP# Editorial: Textbook reformHeadline #:\ PP#

The government's three-year plan for promoting deregulation makes two recom

mendations related to school textbooks. The first has to do with the question of how school districts adopt textbooks for their elementary and middle schools. Though cities or districts (gun) have the authority to select their own textbooks, quite often prefectures decide that all of their public schools will use

the same textbooks.

The three-year plan urges that such decisions should be transferred to the local level. Eventually, individual schools would be allowed to select their own textbooks. The thinking is that schools will adopt textbooks suited to the locality if the selection process encourages greater input from teachers and parents.

The three-year deregulation plan also recommends changes to increase the transparency of textbook certification procedures used by the Ministry of Education, including a proposal that ministry officials provide written comments on specific passages in textbooks which do not meet their approval, which would be made available to the general public.

Both of these recommendations are on the mark. Instead of being implemented as part of a deregulation program, however, they should have been adopted a long time ago as part of education reform.

The need for more transparency in our textbook appraisal system was underscored recently by a Yokohama District Court ruling. The author of a "Contemporary Society" textbook had filed suit seeking damages from the central government on the grounds that the policies of Ministry of Education textbook screeners were unconstitutional and illegal.

The Yokohama District Court ruled that bureaucrats had exceeded their authority with regard to two passages in this textbook.

In the famous textbook lawsuit filed by Saburo Ienaga, a former history professor at the Tokyo University of Education, the Supreme Court ruled that the textbook screening system as such was constitutional, but should be implemented in a manner that adhered to rigorous guidelines and was not arbitrary.

The Yokohama District Court judges faithfully abided by the Supreme Court's decision in the Ienaga case. The Yokohama suit, which was filed after textbook screening procedures were revised and "streamlined" in 1989, proves that bureaucrats continue to exceed their mandate under the new rules.

Textbook screeners from the Ministry of Education notified the publisher that a passage suggesting that Japan should have canvassed Southeast Asian opinion prior to dispatching minesweepers to the Persian Gulf was advocating that Japan pursue an excessively "low profile." The authors interpreted this notification as a rejection of the passage, but the textbook screener testified in court

that it was merely a "personal opinion." Both sides were apparently talking at cross-purposes.

The system does not require "screening opinions" to be written down, so Ministry of Education officials relay their decisions verbally to publishers. This is unacceptable. The reasons for approving or rejecting passages in a textbook must be clearly stated.

In addition to issuing written opinions, other steps can be taken to improve the procedures for vetting and selecting textbooks. In fact, we might even begin to consider the possibility of abandoning the screening system entirely for high-school textbooks. We need a debate which addresses the fundamental issues of textbook policy in Japan.

Publication#W\ PP# 47. Financial Times"Publication" #:\ PP# 05/20/98; Edition : London Edition; Section: NATIONAL NEWS; Page 10

Headline#\ PP# Tougher rules for teacher trainingHeadline #:\ PP#
By Nicholas Timmins
Public Policy Editor

ddThe government is prepared to close down teacher training courses that consistently fail to perform, Estelle Morris, the schools minister, said yesterday.

ddThe government also announced that the first stage of the national curriculum for teacher training will come into effect from September. Teachers will be trained in information and communications technology and teaching other subjects, a year earlier than planned. The new curriculum for primary English and maths will also come into force.

ddBut after consultation, ministers have agreed to postpone the new curriculum in other areas, including primary and secondary science and secondary English and maths, until September next year.

ddDavid Blunkett, the education secretary, agreed to the delay after Clive Booth, chairman of the Teacher Training Agency, told him that consultation had shown "strong concern" about the manageability of introducing the other subjects from this September.

ddThere is, however, "widespread agreement" about the contents of the curriculum, he told Mr Blunkett, and colleges and other teacher training providers will

have the option of introducing them on a voluntary basis this year.

ddMs Morris said the curriculum was key to raising standards in a package that included increased powers for Ofsted, the schools' regulator, to inspect providers and the first performance tables, to be published later this year.

ddThey would provide potential students with much more information, allow the training agency to target more resources to the best providers and if necessary lead to consistently underperforming providers being closed. Closing providers was "not something we are actively looking for". But if pressure and support fa

iled to produce improvements, that would happen, she said.n

Publication#W\ PP# 48. The (London) Independent"Publication" #:\ PP#May 19, 1998

Headline#\ PP# Parents say school reports could do betterHeadline #:\ PP#

By Judith Judd, Education Editor

ddPARENTS say teachers are too nice about their children in school reports, according to a new survey published today.

ddThey want more frequent reports with more honest and critical information about how their children's performance compares with others'.

ddThey also complain that parents' evenings are chaotic free-for-alls "like rugby matches" which offer no real chance to discuss

pupils' progress, says the survey

from the charity Research and Information in State Education which was carried out at Bristol

University.

ddIt reveals that today's reports are very different from those of 30 years ago when they were little more than lists of test scores and class positions.

ddNow just 16 per cent report on pupils' positions within groups. Parents complain of "a culture of non-competitiveness". Reports,

they say, are too bland and

vague. "While parents appreciated that children needed to be encouraged, they felt it was unhelpful to

them if this was at the expense of honesty.

dd"It was often felt that negative comments were hidden ... Parents needed to look out for subtle indicators; for what isn't mentioned

as much as what is." Th

is decoding, says the study, is more difficult for those whose children have the most difficulties.

ddThe study of 200 schools and 70 detailed interviews with parents found big variations in the frequency of reports. A fifth of

schools send only one a year w

hereas some schools send out four or five a year. ddParents feel that a report at the end of the year often comes too late to help a struggling child. Their appeal for more written reports

comes as ministers are trying to cut school red

tape by sending out guidance which suggests reports should be produced just once

a year - the legal minimum.

ddThe guidance is being sent out in response to campaigns by teachers' unions to cut teachers' workload.

ddParents are even more critical of parents' consultation evenings than they are of reports - and those whose children need most help

are the least likely to attend.

attend.

attend.

ddDespite all the talk of parents and teachers as partners, says the study: "Most of the parents did not feel they were taken seriously

or even welcomed." Some

felt patronised and humiliated.

ddOne parent said: "They're a bit of a waste of time. I go on every opportunity and they say yes she's fine, she's fine. We queued

up for that, three- quarter
s of an hour."

ddMinisters are due to consult later in the year about how school reports may b
e improved.

ddThe study concludes that teachers should stop worrying about discouraging pup
ils by making negative comments: "There seems
little to be gained by giving par
ents false impressions of their children's achievements at school." It also sug
gests that reports should
include targets for each pupil.

ddParents' evenings should be moved to the start of the year and used to clarif
y the year's plans and set targets with parents. They
should be spread over two
consecutive nights for each year or during the day at weekends or during half-
term, even if that means
more work for teachers.n

Publication#W\ PP# 49. Asahi Shimbun (Japan)"Publication" #:\ PP#May 19, 1998

Headline#\ PP# Job rate down for high school graduatesHeadline #:\ PP#

ddThe percentage of people to find jobs after graduating from high school in Ma
rch was the lowest on record, the Education Ministry
said Monday.

ddThe employment rate among job seekers who graduated from high school in March
stood at 92.9 percent, down 0.9 percentage
points from a year earlier, accordi
ng to a ministry survey.

ddThe figure, which reflects the sluggish domestic economy, was the lowest sinc
e the ministry began to conducting its nationwide
employment survey in 1977, mi
nistry officials said.

ddThe previous low was 93.4 percent recorded in 1996, the ministry said.

ddThe ministry surveyed about 1.44 million students graduating from the nation'
s high schools in March. Of those, 344,000
graduates entered the job market dir
ectly, the ministry said.

ddAbout 24,000 of the 344,000 job seekers could not find work apparently becaus
e of poor job prospects in their local communities,
the ministry said.

ddBy prefecture, the employment rate in Hiroshima marked the largest drop of 5
percent, followed by a 4.4-point decrease recorded
in Hokkaido, the ministry sa
id.

ddFemale graduates had more difficulty finding jobs than male students. The emp
loyment rate for female graduates stood at 91
percent, marking a drop of 1.1 po
ints from the previous year.

ddThe rate among male job seekers also fell by 0.7 points to 94.5 percent, the
ministry said.n

Publication#W\ PP# 50. Chicago Sun-Times"Publication" #:\ PP# 05/19/98; Editi
on: 5XS; Section: EDITORIAL; Page 25

Headline#\ PP# Important lessons to be learnedHeadline #:\ PP#

By Leslie Baldacci

On behalf of my fellow Chicago public schools parents, I welcome the 677 corporate leaders who are coming to schools today as "principal for a day."

Some of you have asked to be principals of the schools you attended as children. Welcome back.

But for most of you, it will be the first time you have set foot in a Chicago public school. After all you've heard and read over the years about this system

in chaos and its path toward reform, you probably expect metal detectors and holes in the walls.

You will find those things.

But please, keep an eye out for small miracles. You will find them, too.

"We want to reintroduce leaders in the community to public education in Chicago; we want to eliminate the myths and misperceptions," said system CEO Paul Vallas.

"This is a system that has been praised by the president as leading the way in terms

of public education and reform, and it is a system of high standards."

Many of you run large organizations. You know all too well the high price this city has paid for the decades the Chicago Public

Schools were an insular, corrupt hiring hall that put the needs of children last.

The scandal of our schools threatened your businesses. You could not count on the city schools for skilled workers. They sent you graduates who could not perform. You could not attract workers to Chicago because of the question: Where would they send their kids to school?

Vallas and Mayor Daley announced Monday that elementary test scores are up for the third consecutive year and high school scores are up for the second year

in a row. The same day, Chicago Sun-Times education writer Rosalind Rossi reported an upswing

in middle-class students attending neighborhood Chicago public schools. This is powerful evidence of a turnaround.

As corporate managers, you understand what it takes to effect change. Keep your eyes out for signs of change today.

I see it every time one of our teams gets to practice in the gym after school. Just a couple of years ago, school facilities were off-limits after school hours.

Sound crazy? We thought so, too. There were all sorts of silly reasons given: insurance, union work rules. But mainly it was that

people who worked for the Chicago Public Schools wanted to lock up the school and get the hell out at the end of the day. That was business as usual. No more.

I see change in the landscaping outside our high school and the new windows in our elementary schools.

Not long ago, the schools amassed a \$1 billion repair bill while superintendent after superintendent tried and failed and corrupt administrators lined their

pockets. Classrooms couldn't be used because of falling plaster from leaky roofs. Supplies sat unused in warehouses while some schools had no books or toilet paper.

Conditions in many schools were disgraceful, and the cumulative effect on students was criminal. Children who are treated with such disregard learn this lesson in school: They must not matter very much.

They will learn quite a different lesson today. Your presence tells them that they do matter. Your presence tells them that their school must be a pretty important place because you've taken time away from your job to see what's going on there.

There is a miracle waiting behind the bright eyes of every eager child you meet today. Stop and talk to them. Ask them questions.

We parents have invested in what is most dear to us because we have faith that something that matters this much - to our families and to our larger family across this city - will prosper if we give it our time and attention. We thank you for giving the same today.

We believe our children can succeed in the Chicago public schools and that someday they will claim as a badge of honor that they helped turn around what was once tarred as the worst school system in the nation.

They'll say they helped work a miracle. Stick with us, and you can say the same.

Leslie Baldacci is a Sun-Times staff reporter. n

Publication#W\ PP# 51. Houston Chronicle"Publication" #:\ PP#May 20, 1998

Headline#\ PP# Bilingual education goes beyond teaching languageHeadline #:\ PP#

By DOMENICO MACERI

THE best time to learn a language is when you're young."

I can't remember how many times I heard that belief expressed by "older" students in my community college Spanish classes as they tried to justify their struggle with the subject. It's the same argument people make when they oppose bilingual education: You've got to cram all the English you can into immigrant kids while they're young and it's still "easy" for them to learn a language.

My students and those opponents of bilingual education are partially right. Children do have some advantages over adults in learning a language. But they also have disadvantages.

Children starting the study of a language before puberty can manage to acquire a native accent. Adults will almost always keep some kind of an accent.

My older brother, who started learning English at age 22, has a heavy Italian accent. I started when I was 15 and have a slight accent. My younger brother, who started when he was 11, has a New Jersey accent.

Children's disadvantages compared to adults have to do with their life experiences. The younger the child, the fewer the

experiences. And experiences mean a

Also linguistic experiences in at least one language, which makes it easier to learn another.

Thus adults need to learn just the words of the new language; that is, the symbols but not the content. They know how to do simple math, they know geography

and have some cultural knowledge based on their education.

The more education a person has, in general, the easier it will be for him or her to learn a new language.

Five-year-old immigrant children who are beginning their study of English do not simply have to learn the names of the colors in the new language. They also

need to learn the meaning of the names. That's a lot to learn. Who learns the colors faster, the

immigrant kindergartner or her father in his English-as-a-second-

language class? Who will learn faster to do simple math in English, the immigrant

father or his elementary school son?

Without a doubt, it will be the father who learns first. Language is not just vocabulary. It also requires a knowledge of grammar.

Children will learn these

rules through the power of observation. After hearing lots of examples and eventually noticing that if you

add an "ed" to a verb it makes it a past tense, they

will internalize the generalization.

This is only one of the hundreds of rules of English grammar. The inductive method used by children takes a long time.

Adults can learn those rules a lot faster because they can use logic to understand them. It's easy for Spanish-speaking people to learn the formation of the

past tense because they can understand the concept and can follow the logical argument. The deductive

approach which can be used with adults is a lot faster.

Assuming the same exposure to the language, who will know more English at the end of the year, the father or one of his kids?

The father may speak with an accent

and his spelling may not be perfect, but his ability to say what he wants to say will be far greater.

Who will know more English six years later? In some ways, the father, insofar as language reflects a sophistication of concepts

and life experiences. However, in the long run, the children will quite likely surpass their father, assuming they stay in school and

become at least as educated

(hopefully more so) than their father.

Bilingual education recognizes that because children learn English slowly and because they also need to learn math, science,

geography and other subjects, they

need plenty of time.

Bilingual education, though not perfect, tries to give that time to children.

Its goal is not to turn immigrant children into bilingual

individuals, although

that would certainly be desirable and beneficial for our country. Bilingual education's goal is to educate the

entire child, not just teach him or her English.

ddMaceri teaches foreign languages at Allan Hancock College in Santa Maria, California.

Publication#W\ PP# 52. Boston Globe"Publication" #: \ PP#May 20, 1998

Headline#\ P P# 'Education is the true liberator' Headline #: \ P

P#Subhead#[\ PP# A Monsignor gives his take on the voteSubhead#:\ P P#

By Mike Barnicle, Globe Staff

ddDUNGANNON, Northern Ireland - He has stood over too many fresh graves filled with victims of a stale hatred that is quite

pervasive but he manages to greet

each day with a grin along with a hope that the children he teaches will somehow manage to

prosper here in a small country where education might eventually

prove to be a larger asset than a ballot measure that has all the politicians

talking while the public on both sides - Catholic and Protestant - approach the

election with sealed lips and a grim

pessimism.

dd He is 66 years old, Monsignor Denis Faul is, and he is the principal of St.

Patrick's Academy, where 940 boys and 930 girls

attend classes in a huge school

set on a hillside alongside an awkward neighbor - a British Army post - as

constant noise from

helicopters interrupts geometry and geography.

dd "They'd never get away with flying in and out over a Protestant school," the

monsignor said yesterday. "It's just the way it is

here."

dd Denis Faul is not a shy man. He has specific views and certain opinions. He

also has credentials among Catholics: For years,

he said daily Mass for prisoners

in the Maze prison and alienated the IRA when he was instrumental in ending

the hunger strike

nearly two decades ago.

dd "We had 10 already dead and they had had 20 more ready to die," Faul recalled.

"Enough was enough. Ireland doesn't need any

more funerals or any more

martyrs. I helped get the lads to stop and the IRA never forgave me.

dd "Let me tell you what will happen Friday," he declared. "It will be a 55

to 45 vote for the Yes position. Just enough to create

chaos. People are truly

torn about this because it's an argument between the head and the heart.

dd "For most people on both sides - the majority in the middle - their heads tell

them to stay with Great Britain because they're afraid

of losing their benefits,

their free education, free health as well as what they get from the dollar.

But their heart tells them to vote with

Dublin. And, of course, they've had

"Moses" Mitchell and "Moses" Hume with their new commandments, but the real

issues are

not discussed.

dd "There is indeed a strong element of bigotry among Protestant leaders and the

he only way this will work is for everyone to take
a vow to protect human life
, get rid of the guns, and look after the victims. That will have to be done s
treet by street, parish by
parish, and town line by town line. And it will onl
y succeed by bringing charity and a lot of forgiveness to the task.
dd "There are very long memories here," he added. "People know that whenever
Catholics have shown advances in acquiring legal
rights, civil rights, politic
al and economic rights, that's when the assassinations begin again. The Prote
stants fear Catholic
advancement.
dd "When Sinn Fein had the prisoners appear at the rally last week, it was a
dreadful blunder, but it was done because the IRA runs
Sinn Fein. Gerry Adams
is a very clever man. But he's a vain man, and that's dangerous. Yet he's pati
ent. He knows time is on his
side, so he can wait to see how unmanageable the
new process will be because he knows, in the end, the British will have to dea
l
with him. Not Dublin. Not Washington. Him. He views a Yes vote as a tactical
vote for the IRA and Gerry Adams.
dd "But education is the true liberator, not violence. Education means economi
c dignity. If we had 60,000 jobs in Northern Ireland,
we'd have peace. Jobs fo
r Catholics as well as Protestants," the principal pointed out. "You see the
Protestants do not know who
they are. They have no sense of identity. They'r
e not Irish, not British, not Welsh; all they have to cling to is the fact tha
t they won
the Battle of the Boyne in 1690 - not that long ago in Ireland - an
d that's why they go crazy during marching season in July.
dd "That gets to the issue of justice, too. The application of the law toward
Catholics is unjust. It's at the heart of the whole debate
over the release of
the prisoners. Since 1968, not a single RUC [Royal Ulster Constabulary] man h
as served a day in jail for killing
while on duty or torturing people arrested
under emergency laws. Twelve children and many adults were killed and no one
was
ever charged. So the Catholics say, "Why am I doing 25 years in prison
when the man who killed my son or my brother or my father
is free?" It's an i
mpossible question for the British to confront because they have no answer.
dd "Now I'll be voting Yes on Friday," Monsignor Denis Faul stated. "But you
can't build a government on a 55 to 45 vote. You
have to have education with
a spiritual background as well as human rights, and you must have a soul and
be willing to forgive.
That's the foundation we need to build."dd Then he stoo
d at his desk and glanced out the window behind him at an Army helicopter skid
ding through the sky above his
school. The noise was fierce, but the priest's
smile was gentle as he said, "They wouldn't dare do that to any other people.

"n

Publication#W\ P
P# 53. Los Angeles Times"Publication" #:\ PP#* 05/20/98; Edi
tion: Home Edition; Section: Metro; Letters Desk; Page B-6

Headline#\ PP# Improving SchoolsHeadline #:\ PP#
ddl give The Times high praise for its May 13 forum for gubernatorial candidate
s. All four were impressive in some ways, but I was
disappointed in all their a
nswers to the question about poor schools.
ddA high percentage of the worst schools in California are located in very poor
neighborhoods, with high numbers of dysfunctional
families and kids with incre
dible social, health and behavioral handicaps. In such schools, the correlation
between teachers'
performance and children's achievement is very low. Even the
best teachers and administrators in California would make only a slight
difference in those students' academic achievement. Occasionally a school staff has g
one sour and needs to be changed, but more
evidence than test scores is needed
to determine that.

The reality, in many cases, is that the schools can't be fixed until we are wil
ling and able to fix the communities they serve. Wholesale
firing of the teache
rs and administrators may satisfy somebody's idea of "accountability," but it w
ill not fix those schools.
ddJOHN HERGESHEIMER
ddWhittier

Publication#W\ PP# 54. Los Angeles Times"Publication" #:\ PP#* 05/20/98; Edit
ion: Home Edition; Section: Metro; Metro Desk; Page B-2

Headline#\ PP# As the Experts See It . . .
Headline #:\ PP#
By THEODORE R. MITCHELL
ddlIn the past, philosophers argued that you could tell a lot about the state of
society by looking at its prisons, at the manner in which
a society treated th
ose who violated its laws. Today, it is more apt to measure the state of societ
y by looking at its schools and at the
manner in which a community provides for
those who will become the bone and sinew of our economy and our democracy. The

Times has done the community a great service in shining a bright light on the
conditions of education in California and, in so doing,
issuing a wake-up call
to all of us who care about the future.
ddThe schools are not OK. The reasons, as we have learned again this week, are
complex and varied, as complex and varied as the
communities in which teachers
work and the conditions in which students struggle to find their way through ch

childhood and

adolescence into adulthood.

The remedies are equally complex: better professional development for teachers, more resources for classrooms, enriched after-school opportunities, greater parental support for education and an emphasis on basic skills, especially in reading. None of this is surprising, and we should pursue all of these avenues and more.

What is surprising is the startling complacency generated in a system lacking strong external accountability. Bold and positive experiments, like the Ten Schools Program, go unevaluated; college prep courses get watered down; parents regard schools, in general, as failures but their own schools as successes; we tolerate vast numbers of underprepared teachers in classrooms that need to have the best prepared. How could we let this happen? These are all examples of a system that measures itself on effort and not on effect.

For example, take college prep courses. We look at the numbers of students in college prep, we look at the numbers of college prep courses. Both are on the rise, and we feel good. We should. But if the effect of these courses is still to underprepare students for college work, or to leave them unprepared for the world of work, then we should support efforts, even demand them, aimed at solving the problem. We must look beyond the effort to the effect, and we must be clear-eyed about our assessments. We can solve any problem we know; it's those we don't see or don't understand that will sink us.

In conversation after conversation this week, I have heard a common refrain: "I had no idea that it was this bad." That's just the point: Teachers, parents, educators, policymakers should have a means of knowing and of understanding the effects of our work in education as well as our efforts.

Our unwillingness to focus on results is double-edged. On the one hand, without an understanding of the problems in education, remedies are not possible because too many believe they are not needed. This is especially true of those remedies that cost money.

On the other hand, when results are finally discovered, rage and blame overwhelm good policymaking. This, in turn, leads to quick fixes

that are neither quick nor fixes and to rapid swings between one reform tactic and another that leave us all dazed and confused.

We can blame and point accusing fingers without understanding that we are all responsible for the state of the schools.

This is our final exam; let's not blow it or blow it off. *

Theodore R. Mitchell is UCLA's vice chancellor for external affairs and dean of the Graduate School of Education and

Information Systems. Publication#W\ PP

#55. The Wall Street Journal "Publication" #: \ PP# 05/20/98
 Headline# \ PP# We're 'Illegal Aliens' on Campus Headline# \ PP#
 Vincent Carroll's May 11 editorial-page article "Republican Professors? Sure, There's One," regarding the 31-1 Democrat to Republican ratio in the faculty of the University of Colorado summarizes the status quo on American campuses, but does not indicate how this incredible disparity is maintained.

dd Republican faculty members operate on a "don't ask, don't tell" basis to the best of our ability. At official faculty meetings, Democratic fund-raising requests, political buttons, bumper stickers and petitions are very publicly circulated, putting non-tenured faculty in a very difficult position. Initially, I was able to manage these situations by claiming that I must maintain a neutral status due to my husband's role as a small-business owner in our small college town.

dd I was "outed," however, when my husband ran for political office as a Republican. The morning after the announcement of the candidacy, I had a group of four to five faculty members in my office demanding to know whether or not I was a Republican, too. Within six weeks, I had been fired as a department head. A department colleague told me, "We would never have hired you if we'd known you were a Republican." Another professor argued against one of my internal grant requests on the basis of my husband's involvement in Republican politics rather than the merit of the proposal. My department chair circulates offensive Republican jokes using the department e-mail alias, and requests to have my name removed from such material go unheeded. The administration is silent when appealed to for assistance. In fact, a senior administrator apparently telephoned my department chair to congratulate him on the "humorous" jokes.

dd Fortunately, I obtained tenure before my status became known, but subsequently I have been turned down four times for promotion from associate to full professor, in spite of having some of the highest student evaluations on campus, numerous publications, and an extensive record of service to the university and community. I have filed suit in the federal court in Los Angeles as a result, and our trial date comes up in November.

dd Public and non-repentant discrimination against those with differing views has a dramatic impact on the entire university community. I serve as the faculty adviser for the Cal Poly College Republicans. Nobody else would take the job, and it was assumed no further damage could be done to my career. The students' folders are destroyed within 15 minutes of their posting, our sandwich boards dis

appear or are vandalized, and faculty attend our meetings to "stare down" the students who dare to participate. The intolerance shown by some faculty members empowers others to be equally intolerant. If we cannot maintain a climate on our university campuses in which ideas are freely shared and debated, I cannot imagine how we will achieve any reasonable level of tolerance and civility in our communities and democratic institutions.

ddLaura A. Freberg, Ph.D.

ddAssociate Professor of Psychology

ddCalifornia Polytechnic State University

ddSan Luis Obispo, Calif.

dd

ddSeveral months ago I had a meeting with the president of my college during which I expressed concern about the blurring in many classrooms of the line between activism and scholarship. At one point, I asked him if he could name among the more than 150

members of the faculty one person, besides myself, who was an avowed conservative. He could not.

ddTo be sure, as Mr. Carroll suggests, detached presidents and spineless deans have much to answer for in contributing to curricular disarray and declining st

andards by repeatedly caving in to the demands of shrill leaders of the cause-of-the-day. But the problem

runs much deeper to the departmental level and the use

of the democratic process itself by politicized majorities who deny that the

y

are political in conducting searches and filling positions. To simplify the point, suppose you had two finalists for a tenure-track job

in political science

from the same graduate program with similar recommendations and qualifications

. One has written "The Idea

of Property in the Political Thought of Edmund Burk

e"; the other has written "Discourse of Power: Southern Phalocrats in

Postbell

um Households." Guess who is called "rather narrow" or "unexciting." Guess who

wins the vote and gets the job.

ddLeftist professors may charge their conservative predecessors with having been

as political as they are, but if that is so, how did

the former become a majority

in the first place?

ddRobert L. Paquette

ddDepartment of History

ddHamilton College

ddClinton, N.Y.

Publication#W\ PP# 56. The Washington Times"Publication" #: \ PP# 05/19/98; Edition: 2; Section: A;COMMENTARY;EDITORIALS;LETTERS; Page A22

Headline#\ PP# Arlington School Board puts politics before educationHeadline #

:\ PP#

Kudos to The Washington Times for making front-page news out of the Arlington

County School Board's protracted and shameful

treatment of children seeking admission to the Arlington Traditional School ("Arlington's Traditional appeal," May 15).

As a parent whose 5-year-old child is directly injured by the School Board's antics, I appreciate your efforts to tell this story and explain why more and more parents seek admission for their children.

The Arlington Traditional School has proven that a back-to-basics teaching approach works and that children, when challenged and motivated, respond. Despite School Board Chairman Mary Hughes Hynes' assertion that "there isn't a 'one-size fits all' in education," test scores and community demand for the Arlington Traditional School curriculum prove otherwise. Since when is it a bad thing to have every child reading in kindergarten? The School Board obviously didn't bother asking parents.

Instead of giving more children this opportunity, Mrs. Hynes and the School Board have done a disservice to all Arlington families by plowing ahead for the second straight year with a failed and unconstitutional lottery system. This is now a personal matter for my family because our son and many other children, through no fault of their own, were originally selected in the February lottery, which was ruled unconstitutional. They answered the questions truthfully, beat the odds and received admissions letters. But we weren't so lucky in the court-imposed second lottery. We received our "Dear John" letter yesterday, rescinding our admission.

My beef is not with the judge, the parents who sued, or the winners of the second lottery. I'm angry with the School Board for failing to resolve these issues prior to this year's lottery. It's obvious the board failed to assess or deliberately chose to ignore the possibility of a legal challenge this year.

My son and a lot of other 5-year-old children are quickly becoming expendable pawns in the School Board's great social experiment. Whether the original February lottery rules were flawed is not a burden for the children to bear. It's the School Board's responsibility. Your subheadline gets it right: "Attitude of high expectations" sets apart popular grade school." At the rate things are going, this "attitude of high expectations" will never apply to the Arlington County School Board.

And the education establishment wonders why there's a movement afoot for more school choice and charter schools?

DAVID WETMORE
Arlington

Headline#\ PP# CAMPUSES MUST PROVIDE ALTERNATIVES TO DRINKINGHeadline #:\ P P

#

By Myles Brand

All this talk about the virtues or nonvirtues of maintaining a so-called "dry" campus is entirely beside the point. What the conversation should focus on is the many efforts being mounted to deal with one of the most serious problems facing not just our colleges, but our culture.

The term "dry" campus almost is meaningless because it defies definition. At many universities, including my own, policy dictates that students who are under 21 and living in university facilities are not allowed to drink. Why? Because in most states, it is illegal for minors to possess and consume alcohol. We all simply are following state law. But many "dry" campuses do not, indeed cannot

ban all alcohol in all quarters because it is not illegal for adults to drink. Hence, the word is next to meaningless.

Of course, we warn our underage students that they will face consequences if they break the rules, and we mean business. Most colleges and universities have

a well-established disciplinary system to handle violations of campus alcohol policies and most hand down substantial numbers of sanctions every year.

But let's face the facts. There does not exist the college policy nor the college president who totally can prohibit underage drinking because we cannot, and

should not, watch every student for every minute of every day. In fact, the Presidents Leadership Group at the Higher Education Center for Alcohol and Other

Drug Prevention has concluded that student alcohol abuse is a problem that never will go away entirely.

What we can do, indeed, what we must do, is educate our students about the dangers of alcohol and drug abuse, emphasize to them

that they can choose not to drink and provide opportunities and activities that do not revolve around alcohol.

Colleges and universities all over the country vigorously are pursuing all three strategies. Some are using forums, workshops, peer mentoring, posters and billboards to drive home the point that students do not have to drink to excess and, if they do indulge, to do so responsibly.

Others are trying more creative approaches, such as theatrical presentations and skits, to heighten student awareness of the impact of alcohol abuse in different situations. Chapters of the Bacchus and Gamma Peer Education Network, an international association

of peer-education programs focusing on alcohol abuse prevention and other related student health and safety issues, have nearly 25,000 active members across the country, and a number of traditional fraternities a

nd sororities have declared themselves
alcohol-free.

ddMany campuses also are creating special programs for entering freshmen, many
of whom come to campus ill-equipped to deal
with peer pressure and under the mi
staken impression that heavy drinking is some kind of "rite of passage." Instea
d, we show them
that it can be lethal and, at IU, we offer a number of activiti
es to get them started on the right foot, including outdoor dances,
midnight bu
s trips to a 24-hour department store and extended hours at the recreation cent
er as alternatives to alcohol-drenched
parties.

ddThere is one other vitally important part of the equation and that is communi
ty involvement. We need the help of retailers,
restaurateurs and community lead
ers to devise workable solutions. Alcohol abuse is not just a college problem;
it's bigger than that,
and it's going to take all of us, working together, to c
ombat it.n

Publication#W\ P!P# 58. Cleveland Plain Dealer "Publication" #:\ P"P# 05/18/
98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

Headline#\ P#P# IS COLLEGE ONLY ABOUT DRINKING?Headline #:\ P\$P#
By SALLY CHADIMA

What is going on in higher education? I can't believe what I am seeing night a
fter night in the news lately.

ddFirst, college students dying from alcohol poisoning after being forced to dr
ink outrageous amounts at initiation ceremonies.

ddNow, for the third time, I have seen scenes of students rioting when the bars
closed early because of the time change, or another
college not allowing alcoh

ol at some sporting events. Some of these rioting students probably are not leg
ally old enough to drink
in the first place, but acting like animals - for what
?

ddI picture the parents sacrificing and saving for years to give their youngste
rs the privilege of a higher education - and it is a
privilege not everyone can

afford. Are these parents proud when they see how their offspring are abusing
their hard-earned money?

ddOf course, not all of the students are doing this. Two of my grandchildren ar
e in college now and hope I never see them in this
type of fiasco.

ddMy heart goes out to the parents who sacrificed for an education only to see
these kids rioting for the right to drink, drink, drink.

This is education?n

Publication#W\ P%P# 59. Lexington (Ky.) HeraldLeader"Publication" #:\ P&P#May
19, 1998

Headline#\ P'P# Girls denied school honor prove they're the smart onesHeadline
#:\ P(P#

By Merlene Davis

HERALD-LEADER COLUMNIST

ddI think Grant County school officials have found a way to get their 15 minutes of national fame.

ddSchool board officials said last week that nothing suspicious occurred in the rejection of Somer Chipman and Chasity Glass by

the Grant County High School

chapter of the National Honor Society.

ddChipman and Glass were the only two eligible juniors at the high school not inducted into the honor society last month, and school

officials said it was because

they hadn't met the society's requirements.

ddChipman is eight months pregnant, and Glass has a 1-year-old daughter. None of

the other inductees is a parent or pregnant.

ddBut school board officials said premarital sex and the resulting pregnancies were not the reasons the two 17-year-olds were passed

over. They didn't say what

the reasons were, however.

ddInstead, an attorney for the schools simply said the girls didn't meet the criteria of scholarship, leadership, service and character.

In other words, the

criteria are fuzzy enough for politics to enter and gum up the works.

ddSeven teachers in Grant County decided Chasity, who has a 3.7 grade-point average and was captain of the school's color guard

squad, and Somer, who has a 3.

8 GPA and played the flute in the marching band, weren't worthy to be members of the elite group

of juniors.

ddWho are they kidding?

ddWith all things being equal, the only difference seems to be the pregnancies.

ddThese two young women have shown more strength and determination at their young ages than a lot of adults do.

ddMany young women allow the overwhelming responsibilities of motherhood to drown their dreams and desires. Many see

motherhood as a roadblock; Chasity and So

mer see it as something to work through.

ddThey should be praised, not pushed out of sight as if they, and other girls like them, don't exist.

ddWhich is what happened in Grant County.

ddWhen are we going to wake up?

ddWe tell our young people not to have sex. If they do have sex and the girls get pregnant, we tell them to give birth to their babies

like good God-fearing

people should do. ddWe tell them God hates sin, but He loves the sinner. We tell them forgiveness is divine. We say God loves them, and so do we.

ddAnd, then, if they live in Grant County at least, we tell them to hide somewhere because they are bad influences on other members

of society.

ddDo we actually believe our young people don't realize we are speaking out of both sides of our mouths?

ddIn a statement released last month, officials at the National Honor Society headquarters in Reston, Va., said that while pregnancy

can't be the basis for a

rejection, it can be considered under the character category by a school's selection committee. If pregnancy is considered, then evidence of paternity also should be a factor.

ddBut the board didn't say the girls' pregnancies were a factor. It didn't say anything much at all. It simply danced around the issue because it knows good and well it was wrong.

ddSo next year, if a boy becomes a father, he can still be inducted into the honor society.

ddI hope the girls sue the pants off that school board. They are sure to win.

ddThen they won't need the prestige of being in the honor society to get scholarships to further their educations.

ddThat school system will pave their career paths with gold.

Publication#W\ P)P# 60. The Washington Times"Publication" #:\ P*P# 05/19/98; Edition: 2; Section: A;COMMENTARY;EDITORIALS; Page A22

Headline#\ P+P# The PTA, turning its back on poor childrenHeadline #:\ P,P#

Add the PTA to the top of the list of big-time interest groups who have abandoned your children. Just write its name, the National Congress of Parents and Teachers, right up there with that of the National Education Association. Like the self-interested teachers' union, the national PTA is blatantly biased, and children are its pawns.

ddThe PTA opposes practically every piece of major educational legislation that would broaden opportunities for America's youth.

It opposes choice. It opposes vouchers. It opposes privatization. It opposes tuition tax credits. Its goal is clear: Oppose any congressional proposal that would give parents ultimate say over how and where their children are educated. In other words, while it may be

true that America's public schools are lousy, we should still keep pouring good tax dollars after bad.

ddTake vouchers. Both houses of Congress have approved the D.C. Student Opportunity Scholarship Act (S.O.S.), a modest piece of legislation that would allow a couple thousand D.C. youths the chance to flee public schools and attend a private or religious

school of their parents' choice. How can giving options to poor parents and a shot at a better future to underprivileged children be bad policy?

It is not. While the S.O.S. legislation could certainly have been more generous, \$7 million is a good start, and certainly small potatoes when compared to

the hundreds of millions the PTA wants spent on teacher training.

ddYet the PTA even opposes spending those few dollars on D.C. children: "The National PTA believes {vouchers} would have a detrimental effect on our public school system. Such funding would promote division without diversity, create division and separation within the community and negate the long struggle to desegregate

egate our schools and our society { Vouchers } fail to contribute
 to the
 overall improvement of D.C. public schools."
 ddBuzzwords and gobbledegook aside, the PTA simply skips over the fact that the
 D.C. system is simply not working for most
 students, who lag behind many of th
 eir counterparts in academics. D.C. students haven't measured up for a very lon
 g time. Nor is
 it the kids' fault. In the early grades, according to tests, the
 y show just as much promise as anyone else. Only later, after the D.C.
 system h
 as had them for a few years, does the damage emerge. How long are parents suppo
 sed to put up with this? Vouchers, far
 from having a "detrimental effect on our
 public school system," would make public school officials in D.C. compete with
 private
 schools for all students.
 ddNeither the PTA nor the deep-pocketed NEA should dictate federal educational
 policy. But they do, and the Clinton administration
 is in lockstep with both. I
 ndeed, expect the partisan PTA to give the Clinton administration, and perhaps
 Tennessean Al Gore, center
 stage next month at its Nashville confab as they dev
 ise more ways to subvert school choice in future years.
 ddIn fact, your local PTA or PTSA chapter, regardless of its numbers, is bound
 by the liberal forces of the National PTA. Parents
 in local PTAs in D.C. and el
 sewhere are bound by the national's gag rule on dissent: "The constituent organ
 ization may not take any
 action to oppose the position" taken by the national o
 r state PTA. No wonder the National PTA has lost an estimated 300,000
 members s
 ince 1996.
 ddMore parents need to wise up and learn what D.C. parents found out a very lon
 g time ago. Those \$1 and \$2 PTA memberships
 will more likely benefit politics t
 han their children's education.n
 Publication#W\ P-P# 61. Chicago Tribune"Publication" #:\ P.P# 05/19/98; Editi
 on: NORTH SPORTS FINAL; N; Section: EDITORIAL; Page 18

Headline#\ P/P# A THREAT, AND A PARENT RESPONDSHeadline #:\ P0P#
 The past week has been harrowing for a Glenbard North High School mother. She
 agonized over how to respond when her son told
 her that his 15-year-old friend
 was plotting to kill students at the Carol Stream school.
 ddAfter pondering it, she told a guidance counselor. The friend was arrested, c
 harged with solicitation of murder and conspiracy
 to commit murder and ordered
 held without bond. Prosecutors are considering whether to charge the teenager a
 s an adult.
 ddMother and son are heroes, correct? Not so fast.
 ddThe harsh response of prosecutors was not what the mother had in mind when sh
 e sought to avert tragedy and get help for her
 son's friend. Far from feeling a

t ease, she now fears for the boy's fate.

ddAnd now her son has been handed a 10-day suspension from school, apparently because he was aware or part of the plot for several months before speaking up.

ddThe whole affair might seem to justify the all-too-popular view that it's best to mind your own business. If that's the result of this, that will be a tragedy.

ddThe mother did exactly the right thing. So did her son, who says he was asked to take part in the plot, which was to be carried out last Friday.

ddTheir responsiveness is all the more heartening in light of recent highly publicized cases involving children who committed unthinkable acts of violence apparently without intervention, even after they shared their intentions with others.

ddThe 13-year-old boy who, along with an 11-year-old, allegedly opened fire at a Jonesboro, Ark., school, killing four students and a teacher, told at least one classmate days before the murders that "something big might happen." Authorities were never notified.

ddProsecutors allege that Luke Woodham, a Pearl, Miss., 16-year-old charged with stabbing his mother to death and gunning down two classmates in November, conspired with six youths and even gave a note to a friend justifying the rampage before it happened.

No one alerted officials.

ddAuthorities say the Glenbard youth had access to guns and began talking about the murder scheme in February. In light of that, it's astonishing to think Glenbard officials would recognize the student who eventually stopped this plot by

slapping him with a suspension. That sends the message that he might have been better off keeping his mouth shut. Think of the potential consequences if he had.

ddNo one knows whether the 15-year-old would have carried out any murderous scheme. But it's for certain he didn't get a chance because a son talked to his mother and she spoke up. Good for them.

Publication#W\ P1P# 62. Boston Herald"Publication" #:\ P2P# 05/18/98Section: EDITORIAL; Page 022

Headline#\ P3P# Better teachers vs. moreHeadline #:\ P4P#

If President Clinton isn't trying to solve problems that likely aren't problems at all (global warming, for example), he's plugging non-solutions to real problems.

ddTake the president's call for a \$20.8 billion, 10-year program to hire 100,000 new teachers to produce smaller classes in the first, second and third grades, which the president announced in slightly different form several months ago. In his Delaware speech this

month announcing details of proposed legislation, the president claimed studies from five states support the notion that learning and discipline both improve when class size falls below 20 students. You can find a study to support any side of this issue. Few notions are more intuitively appealing than the idea that children do better in smaller classes.

But in real classrooms, few notions have so thoroughly failed to win confirmation.

University of Rochester researcher Eric Hanushek has looked at all the studies on class size that he could find - 277 of them. For every study that concluded small classes were better there was one concluding that small classes were worse, and the bulk of studies (72 percent) found there was no significant difference.

In the only real experiment designed in advance, more than 7,000 Tennessee students were randomly assigned to small (14-16 students, well below the president's goal) or regular (22-24 students) classes in kindergarten and kept in the same size class through third grade.

Small-class kindergartens produced significant gains in reading and math. The difference persisted but did not get larger through the third grade. The most reasonable conclusion is that the smaller classes did not matter after the first year - if they did, the achievement gap would have grown.

Even if a reduction in class size were proven to be helpful, Congress would still have to ask the question: Is that the best use of the money, or would the same money spent some other way produce greater returns?

Better teachers produce better results, no question about it. Yet interim Massachusetts Education Commissioner Frank Haydu III last week disclosed that preliminary indications from the state's first teacher certification tests showed 35 percent or more of 1,850 applicants could fail. There's no reason to think Massachusetts is unique. Should the nation be running out to hire new teachers willy-nilly with no proof of competence? We think not.

The president gets his political returns no matter what. He poses as an advocate of better schools and a generator of jobs for his backers in the teachers unions. There should be a political cost for such posturing.

Publication#W\ P5P# 63. The Columbus Dispatch"Publication" #:\ P6P# 05/18/98;
Edition: Home Final; Section: EDITORIAL & COMMENT; Page 06A

Headline#\ P7P# KEEP KIDS IN CLASS PROGRAMS TO FIGHT
TRUANCYHeadline #:\ P8P
#

To kids, cutting classes and playing hooky probably seem like relatively harmless ways to test limits, challenge authority and assert

independence. But truancy is a serious issue - one that academics and judges alike have deemed a precursor to crime.

One Juvenile Court judge has estimated that more than 70 percent of Franklin County youths charged with crimes have a history of skipping school. A large portion of the population incarcerated by the state's Department of Youth Services has a history of academic failure and truancy. And many cities have reported a drop of 50 percent or more in shoplifting, daytime burglaries and other crime in the wake of crackdowns on truants.

Parents or guardians certainly must bear the blame when children skip class - especially when children are absent at the earliest grade levels. But when those adults fail, others must step in and extend a hand to keep children from falling through the cracks.

So it is good that more Columbus elementary schools could be in line to get an anti-truancy tool known as Project SMART, which has helped West Broad Elementary get 10 of its most negligent parents hauled into Franklin County Juvenile Court this school year.

One mother served 10 days in jail in December after Judge Yvette McGee Brown found her guilty of contributing to the neglect of her daughter by keeping the child out of school too many days without an acceptable excuse.

SMART, which stands for Student Mediation and Assistance to Reduce Truancy, provides the school with a direct link to Juvenile Court.

Now McGee Brown, who along with West Broad Principal Jill Spanheimer and City Attorney Janet Jackson helped start the program, wants it expanded to other Columbus Public Schools. Money should be found to pay for this expansion, which Columbus

schools Superintendent Rosa Smith has said could involve 10 more elementary schools. Money spent fighting truancy now would save jail expenses and other crime-related costs later.

At West Broad, the program works this way: As soon as Spanheimer notes that a child has more than five unexcused absences, she asks the parents to meet with her and a court Protective Services supervisor. At this informal meeting, the supervisor lays down

the law: Parents who don't send their children to school can and will be criminally prosecuted. They even can go to jail.

The conferences, scheduled each Wednesday afternoon and evening at the school, are meant to offer the parents support. But if parents don't start sending their children to school regularly, or if they don't show up for a conference, Protective Services files charges of educational neglect, and court hearings begin within weeks.

Nobody likes to see mothers in jail. But parents must be held accountable for parenting. Their neglect might manifest itself at first

by a missed day of school here and there, but the possible long-term consequences are more serious and unacceptable.

Publication#W\ P9P# 64. Greensboro News & Record"Publication" #:\ P:P# 05/19/98; Edition: ALL; Section: EDITORIAL; Page A6

Headline#\ P;P# FLUNKING MORE STUDENTS IS ONLY PART OF THE ANSWERHeadline #:\

P<P#

ddStudents who fail to master the basics in the fourth and eighth grades would have to repeat the year under a popular bill pending

in the N.C. House. Who could

argue with that? North Carolina does its children no favors when it lets them slide through school,

promoting them from grade to grade whether they can do the work or not. Those kids should stay put 'til they learn.

ddBut is it really that simple? Hardly. Students who don't get it the first time around will not necessarily get it the second time unless

the schools work harder

to be sure that they do.

ddIf they start holding more students back, state lawmakers must also put up the money for more teachers, better instruction and

added classroom space. Otherwise,

they may find they've accomplished little besides crowding classrooms with frustrated, under-achieving students.

ddCurrently, only a small percentage of children are held back each year statewide, though we know that a significant number aren't

performing up to par. That

means most students who should be retained are passed on to the next grade.

ddLast year, for example, 35 percent of North Carolina fourth-graders - about 34,000 children - failed to test up to state standards

on end-of-the-year tests.

Yet just 1.4 percent of fourth-graders statewide - or about 1,345 - were held back. That means thousands

of kids moved on to fifth grade before they had shown

they could do fourth-grade work. Numbers for Guilford County are no better.

ddThose students shouldn't be allowed to slide through. But banning social promotions - the all-too-common practice of advancing

failing kids from grade to grade

to keep them moving with their peers - will carry costs as well as benefits.

ddIt's going to take more than a new state law to help under-achieving students learn. Those children are going to need special

attention to be sure they master

their schoolwork and don't drop out in frustration.

ddNone of this is an argument for doing nothing. But instituting a tougher promotion policy for fourth- and eighth-graders would

cost anywhere from \$42 million

to \$200 million a year, according to the legislature's fiscal analysts. State

Sen. Beverly Perdue, a

New Bern Democrat who proposed the measure, says she is

willing to pay the price.

dd"What's worse: Paying the money to save those kids while they've savable or paying

assing them along knowing that in the end they
can't read, write or count?" Per
due told the Charlotte Observer. "If we do nothing, they'll end up in jail or o
n welfare."
ddTrue enough. But what could be worse is holding more students back and then f
ailing to get them the help they need to move
ahead.n

Publication#W\ P=P# 65. Wilmington Morning Star "Publication" #:\ P>P# 05/18/
98Section: Editorial; Page 8A

Headline#\ P?P# State, county shortchange teachersHeadline #:\ P@P#
Teachers' salaries are rising significantly in North Carolina, and that's goo
d. But politicians and residents can't be complacent; we
still pay teachers les
s than South Carolina, Virginia, Tennessee, Georgia and most other states.
ddFor its part, New Hanover County pays less than many comparable urban systems
in this low-paying state.
ddNorth Carolina's goal is to get teachers' salaries to the national average by
2000. That would be at least respectable, but it's hardly
a prescription for r
aising academic achievement to the point at which our young people could compet
e intellectually with those in
most other industrialized countries.
ddTo be sure, higher teachers' salaries alone wouldn't guarantee academic progr
ess. But progress is unlikely unless bright, capable
people choose teaching and
stick to it.
ddMoney isn't the only thing that motivates dedicated teachers, of course, but
neither can we expect them to ignore their
responsibilities to their families.
One of the most important jobs in our society ought to pay enough to allow a de
cent standard of
living.
ddNorth Carolina's counties can add to the basic salary teachers get from the s
tate. But New Hanover County has contributed very
little in recent years.
ddIt stopped giving them a percentage of their state salary - an arrangement th
at meant small increases in the county supplement as
the state salary crept up.
Instead, New Hanover gives teachers dollar amounts, currently ranging from \$95
0 to \$1,950 a year.
ddIn the coming year, the school board proposes giving all teachers, regardless
of experience or education, a flat \$2,500.
ddParticularly for new teachers, that would be a pleasant increase. But it stil
l wouldn't compare with the supplements offered by some
other counties.
ddWake, for example, pays supplements ranging from 10 percent to 13.75 percent
of a teacher's state salary. Now the school board
is asking the County Commissi
oners for enough money to increase that to between 11 percent and 14.75 percent
, with another
half-percent for a master's degree.
ddIf that supplement range is approved, a beginning Wake teacher would get a su

plement of about \$2,436. An experienced teacher would get almost \$6,300.

ddEven so, Wake education officials aren't satisfied. They measure themselves against about two-dozen comparable school systems across the country and find their salaries to be in the lower half.

dd"We are not competitive," the school board's finance chairman said the other day. "I'm hoping that the community will look at the situation seriously and will decide on some ambitious goals for this county and school system. I would think that teacher pay would be at the top of the agenda."

ddWith competition like that from elsewhere in the state - not to mention from, heaven help us, South Carolina! - New Hanover County's schools won't have an easy time attracting or keeping the best teachers.

ddThere was a time when we could get by on the cheap. Not any more. As competition for good teachers increases across the state and across the country, we're likely to get what we pay for.

Publication#W\ PAP# 66. USA Today"Publication" #: \ PBP#May 20, 1998

Headline#\ PCP# Calif. initiative exposes flawed programsHeadline #:\ PDP#

As a school board member, Fernando Vega helped introduce bilingual education to California's Redwood City schools. Thirty years later, he regrets his work.

ddVega's personal epiphany came when his grandson, Jason, was placed in classes taught in Spanish, although the second-generation American spoke only English.

When his family demanded a class transfer, they were refused. Due to the school's large Hispanic enrollment, only bilingual classes were offered.

ddToday, Vega, 73, is a vocal supporter of Proposition 227, a California initiative that would dismantle the state's massive bilingual education program for the 430,000 California students now taught primarily in their native languages.

ddPolls suggest the referendum will pass by a wide margin June 2. But no matter which way it turns out, the proposal's popularity, particularly among Hispanics, has exposed broad and deep national failures in the way bilingual programs are run. Among them:

ddFew states limit the time students are taught in their native languages, even though the federal government recommends bilingual students should move into regular classes within three years. California graduates only 6% of its bilingual students into English-only classes annually. Result: Student graduate from high school unprepared for colleges and workplaces where English is essential. Many states provide bonus pay for bilingual teachers and extra school funding for each bilingual student, perverse financial incentives encourage students to languish in the language de-segregated classes. At a time when "accountability" is the new mantra of

educators, bilingual programs are stuck on automatic pilot. Neither states nor the federal government knows what works or how much bilingual education costs. So confused are the data that estimates range from \$2 billion to \$10 billion annually. Yet in California, the programs are so bad that the group they should help most, Hispanics, favors junking them, polls show, by as much as 84%.

Because 73% of all bilingual students nationally are Hispanic, bilingual programs are widely blamed for a 30% Hispanic dropout rate, more than twice the national average, and for the low 8% proportion of Hispanics in college.

As a result, parents in several states are demanding a restructuring of failed bilingual programs. In February, the Chicago Board of Education set a three-year time limit on the bilingual classes serving 71,000 students. Arizona is considering legislation that would end funding for bilingual programs for students who don't join regular classes within four years. And New York Mayor Rudolph Giuliani has suggested limiting bilingual instruction to a year.

They're moving in the right direction. Teaching all students English as quickly as possible makes sense in a country where the greatest opportunities- and the highest salaries - are reserved for those fluent in the language. But whether Proposition 227 is the right answer is less certain.

The proposal would replace most bilingual education, taught in a student's native language, with intensified English classes. After one year, most students would be placed in traditional classes.

The idea of teaching students with limited English in separate, intensified English classes is backed by the research of Boston University Professor Christine Rossell. She has found that most students are best served when they're taught in a language in which they'll eventually compete.

Unfortunately, though, the proposal has some serious flaws. It assumes that a largely untested, one-size approach will provide a wholesale solution for all that ails bilingual education. And local school districts are left with precious little wiggle room to bail out students who have difficulty making the transition in one year.

Course corrections are nearly inevitable as California copes with an almost total replacement of a system that serves one-fourth of the state's students.

But an important national movement has been launched. In time, it should improve the education not only of children in California but also of 2 million others in bilingual programs across the country.

Headline#\ PGP# Reform requires timeHeadline #:\ PHP#

By Roland G. Tharp

dd"Sheltered English immersion," a proposed alternative to bilingual education, would not improve school achievement, learning English or simple frustration; it would make things worse.

ddWe Americans would not accept one mandated brand of toothpaste, much less one method for students who enter U.S. schools at all ages and with different experiences, language proficiencies and literacy levels. Diverse students need diverse programs, including those that use first (home) languages.

ddActually, there is no defined approach called "sheltered English immersion" ready at hand for teachers. Declaring a classroom "sheltered" makes no more difference to student success than any other label. While many approaches are appropriate for certain students, none is a panacea. Research evidence is clear: The best programs depend on the needs and strengths of local communities, student

populations and available resources.ddWhat makes a difference to student learning is the actual teaching process. Learning English, mathematics or science requires

well-prepared teachers who work together with students in discovery processes; who develop language through dialogue; who make school meaningful by connecting instruction to students' knowledge and everyday experience; and who use students' first language flexibly to help them learn English.

ddThese methods are not in widespread use - in English-only or in bilingual classrooms. Why is this? What can be done? When school rushed to comply with court directives to provide bilingual instruction, they had to chart a course with the maps and crew at hand. Some went in circles, but others found a clear route to success. Should we ban them all, including the successful? Or should we learn

from experience? The national educational establishment does not turn sharply in a day - but by proclamation. Reform requires time and resolution.

ddUniversities, teacher organizations and government initiatives must prioritize the development of school leaders and teachers to build and teach in classrooms

flexible enough to serve out enormous diversity of children. We know how to design those programs.

Now we must recruit, retain and assist our nation's teachers to deliver the goods. In the meantime, the best approach is variety, flexibility and local choice.

ddRoland G. Tharp is director of the Center for Research on Education, Diversity & Excellence at the University of California, Santa Cruz.n

Headline#\ PKP# A HEARTENING TREND AT CITY'S SCHOOLSHeadline #:\ PLP#

Chip, chip, chip. That's the sound of progress in the Chicago Public Schools.
ddFor the third consecutive year, Chicago's elementary schools posted improved scores in math and reading on the standardized Iowa Tests of Basic Skills, and

for the second consecutive year high schools saw improvement in those critical subjects on the Tests of Achievement and Proficiency.

ddFor the most part, the gains over last year are not dramatic "elementary reading scores went up 4.4 percentage points and math was up 3.7 percentage points

"but they are significant nonetheless.

ddIn fact, as the city's public schools continue to chip away at a long record of failure and substandard performance, it's beginning to look like a trend. Th

is is the first time since the schools began administering the Iowa test in 1988 that improvement in both reading and math has been sustained over more than a

year or two.

ddIn 1995, for example, 26.5 percent of elementary school children were reading at or above national norms and 29.8 percent of them were performing that well

in math. According to the scores released Monday, 34.7 percent of them are now at or above national norms in reading and 39.6 percent are in math.

ddThat's great news. Congratulations to the teachers, students, parents and administrators who contributed to the improvement. Now, keep it up.

ddRemember, those elementary school scores mean that in reading and math more than half of the kids still rank in the bottom half when compared with their peers in the rest of the country.

ddThe high school figures tell a similar good news/bad news story. In 1995, 23.6 percent of 9th and 11th graders scored at or above national norms in reading and 25.3 percent did that well in math. This year those figures are up to 28.4 percent in reading and 31.1

percent in math. That means the vast majority of Chicago Public High School graduates are still ill-equipped to compete with kids elsewhere for jobs or opportunities in higher education.

ddSchools should be rigorously discarding programs that don't work and replicating ones that do "like those at DuSable High School, one of the city's worst-performing schools, where this year more than twice as many students are reading

at or above the national norm as last year. There's nothing wrong with chipping your way to success, if you do it as best you can.

n

Publication#W\ PMP# 69. San Diego UnionTribune"Publication" #:\ PNP#May 20, 1998

Headline#\ POP# No bilingual mandateHeadline #:\ PPP#Subhead#[\ PQP# Prop. 2

27 would take away local controlSubhead#:\ PRP#

Of the nine statewide propositions on the June ballot, none matches the emotional intensity of Proposition 227, which would essentially scrap bilingual education in public schools.

dd Many people, particularly Latino parents, are dissatisfied with the current bilingual system, which is designed to gradually transition students who speak

little or no English into regular classrooms.

dd Why, they rightly wonder, are these students being taught in their native language for as long as six or seven years? Why do some students receive a high

school diploma without gaining a working knowledge of English? And why, if traditional bilingual

instruction is effective, are so many Latino students dropping

out of school?dd The truth is that some bilingual education programs are doing a poor job of teaching kids the language they need in order to succeed in

this society. Moreover, there is plenty of room for improvement even in those programs that appear to be working.

dd But this does not mean voters should embrace Proposition 227, which would all but eliminate traditional bilingual education programs and replace them with

a mandated "sheltered immersion" approach, which essentially entails teaching children all subjects in English.

dd The measure, financed by Silicon Valley businessman Ron Unz, flows from a false premise.

dd It brands the current system a failure because language barriers persist in California schools. Yet fewer than one-third of the 1.3 million non-English-speaking

students are enrolled in bilingual programs.

dd Proposition 227's solution is a state-mandated continuity. It would require that all students who do not speak English be placed in a sheltered immersion

program for one year, during which they would be taught almost exclusively in English. Unhappy parents

could request native-language instruction for their

children. But they could do so only after meeting with the principal, getting permission from school authorities, and then only if there were at least 19 other students at that grade level to fill a bilingual class.

Otherwise, they would

have to seek a transfer to another school where bilingual education were available.

dd This top-down approach is no less onerous than the state Department of Education's dictating how bilingual instruction should be done in each school district.

Sheltered English immersion may be a splendid teaching strategy. But districts with successful

bilingual programs should be able to continue doing what

is in the best interests of their students. Proposition 227 would deprive them

of this flexibility.

dd San Diego Unified is a case in point. Superintendent-designate Alan Bersin in

s spearheading a standards-based curriculum to enhance the district's ability to hasten the transition of non-English-speaking students into regular classes. Bersin favors allowing individual schools to tailor their programs to fit their students. If the Unz initiative passes, however, the city schools will have only one option — sheltered English immersion. Proposition 227 is a paradox. It prompted the state Board of Education to give schools the freedom to devise varied programs of language instruction. Yet it would have Sacramento dictate the manner of instruction. We urge a NO vote on this simplistic solution to a complex problem.

Publication#W\ PSP# 70. New York Daily News"Publication" #:\ PTP# 05/19/98Section: EDITORIAL; Page 30

Headline#\ PUP# PUT SCHOOLS ON THE CHARTSHeadline #:\ PVP# RANDI WEINGARTEN, president of the United Federation of Teachers, says her union wants to take over and turn around one of the city's worst schools. The union should be able to do just that, and could, if the state passed the governor's charter-school legislation. By the way, that's legislation the teachers union opposes. Charter schools are now present in more than half the states. President Clinton backs them. So does Gov. Pataki. And in the Legislature, the concept has support from both upstate Republicans and some city Democrats. Only teachers unions stand in the way. Which is ironic, because if New York permitted charter schools, the UFT could simply get a charter and run its own schools. The way charter schools work is simple. Groups like nonprofit agencies, parents, teachers or community organizations apply for a permit, or a charter (hence the name), to run a school. Assuming they meet strict rules for curriculum and teaching staff and that their building meets appropriate standards, they can open to students. The funding is provided by the regular education budget. The more students they attract, the more public dollars the schools get. This enriches great schools and starves failing ones — two good outcomes, which is why charter schools are gaining in popularity. There are 800 nationwide, and Clinton wants to quadruple that by the year 2000. But New York isn't even in the game. Despite Pataki's support, the legislation is going nowhere in Albany. No surprise. Every year, the teachers unions are among the top contributors to the reelection campaigns of legislators. The unions, including Weingarten's UFT, oppose the charter concept because the schools get to write their own contracts with

teachers and staff. And that is
 anathema to the UFT, whose main concern is to provide better benefits for union members, not
 necessarily to provide kids with better educations.
 ddThe school that Weingarten proposed for its experiment is PS 63 in the Bronx,
 where less than 20% of the kids last year were
 reading at or above grade level
 . So bad is this school that it's among the dozen Chancellor Rudy Crew has taken over. In other words,
 it's a perfect choice for a charter-school cleanup.
 ddBut without real charter-school legislation legislation that the UFT should
 back a plan like the proposed takeover of PS 63
 smacks more of a PR stunt than
 a real commitment to the city's 1.1 million students.
 ddBoss' bluster costs jobs
 ddThere may be a lot of hungry kids in this town pretty soon, thanks to hospital union boss Jim Butler. His bullheadedness cost 500
 city workers their jobs yesterday.
 ddNote the choice of the word "boss," not "leader." Butler makes the distinction crystal clear.
 ddStanley Hill, head of District Council 37, the umbrella group of municipal unions, is a leader. Through deft negotiations, Hill had
 persuaded Mayor Giuliani
 to avoid laying off the workers by shifting them to other agencies. As Hill put it, "The bottom line is those
 workers' jobs."
 ddButler, head of the 10,000-member Local 420, is a boss. He refused to sign the deal, claiming it would force employees to work more overtime. "Let there be layoffs," Butler said. "That's all I can say. I will not back down."
 ddBoss Butler's bluster put workers on the streets and snatched the bread from their tables. Hardly the mark of a leader.
 ddAnd it was all so unnecessary. During a cooling-off period, the city placed 150 hospital workers in other city jobs. And city Labor
 Commissioner James Hanley
 said that if the deal had been inked, most of the workers could have been placed in different agencies.
 Not ideal, perhaps, but jobs nonetheless at a time when they're precious. Other workers, Hanley said, probably would have accepted severance packages or taken early retirement made possible by a bill signed by Gov. Pataki last week.
 dd"I feel frustrated, angry, upset, sad, betrayed," said a laid-off Queens Hospital Center technician who is supporting three teens.
 And betrayed he was. Not
 by any city official, but by a union boss who let his personal pique get in the way of protecting his
 members and their families.
 ddCross addressing
 ddFrom the wires: ALBANY (AP) Lt. Gov. Betsy McCaughey Ross on Monday promoted legislation to direct lottery proceeds into
 a fund for public schools. Said the Democratic gubernatorial hopeful: "Every time you buy a lottery ticket, the state is actually
 playing games with you." He was flanked at the news conference

by four Democratic Assembly members.

ddMcCaughey Ross has been called a lot of things lately, but never "he."

Publication#W\ PWP# 71. The Cleveland Plain Dealer "Publication" #:\ PXP# 05/
19/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

Headline#\ PYP# A FEDERAL IDEA WITH PROMISEHeadline #:\ PZP#

ddPresident Bill Clinton might just have a winner in his latest bid to get an education bill passed.

ddIt's not that the Educational Opportunity Zones Act is necessarily a great piece of legislation; it's just not as bad as some of the others the administration

has offered in recent years.

ddThe opportunity-zone idea represents a relatively inexpensive concept (\$200 million, or less than 1 percent of federal education spending for elementary and

secondary schools), not to mention some major money for 50 selected systems in rural and urban areas.

Perhaps best of all, the dollars would not be automatic

; districts would have to prove that they already are moving forward even to be

eligible.

ddYes, the whole idea is a classic example of Clintonian optimism: The areas that face the most challenges to successful education

will hurdle those obstacles

if only the federal government offers a helping hand (or in this case, wallet)

ddWe are talking about places plagued by high dropout and low attendance rates, poor discipline and even poorer homes. Can a few million make a difference? If

the money can help, will the efforts it funds be replicable elsewhere? Most every urban system includes

a few outstanding schools; the unmet challenge in all

of them is to translate individual school achievement to districtwide success.

ddWill this experiment yield any more answers than countless other urban and rural initiatives conducted from the mid-1960s

forward? Probably not. Even in those

rare instances of programs that actually worked in "disadvantaged" areas, political and

philosophical problems have derailed duplication. Still, past faili

ngs of lawmakers should not doom future students. This modest and

well-regulate

d experiment is far preferable to some of the other bloated proposals we've seen

in the past - and, with the right kind

of monitoring, might do some good.

Publication#W\ P[P# 72. The Syracuse (N.Y.) Post-Standard"Publication" #:\ P\ P# 05/19/98; Edition: Metro; Section: Editorial; Page A6

Headline#\ PJP# ENGLISH ALREADY IS THE "OFFICIAL"

LANGUAGE. Headline #:\ P^P#

Subhead#[\ P_P# WHICH DOESN'T MEAN SPANISH-SPEAKERS IN CENTRAL NEW YORK OR AN

YWHERE ELSE DESERVE TO BE STIGMATIZED.Subhead#:\ P`P#

ddIt is wise and practical for a nation to rely on a common language to communicate efficiently and universally. The biblical story of the Tower of Babel placed a cloud over the idea of having more than one language when God confused the people's speech, for the first time giving them different languages as punishment for trying to build a tower to Heaven from the ground.

ddSo it can be said that a common language for common tasks is necessary and sanctioned even by ancient faith and tradition. This comes to mind because of two

sisters here in Central New York - Evelyn and Ramona Pagan - who say they were fired by St. Joseph's administrators recently for speaking the language of their birthland, Puerto Rico.

ddTheir story brings home a nationwide issue of language in the United States that is in need of resolution. Teaching English to provide all people a tool for

success in a nation where English is the common language of professional and intellectual life is good

for everyone. But promoting English at anyone's expense

is bad. It suggests paranoia and arrogance when people try to ban the use of

the language of a minority, especially in a land that purports to be based on diverse cultures like America.

ddIt is also reasonable to expect that "official" conversation should be conducted in English in an environment where most employees and patients/customers speak English. But private conversation among those who speak another language should not be

subject to ridicule or banishment.

ddHospital officials deny firing the Pagans over speaking Spanish at the hospital-affiliated health clinic on Seymour Street where they worked. Yet a secretly

-recorded meeting with administrators revolves around language.

ddEvelyn Pagan, a medical assistant, and Ramona Pagan, an outreach worker, said they were told it was rude to speak a foreign language others in the room did

not understand, likening it to a group of people in a corner whispering.

ddThe sisters had joined a lunch room conversation with others who spoke in Spanish. They said they were talking about how Puerto

Rican Spanish differs from Mexican

Spanish when an English-speaking nurse accompanied by several medical residents told them:

"We have company. Speak English."

ddThe Pagans said two days later their supervisors reinforced the English-only rule, which administrators say is not a written policy.

ddThe blunt comment quoted above implies there is something wrong - or at least bad-mannered - about speaking another language, even on lunch break.

ddThat is unfair and creates a hostile environment for those simply being themselves. Spanish happens to be the language many

Americans have spoken to each other

from birth. It seems natural that a person would feel most comfortable speaking to other

Spanish-speaking people. Lkening it to whispering in a corner so
 unds more like paranoia than reason.
 ddThat does not condone using a foreign language to demean others in the same r
 oom. Nor does it address the obvious value of
 Spanish-speaking professionals to
 serve neighborhoods like this where there are many Latino clients in need of t
 heir services.
 ddHospital spokesperson Denise Robertson says the sisters were not fired for sp
 eaking Spanish. However, Robertson would not give
 the reason to reporter Todd L
 ightly, saying administrators could not reveal personnel matters.
 ddHospital letters to the Pagans indicated they were fired for improper behavio
 r during a staff meeting. At that meeting, conducted
 in English, Dr. Ted Triana
 , the clinic's Spanish-speaking medical director and a Ecuador native, asked ea
 ch employee for their views
 on the English-only rule, the Pagans said.
 ddTriana talked near the end and, according to Evelyn Pagan, indicated the sist
 ers could lose their jobs if he felt he could no longer
 work with them. She sai
 d she rose from her chair and angrily asked if Triana was threatening their job
 s. Triana threw back his chair,
 stood up and pointed his finger at her, she sai
 d. The meeting ended with many people talking and yelling at once.
 ddIt would seem that language has at least something to do with the situation,
 if not everything. At least, it is now an issue and must
 be properly, respectfu
 lly addressed.
 ddKeep in mind there are many other cases where people may not complain about u
 nfair treatment over their use of a non-English
 language because they fear losi
 ng their jobs. They may be low-wage workers or illegal immigrant workers. On th
 e national scene,
 lawmakers and interest groups are seeking to make English the
 "official" U.S. language, banning citizenship ceremonies in any
 language other
 than English, bilingual ballots, even bilingual education. Those are not helpf
 ul moves.
 ddLanguage preserves heritage, self-esteem and history. English will remain the
 language of common currency, whether or not the
 expression of other tongues is
 crushed. Given the richness of having a diverse land, why stigmatize the varie
 ty that makes this nation
 great?

Publication#W\ PaP# 73. Los Angeles Times"Publication" #:\ PbP#* 05/19/98; Ed
 ition: Home Edition; Section:* Metro; Editorial Writers Desk; Page B-6

Headline#\ PcP# A Second Term for EastinHeadline #:\ PdP#
 ddCalifornians are deeply dissatisfied with public education, and for good reas
 on. The failings are broad and deep, as documented
 by The Times' special series
 , "Public Education: California's Perilous Slide," which concludes today. Raising
 student test scores,

improving reading comprehension and increasing accountability from top to bottom are among the urgent challenges that face the next state superintendent of public instruction, who will be elected June 2. Delaine Eastin, though she faces some questions and criticisms as the incumbent, is the best qualified in this race.

The job of state schools chief is hard enough, and Eastin, a Democrat, and Governor Wilson, a Republican, have rarely agreed on how to accomplish certain goals.

Wilson's appointees to the State Board of Education have fought her at every turn. Yet both sides agree on the importance of fixing public education.

Eastin's work is not through. Waiting to be accomplished in a second term: A new statewide remedial reading initiative for grades four through 12 so more California students can learn to read accurately and fluently.

An action plan to deliver on her good ideas, such as reinstituting summer school. Eastin is a former assemblywoman. She ought to be able to work the Legislature to put ideas into action.

During her four-year term, Eastin has used her office as a bully pulpit to push her agenda: improved reading instruction, higher academic standards, smaller class sizes in the primary grades and a longer school year. These reforms, for which many, including the governor and Legislature also deserve credit, originated in the school chief's office.

Her opponent, Gloria Matta Tuchman, is best known for her co-sponsorship of Proposition 227, which would in effect eliminate bilingual education. It's true that the current bilingual system has failed. But Proposition 227 would impose a single method of teaching English, and this inflexibility is a key reason that Eastin properly opposes the measure.

Tuchman is an enthusiastic and experienced first-grade teacher but she is less informed outside that specialty. She is correct in her assessment that public education requires major reform but she lacks the experience required to be effective in a job that calls for a lot of political arm-twisting. The superintendent's job doesn't have the power to rule by fiat, which is why political skills are so important.

Eastin recognizes that unless Sacramento increases the state's investment in public education, most of California's students can forget about up-to-date textbooks, library books and computers, much less art instruction, music classes and summer school.

Eastin appreciates the hard work that teachers do and speaks knowledgeably about the challenges educators face. But she does not have the endorsement of the California Teachers Assn., a sign of her increasing and welcome independence. She understands that unless teachers and administrators are held accountable for

r results, parents, tired of waiting for long-overdue change, will lose all faith in public schools. That's what's at stake in this election. Eastin has had a good start. Californians are now depending on her to deliver.

Publication#W\ PeP# 74. Bangor (Maine) Daily News "Publication" #:\ PfP# 05/19/98; Edition: ALL;

Headline#\ PgP# Helping kids learnHeadline #:\ PhP#
ddCombine the report of a legislative task force on teaching very young children and the conclusions from the Kids Count Data Book and the path for parents is clear. They and others who care for children need access to better information about the crucial learning years of early childhood to help kids learn as well as they can.
ddMaine children start school at age 5 but all of them begin learning "some in tensely" long before that. Parents are by far the most influential sources of knowledge for pre-school children, but what parents know to impart varies widely. The legislative task force met to look for ways for all children to be given the opportunity to learn during these very important years.
ddMaine already has some groups working to make that happen. Healthy Families, Parents as Teachers, Parents are Teachers Too and a half dozen other groups direct their resources to helping new families. Their rationale is simple: If the brain does not fully develop during the first three years of a child's life, it undergoes a physical change "a loss of synapses" that will make learning more difficult in later years. Instructors of foreign languages essentially have been saying this for a generation or more; improved technology now lets scientists identify the actual brain activity "or lack of activity."
ddThe task force agreed on some logical steps the state could take based on this information. It should, for instance, further support programs that currently are working for families. It should develop a basic curriculum for parents and caregivers in search of specific steps for teaching children. It should encourage brain development and the responsibilities of parenting in life-skills courses for older children. The value of these suggestions is in their recognition that parents and caregivers and not a government agency are the ones who will make the difference in a child's life.
ddThat's why the Kids Count information is so disturbing. A multi-state study in the new version of the annual data book found that only one in 12 infant and toddler rooms at child-care centers provided developmentally appropriate care. (Forty percent, according to the study, offered a potential threat to a child's

health or safety.) With 70 percent of women with pre-school age children expected to work out of the home by 2000, the number of children who will be spending many hours each day missing opportunities to learn is frightening.

ddThere aren't any secrets to providing safe, stimulating child care. What is required is an understanding of the shortcomings in the current system and a willingness to do something about it. Rep. Tom Allen recently introduced two bills that would help states raise standards while keeping care affordable and helping local school districts to use their facilities for pre-school instruction. Those measures could help, as would more conferences like the one two weeks ago in Northport, where educators learned how to use the latest research on brain development.

ddThe strongest force this new understanding of learning has going for it is that at parents want to see their children do as well as possible. If Maine, recognizing the enormous benefits of having a well-educated society, can provide solid information in what young children can learn, how to teach it and offer access to high-quality day care, parents, in almost all cases, will be more than willing to do the rest.

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

===== ATTACHMENT 3 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
Unable to convert ARMS_EXT:[ATTACH.D44]ARMSZZ000LLY8.002 to ASCII,
The following is a HEX DUMP:

===== END ATTACHMENT 3 =====

Daily Education News



Wednesday, May 20, 1998

U.S. Department of Education
Office of Public Affairs
FB-10B, Room 2200 · 401-1576
Carlin Hertz, Editor

This compilation of news reports contains copyrighted materials obtained through licensing agreements and is intended solely for the use of department employees.

What Follows

NATIONAL

1. The Washington Post
Probation Officers To Keep Watch at Maryland School
2. Associated Press
Maryland to put probation officers in public schools
3. Baltimore Sun
Probation officers to patrol Md. schools
4. Family News in Focus
Classroom Dollars to Pensions
5. CyberTimes (The New York Times on the web)
Texas Weighs Value of Laptops vs. Textbooks
6. USA Today
Teachers seek more from parents
7. The New York Times
Minorities Achieve High Success Rate in Bar Exams, Study Says
8. All Things Considered (NPR)
Paying for College

TRADE

9. Education Daily
Troubled Baltimore School Rebounds With Career Focus
10. Education Week
Officials Call Gun Report Proof of Crackdown
11. Education Daily
Student Opposed To Religious Chorus Appeals To High Court
12. Education Week
One School at a Time, Pa. Company Is Dominating the For-Profit Market
13. Education Daily
Senate Delay On HEA Puts Rate Change On Hold
14. Education Daily
ED: Nix 'Career Major' Phrase In School-To-Work Programs
15. Education Week

- In Age of Accountability, Principals Feel the Heat*
16. Education Week
Hands-On Learning
17. Education Daily
Wilson Backs Calif. Bilingual Ban, Rejects Flexible LEP Plan

LOCAL

18. Sacramento Bee
Local control under Prop. 227 a key issue
19. Philadelphia Inquirer
Emphasis on condom use called a boost to safe-sex lessons
20. St. Paul Pioneer Press
Assembly considers Milwaukee schools plan
21. Baltimore Sun
Police, school target parents in truancy fight
22. St. Paul Pioneer Press
Summer school looks certain for 2,000 kids
23. The Arizona Republic
Whistle-blower bill is spotlighted
24. Miami Herald
SAT report card: Dade students better
25. Raleigh News and Observer
Fall enrollments will jump, charter schools say
26. Minneapolis Star Tribune
Districts try to beef up summer school for better results
27. Detroit News
Detroit charter schools unique
28. Columbus Dispatch
School board OKs reorganization
29. Boston Globe
Individual issues spark campus unrest
30. Los Angeles Times
7 Democrats Urge Using Surplus to Repeal College Tuition
31. The Washington Post
Panel May Sue to Save Garvey School
32. The New York Times
Students Astound Students
33. The New York Times
Report Says Entry Tests Would Sharply Cut CUNY Enrollment
34. The New York Times
In the Schools, a Week to Open Eyes and Ears to the Thrill of the Arts
35. Chicago Tribune
CHICAGO SCHOOLS TAKE TURN FOR BETTER
36. Owensboro(KY) Messenger-Inquirer
Middle School Students in Kentucky Learn to Build, Repair Computers
37. Raleigh News & Observer
Parents don't hold children accountable
38. Dayton Daily News
BE MENTORS, BLACK EDUCATOR SAYS
39. The Columbus Dispatch
PROGRAM ALTERING TEACHERS' ROLES
40. The Augusta Chronicle
PLAN TO REDUCE CLASS SIZE WOULD COST \$1 BILLION

41. The Santa Fe New Mexican
Welcome to the future of public school
42. Baltimore Sun
Prince George's faces own debate on phonics
43. Associated Press
Administrators have no plans to apologize in Brewton-Parker loan scam
44. Associated Press
Online college applications faster, cheaper
45. Boston Globe
School Committee to propose tough standards for promotion

INTERNATIONAL

46. The (Tokyo) Mainichi Daily News
Editorial: Textbook reform
47. Financial Times
Tougher rules for teacher training
48. The (London) Independent
Parents say school reports could do better
49. Asahi Shimbun (Japan)
Job rate down for high school graduates

COMMENTARY

50. Chicago Sun-Times
Important lessons to be learned
51. Houston Chronicle
Bilingual education goes beyond teaching language
52. Boston Globe
'Education is the true liberator'
53. Los Angeles Times
Improving Schools
54. Los Angeles Times
As the Experts See It . . .
55. The Wall Street Journal
We're 'Illegal Aliens' on Campus
56. The Washington Times
Arlington School Board puts politics before education
57. Cleveland Plain Dealer
CAMPUSES MUST PROVIDE ALTERNATIVES TO DRINKING
58. Cleveland Plain Dealer
IS COLLEGE ONLY ABOUT DRINKING?
59. Lexington (Ky.) Herald-Leader
Girls denied school honor prove they're the smart ones

EDITORIAL

60. The Washington Times
The PTA, turning its back on poor children
61. Chicago Tribune
A THREAT, AND A PARENT RESPONDS
62. Boston Herald
Better teachers vs. more
63. The Columbus Dispatch
KEEP KIDS IN CLASS PROGRAMS TO FIGHT TRUANCY
64. Greensboro News & Record

- FLUNKING MORE STUDENTS IS ONLY PART OF THE ANSWER***
65. Wilmington Morning Star
State, county shortchange teachers
66. USA Today
Calif. initiative exposes flawed programs
67. USA Today
Reform requires time
68. Chicago Tribune
A HEARTENING TREND AT CITY'S SCHOOLS
69. San Diego Union-Tribune
No bilingual mandate
70. New York Daily News
PUT SCHOOLS ON THE CHARTS
71. The Cleveland Plain Dealer
A FEDERAL IDEA WITH PROMISE
72. The Syracuse (N.Y.) Post-Standard
ENGLISH ALREADY IS THE "OFFICIAL" LANGUAGE.
73. Los Angeles Times
A Second Term for Eastin
74. Bangor (Maine) Daily News
Helping kids learn

NATIONAL

1. The Washington Post

05/20/98; Edition: FINAL; Section: A Section; Page A01

Probation Officers To Keep Watch at Maryland School

State Aims to Curb Trouble Stirred Up by Delinquents

By Robert E. Pierre

Washington Post Staff Writer

The State of Maryland has decided to place probation officers where many of their clients are: in the public schools.

Under an unusual program announced yesterday, the state government will place 35 probation officers in 80 schools across the state in an effort to reduce violence and disciplinary problems. Almost one-third of the participating schools are in the Washington region.

Officials hope the probation officers will spot potential problems associated with the student delinquents, who account for much of the disruption in many public schools, and steer troublemakers away from new difficulties. Unlike school principals, the officers have the power to return a student to a detention center for violating probation.

A year-long pilot program in a group of schools in Prince George's County helped reduce suspensions by 36 percent, and none of the 30 students on probation was arrested for new offenses. A similar program in Fresno, Calif., helped reduce by 76 percent the number of weapons found in schools, and by 58 percent the number of batteries involving teachers.

Maryland officials now hope to replicate such results across the state, while also improving safety for other children in the public schools.

"A child cannot live in fear," said Lt. Gov. Kathleen Kennedy Townsend (D), who helps oversee the state's criminal justice programs. "Education is about possibilities. But students cannot see the possibilities if they are surrounded by violence and despair. . . . Our goal is to provide students with a safe place to learn."

Maryland officials estimate that roughly 10,000 of the state's 830,000 schoolchildren are on probation for offenses that include auto theft, drug offenses, weapons charges and various types of assaults including sex offense. Five out of every six juveniles on probation are in the public schools.

Montgomery County: Mark Twain

As part of their probation, most are required to attend school. School and juvenile justice officials said having the daily presence of their probation officer will make it easier for students to stay out of trouble.

A few municipal jurisdictions in the country also assign probation officers to schools, but Maryland officials said no program is as extensive — involving school systems in urban and rural areas — as the one they are launching. The legislature already has approved \$750,000 in next year's budget for the program. D.C. school officials are considering a similar program.

But some skeptics say that officials have to be careful not to ostracize students on probation or inadvertently give them "star" status at school.

"It has to be done very carefully," said Rex Smith, former secretary of Maryland's Department of Juvenile Justice. "It may have some deterrent value . . . but they may get labeled as the really bad kids in the school. With that kind of label, there is either a tendency to shy away, or they may gain respect from other students. We don't want it to become a badge of honor."

Officials involved in the Prince George's pilot program, in the Oxon Hill area, say they are pleased with the results so far. Two officers were assigned to manage the caseload of students on probation and reach out to students who demonstrate that they are "at risk" for absenteeism or other problems.

During the year, officials showed 6 percent and 8 percent reductions, respectively, in absenteeism and disciplinary referral rates. And the suspension rate for the 30 students on probation declined nearly 20 percent. While the numbers were small, and the project has been active for only a year, officials said the initial results are promising.

One key factor, officials said, is that separate arms of government — police, schools and probation — now communicate more often and share School Programs (Mark Twain School in

information.

Prince George's School Superintendent Jerome Clark said the new state program is "long overdue."

Under the program, each of Maryland's 24 jurisdictions will receive at least one probation officer who will be assigned to schools that have a large number of students on probation in an attempt to decrease absenteeism and suspensions. Baltimore will now have nine probation officers, including one who was assigned in February to Northern High School, where a series of incidents resulted in the suspension of 1,200 students.

Officials said having a probation officer on-site helps ease peer pressure on students who might be coaxed into breaking rules, giving them an opportunity to turn their lives around.

"Second chances is what this program is about, and many of us will need, or have needed, second chances," said Kevin Maxwell, principal of Northwestern High School in Hyattsville, where yesterday's announcement was made.

Maryland Gov. Parris N. Glendening (D) noted that 77 students were involved in weapons offenses in the 1996-97 school year, most involving guns. Few of the cases involved shootings.

"When I was in school, we were concerned about being square or a geek," Glendening said. "Some of our children must worry about a gun going off as opposed to a pop quiz."

SCHOOLS GETTING PROBATION OFFICERS

Here's a list of area schools that will have probation officers this fall under a new Maryland program.

Anne Arundel County: George Fox MS, Brooklyn Park-Lindale MS.

Calvert County: Patuxent HS, Southern MS.

Charles County: La Plata HS, Lackey HS, Milton Somers MS, General Smallwood MS.

Howard County: Wilde Lake HS.

Rockville, Whitman HS, Paint Branch

HS, Quince Orchard HS).

Prince George's County: Fairmont Heights HS, Flintstone ES, Forest Heights ES, Forestville HS, Fort Foote ES, Glassmanor ES, Indian Queen ES,

Northwestern HS, Owens Road ES, Oxon Hill HS, Oxon Hill MS, Oxon Hill ES.

St. Mary's County: Carver ES, Chopticon HS, Dynard ES, Esperanza MS, Great Mills HS, Green Holly School

Complex, Greenview Knolls ES, Lettie Marshall Dent ES, Lexington Park ES, Margaret Brent MS, Mechanicsville ES, Park Hall ES, Piney Point ES, Spring Ridge MS, White Marsh ES. ■

2. Associated Press

05-20 4:28a

Maryland to put probation officers in public schools

By TOM STUCKEY

Associated Press Writer

HYATTSVILLE, Md. (AP) - Starting in the fall, Maryland's schools will have probation officers watching out for troublemakers and truants.

The officers, who will be assigned to schools in Baltimore and 19 counties, will supervise students who have committed crimes and are on probation. They also will work with school officials to reduce truancy, drug use and gang involvement, Lt. Gov. Kathleen Kennedy Townsend said Tuesday.

"Students know there is someone down the hall that can take them straight to the judge if they misbehave," Mrs. Townsend said.

When a pilot program sent a probation officer to a cluster of schools in Prince George's County, suspensions dropped 36 percent and none of the students on probation was arrested for a new offense, she said.

"These kinds of programs are really about the right to learn for kids who really want to learn," said Karl Pence, head of the Maryland State Teachers

Association.

All counties that filed a request got at least one officer, said Marty Burns, spokeswoman for the Office of Crime Control and Prevention. The 36 officers will cover 82 schools at a cost to the state of \$750,000 next year.

The program is patterned after one in Fresno, Calif., where the number of firearms violations dropped 76 percent in two years while the number of assaults on teachers dropped 58 percent. ■

3. Baltimore Sun

May 20, 1998

Probation officers to patrol Md. schools Anti-violence effort to start in September

By Mary Maushard Sun Staff

Probation officers will walk the halls of more than 80 Maryland schools to supervise juvenile offenders and head off school violence in the nation's first such statewide effort.

Gov. Parris N. Glendening announced yesterday that the program, "Spotlight in Schools," will go statewide in September. At the same time, he released a report showing that Baltimore City and Montgomery County reported the most firearms incidents in schools.

"We expect our schools to be safe so our children can learn," Glendening told a gathering of students and administrators at Northwestern High School in Hyattsville, which will participate in the program. "We are sending the message that our schools are places of learning, not violence."

The officers will monitor students on probation and intervene with others in The Spotlight program was expanded as state officials try to curb unruly behavior that thwarts learning and endangers students and teachers.

Out of 73 incidents statewide during the 1996-1997 school year, Baltimore

danger of getting into trouble, Glendening said.

Nine probation officers from the Department of Juvenile Justice will work in 12 Baltimore schools. One will be at Northern High, which got a probation officer in February after disturbances rocked the school. The concept had been in use since last year on an experimental basis in several Prince George's County schools, where suspensions dropped by more than a third and no student on probation was rearrested for new offenses.

"Superintendents, principals and teachers are eager to have an effective new weapon," said Lt. Gov. Kathleen Kennedy Townsend, who joined in announcing the program, which will cost the state nearly \$800,000. "Students know there's someone right down the hall who can take them right to the judge."

Two schools in Anne Arundel — reported 16 in which students brought handguns, shotguns or other firearms, including bombs and BB guns, to school.

Montgomery County had 13 such incidents, according to the state report taken from data that schools systems sent

George Fox and Lindale/Brooklyn Park middle schools — and Wilde Lake High in Howard County and Westminster High in Carroll will participate in the initiative.

Baltimore County is considering the possibility, and a governor's spokeswoman said two alternative schools there — Inverness and Rosedale — expressed interest this week.

Other Baltimore schools are Benjamin Franklin, Robert Poole, Calverton and Canton middle schools, and Fairmont Harford, Francis M. Wood, Harlem Park, Patterson, Southern, Southwestern and Patuxent high schools.

Maryland's program is patterned after a program in Fresno, Calif., where the number of firearms violations dropped 76 percent in two years while the number of assaults on teachers dropped 58 percent.

But Glendening said Maryland will be the first to take the program statewide.

to the Maryland State Department of Education. However, Montgomery County spokesman Brian Porter disputed that number, saying there were 10 incidents involving 13 students.

Howard and Baltimore counties had

nine each, Prince George's County, eight, and Frederick County, six. Nine counties reported no incidents and all the others, one or two.

"Maryland ranks well below the national average," Glendening said, "but one gun in our schools is one gun too many."

Twenty states had more expulsions and incidents than Maryland had, according to the federal statistics. In a report this month, the U.S. Department of Education said that nearly 6,100

students were expelled from public schools for bringing firearms in 1996-1997 school year.

Probation officer Gary Dingle oversees 15 students at Northern High School who are on probation for auto theft, handgun violations, drug possession and sex offenses. He originally expected a caseload of 30, but is not yet working full time at the school.

"I do hear a calmness in the school today," he said, adding that his impact has been mostly through visibility. "The

halls are a lot quieter. The kids have generally responded well. There's so much more happening in these kids' lives other than probation."

One of the most common conditions of probation is school attendance, and that is one that a probation officer on the premises can easily enforce.

"These kids who don't make it, I try to get to their homes," Dingle said. "If you are not going to be in school today, I'm going to be at your house tonight." ■

4. Family News in Focus

May 20, 1998

Classroom Dollars to Pensions

By Lara McGovern, staff writer

Many Illinois taxpayers are afraid their money to better their children's education will be usurped by teachers' unions to increase already lucrative

pensions. Joe Clark is director of the Illinois Family Institute.

(Joe Clark) "The general public has been led to believe that the money, brought about by tax increases last fall,

would be channeled into classrooms. However, it is going into the coffers of the teachers' unions and their members."

He says the general assembly will vote on the bill within the next two weeks. ■

5. CyberTimes (The New York Times on the web)

May 20, 1998

Texas Weighs Value of Laptops vs. Textbooks

By PAMELA MENDELS

It is a Texas-sized idea: Take the Lone Star State's billion-dollar-plus textbook budget and use it to buy laptop computers for students instead of textbooks.

The proposal is a pet idea of the chairman of the Texas State Board of Education, Jack Christie, who last week pressed his case by inviting legislators in the Capitol in Austin to a kind of show-and-tell session where hardware and software makers demonstrated what they consider the benefits of computer learning.

It was, at times, a colorful session. To answer concerns that laptops might not be child-proof, for example, the co-founder of one company selling laptop packages to schools poured a glass of water over a laptop and told lawmakers

Christie also sees the proposal as a way of making sure that Texas does not develop a generation of technology haves and have-nots. By assuring that all students have laptops capable of reaching the Internet and other online resources, he said, "The poor child has an equal knowledge base as the child in the lah-de-dah high school."

Finally, Christie argues that laptops are the way to reach students who have been raised on flashing monitors. "This is

that it could withstand the weight of a 250 pound person.

Durable? Perhaps.

But can laptops teach better than books?

That is the central question being asked by the proposal's critics, who argue that computer screens are no replacement for the printed page.

"Nobody wants to read long passages of text on a laptop computer," said Gary Chapman, who, as director of The 21st Century Project at the Lyndon B. Johnson School of Public Affairs at the University of Texas in Austin, examines technology and public policy issues.

If Christie has his way, within three years Texas will begin using the bulk of its textbook budget to buy laptops for the 3.9 million school children in the state. The proposal is being watched closely the Nintendo generation," he said, arguing that students are bored when they read about geometry from a textbook, but become motivated when they see three-dimensional software with "living triangles."

It is an argument that does not sit well with Chapman.

He counters that technological razzle-dazzle is exactly what children already mesmerized by the gaudiness of mass culture do not need. Chapman says

around the country, in part because Texas, with \$1.8 billion to spend over the next six years on school books, exercises mighty influence in the textbook market.

Christie, who says he can even envision a time when students in English class will be reading their Shakespeare from a screen, insists there are rich educational benefits to reap from laptops or similar gadgets.

For one thing, he says, textbooks are quickly out-of-date. "A year-and-a-half ago, we were replacing social studies textbooks that had the Berlin Wall still up, Russia as one country and Ronald Reagan finishing his second term," Christie, an elected official and chiropractor by profession, said in a telephone interview. He said that material conveyed electronically, on the other hand, can easily overcome this time-lag, that much of the educational software he has seen is superficial and more oriented to "edu-tainment" than genuine learning that demands rigor and concentration. "We understand that learning is difficult," he said. "It requires discipline. If we say we are going to make learning that's 'fun' and resembles a video game, we've kind of given up."

Chapman is by no means a techno-phobe. The former executive director of the organization Computer

Professionals for Social Responsibility, he believes that computers in the classroom are a fine adjunct to good teaching. But he fears the expense and technical demands of portable computers will mean that laptops will become a school's "predominant resource," possibly displacing other things of value, such as field trips. Furthermore, Chapman said, he is worried that much of the enthusiasm for the laptop effort comes from people desperate to find an easy cure for what ails America's education system and who, therefore, easily buy the marketing campaigns of computer-related companies.

But, Chapman said: "The reasons we have problems in K-12 schools have nothing to do with access to information. They have to do with student home lives, with student apathy, with student pre-occupation with popular culture and consumerism."

Paul J. LeBlanc, president of Marlboro College in Marlboro, Vt.,

which recently launched the nation's first master's degree program in teaching with Internet technologies, said computers can be effective teaching tools in some disciplines, ineffective in others. Word processing programs, for example, may be useful to help children focus on writing rather than the mechanics of revision. But in natural sciences and math, LeBlanc said, he has not seen much software of great educational value. "Books simply do some things better," he said.

One point LeBlanc emphasizes is that technology in the classroom is fraught with hidden costs, like teacher training and curriculum re-vamping. That is to say nothing of other expenses: Textbook publishers who make their living providing schoolbooks are not going to give away the material free online or in CD-ROMS, for example.

Nonetheless, Christie believes that a combination of factors — declining hardware costs; decreased expenses for

publishers who can forgo paying for such things as warehousing and paper when they make material available electronically; the possibility that parents will chip in a monthly "leasing fee" of perhaps \$10 — could make the laptop project do-able.

Christie also dismisses fears about corporate interests driving laptop enthusiasm, and says Texas's purchasing power will ensure the state receives its money's worth from hardware and software companies.

Christie was asked how he would convince skeptical parents to accept his proposal. He said he would take them to a school and usher them into history classes where students use CD-ROMs. "They not only read about the landing on the moon, but see it," he said. "These kids are going to be some of the luckiest kids of any generation in the classroom." ■

6. USA Today

May 20, 1998

Teachers seek more from parents

By Tamara Henry, USA TODAY

WASHINGTON — Teachers have slightly higher expectations of parents today than 10 years ago but still are wary of giving them too much control over school policies, a study out today shows.

The study of family/school partnerships by Metropolitan Life Insurance Co. found 83% of the 1,035 middle and high school teachers surveyed would like to see an increase in parental involvement in schools. Ten years ago, 17% of teachers felt that parental support was excellent, and 40% felt that it was good. Today, 19% feel that it is excellent, and 44% feel that it is good.

Even though teachers are more likely

to favor a wider range of parental involvement than in 1987, the study showed they are still evenly split over how much say parents should have in policy decisions.

53% say parents should be simply kept informed, while 44% say parents should be consulted about changes in curriculum. Those views changed little over 10 years. 55% of high school teachers believe parents should be just kept informed about changes in homework policy, while 43% think that they should be actively consulted. In 1987, 59% favored informing parents and 38% felt they should be consulted. When

it comes to discipline teachers agree parents should have more power. Sixty-one percent want parents to be consulted about changes in discipline policy, compared with 56% in 1987.

Virginia Millan, director of the Metropolitan Life Foundation, sees progress. Previously, teachers didn't do as much in terms of seeking parents' suggestions: Now, teachers are "relenting a bit," she says.

The survey's margin of error is 3 percentage points.

■

7. The New York Times

05/20/98Section: National Desk; Section B; Page 9, Column 1

Minorities Achieve High Success Rate in Bar Exams, Study Says

By TAMAR LEWIN

In findings that are likely to provide important support for advocates of affirmative action, a six-year study by the Law School Admission Council has found that 61 percent of

African-American law school graduates passed the bar exam on their first try, and 78 percent had done so after repeated efforts.

Their success rate — like those of Asian-Americans and American Indians,

as well as Mexican-American, Puerto Rican and other Hispanic law school graduates — was substantially lower than the 92 percent for white graduates taking the bar exam the first time. But the differences were far less extreme than

some critics of affirmative action have asserted, according to the study, which was made public today by the council, an organization in Newtown, Pa., that administers the Law School Admission Test, or L.S.A.T.

TD The question of whether African-American and Hispanic students with relatively low grades and L.S.A.T. scores should be given preference for competitive slots in the nation's law schools has become a focal point of the debate over affirmative action programs that most law schools put into place in the early 1970's.

"This study strongly refutes the myth that affirmative action policies tend to set students up for failure on the bar exam," said Henry Ramsey Jr., a retired California state judge who is on the committee that oversaw the study. "When we started this study, some people were questioning whether minorities who were encouraged to enter law school were

being sent on a fool's errand. There were all kinds of assertions, incidental anecdotes and wild guesses about the percentage of minority students who ultimately passed the bar — some as low as 20 or 25 percent."

The new study, tracking more than 27,000 students who entered law schools in the United States in 1991, also found that among law graduates who failed the bar exam on their first try, whites were more likely than blacks to retake the test — a "persistence gap" that offers a partial explanation for why the white bar-admission rate is higher.

"If these African-American graduates had been as persistent as other test takers, their overall bar passage rate should have increased dramatically," said David Hill, a University of Colorado law professor who headed the admission council's study committee. "Why some students don't come back to take the test again, while others do, is an area for future inquiry."

The study found that 92 percent of the white law school graduates passed the bar exam on their first try, as did 81 percent of the Asian-Americans, 76 percent of the Mexican-Americans, 75 percent of the Hispanic graduates, 70 percent of the Puerto Ricans, 66 percent of the American Indians and 61 percent of the blacks.

Eventually, after repeated efforts, 97 percent of the white law graduates had passed, as had 92 percent of the Asian-Americans, 89 percent of the Hispanic graduates, 88 percent of the Mexicans, 82 percent of the American Indians, 80 percent of the Puerto Ricans and 78 percent of the blacks.

For every racial and ethnic group, the study found, law school grades and L.S.A.T. scores were the strongest predictors of passing the bar exam. And men's and women's passage rates were similar within every racial and ethnic group. ■

8. All Things Considered (NPR)

05/19/98Section: News; Domestic;

Paying for College

Even though high school seniors have already had to select which college they'll be attending in the fall, parents are still worried about how to pay for college. Most students have to juggle loans, scholarships and bank accounts to cobble together enough to cover the high cost of higher education.

By Steve Tripoli
Boston; Linda Wertheimer,
Washington, DC

LINDA WERTHEIMER, HOST: Many college graduates will leave school with tens of thousands of dollars in loans.

STEVE TRIPOLI, WBUR REPORTER: Nathaniel Watkins faced a not uncommon dilemma a few weeks ago. A senior at Newton North High School outside of Boston, he was trying to decide whether to go to Boston College, Boston University, or the University of Chicago. All had accepted him. And he got some good news in his financial aid packets.

NATHANIEL WATKINS (PH), COLLEGE APPLICANT: From all three of the schools, the offers are pretty good. I'm getting offered between \$19,000 and \$21,000.

TRIPOLI: The dilemma for Nathaniel, whose choices are all high-priced schools, involves what those offers didn't cover.

Schools increasingly expect students and their families to pick up a larger share of the cost of a university education. That prospect can be frightening. Four years at the most expensive schools can cost more than \$120,000.

WATKINS: There's still at least \$9- to \$13,000 that I'm gonna have to pay myself.

TRIPOLI: So he continued his search for scholarships, found a bit more money, and chose the University of Chicago. His family will have to pay about \$8,000 a year for him to go there, so Nathaniel's still looking for scholarships and for jobs he might take to help cover that bill.

Students and parents we interviewed are spending lots of time these days searching for scholarships and other ways to pay for college. At Newton North, a school with a lot of middle class kids, scholarship office director Sheila Zoley (ph) says that's because many families are facing big college bills.

SHEILA ZOLEY, DIRECTOR,

As Steve Tripoli reports from member station WBUR in Boston, there are ways that families can prepare for, and even lower the costs of a college education.

SCHOLARSHIP OFFICE, NEWTON NORTH HIGH SCHOOL: The reality is that a lot of packages that students are getting, in particular the middle class, are really filled with loans, and not just gift aid, which are scholarships and grants. So out of the money that was allotted, sometimes half of it is in loans.

TRIPOLI: Fifteen years ago, 60 percent of aid was grants. Now, 60 percent is loans, and more of these loans are unsubsidized, meaning they're no longer interest-free while the student's in college. But the news isn't all bad.

According to the College Board, most students at four-year schools in this country pay less than \$4,000 a year in tuition and fees — the biggest part of college costs, half of all students receive

some aid, and a larger percentage of young people get a chance to go to college in this country than anywhere else.

But it's taking more effort to keep things that way. Parents are feeling the pressure to save for college as soon as their children are born, and students start scrambling well before their senior year. Professionals like Newton North's Sheila Zoley say students should start by evaluating which schools will meet their educational needs, even if cost will enter their final decision.

But despite the advice to at first ignore price, many of those interviewed say they have to bring cost into their college planning early.

CAROL SITES, PARENT OF COLLEGE STUDENTS; TEACHER, NEWTON NORTH HIGH SCHOOL: I'm looking for value for money.

TRIPOLI: Carol Sites, a Spanish teacher at Newton North, has struggled with college cost decisions and watched those struggles as both parent and teacher. Her son's already in college. Her daughter's about to go. Carol Sites and her musician husband saved for their son's education and watched him graduate second in his high school class. He had his pick of several expensive schools.

SITES: We had been saving for college since he was nine years old. And we had saved a substantial sum of money, and then we're told that because it was in my son's name, the very first year, this college would take the entire amount and would leave us with nothing. And I have seen friends go into debt almost to the

point of bankruptcy. I have seen friends work two jobs to be able to put their kids through school.

We decided not to do that. And we made a choice. My son received a chancellor's scholarship to U-Mass Amherst, which pays half of the entire tuition.

TRIPOLI: They sat down with their son and picked U-Mass — the University of Massachusetts, turning their backs on more renowned schools was something Carol Sites called "an extremely difficult decision for us," but after three years, it appears to have paid off. Her son, an accounting major, has an internship with a prestigious Boston firm this summer.

The experience reinforced Carol Sites' belief that expensive colleges aren't necessarily worth the money. She says spending more would not have been worth it for her son at U-Mass.

SITES: He is so pleased that he is going to graduate as an accountant with no loans whatsoever. And he can go out and get a very good job and start life without any kind of debt. And to me, that's a gift.

TRIPOLI: Most college students graduating these days do pile up some debt, but it doesn't have to be six figures worth. There are several ways to lighten the burden. First, save and don't worry about whether savings might cost you financial aid down the road, but you might think twice about putting savings in your child's name as Carol Sites did.

Nineteen states, including Texas, California, Florida, Michigan and Massachusetts, offer either special tax breaks for college savings or plans that

allow families to lock in costs by purchasing what's known as tuition certificates.

Second, don't assume you don't qualify for financial aid. It's not all based on need. Third, evaluate value — is a \$30,000 a year school really worth three times what many other colleges charge? Carol Sites says her family's search for good educational value is influencing her daughter's upcoming decision.

SITES: What we're trying to do with my daughter is not to focus on where she's going to school, but what she's going to study. And she's getting a lot of pleasure out of going through the catalog and looking at courses and thinking about what she wants to do with her life.

TRIPOLI: There are other ways to cut costs. Jim Slattery (ph) of Sallie Mae says many students are starting off in much cheaper community colleges before finishing at four-year schools. The savings can be dramatic.

No one knows whether college costs will keep outpacing inflation. Congress has appointed a special commission to study the issue, and some schools appear to be responding to pressure to curb their prices. On the Internet, you can calculate the future cost of college on many webpages. On several, Sallie Mae's for example, college price inflation is estimated at 6 or 6.5 percent — about twice the overall inflation rate.

For now, that may be the most prudent planning assumption for families, too.

For NPR News, I'm Steve Tripoli, in Boston.

■

TRADE

9. Education Daily

May 20, 1998

Troubled Baltimore School Rebounds With Career Focus

by Jonathan Fox

Four years ago, Baltimore's Patterson High School —located in the city's hardscrabble southeastern portion —had a reputation for utter chaos.

Students roamed the halls during classes, fighting openly, smoking marijuana in stairwells and setting signs on fire. Food fights ravaged the cafeteria and teachers often were verbally abused

and pushed in hallways. The school had the worst attendance rate in the district, and more than 80 percent of ninth-graders failed to get promoted to 10th grade.

But after a 1995 overhaul split the school into five separate, but close-knit, career academies, it soon metamorphosed into one of Baltimore's best, a national model for how to get a large inner-city

school back on track.

With the help of university researchers, a new administration also added a more challenging college preparatory curriculum, block scheduling and an after-hours alternative school.

A Road Not Taken

Surprisingly, school officials point out, Patterson made its improvements without turning to two common

measures: expelling large numbers of troublemakers and spending big bucks on security measures.

Now, "kids have a sense of belonging," said principal Kevin Harahan, who observed Patterson's transformation while principal of a nearby middle school. "One of the problems of large urban high schools is that kids become anonymous."

Patterson's turnaround is the fruit of an extraordinarily strong partnership between secondary school educators and university professors.

A new administration that came to Patterson in 1994 had a state mandate to get the troubled school in order, but wasn't sure how to go about it. Parents and state officials already had rejected plans to hire a private foundation to manage the school, as well as a proposed staffing shuffle dismissed as too vague.

Administrators eventually adopted a plan that fit the rough outlines of Patterson's current system, and found they shared a vision with researchers from the newly established Center for Research on the Education of Students Placed At Risk (CRESPAR), a federally funded center that teams Johns Hopkins and Howard University researchers.

Both parties sought to challenge all children by breaking them out of a rigid tracking system, a process critics say often pushes poor and minority students into the educational equivalent of a dead letter office.

A Testing Ground For Reform

So then-principal Bonnie Ericksen struck a partnership in which CRESPAR

Last year, 68 percent of Patterson graduates met University of Maryland (UM) course requirements, placing the school 8 percentage points above the state average. And with 196 graduates meeting UM requirements, Patterson leads the city's nine nonselective high schools in number of students ready for college.

The career-focused academies also help provide a valuable sense of community and ownership, McPartland said. Conversely, he said, teachers in the upper-grade academies work harder and develop closer ties to students because of shared interests.

Call It A Comeback

Since the academies were established in 1995, improved indicators of attendance, promotion and achievement show Patterson has climbed out of an educational abyss.

But the most noticeable change is one in tone: Disorder has been replaced with

provided technical assistance, professional development and evaluation to Patterson. In return, Patterson became a field laboratory for the researchers to try out a school restructuring model they hope will catch on nationwide.

After a crucial year of planning, Patterson administrators, with the support of district and state officials, installed CRESPAR's Talent Development concept, which three years ago split the school into five academies and a night school.

To create a close-knit community and ameliorate the alienation of a typical large urban school, each academy (now six in all) would have its own entrances, classrooms, labs, teachers and principal (former vice principals under the old system).

The cost for the switch was about \$50,000, money that mostly went toward redesigning the school's physical plant for the separate academies. The state chipped in funds for computer labs and phones in classrooms to replace an aging P.A. system.

The first academy is the "Ninth Grade Success Academy," which enrolls all ninth-graders and aims to get students acclimated to high school.

"Attendance [is] a key ninth-grade goal," said James McPartland, a Johns Hopkins researcher. While raising attendance may not sound ambitious, it makes sense: In 1993, Patterson's daily attendance was a dismal 69 percent.

Since the ninth-grade class at Patterson is much larger than those at the higher grade levels, students are divided discipline, and morale has shot way up.

For example, while 67 percent of teachers complained of a "lack of student interest in learning" before the changes took hold, only 21 percent of teachers complained of the same problem after the reforms were in place.

Baltimore officials have been so impressed by Patterson's transformation that they are strongly considering the academy system for all of the city's nonselective high schools. Other schools weighing the model are in Philadelphia, Boston, and Waukegan, Ill. McPartland notes that educators may be able to tap \$150 million in federal comprehensive reform funds to switch to academy systems (ED, March 17).

Teachers and administrators still think the school has definite room for improvement, a point that all parties concede. Parent participation still lags, teachers complain.

Between classes, hallways in the

into five interdisciplinary teams of about 150 to 180 students each.

The small size allows teachers to develop close personal ties with students; in fact, it's part of the job. Absent students get phone calls from their teachers, not front or central office staff.

During the ninth grade, students must choose a career path to follow from 10th to 12th grade when they select one of five career academies, which include arts and humanities; business and finance; environmental sciences and aquatic studies; sports studies and health/wellness; and transportation and engineering technology.

School officials provide guidance sessions and presentations to help students make choices; once students choose, they are rarely allowed to switch. Students almost always get their first choice, McPartland said, and never less than their second choice.

At the academies, students take core academic courses, but also take electives that fit their interests and career goals. The arts and humanities academy, for example, offers a four-course sequence in computer illustration and graphics, and the transportation academy offers a five-course program in automotive technology that can lead to state certification.

Skills For the Real World

Meanwhile, school officials have worked hard to give all students high expectations and bring higher-level courses to the school. Overall, their efforts seem to be paying off.

ninth-grade academy are palpably louder and more rough-and-tumble than in the career academies.

Some teachers need help changing their styles for 90-minute classes with the school's new block schedule. Others need more training in how to integrate computers into their teaching.

But most staff members say the academy system is a great foundation, and they say the sense of hopelessness that often plagues inner-city schools has been replaced with optimism.

"I equate it to building a house," Principal Harahan said. "The frame is up. Now, we need to put in the wiring, the drywall, the plumbing."

For more information about the Talent Development High School Program, contact James McPartland, CRESPAR, Johns Hopkins University, 3003 N. Charles St., Suite 200, Baltimore, MD 21216, (410)516-8800.

Patterson High School: Just The Stats

Since officials at Baltimore's Patterson High School started from scratch three years ago to rebuild their troubled school, indicators in nearly every category of school measurement have risen. For example:

* Attendance has gone up by 10 percentage points since the 1993 school year, to nearly 79 percent, while overall

attendance in Baltimore has sunk nearly three points, to 73 percent;

* Promotion has jumped ahead. While freshmen outnumbered seniors in 1994 by nearly 5 to 1 (1,051 freshmen to 216 seniors), this year junior and senior enrollments (874) are close to the number of freshmen (792); and

* Achievement is rising. After years of

rock-bottom math scores on Maryland State Functional Exams, the number of ninth-graders passing state math tests jumped from 28 percent to 56 percent. Now, Patterson has the highest pass rate in math in the city. Writing scores also have improved, jumping from a 44 percent pass rate in 1995 to 57 percent in 1997. — Jonathan Fox■

10. Education Week

May 20, 1998

Officials Call Gun Report Proof of Crackdown

By Jessica Portner

Federal education officials say a report showing that 6,093 students were expelled last school year for bringing firearms to campus provides proof that schools are cracking down on such offenses.

But school safety experts —and the report itself —say the number of expulsions in the nation's schools is likely higher than the figure reported in the U.S. Department of Education survey.

The department's state-by-state survey is the first tally of expulsions since Congress passed the Gun Free Schools Act in 1994. The act requires states, as a condition of receiving federal elementary and secondary education funding, to put in place laws under which students who bring guns to school are expelled for at least one year. All states are currently in

Under the federal mandate, individual districts were allowed to modify the one-year-expulsion requirement on a case-by-case basis. And administrators nationwide took advantage of that flexibility. Though students who brought weapons to campus were shown the schoolhouse door, one-third of them were allowed to return in less than a year, the report says.

Many of the students who were expelled had no other place to go for their schooling. The survey found that only 56 percent of students expelled under the law were referred to alternative placements.

The report notes that many states have too few alternative schools to

compliance.

"This report is a clear indication that our nation's public schools are cracking down on students who bring guns to school," U.S. Secretary of Education Richard W. Riley said in a statement following the report's release May 8. "We need to do everything possible to keep our children safe."

Across the country, the report found that a majority —58 percent —of weapons-related expulsions in the 1996-97 school year were for bringing handguns to school.

Seven percent of the expulsions involved rifles, and 35 percent were for carrying another type of firearm, such as a bomb, hand grenade, or starter pistol.

The majority of expulsions, about 56 percent, were in high schools. Junior high schools accounted for roughly 34 percent of expulsions, and the remainder accommodate the number of expelled students.

Many educators who applaud the federal mandatory-expulsion policy argue that expelled students ought to have an alternative place to go to continue their educations.

"In school district budgets, there's a feeling that alternative programs are an extra. They are anything but," said Celia Lose, a spokeswoman for the American Federation of Teachers.

"Students whose behavior precludes them from being in a regular class would be better served in a alternative classroom than out of school altogether," Ms. Lose said.

Underreporting?

occurred in elementary schools.

The department had no comparative data to show whether the number of weapons-related expulsions had increased from previous years.

State Comparisons

Rates of expulsions for weapons possession varied widely from state to state. But several states provided incomplete data, and definitions of weapons changed depending on the state. Those factors make comparisons among the states difficult, the report says.

Colorado showed the highest rate, 6.5 expulsions per 1,000 students, while three states —Hawaii, Oklahoma, and Wyoming —reported no expulsions. Other states reporting low expulsion rates include Connecticut, Minnesota, Mississippi, and North Dakota.

Because of differences in state laws and reporting techniques, the number of expulsions for weapons possession is likely to be greater than the department's statistics show, the report acknowledges.

Ronald D. Stephens, the executive director of the National School Safety Center in Westlake Village, Calif., said the figures may also be low because many crimes are underreported at schools.

"One of the real questions in a report like this is 'How reflective is it of reality?'" Mr. Stephens said last week. "We still have a number of districts that are reluctant to report crimes because it makes them look bad."■

11. Education Daily

May 20, 1998

Student Opposed To Religious Chorus Appeals To High

Court

by Rebecca S. Weiner

A Jewish student opposed to the religious content in her high school choir's musical selections and venues is appealing a lower court's decision that supported her school to the U.S. Supreme Court.

Lawyers for the former high school student Rachel Bauchman say the U.S. 10th Circuit Court of Appeals set an unrealistic standard for proving violations of the Establishment Clause, which prohibits the federal government from establishing a religion.

Bauchman's appeal — in *Bauchman v. West High School* (97-1764) — claims that "short of a statement at the time by the [teacher] that 'my purpose is to promote religion' virtually no

allegation will suffice."

A divided 10th Circuit ruled last year that Bauchman's high school choir director did not violate her religious freedom by selecting mostly Christian songs and venues (ED, Dec. 29, 1997).

Bauchman was a sophomore in the Salt Lake City school district when she enrolled in Richard Torgerson's choir class. Her suit said Torgerson, a Mormon, required the choir to sing primarily Christian music; selected religious sites for performances and ostracized her for disagreeing with its "religious advocacy."

The 10th Circuit judges also said the selection of religious songs were "religiously neutral educational choices" and the First Amendment doesn't give

individuals the right to dictate a school's curriculum.

A U.S. district court denied her request in 1995 for an emergency order to stop the West High School choir from singing two Christian songs at graduation. Bauchman attended a private school for her senior year.

Bauchman's appeal says that the Supreme Court has never addressed the standard of evidence needed in Establishment Clause cases. Her lawyers argue that a clearer federal standard is needed.

"The consequences of the [10th Circuit] decision are especially severe for religious minorities who are most frequently Establishment Clause plaintiffs," the brief says. ■

12. Education Week

May 20, 1998

One School at a Time, Pa. Company Is Dominating the For-Profit Market

By Mark Walsh
Media, Pa.

The business plan is simple: Build a network of private preschools and elementary schools. Keep tuition below what more elite private schools charge, thus staying affordable for middle-class families. But offer solid academics, loads

Nobel owns 132 schools — 100 preschools and 32 elementary and middle schools, many with names that have an old-money ring, like Merryhill Country Day School and Chesterbrook Academy. They are sprouting in outlying, fast-growing suburban areas such as Loudoun County, Va., outside Washington; West Goshen, Pa., near Philadelphia; and Naperville, Ill., outside Chicago.

"What we're trying to build is a seamless education from two years of age to about 12 years," A.J. "Jack" Clegg, Nobel's chairman and chief executive officer, said during a recent interview at the company's headquarters.

Profit and Loss

While there has been a conspicuous absence of actual profit in the nascent industry of private, for-profit providers of precollegiate education, Nobel has shown black ink on its ledger — most of the time.

Wall Street, which is paying increasing attention to the for-profit education business, has taken notice.

of after-school activities, and potential models for the public schools.

That may sound vaguely like the original proposal for the Edison Project. But media entrepreneur Christopher Whittle and his team years ago dropped their idea of building a chain of private schools in favor of operating public

"While some patience may be required, we believe that Nobel provides an excellent vehicle for investors to participate in the growth of for-profit firms in both the child-care and school markets," said a January report on the company from Furman Selz LLC, a New York City investment firm.

Leslie A. Nelkin, an analyst who follows the publicly traded company for Furman Selz, said last week that Nobel has a strong long-term growth strategy.

"I think their model of integrating child care and elementary education is a wise one," Mr. Nelkin said.

Some major investors apparently agree. In late January, Knowledge Universe LLC bought a 16 percent stake in Nobel. Knowledge Universe is a Burlingame, Calif.-based investment firm principally owned by former Wall Street junk-bond financier Michael R. Milken and Lawrence J. Ellison, the chairman of Oracle Corp.

Mr. Nelkin said Knowledge Universe's investment in Nobel "is a recognition of the value of the firm."

schools under contracts or charters from districts and states.

No, this plan belongs to Nobel Education Dynamics Inc., a company based in this Philadelphia suburb that has quietly become the largest for-profit operator of private elementary schools in the country.

Knowledge Universe has told the federal Securities and Exchange Commission that it may be interested in eventually acquiring a majority stake in Nobel. The company's executives could not be reached for comment.

Mr. Clegg said Nobel has had discussions with Knowledge Universe.

"I don't fear Knowledge Universe as long as they agree with our mission," he said.

For now, Nobel is the only major corporate player in running private schools for profit. Most other for-profit schools are one- or two-school operations owned by small proprietors.

But some other companies are beginning to recognize that there is a market. Mr. Clegg said he is keeping an eye on ARAMARK Educational Resources Inc., a Golden, Colo.-based child-care chain that is expanding into private elementary schools.

National Standards

For many educators who are accustomed to trying to raise test scores instead of earnings-per-share, the

for-profit approach to schools raises unsettling questions.

"One assumes that for [for-profit schools], profit is the bottom line. Therefore, some educational decisions could be driven by that bottom line," said Selby Holmberg, a vice president of the Washington-based National Association of Independent Schools, whose membership includes many of the country's most selective private schools.

Ms. Holmberg stressed that she was not familiar with Nobel's operations and that her concerns were general ones about for-profit schools. The association has at times considered allowing for-profit schools to join as members, but it ultimately reaffirmed its requirement of nonprofit status.

Nobel seems well aware of such concerns and has hired a national advisory board for educational matters. The company also has a chief education officer, Barbara Presseisen, who reports directly to Mr. Clegg.

"We have a consistent curriculum plan with national standards and benchmarks," said Ms. Presseisen, who spent 23 years with Philadelphia-based Research for Better Schools, a former education research laboratory. "We dovetail with state requirements, or we tend to be ahead of state requirements."

"Our preschool is curriculum-based, too," she added.

In fact, Nobel has its roots in the West. Some 60 miles away from Nobel's headquarters, at the Chesterbrook Academy in Manalapan, N.J., students wearing forest-green uniforms were playing dodgeball and working on science experiments one day earlier this month.

Two years ago, Nobel bought what was one of two campuses of the private Ranney School. The central New Jersey location is set amid horse farms and rural roads, but some residents commute daily to Philadelphia or New York City.

"They spruced up the classrooms, air-conditioned the building, and added cubbyholes for the students," said Gerri Kromann, who stayed on as principal to the satisfaction of the school's parents.

Enrollment has nearly quadrupled, from 30, when Nobel bought it, to 108, and ground will soon be broken for a new building that will have a big library-media center.

An "advanced" kindergarten class learns the basics of charting bar graphs, while students in the computer lab use CD-ROM encyclopedias and graphics software to produce reports.

child-care business. The company was founded in 1984 as Rocking Horse Child Care Centers of America Inc., a national chain that had foundered by the early 1990s. Mr. Clegg, 57, a New Jersey-born engineer who had earned a reputation as a corporate-turnaround artist, was brought in by the firm's investors in 1992.

He sold unprofitable properties and changed the corporate name to one that evoked the Nobel prizes. (The company is considering altering its name to Nobel Learning Communities Inc.)

Mr. Clegg was impressed by the performance of the Merryhill Schools, a private California chain of schools that Nobel had acquired. The schools went beyond prekindergarten into the elementary grades, which Mr. Clegg thought was the right direction for the whole company.

From there, Nobel began snapping up small, mom-and-pop proprietary preschools and elementary schools, while also drawing up plans to build some of its own. Its strategy calls for clustering several preschools around a Nobel elementary school, so parents who are pleased with the program their young children receive can stay with Nobel through 8th grade.

The national average elementary tuition in Nobel schools is about \$5,500, more than the typical tuition in Roman Catholic elementary schools, but more

Gail Murray, the mother of a 2nd grade boy at Chesterbrook, said she and her husband settled in Monmouth County in part because of the strong reputation of the public schools. But after enrolling their son in the Ranney School's preschool program, they decided to keep him there once Nobel took over.

"I saw that they started making improvements immediately," she said. She added that she "could care less" about the corporate, for-profit ownership of the school as long as it measures up academically.

Principal Kromann admits that she had some qualms about her school being run by a national corporation.

"My picture was that I would be calling a central warehouse for books," she said. "But that's not the way it's been."

Mr. Clegg said that Nobel is currently using 26 different names on its schools, and that it prefers to keep the existing name when it buys a school. (That wasn't possible at the Manalapan school because there was another branch of the Ranney School.)

affordable than the median 3rd grade tuition for member schools in the NAIS, which is \$8,885 this year.

"We're trying to bring the private school alternative down to middle-income families," Mr. Clegg said. "We'll take anybody who can afford it."

Nobel schools do not administer admissions tests. Teachers are all state-certified, but they don't have tenure, and they are paid well below what most public school teachers get. The average starting salary is about \$25,000.

Nobel further holds costs down by keeping administrative staffs to a minimum. A cluster of local schools may share a maintenance worker or a music teacher.

Ms. Presseisen said Nobel's curriculum emphasizes a challenging dose of core subjects, along with music, art, physical education, and computers. Spanish instruction begins in kindergarten. Reading instruction stresses phonics, but includes whole-language methods, too.

"Parents come to us because they want a good, solid education for their children without a lot of twists and turns," she said.

When the company acquires a school, it introduces its curriculum and other systems gradually, but it does like to have a consistent program, Ms. Presseisen said.

New Jersey Campus

Most new schools in the West, though, are called Merryhill, and most new schools in the East and Midwest bear the Chesterbrook name.

But Mr. Clegg stressed that Nobel is not out to promote a single national brand name, which he believes smacks too much of franchising or fast food.

"This is not like a weight-loss center," Mr. Clegg said. "These are children."

Growth Plans

Nobel hit some bumps in 1997, losing \$844,000 on revenues of \$81 million.

"Last year we stumbled," Mr. Clegg said.

The company said it would have been in the black, with \$1.6 million in net income, except for some one-time restructuring charges it decided to take in large part due to the poor performance of nine schools it owns in the Indianapolis area. Nobel is now planning to sell some or all of those schools.

Another problem area last year was California, where some teachers at its Merryhill schools bolted for public school jobs when districts went on a hiring spree as part of a state initiative to

reduce teacher-pupil ratios. Some parents and students followed the teachers out of Nobel's schools back to the public schools, which affected revenues, the company says.

Mr. Clegg said Nobel is on target to have revenues of \$100 million this year. In its first fiscal quarter, which ended March 31, Nobel had a net income of \$618,000 on revenue of \$24 million.

Some analysts have taken a cautious view of the company's stock.

"We went to a hold at the end of last year," said Brent Garcia, an analyst who follows Nobel for Salomon Smith Barney in New York City. "We've been very conservative."

Mr. Clegg outlined the company's short-term and long-term future.

This year, Nobel expects to grow to more than 140 total schools. It has a new cluster of schools set to open in the booming Las Vegas area, and it is looking for future growth in its 13 current states of operation as well as in Arizona, Colorado, Georgia, Idaho, New Mexico,

Texas, and Wisconsin, Mr. Clegg said.

Nobel plans to step cautiously into the charter school arena. It is pursuing a single charter to run a school in Pennsylvania, Mr. Clegg said.

He adds that Nobel may not be content to operate in upper-middle-class suburban areas. Several years ago, he met with executives of the New York City-based Edison Project, suggesting that he had school buildings that might fit into that company's plans.

"But nothing came of it," he said. "I think what they are doing is admirable. But I just don't get a feeling they will ever make a profit."

A couple of years ago, Mr. Clegg said, he wrote to Mayor Edward Rendell of Philadelphia, suggesting he could get corporate backing for an experimental, tuition-free Nobel school in the inner city. He said he never received a response.

Mr. Clegg points out that a voucher system could make Nobel schools viable in low- to middle-income city

neighborhoods. But that prospect seems far off at best.

The future, Mr. Clegg and education-industry analysts say, likely will involve more for-profit private schools at all grade levels.

For example, ARAMARK Educational Resources Inc., which owns the Children's World child-care chain, has just begun to build a private school division using the name Meritor Academy.

And CorporateFamily Solutions Inc., a Nashville, Tenn.-based child-care company that is merging with Bright Horizons Inc., has discussed expanding its corporate-site day-care centers to include elementary grades.

"We think there is a tremendous potential for the private sector to expand its presence in the elementary school market," Mr. Garcia of Salomon Smith Barney said. "The elementary market certainly has room left for private competitors."■

13. Education Daily

May 20, 1998

Senate Delay On HEA Puts Rate Change On Hold

by Eli J. Lake

The Senate won't take up its Higher Education Act (HEA) bill until next month at the soonest, leaving the interest rate for student loans in limbo as many campuses issue their student aid awards.

If President Clinton does not sign new HEA legislation by June 30, a provision in the 1993 Student Loan Reform Act will tie the interest rates to 10-year Treasury notes.

Lenders say this formula over the long term would drive most banks out of the student loan business.

But the **Education Department** says it is obligated to use the new interest rate formula and begin printing promissory notes with this rate for Direct Student Loan (DSL) schools if Congress doesn't preempt the change through legislation before June 1.

Even though the House and Senate HEA bills block the July 1 interest rate change from taking effect, ED still is required under law to publish that interest rate by June 1 if no other interest rate is signed into law.

Student loan interest rates currently are based on the 91-day T-bill, plus 2.5 percent for the in-school period. Once a borrower graduates, the rate is based on

the 91-day T-bill, plus 3.1 percent.

Lenders have argued that the move to the 10-year T-note under the 1993 law will make the loans too expensive for them to offer.

Since there isn't a large financial market using the T-note, lenders said it will be harder for them to raise money to make student loans and find investors to take long-term risks (ED, Dec. 17, 1997).

The House May 6 passed its HEA proposal, H.R. 6, in a 414-4 vote. The bill would cancel the scheduled interest rate change, instead lowering student interest rates by 0.8 percent from the current formula (ED, May 8).

In a May 14 letter to Senate members, the American Council on Education (ACE) and the National Association of Student Financial Aid Administrators (NASFAA) wrote that "the entire student financial aid delivery system depends on rapid passage of S. 1882," the Senate's HEA bill.

That letter capped off a week of cooperation between university groups and banks lobbying the Senate to pass its HEA proposal before Memorial Day recess begins Friday.

An Uncertain Interest Rate

As HEA languishes in the Senate,

financial aid offices already have started awarding their student aid packages as they do every year in the spring for the upcoming fall semester. But unlike most years, financial aid officers can't tell the students how much interest they will be paying on their student loans.

Dwight Hosey, financial aid director for Millersville University in Pennsylvania, said "when parents ask us what the interest rate on their child's loan will be, we just tell them to stay tuned."

More confusion over the interest rate surely will surface after ED publishes its quarterly interest rate for student loans June 1. **David Longanecker**, ED's assistant secretary for postsecondary education, said the publication of the interest rate scheduled in current law may "be cause for confusion."

Longanecker is particularly concerned that smaller FEL lenders may not understand that the interest rate the department publishes June 1 likely will change on passage of HEA.

When ED publishes the new interest rate June 1, Longanecker said it also is required to publish the 10-year T-note formula on its promissory notes for the DSL program. This leaves open a strong possibility that the promissory notes for

the DSL program will contain an inaccurate interest rate when and if the president signs HEA into law.

Longanecker hopes fine print about "applicable interest rates" will let schools

and ED assign the HEA interest rate on loans for students that sign June 1 promissory notes.

The Senate is not expected to consider S. 1882 before June 5. Senate sources say

Majority Leader Trent Lott is considering attaching the interest rate portion of the HEA bill to a tax reform bill now pending before House-Senate negotiators. ■

14. Education Daily

May 20, 1998

ED: Nix 'Career Major' Phrase In School-To-Work Programs

by Matthew Dembicki

A new **Education Department** report says its use of the term "career major" when describing the mission of the national school-to-work effort may have been a major mistake, and the term should be dropped.

"In hindsight, a substantial miscue occurred in some of the [1994 School-to-Work Opportunities Act]

The school-to-work law, meanwhile, is set to expire in 2001, although ED

wording," says a new ED report. "Specifically, the clause that states a career major is to 'prepare [students] for a first job' can, at best, be viewed as a misnomer."

ED says the term has been "problematic" because it conjures the notion that high school students would be expected to make career decisions too early. Family-advocate groups have hopes states will fund and carry on the programs.

charged that school-to-work programs aim to train students for low-paying, dead-end jobs.

ED suggests using the term "occupational or industrial cluster" to convey a broader array of potential careers.

15. Education Week

May 20, 1998

In Age of Accountability, Principals Feel the Heat

By Bess Keller
Ewing, N.J.

In so many words, people told Laurence Fieber: You don't want to go work with poor kids on the fringe of a distressed city. You don't want to be principal there.

But he took the job at Parkway Elementary School anyway, just over the line that divides the city of Trenton, N.J., from suburban Ewing Township. And in a sense, the meeting he recently called here with the school's 2nd grade is about that choice and about the extra pressures that stem from it in the age of accountability.

"There's something I need to talk to you about," the principal says, raising his voice just enough to reach the back row of cross-legged, bright-eyed youngsters. "You've done such a good job, and you've had fun in 2nd grade," he continues, building to his theme that next week is special. "Next week we have the CAT tests."

He reassures the children that "there's nothing to be afraid of because you are ready. If you do your best job, I'm proud of you." But truth to tell, that may not be enough, given all that rides on test scores these days in New Jersey and elsewhere.

Repercussions Loom

For the 48-year-old Mr. Fieber, as for principals around the country, bad news from a state or district system that rewards some schools and punishes others would hit hard. In North Carolina, 15 principals of struggling schools were threatened with suspension last year. In Cincinnati, principals' pay is linked to school results. In Kentucky, educators stand to gain financially when students do well on state tests, but face close scrutiny if they do not.

And almost everywhere, states and districts are demanding scores and statistics that can be used to judge schools —while politicians, the news media, and interest groups eagerly take on the judging. If damage results, principals say, they are left to heal their staffs, their communities, and their own egos.

"There's increased pressure, there's no doubt about it," said John Lammel, who heads the high school program at the National Association of Secondary School Principals. And no one argues that all of it is productive.

'Uphill Battle'

Still, many principals are reluctant to criticize the accountability plans that have swept through district offices and state legislatures. To do so makes them

look like whiners or dinosaurs.

"Don't portray me as crying about this," said E. Don Brown, the principal of L.D. Bell High School in Hurst, Texas. "I honestly believe it will make all of us better," he added, referring to the system in his state, where minority children especially appear to be making achievement gains.

With prodding, though Mr. Brown will tell you about a raw deal for a colleague. In one case he knows of, the performance of 50 Hispanic 8th graders on the state math test —and that alone —marked a middle school with hundreds of students as "low performing."

"It was very stressful for him and his faculty, and I think the moniker put on that school was unfair," Mr. Brown recalled. "But I also believe that entire school is better today because of their struggle."

In his own case, Mr. Brown chafes a bit under the widespread and what he considers unsophisticated reporting of test scores. He believes the scores have left the impression that public education is failing and have helped engender mistrust, an attitude he battles everyday in his job.

Many parents who visit the school "honestly believe we are going to take advantage of them or their children," Mr. Brown said. "They invariably leave with a positive attitude, but it's an uphill battle."

Waivers Questioned

Administrators from a dozen districts, interviewed in recent weeks, echoed Mr. Brown's double-edged view of accountability.

In February of last year, Danny L. Smith, the principal of Muskegon Heights Middle School in western Michigan, unexpectedly found himself the target of Gov. John Engler's ire.

In visits and phone calls, Mr. Smith and his staff had suggested to parents of students with severe attendance or Principals in Connecticut and New York elementary schools have been taken off the job because of alleged test-tampering at their schools. A six-month investigation last year of the testing program in New Orleans elementary schools by The Times-Picayune newspaper uncovered "an array of questionable practices," many apparently initiated by the principal. Testing experts questioned the wide swings that many schools showed.

Too Narrowly Focused?

Most principals doubtless resist pressures to cheat, but in unguarded moments they worry that the new accountability systems, justified as safeguarding children, could harm them by narrowly focusing on academic achievement in the form of test scores.

"Test scores are not necessarily an accurate reflection of all the jobs schools need to do in this day and age," said Richard Pratt, the principal of Washington Elementary School in Pendleton, Ore. Almost three out of four children in his school are eligible for government-subsidized lunches, and 31 percent are American Indians. "In some schools, we are increasingly spending time dealing with social and emotional issues."

JoAnn Bartoletti, a former high school principal who is now the executive director of the New Jersey Principals and Superintendents Association, notes that another version of the same demand exists in well-heeled communities, where parents want extra-curricular activities galore. "You have community demands that you do things with kids and for kids that don't always translate into test scores."

Privately, principals say that reality is one that is too often ignored.

reading problems that they exempt their children from the annual state tests. The state expected some waivers for special education students, but about 30 Muskegon Heights parents whose children had no specific handicaps also pulled their children from the exam.

Overall, about 70 of the district's 180 7th graders ended up not taking the tests.

The governor called the action "outrageous manipulation," implying that the principal was trying to pad the scores by testing only the best students.

A surprised Mr. Smith shot back that he saw little purpose in giving a test to students who were bound to fail it, and that his good students suffer from a reputation his school has only recently begun to live down. That view hasn't Policymakers, on the other hand, argue that it is just such a confusion of purposes that accountability systems try to penetrate.

Question of Fairness

Meanwhile, the only approach that guarantees success is to do it all. "What we expect of principals is not realistic — all of the old things heaped on top of driving school reform and increased expectations for students," lamented Alfred Meunier, Mr. Pratt's superintendent in Pendleton. "We haven't got in place the kind of support system needed for these changes."

Support systems or no, the principals interviewed overwhelmingly endorse the idea that schools should be held accountable for students' learning. The problems, they say, come in devising a system that will fairly, or at least not unwisely, measure that performance.

"A reality of American life is that the have-nots have a harder road to pave than the haves," said Mr. Fieber, Parkway Elementary's principal. One implication, he and others point out, is that schools educating large proportions of poor or minority children face a harder job, too.

Last week, his school's 4th graders took New Jersey's new "elementary school proficiency" test.

The proficiency-test results, like scores on the California Achievement Test that the school's 2nd, 3rd, and 5th graders took last month, will be available to district officials and to the public. But in 1999, unlike the CAT results, those from the New Jersey test will also appear on the state-mandated school report card and could lead to state takeovers of schools that do badly.

Not that the hard-driving Mr. Fieber fears a takeover at Parkway. But he has poured four years of his life into the

changed, he said recently: "I totally agree with accountability, but I draw the line when it hurts kids."

Mr. Smith added that the students who took the test last year had been in his school, which enrolls 7th and 8th graders, only a short time. "To get the blame for their failure wasn't ethical to me," he said.

Whether or not Mr. Smith's actions should be condemned as undercutting the Michigan test, this much is certain: He was open.

Other incidents from around the country suggest that the pressures are such that for every instance of honest disagreement over the rules, there are others that involve covert corner-cutting and out-and-out cheating.

school, rebuilding its reputation after a long, slow slide and betting that his 490 students — a quarter of whom are poor and a just over a third of whom are black — can do well.

He and other principals say that many accountability systems don't seem to recognize such factors.

"We buy into the concept of accountability ... but just to have it based on performance without taking into account demographics doesn't seem right," said Associate Superintendent Scott Kuffel of the East Peoria Elementary School District in Illinois.

"Not all students are going to achieve at the same time," added Mr. Smith of Muskegon Heights Middle School. "These kids have things happening to them that make my hair turn gray, but I don't think the public understands that."

Morale Problems

Even accountability systems focused on improvement rather than raw performance can seem capricious.

Ask Steve Frommeyer, the principal of Eminence Middle School in Eminence, Ky., northeast of Louisville. His 170-student school went from the top of Kentucky's reward scale to the designation "in crisis" over a four-year period.

The small size of each grade in his school was the killer, Mr. Frommeyer said, allowing the performance of three or four students to make a big difference in the overall scores. And the school's success in the first year of testing meant that in later years the goals were set especially high.

"It was very difficult to keep the morale of the staff from bottoming out," the principal said recently. "People were feeling so pressured to produce for their own benefit, to keep themselves out of

trouble, they forgot the bigger picture."

The staff began to pull together again by going to see the movie "Mr. Holland's Opus," which not coincidentally portrays the contributions of an underappreciated music teacher. Mr. Frommeyer said he kept up his daily jogging and never got too busy to play basketball with the

students.

In the end, he said, the staff got through the fall from grace and the constant evaluation cycles by reaffirming their own mission.

But not everybody in Kentucky has been willing to take the pressure, the principal added.

"I've watched my principal colleagues disappear from the ranks," Mr. Frommeyer said. "No one wants to blame it on accountability, but from my perspective as a practicing principal, many of them made it clear they weren't going to put up with unreasonable demands long term." ■

16. Education Week

May 20, 1998

Hands-On Learning

By David J. Hoff
Washington

It's 5 p.m. at the U.S. Department of Education. Just a few headquarters employees are lingering in the agency's long, drab corridors. But on the top floor of the six-story building, in a small conference room, school is in session. "Hi, Calvin," Mary Beth Blegen says, reaching out to shake the hand of a tall, thin, African-American teenager sauntering into her makeshift classroom. As she makes contact, Blegen trains her blue eyes directly on the student's brown ones. Calvin Howard quietly returns the greeting and finds a seat at the conference table.

It's a ritual for Blegen to welcome students individually. Today she considers the greeting especially important because Calvin and his classmates are returning from spring break.

The 54-year-old, whose blond hair and youthful enthusiasm belie her 30 years as a teacher in her rural Minnesota hometown, shakes hands with all five students who enter. She is as earnest and sincere as any resident of the fictional Lake Wobegon, Minn.

Soon the class is sitting around a table with Blegen, the 1996 National Teacher of the Year who is halfway through a two-year stint on **Secretary of Education Richard W. Riley's** staff, and Paul Schwarz, the department's principal-in-residence, who is in the middle of his two-year leave of absence from Central Park East Secondary School in New York City.

"OK, everybody," Blegen says. "Look at me."

And, so class begins at the Department of Education.

This exercise —something that is commonplace in the nation's 82,000 schools —is actually an event at the federal agency. That's because while the department that sets much of the tone for national education policy is now almost

20 years old, rarely has anybody on its payroll been an active classroom teacher in his or her spare time.

"It takes about 20 minutes to forget how hard it is to work in a school," Schwarz says in an interview shortly before a recent Thursday-afternoon class begins. "If you sit in a room and think about education all day, you begin to think: 'If we line it all up, we would get it right.' This [class] reminds me once again how hard this stuff is."

"For us, it is a chance to keep our feet grounded where they should be," Blegen says. "What it does is reinforce my role at the Department of Education, and that is to be a teacher."

Day in and day out in this headquarters building, Riley and his employees plot how the federal government can best help the nation's teachers, administrators, and students. Federal officials set guidelines, for example, that determine how states and the District of Columbia will distribute money to charter schools such as the charter-school-to-be that Blegen and Schwarz's students attend. They orchestrate support for the president's proposal to lower class sizes so more students will receive a personal greeting like the one Calvin got today. They design testing programs to gauge how well students read. They discuss the best ways to mesh education and technology.

Riley and some of his lieutenants visit schools often. But they don't do what Blegen and Schwarz do today —regularly teach a class with the same students for a semester.

The course is a seminar on the American educational system, and one of several electives offered by the nearby Maya Angelou School here in the nation's capital. It meets on Monday and Thursday afternoons in a crowded conference room down the hall from Secretary Riley's sixth-floor office suite.

The students have at least two things

in common: They all are African-American, and they all have had run-ins with the law. They attend one of the growing number of publicly funded schools designed to operate with a minimum of regulation. It's located in a block of many abandoned row houses just north of the city's Chinatown.

By contrast, both of the department instructors are white and have earned some of the highest honors in their field. They work in a federal office building across the street from some of the capital's most popular museums.

Paul Schwarz arrived at the department from Central Park East, a nationally recognized model of school reform with 450 students from the working-class neighborhoods of Harlem. He is on leave from his job as principal of the Jackie Robinson Complex, one cluster in the school for children in grades 7 through 12.

Schwarz has hair with more salt than pepper in it, which he wears parted to the side. His mustache wraps around his lips. His accent gives away his New York roots. Like Blegen, he is 54 and has worked in public schools for 30 years.

Mary Beth Blegen speaks rapidly, her words peppered with hints of the broad, flat vowels common in the upper Midwest. Schwarz jokes that she comes from "a tiny little town like 'Little House on the Prairie.'" Actually, she is from Worthington, Minn., a town of 10,000 with a plant that slaughters 1,000 hogs an hour. She taught in Worthington's secondary schools, most recently at its high school, before being named Teacher of the Year, then spent a year on the lecture circuit. She joined Riley's staff shortly after finishing her tour.

Today, Blegen and Schwarz will teach about single-sex schools and classrooms. The students will read aloud from a newspaper article, discuss it, and then — if time permits —write in their journals about it. They will conclude by reading a

Langston Hughes poem.

As soon as Blegen introduces the topic, Dallas Cooper says single-sex education will never work. The teacher asks why. Dallas says it just won't.

"I need a why," Blegen says, leaning across the table to look at him.

"I can't interact with males the way I

As two of the few teaching practitioners on Riley's staff, Blegen and Schwarz understand what happens in classrooms. Most of the secretary's staff is schooled in policymaking and politics—a world in which the educators say they aren't always comfortable.

They laugh that their colleagues speak a different language. The policymakers talk casually of "markups"—congressional committee meetings called to prepare a bill to be sent to the House or Senate for consideration—as if everybody knows what they are. They throw around obscure acronyms as if they were in the dictionary.

Blegen tells of an e-mail that used the term POTUS. She called someone into her office and asked for the definition. It stands for "president of the United States," she was told.

"When I start using POTUS, it will be time for me to go back to Minnesota," Blegen laughs.

Such technical knowledge and vocabulary are vital to succeed in Washington. But they have little relevance when it's time to pick a topic that will engage and challenge students for an hour late on a Thursday afternoon.

"Too often, a central-government agency—whether it's federal or state—is very removed from the realities of children's lives," says Theodore R. Sizer, the chairman of the Coalition of Essential Schools, a national school reform network. "The policies often miss the mark. The people who write the policies don't understand the human dimension."

Sizer provided the critical link between the **Department of Education** and the Maya Angelou School. James Forman Jr., one of the school's founders, is a Brown graduate whose undergraduate adviser pointed him to Sizer for advice on starting the school.

"I said to him: 'Run, don't walk, to the secretary's office and find Paul Schwarz,'" Sizer says.

Schwarz helped Forman and David Domenici, the school's other founder, submit their successful application, which will allow them to officially begin operating as a charter school next fall. And then he suggested that he and

can with females," he says.

"It would be chaos because girls gossip too much," Keisha Easton adds.

While the discussion may not win any debate prizes, it is a start. The exercise's purpose, Schwarz tells the class about halfway through the one-hour class period, is for students to form opinions Blegen teach a course.

These days, just about every issue under discussion in the department comes into focus when the sixth-floor conference room is transformed into a classroom.

To give a couple of examples: The would-be charter school the students attend is one of a projected 1,400 such schools that the department expects will receive a piece of \$80 million in grants to states and the District of Columbia. The students themselves are kids who have run into trouble in school and on the streets—the students whom educators will find the hardest to teach under the world-class academic standards Riley says must be set for all students.

Blegen and Schwarz are expected to advise their colleagues at the **Education Department** on how federal policies will work once they reach the school and the classroom. Without their experience with students from the Maya Angelou School, they say, they don't feel they would have as much to offer.

"I wanted to be reminded in a concrete way what school is," Schwarz says in explaining why he urged Blegen to join him in teaching the class.

As the Thursday class progresses, Schwarz is getting more than enough reminders of what it's like to be in a classroom. By the middle of the hour, Dallas is in the middle of a heated argument with Tyesha Goode over single-sex education. Blegen wants to distract them and everyone else, trying to get their attention so she can get her lesson plan back on track.

"Dallas, look at me. Tyesha, look at me," she says. "Everybody, look at me," she says, perhaps for the 12th time in the first half of the class.

Philip Russell stops her.

"You say: 'Look at me, look at me, look at me,'" says the teenager, who has short, neatly braided hair. "It's like, if we're not looking at you, we're not listening."

Blegen isn't surprised by Philip's complaint. Later, she laughs when she's reminded of the incident.

"He had told me before: 'I can hear you without looking at you,'" she

from experience, read about others' experiences, and then decide if anything they've read changed their minds.

The objective is simple. But reaching it isn't, both Schwarz and Blegen acknowledge. That's exactly why they teach the course.

remembers. "I didn't take offense at it. He was telling me what he thought."

Regardless, Blegen finishes the class period without using her favorite phrase again. (Three weeks later, she opened class by promising Philip she wouldn't say "Look at me" over the course of the next hour. She didn't.)

In most classrooms, Blegen and Schwarz wouldn't have the luxury of such a confrontation—and camaraderie—with Philip. He probably would be sitting in a room with 30 other students, getting little chance to speak on topics presented in class, let alone complain about his teachers' idiosyncrasies.

As two adults leading a class usually composed of seven teenagers, Blegen and Schwarz know their experience is unusual.

In three decades of teaching, Blegen grew used to five class periods a day, with 30 students each. At the end of the day, she feared looking over her rosters and not remembering if a particular student was in school that day.

"The greatest single thing kids need is to be heard," Blegen says. "In a classroom, what you want more than anything is an environment that's safe and comfortable and a place where they are free to take risks. If they aren't free to take risks, they aren't going to learn."

At Central Park East, the schedule is organized so students meet in small groups with an adult for an hour a day. As a principal, Schwarz led such a group in discussions on topics ranging from books to college applications. He and his students even made an overnight trip to visit a college.

"Every kid in every school in America ought to be known well by an adult," Schwarz says. "The structure we've created where people in the schools are strangers to one another creates dangerous situations where people are worried about their safety." That sets an atmosphere, he laments, "where people aren't very good learners."

While Washington cannot dictate school scheduling practices, it can inspire dialogue about them, suggest ways for schools to change, and offer them incentives to do so. The Clinton administration is doing so now, the

educators say, by promoting plans to reduce class sizes, build new classrooms, and hire new teachers. Those plans — although stalled in Congress, where members of the Republican majority question the efficacy of such spending and the appropriateness of federal

Class is over. One of Secretary Riley's young aides who assists the teachers escorts the students through the empty hallways to the building's exit. Blegen takes a deep breath and slouches forward. The class has gone OK, but something didn't click.

Still, the teachers believe they heard something significant from every student.

They're intrigued that Philip says he won't go to college. They know he's smart enough and ambitious enough to succeed there, and he has told them in the past that he wants a higher education. They wonder why he has changed his

involvement —are relevant to what is happening in American classrooms, Blegen argues.

Blegen admits that as a classroom teacher she had little interest in what the federal Education Department did. But now she is convinced it can help change tune.

They heard once again from Dallas that his life changed when he dropped out of school as a 13-year-old. They don't know why he feels he'll never achieve his original goals because he left school for a short time. Before the end of the semester, they hope he will tell them.

Tyesha acknowledged that she has high hopes for her 3-year-old daughter. Keisha had the chance to say emphatically that single-sex schools won't work.

Even Calvin —a notoriously quiet student —opened up a little. When Blegen handed out the poem to be read at

for the better what is happening in the nation's schools.

"The role I see for the department is as a place where discussions can begin," she says. "It still comes down to the student and the teacher, eye to eye."

the end of class, he told her he knew it.

But Blegen and Schwarz aren't exactly pleased.

"I want to challenge their opinions," Blegen says. "In order to do that, we have to have either more controversy or more meat. The good discussion is fine, but I'm not sure they're learning anything."

The aide returns. The students have boarded the city bus that will take them back to their school. The teachers are tired and leave for home. A janitor is sweeping the hallway.

Class will resume on Monday.■

17. Education Daily

May 20, 1998

Wilson Backs Calif. Bilingual Ban, Rejects Flexible LEP Plan

by Laureen Lazarovici

Two weeks before election day in California, the governor has backed an initiative that would eliminate bilingual education and vetoed a bill that would have allowed districts flexibility in teaching children English.

Gov. Pete Wilson, a Republican, on Monday endorsed Proposition 227, a ballot measure that would place limited-English-proficient (LEP) students in sheltered immersion programs for a maximum of one year and eliminate bilingual education almost entirely.

"Bilingual education in California has been a serious failure," Wilson said, which "keeps [LEP] students dependent upon their primary language for far too long."

But the backers of the initiative didn't welcome Wilson's endorsement, saying his support could actually energize opposition to the measure.

"It would be grossly opportunistic and deceitful if our opponents seized on Wilson's endorsement to attempt to

discredit those of us who have worked so hard" on the initiative, said Ron Unz, the author of Prop. 227.

In the past, Wilson has supported two controversial initiatives aimed at barring illegal immigrants from public schools and curtailing affirmative action in state contracting and higher education, which voters approved by wide margins.

The U.S. Supreme Court has allowed the affirmative action ban to stand, but a federal district court has prevented the state from barring illegal immigrant students from K-12 schools (ED, July 11, 1997).

Wilson Vetoes Compromise

On Monday, Wilson also vetoed a compromise bill that would have let local school districts choose their own approach to teaching LEP students English and academic subjects, but would have required them to revamp programs if they proved ineffective (ED, May 6).

Wilson said the bill would have burdened districts by forcing them to

collect data and accede to state regulations. He also said the bill would foster continued reliance on teaching students core academic subjects in their native language.

California's bilingual education law expired years ago. The state board of education recently gave local districts wide discretion over educating LEP students.

"School districts feel a bit in limbo," said a staffer for state Sen. Dede Alpert, a San Diego Democrat who wrote the ill-fated compromise.

Californians will vote on Prop. 227 on June 2.

Back in Washington, D.C., the House K-12 education policy subcommittee tomorrow is set to take up a bill that would limit LEP students to two years of bilingual education and convert federal bilingual education funding from competitive grants to formula grants (ED, May 4).■

LOCAL

18. Sacramento Bee

May 20, 1998

Local control under Prop. 227 a key issue

Some bilingual education foes dislike initiative

By Phil Garcia

Bee Deputy Capitol Bureau Chief

In endorsing Proposition 227, the June ballot measure to all but end bilingual education in California public schools, Gov. Pete Wilson said the argument that it will undermine local control "misses the point."

The governor also said Proposition 227 "was not inspired by any one person," but by "whole communities of people," including the 7,000 limited-English-proficient students of the Orange Unified School District in Orange County.

But talk to the superintendent of Orange Unified, and he'll tell you that local control is exactly the point.

"I'm a real proponent for English-only, but I'm an Unz opponent," said Robert French, superintendent of Orange Unified, referring to Proposition 227 author Ron Unz.

"What I see is a law being thrust upon schools that didn't originate out of the needs of kids at local school districts," French said in a recent interview. "It's bound for failure."

Orange County is ground zero for the anti-bilingual education movement — French's district and three others in Orange County all have won waivers from the state Board of Education to do away with traditional bilingual education programs. (In his statement, Wilson noted that the state Department of Education opposed Orange Unified's waiver request.)

Administrators in the districts have implemented their own form of instruction to teach limited English-speaking students.

But far from being ardent backers of Proposition 227, some of these bilingual education opponents say they are concerned about how the Unz measure

might affect the programs they fought so hard to put in place.

Tracy Painter, who as director of special projects for the Westminster School District oversees that district's program for English learners, said the core issue is the main provision in Proposition 227.

That provision mandates a statewide system of "sheltered English immersion" for students with limited English skills and is "not normally intended to exceed one year."

In Article I of his initiative, Unz, a Silicon Valley software entrepreneur, wrote that "young immigrant children can easily acquire full fluency in a new language, such as English, if they are heavily exposed to that language in the classroom at an early age."

And Wilson, who said bilingual education has kept students dependent on their primary language "for far too long," said studies have shown that English immersion "is the quickest and easiest way for children to learn a second language."

But Painter said research shows that "children may be conversationally proficient at the end of one year, but they are not academically proficient in English at the end of one year."

"Our concern is that if the Unz initiative limits our local decisions about how long children need primary language assistance, once again it's an issue of someone else layering control and dictating our program when we have developed a program that we have proven is successful," Painter added.

She said the program in the Westminster district "is not English immersion and not English-only."

Teachers are teamed with instructional aides and they go through eight days of training on how to develop academic

instruction that is delivered in English, but that also includes primary language assistance, Painter said.

Gloria Matta Tuchman, co-author of Proposition 227 and a candidate for state schools chief, said the initiative is about "parental empowerment. . . . English will be the language of instruction, unless parents choose otherwise."

And Rosemarie Avila, a member of the Santa Ana Unified School District board, said she supports Proposition 227 because it would be "local control at its best."

"When you have an oppressive Department of Education, like we've had, forcing compliance without (a bilingual education law in place), . . . you bring back the control of the people and let them have their will," Avila said Tuesday.

About an hour later outside the Capitol, at an immigrants-rights rally against the Unz initiative and Proposition 226, the labor union dues ballot measure, Mary Anne Foo of Garden Grove agreed with Avila that bilingual education needs fixing, but disagreed that Proposition 227 is the answer.

"You're setting them (students) up for failure. You're giving them 180 days of English instruction and then that's it," Foo said.

French, the Orange Unified schools chief, said he, too, is not sure one year of English immersion "is going to solve the needs for all students." And he fears that failure for some under the Unz measure might lead to lower achievement for all.

"It could have the effect of lowering the achievement level of the mainstream classes," French said. ". . . The teachers say the (limited English-speaking) kids can't keep up, so they're going to have to lower the standards for everybody — that's what my fear is."■

19. Philadelphia Inquirer

May 20, 1998

Emphasis on condom use called a boost to safe-sex lessons

By Lindsey Tanner

ASSOCIATED PRESS

CHICAGO — Safe-sex lessons for

children are more effective if condom use instead of abstinence is emphasized, researchers found in a study of three inner-city Philadelphia schools.

A separate finding underscored the compelling need for the grown-up subject matter: Although the youngsters' average age was just 11, 25 percent of them said they were no longer virgins.

"We have to begin earlier to give children the kind of information they need to protect themselves," said Princeton University psychologist John B. Jemmott 3d, the lead author.

The study of 659 sixth and seventh graders at three inner-city Philadelphia schools sought ways to stem the high rate of sexually transmitted diseases among black adolescents.

Among 13- to 19-year-olds with AIDS, blacks represented 57 percent and whites just 23 percent in 1996, federal statistics show, while the gonorrhea rate among 15- to 19-year-olds was about 24 times higher among blacks than whites.

The researchers in the Philadelphia study divided the youngsters into three groups, each receiving eight hours of health education. One focused on abstinence; one concentrated on condom use; and a control group addressed avoiding nonsexual diseases.

Three months later, 12.5 percent of the abstinence-group students reported having recent sex, compared with 16.6 percent among the condom group and 21.5 percent in the control group.

At six months, slightly more of the abstinence-group students were having sex than the condom-group students. By 12 months, 20 percent of the abstinence group had recent sex, compared with 16.5 percent of the condom group and 23.1 percent of the control group.

The abstinence group also reported having engaged in more unprotected sex than the condom group.

"If the goal is reduction of unprotected sexual intercourse, the safer-sex strategy may hold the most promise, particularly

with those adolescents who are already sexually experienced," the researchers wrote in today's *Journal of the American Medical Association*.

Conservative groups such as the Family Research Council have pushed the abstinence approach, and the federal government has mandated that states use \$50 million in sex-education money for abstinence-only programs.

In a JAMA editorial, Emory University psychologist Ralph DiClemente said the findings "indicate a need to reconsider the role of abstinence programs" in safe-sex education.

Researchers said they could not generalize from the Philadelphia study to other groups of young people and stressed that more study was needed.

Gracie Hsu, a Family Research Council policy analyst, said the abstinence program probably would have had more success if the class lasted longer. ■

20. St. Paul Pioneer Press

May 20, 1998

Assembly considers Milwaukee schools plan

ALISA LAPOLT

MADISON, WIS.

Milwaukee's public schools would face a state-imposed takeover unless they improve their performance by December 2000 under a proposal before the Assembly.

Assembly members met behind closed doors most of Tuesday afternoon and into the evening to discuss the bill.

"Members want to make sure that if we're spending taxpayer money in this bill, that we get the maximum bang for the buck in terms of education reform," said Steve Baas, communications director for Assembly Speaker Scott Jensen. "We

don't intend to spend money for the sake of spending money."

The bill would require the Milwaukee School Board to set goals to improve graduation, truancy and dropout rates while raising student test scores.

Schools that don't meet those goals would be taken over by community "reform councils" of parents, teachers and local leaders.

A council would have the power to:

Determine what the school should do to improve grades, attendance, graduation and truancy.

Set the school's curriculum and oversee its budget.

Stay in control of the school for four years, but if the school doesn't improve by then, the Milwaukee school board would regain control of it.

The Senate narrowly passed the bill, 17-16, on Monday, but only after removing the councils' authority to reassign teachers.

Another contentious point is whether the councils could contract with outside agencies or private schools to provide services for public schools.

The bill calls for \$5.8 million in spending for after-school, truancy prevention and summer school programs. ■

21. Baltimore Sun

May 20, 1998

Police, school target parents in truancy fight

By Alec Klein Sun Staff

In an attempt to eradicate the affliction of truancy in Southeast Baltimore, police and officials at Canton Middle School announced a plan of attack last night that they believe will get real results — punish the parents.

"I think it's good," said a mischievous 12-year-old Ashley Mayeski, stifling

giggles. The seventh-grader has missed about 19 days of school this year.

In what is believed to be the first Baltimore partnership between a school and police to fight truancy, the crackdown begins today. Police will begin knocking on residents' doors this morning if their child is not in school and has 40 or more unexplained absences this

year.

It's called a "truancy abatement program." "We want the kids to be in school," said police Lt. Carmine R. Baratta Jr. of the Southeastern District.

The program has another motive. Police have linked several truants to neighborhood crimes, including petty theft, larceny, vandalism and graffiti.

More than 100 juveniles are arrested in an average month in the Southeastern District, police say.

If children are not in school, "We're going to come after the parent," police Maj. Timothy J. Longo Sr. told a somber crowd of more than 20 parents and a dozen pupils at last night's hourlong meeting in the school library.

Under city ordinances, if parents "knowingly permit" their child to miss school, or "insufficiently control" their child's attendance, they face fines ranging from \$10 to \$100 in District Court, or up to 10 days in jail. The program at Canton Middle School, for children in sixth through eighth grades, is considering

another alternative for wayward parents — community service in school.

Nothing less than the child's future is at stake, school officials told parents.

"The issue is preventing your child from living a miserable life," said Principal Craig E. Spilman. He urged parents to mobilize against a corner store, where he said pupils buy candy and cigarettes and arrive at school late.

About two months ago, the principal approached authorities to help reduce truancy. Spilman said he had tried "everything else."

"I think it's a good idea," Michelle Jarrett said of the program. Her 12-year-old son, Fred, has missed about

17 days of school this year, in part because of injuries he suffered in a fight, she said.

Not all parents agreed, however. "This is bull," said a mother who declined to be identified.

Said another mother about her daughter's attendance record, "She didn't miss 25 days."

But the overwhelming concern of parents was how they were to know whether their child showed up at school on time — or at all.

School official Louis Williams suggested: "Stay in class with him for an entire day, and maybe, maybe, that's the beginning of it." ■

22. St. Paul Pioneer Press

May 20, 1998

Summer school looks certain for 2,000 kids

Off-season classes would be required for those who failed tests

PAUL TOSTO
STAFF WRITER

Mandatory summer school is all but certain for some 2,000 St. Paul students who failed one or both of the state's basic skills exam, though the consequences for not attending still aren't clear.

St. Paul school board members discussed requiring summer school at a meeting early Tuesday night. They made no final decisions and planned to work later in the evening on the issue. Still, board members indicated support for the measure and it appears now a question of details.

"My sense of the board is we will require it," Greg Filice, the school board's vice chairman, told parents after the meeting. Several parents and students

St. Paul estimates summer school may be required for roughly 2,600 eighth-, ninth- and 10th-graders who failed all or part of the state's new basic skills exams.

School staff Tuesday night suggested a number of possible consequences for students who didn't show up for

showed up to protest requiring summer school.

They said notices about students failing the Minnesota basic skills tests and about summer classes arrived just last weekend in the mail. Some families may have to cancel summer vacation plans, and some students may have to give up summer jobs to meet the requirements.

Filice and other board members said they'd like parents to have flexibility in how their children meet the summer school obligation. In Minneapolis, for instance, summer school is also required, but students who can show they'll be doing some kind of acceptable academic work in July and August may be exempted.

scheduled summer school, including requiring students to take an extra Saturday class next semester, notifying parents and requiring summer classes for the summer of 1999.

Steven Tusa, however, says his daughter is a good student who already

Steven and Sue Tusa, though, said the call for mandatory summer school comes too late. They said their daughter Crystal, an eighth-grader at Hazel Park Middle School Academy in St. Paul, found out last weekend that she had failed both the math and reading portions of the Minnesota basic skills tests.

The board should have taken a look at eighth-graders' results this year, then made summer school mandatory in the summer of 1999 for students who still hadn't passed, said Sue Tusa.

Crystal said students have been told they have until their senior year in high school to pass the basic skills exams. That's true, but the Legislature also has given school districts the power to require summer school.

has signed up for a summer hockey camp. Whatever happens, he said she won't be going to the district's summer classes.

"We fell like we're getting it shoved down our throats," he said. ■

23. The Arizona Republic

May 20, 1998

Whistle-blower bill is spotlighted

ASU, UA flaps put focus on worker bill

By Martin Van Der Werf
The Arizona Republic

Custodians, painters, locksmiths and other maintenance staff at Arizona State

University dormitories work in a hostile environment for uncaring, "anti-social"

supervisors, a consultant's report says.

A renowned Alzheimer's disease researcher at the University of Arizona who is fighting for her professional life has a recommendation from a review committee that she be terminated splashed in the local press despite assurances that it is a "confidential" document.

With the Legislature about to wrap up business, these two new cases are giving extra impetus to a bill that would extend protection for university employees who blow the whistle on mismanagement and illegalities.

But the bill is coming under a withering attack from state agencies and the university administrations, which are trying to persuade Gov. Jane Hull to veto the bill if it does clear the Legislature.

The consultant's report, which was requested by ASU, describes the facilities and services division of the Department of Residential Life as riven by sexual and racial discrimination, possible corruption, and recriminations against anyone who speaks out against it. It describes the workplace as "fear-driven" and "sick."

One employee, Edna Richardson, the custodial-services supervisor, has filed three lawsuits against the university, alleging, among other charges, racial discrimination and intentional infliction of emotional distress. ASU quietly settled one of the suits out of court, and the other two are pending.

"We believe a handful of anti-social individuals who have operated fiefdoms in the department for years are principally to blame," the report, written by a California consultant known as the Work Doctor, says.

"The abdication of managerial

Last week, a report in which faculty members recommended that Kay be fired was given to the Arizona Daily Star despite assurances from UA that the report would remain confidential. Kay, her attorney, and UA officials all denied leaking the report.

Sharon Kha, a UA spokeswoman, said nine copies of the report were made, and

responsibility is both the root cause and the reason for the continuing problems in (facilities and services). Senior management and senior management alone can prevent violence. If it prefers inaction, it is endangering the health and safety of ASU employees — an unethical, if not illegal practice."

Gary Namie, co-owner of the Work Doctor, described himself as an "employee advocate." He said he is called into "dysfunctional workplaces" to root out supervisors who bully their employees. He said he was paid less than \$15,000 by the state.

ASU fired the official who hired the consultant — Jody Schmit, assistant director for facilities and services at the Department of Residential Life — on May 1, the day after it received the report.

'Numerous avenues'

Nancy Neff, a spokeswoman for ASU, said she could not comment directly on the consultant's report because it involves personnel matters that are considered confidential, but issued a statement late Tuesday:

"We take employee concerns very seriously and have numerous avenues for issues resolution through the university

The university stands by its heritage of treating employees fairly and encouraging open communication within work groups. Reports such as this are usually one piece in a complicated puzzle that must be fully assembled before a conclusion can be reached."

The whistle-blower bill is likely to go before the House and Senate today MG wednesday MGfor final passage, which seems likely. Several lawmakers and sources within the administration said "as far as we have been able to trace it through the university, we don't see any evidence that it was released by someone within the university. We condemn the report's release."

Kay said her case is not just a whistle-blower complaint, but she feels as though she is being retaliated against because she questioned UA about how it

Hull is looking at vetoing the bill because of complaints by agency directors.

Sen. Russell Bowers, R-Mesa, is convinced it will be vetoed and says that would be a mistake.

"There are just little things that would help us run the agencies better," he said. "But with every complaint, it seems to offend this sense of ownership that the agencies have over what they do. Every challenge to them becomes a threat."

The Department of Administration has been circulating a memo seeking to kill the bill because it would allow initial complaints to be made orally, allow people making complaints to file in Superior Court before exhausting all the appeals within the bureaucracy, and allow employees more time off to prepare for hearings.

The bill began as an effort to extend whistle-blower protection to university employees, who are excluded from the system that covers other state workers. The law is supposed to ensure the job security of workers who bring forward allegations of illegal acts or mistreatment by state workers. University employees were not covered by the law because of assurances that the three state schools had sufficient protections in place. subRegents professor

Marguerite Kay, a UA professor of microbiology and immunology, was doing some of the nation's leading research into Alzheimer's disease until fall 1996. UA had recognized her with one of its most distinguished titles, regents professor.

Then, several researchers who worked in her lab accused Kay of falsifying results, and UA shut her lab down.

spent grant money she was awarded by private foundations and the federal government.

"This charge of scientific misconduct is a fabrication," Kay said. "In this case, the taxpayers are financing the destruction of research that could help people." ■

24. Miami Herald

May 20, 1998

SAT report card: Dade students better

By SABRINA WALTERS
Herald Staff Writer

There's some good news for Miami-Dade County Public School students, whose scores on the Stanford

Achievement Test either improved or remained steady in reading and mathematics, the exam's main focuses.

The biggest gains this year over last were in reading comprehension, where

students have been the furthest behind their peers nationally. Though Dade students continue to struggle, fifth-graders are leading the way, having reached the 40th percentile.

In both mathematics skills tested — computation and applications — Dade's youngest students score above the national median of 50, with second- and fourth-graders hitting the 68th percentile in computation.

But a significant drop occurs in math after fifth grade, with scores dropping into the low 40s and even high 30s in the upper three grades tested, sixth through eighth. (See box.)

The biggest leap in reading was by third-graders, whose reading scores jumped by four percentile points to the 38th. Their scores have been fluctuating: 36 in 1995, 37 in '96 and down to 34 last year before this year's big rebound.

School officials celebrated the good news.

"No one went down in any area. Everyone is moving in the right direction and that's the point," said Carol Cortes, deputy superintendent of management and accountability.

"If you focus on something, you expect to improve. Teachers are working very hard in that area. It's the superintendent's priority."

The gains in reading came after a state warning three years ago that administrators were watching schools where students were reading poorly. Schools across Dade instituted remedial reading programs and focused harder on those skills that would ensure students made acceptable gains on several

standardized exams.

Hoping to help Dade children improve even more, School Board members approved stringent new reading standards in January that call for elementary students to spend at least two uninterrupted hours a day on reading and older students to read five books on their own every nine weeks.

Students are also being required to take the new Lexile Reading Survey Test for the first time.

Unlike in previous years, the county did not test first-, ninth- and 11th-graders.

This is the seventh year Dade has used the same version of the Stanford, which some experts warn can skew results. If a school system uses the same test for a long period, its curriculum can sometimes mimic it.

Although teachers don't have the exact questions, they're familiar with the type asked. Critics of standardized testing complain teachers are often pressured to "teach to the test," with students memorizing responses, rather than learning.

Dade testing specialists said Superintendent Roger Cuevas decided not to switch to a new version of the Stanford this year, but the district may consider changing it in 1999, when another state test — the FCAT — becomes official.

Dade fourth-graders jumped four

percentile points to reach the 68th in math computation, following a trend that has brought them from the 60th in 1995. Second- and fifth-graders upped their applications scores by two percentile points. All other grades moved up less or held steady.

In addition to countywide improvements, minority students — whose low performance on standardized tests concerns school officials and parents — made some noticeable strides.

Black students in second through fifth grades raised their math application scores, with second-graders up four percentile points to the 40th percentile. Black sixth-graders moved up four percentile points, 28th to 32nd, in math computation.

Hispanic students in the same grades either improved or held steady in in both math areas. The biggest improvement was by Hispanic third-graders, who gained four percentile points, to the 60th, in math computation.

The Stanford Achievement Test holds great significance, because it is among several used by the state to decide which schools should be placed on a "critically low-performing" list. All but two Dade schools of more than two dozen that have been on the list are expected to be off it when the official list comes out in the fall, state officials recently said. ■

25. Raleigh News and Observer

May 20, 1998

Fall enrollments will jump, charter schools say

By DEBORAH ROBIGLIO,
Staff Writer

They're criticized for taking kids and tax money away from regular public schools, but the word from charter-school operators is that people better get used to it: Projected enrollments for next fall are in, and they show a definite upward trend. The 33 charter schools now operating in the state project a 22 percent increase in enrollment from the current year. Plus, 29 new schools will open in the fall, bringing the overall projected enrollment to almost 2 1/2 times what it is now, according to figures submitted by charter-school officials to the state Department of Public Instruction. These numbers are only projections, but they're important because they're sent to public school systems to help them plan budgets. Districts have to plan for the

loss of tax money when students decide to go to charter schools. Charter-school supporters say the new numbers prove that the experimental schools are filling a need that the public is demanding. Charter schools receive public funding for each child they serve, but are free from many regulations that apply to traditional schools. Their appeal to families lies in their use of varied or unusual educational models. The schools also expect a greater degree of parental involvement than traditional public schools. "Charter schools are doing pretty well," said Peter Morcombe, a board member of Financial Reform for Excellence in Education. The nonprofit runs Village Charter School and Orange County Charter School in Orange County. Next year, it will operate a total of five charter schools in four counties.

"And we knew they would. Obviously, there have been some that have gotten into trouble, but there have only been one or two schools like that." The two FREE schools operating now have had waiting lists since their openings, he said. The same is true of Exploris Middle School in Raleigh. Only 50 students were chosen off a waiting list of 150 kids. "[The numbers] are a good sign to us," said Gordon Smith, chairman of the board of directors for Exploris. Statewide, the 22 percent increase breaks down to a total of 6,055 students expected to enroll in the 33 existing charter schools for the 1998-99 school year, compared with the 1997-98 approved enrollment of 4,981 students. In the 10 charter schools in the Triangle, 1,732 students are expected to enroll next fall, which would be a 25 percent increase from the 1997-98

enrollment of 1,387. Bonner Academy in Raleigh was the 34th charter school at the beginning of the year, but the State Board of Education revoked its charter. The numbers aren't the final word on enrollments. Last year, charters were approved for more students than they actually got. The State Board of Education approved a total enrollment of 4,981 for the 1997-98 year. However, DPI records show the average daily enrollment was 4,368. For example, School in the Community was approved to serve 102 students for the 1997-98 year, but the school has averaged 85 to

90 students this year, said Don Boulton, chairman of the school's board of directors. As for the 112-student projection School in the Community gave DPI for next year, "We were just guessing," Boulton said. The school is in the process of surveying students to find out who will attend next year, he said. John Wilson, executive director of the N.C. Association of Educators, cautioned that the projections are, after all, only estimates. "I think they're being optimistic," he said, adding that charter-school operators could feel political pressure to report an increase in

enrollment to prove that the movement is succeeding. Michael Fedewa, chairman of the Charter Schools Advisory Committee, said charter schools are still looking strong. The committee recommends approval of charter-school applications, and it monitors the schools once they open. "My initial response is that charter schools are not going away, at least not in the short term," Fedewa said. "This is a good example of parents exercising their belief that they want a choice in where they send their kids to school."■

26. Minneapolis Star Tribune

May 20, 1998

Districts try to beef up summer school for better results

Anne O'Connor / Star Tribune

Minneapolis pushed, cajoled and nudged eighth-graders who didn't pass the state's basic-skills tests to go to summer school last year in the hopes that the time would pay off in improved scores.

It didn't work.

A district analysis shows that "There were not startling results either way," said Dave Heistad, the district's director of research, evaluation and assessment. "I do think we can do better. Not only are we redoubling our efforts to get kids there, but we're refocusing our instruction in summer school."

Both the Minneapolis and St. Paul school boards have made summer school mandatory for students who haven't passed the eighth-grade tests.

St. Paul hasn't yet released its skills-test results for individual students and hasn't done a summer-school analysis as Minneapolis has, a district spokesman said.

While many school districts will offer summer school, state officials were not aware of any other districts that plan to take advantage of the new state law. A spot-check of Twin Cities-area districts turned up no other mandatory programs.

The requirement has raised the ire of the Minneapolis NAACP. Organizers for a campaign against community schools in Minneapolis say that students have made summer plans and that teachers should use the time they have to teach the students the skills they need.

"Why aren't we holding the teachers who teach the students for nine months out of the year accountable?" asked Leola Seals, president of the Minneapolis

eighth-graders who went to summer school are no more likely to pass the reading test than those who didn't attend. For the math, the increase was only up 2 percentage points, or about one extra answer right on the test.

Those results raise concern as both Minneapolis and St. Paul prepare to take advantage of a new law that allows NAACP. "How can you expect them to learn in six weeks what they haven't learned?"

The idea of allowing districts to mandate summer school was recommended last year by a state House task force that studied ways to help low-income families take advantage of education tax credits and boost academic achievement.

Both Minneapolis and St. Paul are working on ways to make the summer session work for students who need it most.

Last year Minneapolis had its biggest summer-school session ever, with 10,000 students attending at 82 sites. Students and teachers who were surveyed all gave the session high marks for learning and enjoyment. And students in the lower grades made good gains.

Tom Murray, who coordinates the summer program in Minneapolis, said that although he wanted better results, a lot of good things happened. And this year, he said, the big difference is that districts will be able to give the state tests to students at the end of the session, rather than waiting until the next winter.

Dick Milles, one of the basic-skills coordinators in St. Paul, said that will mean the kids can apply their knowledge while they're focused on the work. "That

districts to require students who failed the state tests to go to summer school this year.

Although one session isn't enough time to say whether summer school works, Minneapolis is unhappy with the outcome and looking for ways to improve.

was a concern for us," he said. "They were going to have to hold on to that stuff through the fall. That's tough for the kids."

Higher grade, harder gains

One thing that most educators agree on is that the state testing has highlighted the need for teaching reading skills in the higher grades.

"Traditionally, you'd teach kids English, you'd read lots of literature," said Stephanie Thurik, the Minneapolis district's reading specialist for grades six through 12. "Now we're understanding that some of them don't have just the basic skills. We assumed that the kids could find the main idea, that they understood what the author is getting at. We can't assume kids know."

Lack of motivation also becomes a difficult obstacle for older students who have been frustrated by their reading problems, Thurik said.

She said that this summer, she'll be pushing for a three-pronged strategy to improve students' reading, and ultimately, their test scores:

First, teaching those skills that kids missed somewhere along the line: how to sound out a word, how to expand vocabulary, how to digest a story and figure out the point.

Second, getting the students to pick up a book. The district is supplying a lot of high-interest books that are geared to low-level readers so students can find pleasure in reading.

Finally, having students listen to

reading and follow along, either as someone reads to them or with tapes.

Thurik said she's confident that summer school, and the regular year program, only will get better as more and more teachers get the training that

already has begun in these areas.

"We're just going to be more systematic to make sure that kids get the skills they need," she said. ■

27. Detroit News

May 20, 1998

Detroit charter schools unique

Experts praise move usually opposed by public school systems

By Charles Hurt / The Detroit News

DETROIT — Longtime champion of public education, Deputy Supt. Arthur Carter, may surprise some in his role as architect of seven new charter schools. The Detroit Board of Education also has jumped into the school chartering business with Carter. "We're the first to admit that we may not be the best alternative for every student," Carter explained. "We want to build a

The new Detroit charter schools — alternatives to traditional public education — are funded publicly and operate independently of the city school board and administration. While distantly monitored by the chartering entity, the individual schools write their own curriculum and budget. Public school systems have opposed charter schools because they compete for the same students and the more than \$6,000 in state money that comes with each pupil in Detroit. "Why is Detroit chartering their own competition?" asks James Goenner, director of charter schools for Central Michigan University, which sponsors 46 charter schools throughout the state. "They're getting more involved. It's kind of exciting." The addition of the seven charter schools by the Detroit school board will bring the total to 10 this fall. About seven additional charter schools are under consideration, Carter said. But not all Detroit educators support charter schools. "It's a way of going after public education," said board member Alonzo Bates, one of four board members to vote against the charter schools. "And it's a way to open the door to vouchers. I'm totally opposed to it." In this election year, board members scrambled behind the scenes to avoid having to vote on the charter issue, Bates said. Those up for re-election didn't want to offend the unions — which oppose

commonwealth of schools and create an atmosphere of choice for parents." But the school board's vote last week to charter seven new schools is highly unusual for a public school system. Carter said by next fall, Detroit students will have the widest selection of city-sponsored charter schools in the country. "That's unique," said Charles Chieppo, of the Charter School Resource Center in Boston. "One of the main charter schools — or city preachers, who support charter schools. It's of little consolation to him that the city school system will monitor the new schools. "We can't keep track of what we're doing in all our schools," Bates said. "How can we watch these other schools, too?" Others are less skeptical. Former Michigan Bell executive Charlie Boyce graduated from Detroit Public Schools and married a city school's principal, but he's quick to point out that the city needs alternatives to the existing public schools. He says without innovation, employers will have to go elsewhere to find qualified workers. "As vice-president of urban affairs, I worked hard to bring Detroit graduates into the company," he said Monday. "But no matter how hard I tried, it was nearly impossible." So, he has helped develop plans to open a high school — chartered by the district — that will teach students technical construction trades. "I want to give students — especially those who don't have the educational prowess to go to college — an opportunity to make a good living in the construction business," said Boyce. Boyce teamed up with preacher and construction company owner Michael Wimberley to open Michigan Institute for Construction Trades to 250 students in the fall. "There is such a backlog for workers," Wimberley said. "At the same time you

enemies of charter schools has always been the traditional public schools." While cities like Boston have city-sponsored charter schools, he said, those charters heavily restrict the competition between the traditional and charter school. "You've got to give (Detroit school board members) credit," Chieppo said. "I've never heard of that happening anywhere else."

have this incredible number of people who are virtually idle. I thought it would be a good marriage." In a blighted neighborhood on Detroit's east side, a preacher and some residents from the community bought a deserted Catholic school and opened Colin Powell Academy, chartered by Central Michigan. "In the midst of the broken glass and drug paraphernalia, we started a school," said Director Donna James. "This is one of those vacant buildings children had to walk past on the way to school." The school, which requires uniforms and a strict code of conduct, is tailored specifically to the problems in its neighborhood. "I love it here. It's the best thing that happened to my children," said Tamarra Hughes, whose two children attend the school. Her 12-year-old son enrolled last fall, does his homework and looks forward to school. He recently won first place for a speech he gave. The close attention and tailored curriculum at Colin Powell Academy is exactly what charter schools can do that sprawling 180,000-student systems can't, Carter said. "This is the history of American education," he said. "In the beginning, public schools were one-room school houses with lay boards." Carter sees Detroit's new charter schools as a return to those basics. ■

28. Columbus Dispatch

May 20, 1998

School board OKs reorganization

By Mary Mogan Edwards
Dispatch Schools Reporter

The peer-leader system will be replaced by an Office of Principal Leadership Development.

The Columbus Board of Education approved a high-level reorganization of the central office as well as new graduation standards last night, but board members found little else to agree on in a four-hour meeting punctuated by angry speeches and sarcastic debates.

In one of the night's few unanimous expressions, board members praised Superintendent Rosa Smith's planned changes to the central-office staff, the main feature of which is a new four-person Office of Principal Leadership Development.

Four executive directors — two for the elementary level and one each for middle and high schools — will supervise principals, provide continuing

The new graduation standards approved last night increase the number of credits required to conform with a new state law, but also add two touches: One credit each will be required for a technology-related course and for an internship.

Officials haven't decided which courses will count for the technology credit or how the internships will be arranged.

training for them and evaluate their performance.

The office replaces a peer-leader system of "lead principals" that was tried for the first time this school year.

The 10 lead principals are successful leaders, Smith said, but running their buildings doesn't leave them time to adequately support 10 to 14 colleagues each.

"We simply must have in place . . . a full-time effort donated to principal leadership," she said.

The plan also creates positions of executive director of accountability, director of budget analysis, and special assistant for grants and special projects.

It also combines into one job the directorships of school reform and staff development.

It eliminates seven positions, for a net cost of \$32,583.

Board member Bill Moss, who has Moss suggested that some interns be paid. "This could become very lucrative for the business community," he said.

Board members split over the proposed membership of a business advisory council to the school district, with Moss and board member Loretta Heard objecting to the fact that most of 12 named members are Republicans.

Several times during the meeting, Moss also objected to fellow board

railed against previous boards' elimination of central-office positions, applauded the changes.

"I am heartened," he told Smith. "You have something that has been missing for a long time, and that's a level of trust among the people."

Smith also presented 16 new assignments for building principals and announced her choice for the chief-academic officer position, which was vacated when Phyllis Wilson was promoted to deputy superintendent.

The chief-academic officer job, created only a year ago and placed at the level of assistant superintendent, will go to Dee Trumbo Morgan, who specialized in technology and early childhood education as a central-office administrator in the Jefferson County, Colo., school district.

She will be paid \$97,720 a year.

member Bob Teater's discussion of a possible land sale in a board committee meeting and criticized a proposal to create alternative schools for children with chronic discipline problems.

His statements sparked applause and yells from the audience and prompted a discussion among board members about how they should communicate and how committees should operate. ■

29. Boston Globe

May 20, 1998

Individual issues spark campus unrest

By Richard Chac&ocuten , Globe Staff
The pictures looked like reruns from the 1960s.

Disturbances on college campuses, complete with cars burning, students hurling stones and police wielding pepper gas, have turned more than a half-dozen universities across the nation into battlegrounds over the last few weeks.

And the confrontations have erupted around final exams, a period usually devoted to study and subdued parties to mark the end of the school year.

But unlike the memorable protests that shook campuses three decades ago over civil rights and the Vietnam War, the disputes lately have been over something less altruistic and more individual - like

the right to drink beer.

"Thirty years ago, students were protesting on national issues," said Arthur Levine, the teachers college at Columbia University president who specializes in tracking attitudes of college students. "Students these days are more local in their concerns and their protests."

Although their tactics may seem old-style, today's students are acting more like demanding consumers than social activists, Levine and other observers say.

Many students, however, believe that a growing pressure to succeed and rigid college administrators imposing stricter rules on alcohol contribute to the tense climate.

"We're under a lot of stress to do well in a very competitive environment, so it's

important that we let out some steam," said Kathy, a student at Plymouth State College in New Hampshire, where students clashed with police two weeks ago. She asked that her last name not be printed. "We're under so many rules already that adding more only creates more tension."

Some of the larger clashes this spring were student rebellions over tougher alcohol policies imposed by administrators, while others were simply annual springtime parties that grew too exuberant and chaotic. But this year's battles have been notable for their violence.

For example:

At the University of Connecticut, in Storrs, about 2,000 people, most of them

students, vandalized police cars, set furniture on fire, and hurled bottles and cans at police during University Weekend in late April. About 30 of the 80 people arrested were UConn students, police said.

At Plymouth State College, more than 500 people threw beer bottles and rocks at police who were trying to squelch the annual spring party. There were three more suspicious fires Friday night involving furniture.

At Michigan State University two weeks ago, police used tear gas to disperse about 2,000 students protesting the administration's decision to ban alcohol from a field where football tailgating parties are held.

At Washington State University, a new policy prohibiting alcohol at fraternity parties led to a skirmish between students and police that injured two dozen officers. Campus police have

UConn did not impose harsher policies this year, said Police Chief Robert S. Hudd. In fact, the university provided a beer tent for students over 21 and scheduled free concerts during University Weekend. But few people attended the official events April 25 and instead started a party on a field.

By the time 60 police dispersed the

since created a web site with photos from the incident asking for witnesses to identify the protesters.

At Miami University in Ohio, about 500 students celebrating the end of final exams two weekends ago battled police after bars closed at 2 a.m. Police said the students vandalized property and threw cans and bottles at them.

The rash of protests over alcohol represents only a small portion of the disputes that regularly occur between students and college administrators, Levine said. Often, however, the disagreements revolve around "getting-what-I-pay-for" issues having to do with tuition and curriculum, but those disputes are seldom caught by television cameras.

The week before last, more than a dozen students occupied an administrative conference room at Roxbury Community College. Their crowd three hours later by using pepper spray, more than two dozen cars had been damaged, including several police vehicles. A few students required medical treatment and about four police officers suffered minor injuries.

Although the annual party, which began in the 1980s, has soared in popularity among UConn students and

one-day sit-in ended when administrators agreed to a consumer-like list of demands that included Internet access for computers, library books, and regular building maintenance.

Although alcohol has been a problem on college campuses for years, the issue became urgent last fall after the alcohol-related deaths of students at several schools, including MIT and the University of Massachusetts at Amherst.

Hundreds of colleges reviewed alcohol policies, with many adding new restrictions and pledging strict enforcement.

UMass-Amherst is considering a proposal to extend its alcohol policies to students who drink off-campus. Last Thursday, an MIT committee recommended that the school hire a "high-level coordinator" to deal with alcohol issues.

alumni, this year's episode has left officials doubting there will be one next year.

"Students today have a bit of protest mentality and it takes very little to push them to the confrontation stage," said Hudd. "I call this the 'Generation R,' for 'Rude.'"■

30. Los Angeles Times

* 05/20/98; Edition: Home Edition; Section: Metro Desk; Page A-3

7 Democrats Urge Using Surplus to Repeal College Tuition

Wilson rejects bid to eliminate fees at state institutions because spending is needed in other critical areas. Group of legislators expresses willingness to negotiate.

By CARL INGRAM
TIMES STAFF WRITER

SACRAMENTO — A group of Democrats in the Legislature on Tuesday called for spending the state's \$4.4-billion surplus to repeal student fees at California universities and colleges rather than give motorists a tax break.

The proposal to eliminate tuition—a 1960s legacy of former Gov. Ronald Reagan—"amounts to a tax cut for middle-class families," said state Sen. John Vasconcellos, a liberal Democrat from Santa Clara.

"Our students now work too much and don't have enough time for study, and they leave college with an average of \$20,000 debt, which is debilitating,"

Vasconcellos said. "Investing in educating our people is investing in the future prosperity and well-being of all Californians."

The Democratic plan got an ice water shower from Republican Gov. Pete Wilson, who has advanced his own program for using the surplus, including a cut in the "car tax."

A fee rollback is "not something we can support," said Wilson spokesman Ron Low. He noted that Wilson has proposed reducing annual vehicle license fees by 75% while also boosting spending for public schools, higher education, environmental protection and infrastructure improvements.

Low said using the entire surplus to

repeal tuition at the University of California and fees at California State University and community colleges "would tie our hands and not allow us to make investments in other critical areas."

The Vasconcellos-led band of Democrats, however, indicated that while a buyout of student fees is their highest priority in the new state budget, they would be willing to compromise with Wilson and others who have different notions for the money.

"If we end up with a compromise, it's better than nothing," said Vasconcellos, a champion of higher education in the Legislature for 32 years whose group includes seven Democratic lawmakers.

Flanked by his colleagues, college

students, faculty members and UC Regent William T. Bagley, a retired Republican legislator, Vasconcellos insisted there is "no more valuable use of our newfound surplus" than the higher education of California's youths.

The talk of student fee reductions is a dramatic turnaround from the first half of this decade, when recession prompted lawmakers to hike fees.

The Democrats' announcement won enthusiastic praise from students and faculty members alike as a move that could open the way for wider access to knowledge in a rapidly changing world.

David Hawkins, representing the community colleges faculty association, told reporters that "for every \$1 fee increase [at community colleges], you are guaranteed to lose 10,000 students."

In proposing to eliminate college student fees, Vasconcellos and his supporters strayed from the leadership of the senate's top Democrat, President Pro Tem John L. Burton of San Francisco. Burton has called for spending the surplus on extra aid to public schools, infrastructure improvements and restoring the income tax credit for low-income renters.

The Vasconcellos plan was endorsed by Democratic Sens. Solis, Diane Watson

Terry Jones, president of the Cal State faculty association, added: "Higher education is the ticket to ride first class."

During the recession of the early 1990s, Wilson and the Legislature dramatically increased student fees to help balance the state budget. As the economy has improved in the past couple of years, the fees have been frozen or rolled back slightly.

The fees still remain too high, said state Sen. Hilda Solis (D-El Monte), and as a result, California has almost "priced our kids out of higher education."

She noted that student fees total nearly \$4,000 a year at UC, a 97% increase since 1990; \$2,000 at Cal State campuses, an 80% boost; and \$550 at community colleges, a 200% hike.

The Vasconcellos proposal would of Los Angeles, Steve Peace of El Cajon and Teresa Hughes of Inglewood, and Assembly members Martha Escutia of Bell and Fred Keeley of Boulder Creek.

Historically, public higher education in California had been "free": Taxpayers paid most of the costs and students paid only relatively small fees intended for noninstructional purposes, such as supporting libraries.

But Reagan, whose two terms were marked by bitter relations with UC,

earmark \$1.3 billion of the surplus this year to eliminating tuition and fees of California residents at state universities and colleges. The balance of the surplus would be set aside for increased student financial aid programs and for a reserve account to assure that the reductions would be permanent.

While Wilson has endorsed a phased-in 75% cut in the vehicle license fee as a way to provide motorists with tax relief during his final year in office, fellow Republicans in both houses have proposed outright elimination of the levy as a way to distribute the unexpectedly large surplus.

The move to reduce or abolish the fee is opposed by cities and counties, many of whose budgets are heavily dependent on the license fees.

persuaded the UC regents in 1969 to have students bear more of the financial burden by imposing tuition.

Bagley, a former GOP assemblyman and an off-and-on ally of Reagan, told reporters Tuesday it is time to give college students and their parents a break.

"I am not against reducing taxes," Bagley said. "I raised a lot of taxes. Ronald Reagan and I raised all the taxes in California."■

31. The Washington Post

05/20/98; Edition: FINAL; Section: Metro; Page B06

Panel May Sue to Save Garvey School

By Valerie Strauss
Washington Post Staff Writer

Marcus Garvey Public Charter School officials lambasted the D.C. Board of Education yesterday and threatened to go to court to try to overturn the board's decision to close the controversial Afrocentric school in Northwest Washington at the end of the school year.

"They basically used their powers to destroy rather than build," said Lillian Huff, chairman of Garvey's board of trustees.

The school board voted Monday night to strip Garvey of its first-year charter after finding a "pattern of fiscal mismanagement" that board members said began under school founder and

principal Mary A.T. Anigbo and continued after she was fired by Garvey's trustees this year.

Anigbo, convicted last year of assaulting a Washington Times reporter, was accused by Garvey trustees of mismanaging the school's finances. Charter schools are funded with public money but allowed to operate outside traditional public school bureaucracy.

After firing Anigbo, Garvey's trustee board reconstituted itself and hired a new principal, Bruce Greening, who the school board conceded was improving the academic climate. But the school board said Garvey hadn't complied with the terms of its charter, including providing adequate financial information.

Garvey officials said that the board's findings were erroneous and that they might challenge the charter revocation in court. They said the school board knew Garvey was unable to provide all the requested information because of the sudden departure of Anigbo.

"The new Garvey board cooperated at every turn with [the school board's] demands, despite the handicap of having to clean up a messy situation," Huff said.

The board's decision, said Garvey lawyer Donald Temple, effectively "rewarded" Anigbo and "punished the school and the children." After her firing, some Garvey students left the school and began attending classes set up by Anigbo at another site.■

32. The New York Times

05/20/98Section: Metropolitan Desk; Section B; Page 9, Column 6

Students Astound Students

By JENNIFER DUNNING

The students at the Bronx Dance Academy on East 204th Street spend their afternoons training in dance. Sometimes they perform with the Bronx Dance Theater, whose theater and studios double as classrooms during the day. But the children at this public school, one of two middle schools devoted to the arts in District 10, were goggle-eyed when three young dancers visited from the School of Ballet, which is affiliated with the New York City Ballet.

Tempe Ostergren, Erik Underwood and John-Eric Goldberg, teen-agers in the

Most schools in the district have classes that teach dance, music or art. Juan Flores, director of the Bronx Dance Academy and a former member of Joyce Trisler's modern dance company, said that he and other young educators in the district are working to integrate the arts

advanced classes at the City Ballet school, stood before some 50 young people on the stage on which students had just finished a storytelling project.

The girls watched avidly as Ms. Ostergren, dressed in a rehearsal tutu and shining pink toe shoes, spun easily through a delicate solo from a ballet by George Balanchine. The boys were rapt with attention as Mr. Underwood leaped and turned elegantly in a jazzy solo by Balanchine.

There were a few shy giggles among the girls, then loud cheers at the passion with which Mr. Goldberg, who is training into the curriculum. In the meantime, he said proudly, the academy's first graduating class had sent 10 of its 27 students this year to Fiorello La Guardia High School, formerly the High School of Performing Arts.

But on this day, the students had more

to be a musical theater dancer, sang a show-stopper from "Les Miserables." And the auditorium erupted in rock-fan screams as Ms. Ostergren and Mr. Goldberg sailed through a Balanchine pas de deux filled with high, complicated lifts. There was laughter, too, as Mr. Goldberg demonstrated the differences between basketball and ballet jumps and between a baseball wind-up turn and a pirouette. Then it was the students' turn, as four of them climbed onto the stage to work with the dancers.

immediate concerns.

One girl asked the guest dancers how she could audition for the City Ballet school.

Another wanted to know, rather glumly: would high-heel shoes really hurt her dancing feet? ■

33. The New York Times

05/20/98Section: Metropolitan Desk; Section B; Page 6, Column 1

Report Says Entry Tests Would Sharply Cut CUNY Enrollment

By KAREN W. ARENSON

A report by the City University of New York says that five colleges, including City College, would lose more than half of their entering students if the university decided to prevent students who did not pass placement tests from enrolling at the four-year colleges.

It also projected that colleges like Baruch and Hunter, which have the toughest admissions criteria, would still lose more than a third of their entering students. And it said that minority students would be most affected, with 55 percent of Hispanic students, 51 percent of Asian students and 46 percent of black students kept out of the colleges, compared with 38 percent of white students.

The report, which was sent to trustees late yesterday, offers the first look at how the individual colleges would be affected by a proposal to bar all remedial students from the four-year colleges. Some trustees said the data painted too harsh a picture, but others said the report appeared fair.

In all, the report estimated that 46 percent of the colleges' entering

bachelor's degree students — or more than 12,000 — would be barred from entering in the first year the plan went into effect at the colleges.

The trustees are scheduled to vote on the proposal on Tuesday and have been under enormous pressure from both Mayor Rudolph W. Giuliani and Gov. George E. Pataki to pass it. Many trustees expect the vote to be close. The measure calls for the policy to be phased in over three years, beginning in fall 1999.

The new report offers a broader measure of the impact of a remedial ban than earlier estimates because it covers all new students, including transfers, rather than just freshmen entering in the fall. Last year, CUNY's four-year colleges took in more than 26,000 new students, including about 8,000 freshmen who entered during the fall semester.

Besides City College, the report said that four other colleges — John Jay, Lehman, New York City Technical and York — would lose more than half of their entering bachelor's degree students.

The new report, by CUNY's office of Institutional Research and Analysis, reinforced earlier projections by David

Lavin, a CUNY sociology professor, and Elliot Weininger, a graduate student, that huge portions of the student body at the four-year colleges would be unable to enter the college if such a rule were imposed. They had estimated that 60 percent of CUNY's entering freshmen would be unable to enroll.

Herman Badillo, vice chairman of the trustees and a strong proponent of the remedial resolution, disputed the study last night, saying it offered a worst-case scenario and was not a valid projection of the impact.

"Let's face it, Kimmich is not in favor of this resolution, and neither is the whole CUNY administration," he said referring to CUNY's interim chancellor, Christoph M. Kimmich, and his staff. "They are assuming that everybody will be dropped out, and that is not the case."

But other trustees said they believed that the projections were made carefully and fairly.

"I think that as a first cut, this is reasonable," said James P. Murphy, a trustee and former chairman of the CUNY board. "To shoot the messenger is ludicrous." ■

34. The New York Times

05/20/98Section: Metropolitan Desk; Section B; Page 9, Column 1

In the Schools, a Week to Open Eyes and Ears to the Thrill of the Arts

By RANDAL C. ARCHIBOLD

At a Brooklyn school with no music teacher, a concert pianist worked magic on a slightly out-of-tune, worn piano, sending riffs of Chopin through the

Alex Katz, the artist, arrived at a Bronx middle school expecting to show students the basics. Instead, they peppered him with thoughtful questions, like "Where you work do you have a picture of the different textures and muscles of people?"

Across the city, nearly 130 cultural organizations, 40 guest artists and 485 schools have joined for Arts Education Week. With 1,200 events organized by the New York International Festival of the Arts, the week is meant to highlight the need for more art and music education in the city's public schools as

auditorium in an attempt to charm children weaned on pop music.

About the same time Monday morning, a third grader named Wildredo Delvalle watched ballet dancers whirl and well as to encourage more participation by artists and others.

The scheduled guests include the filmmaker Sidney Lumet chatting with students in Brooklyn and Phil Galdston, a songwriter, explaining his craft to pupils in Queens. In the Bronx, pupils will have a few minutes with Andy Rooney.

Martin Segal, the former director of Lincoln Center and the impresario behind the week's activities, tapped his many friends in the arts community to commit to the effort. Yesterday he was still working the phones, making special arrangements for artists to make sure they

twine to scenes from "The Sleeping Beauty" and other selections from the American Ballet Theater. To Wilfredo's amazement, it was if they were "spinning on ice."

follow through. When some were queasy about venturing into unfamiliar parts of the city, he arranged chauffeured transportation — a perk many students can only dream about. A few artists canceled because of last-minute schedule glitches, he said, but replacements were quickly found.

"The realization has been greater than the expectation," Mr. Segal said. "I'm hoping this will set a new and vital style where more and more artists will be active in connection with arts education." ■

35. Chicago Tribune

05/19/98; Edition: NORTH SPORTS FINAL; N; Section: NEWS; Page 1

CHICAGO SCHOOLS TAKE TURN FOR BETTER TEST RESULTS SHOW VAST IMPROVEMENT; STILL LONG WAY TO GO

BY Michael Martinez ; Janita Poe, Tribune Education Writers.

Showing improvement across the board, Chicago Public Schools' elementary reading and math standardized test scores, along with high school math results, reached their highest levels of the decade, officials said in announcing preliminary figures Monday.

And the majority of the worst schools in the system—the probation and reconstitution schools—also posted gains in the all-important subject of reading.

Despite the gains, most Chicago students still fall far short of national norms—and some schools actually posted declines—

but officials hope that the significant improvement proves that it will be only a matter of a few years, not decades, before the average Chicago public school student is performing on par with peers across the country.

Mayor Richard Daley said the latest test scores were "one of the happiest moments" of his administration.

"This is wonderful, exciting news," Daley said. "I believe that students are working harder. Parents are becoming

better partners with the children and with the school. The teachers again are showing the dedication and commitment.

"Everyone says, 'What is going to happen in the millennium. What are we looking forward to?' (That) is to have the best public school system in this country, and that is my wish going into the millennium."

Schools chief Paul Vallas even said that instead of 20 years, he believed he could bring half of the system's 430,000 students up to grade level in reading and math in a mere few years.

"I don't think we have up to 20 years," a figure used by some education experts, Vallas said. "Within four or five years, hopefully we'll be approaching 45 to 50 percent" of the system's students performing at grade level.

"The message out there is if you send your child to a Chicago public school, you can expect that school to get better because we are going to demand that schools get better," Vallas said.

Even so, one of the most disappointing results was that almost half of the 3rd graders remain in the lowest quarter of reading results, showing

virtually no progress over last year.

Overall, the percentage of schoolchildren in grades 3 through 8 who are reading at or above grade level increased this year to 34.7 percent from 30.3 percent. The figure for math scores also rose to 39.6 percent from 35.9.

The number of 9th and 11th graders who are reading at or above grade level rose to 28.6 percent from 24.6; that level is the second highest this decade, with 30.6 percent in 1990 at the peak. The math results showed a gain to 31.1 percent from 30.5.

Even though many education observers and leaders of the Chicago Teachers Union expected a dip in test scores at the seven reconstituted high schools, four of them posted gains in reading: DuSable, Englewood, Orr and Robeson. Two others, Harper and Phillips High Schools, saw their reading scores drop, and King High held steady in reading, school officials said.

Also, 28 of the 115 schools on probation posted gains in reading to make them eligible for removal from the probation list, but school board officials said some of those 28 may not be

removed from probation because the board is considering raising the standard for removal. In all, 98 probationary schools showed some improvement in reading, officials said.

Chicago, which has the nation's third "Just look at it," Daley said, pointing to 1995 test score charts delineating improvements since the year he assumed ultimate responsibility for the school system. "I'll take credit for it, and I'll take criticism for it. What do you think I am? I am the only mayor in the country that has it who wanted it."

But when asked if his school system was good enough to lure former Chicago families back from the suburbs—perhaps the ultimate indicator that reform is working—Daley backed off.

"I have no problem for leaving. I would never criticize them. When you're a parent, you're going to teach your children values and you want to give them an education. I would never criticize them. No, I wouldn't. So we have to improve this system. And this system is not going to be done

largest school system, has been home to two experiments in reforming education. One movement began in 1989 with the creation of local school councils consisting of parents, community representatives, teachers and the overnight," Daley said.

At DuSable High School, a reconstituted school where reading scores more than doubled, the students and teachers cheered in hallways and classrooms after Principal Charles Mingo announced the results over the intercom.

Administrators said they were able to improve test scores by adding a 30-minute reading session to division periods, where students read aloud and learn a new vocabulary word every day.

A reading specialist was brought in last summer after the school was restaffed, or reconstituted, and administrators added a reading class every day for 9th and 11th graders. The hallways at DuSable are bedecked with motivational banners, and students attended motivational assemblies.

"I feel joyful even though I don't even

principal; the other began with Daley's installation of his executive team in 1995.

While Daley declined to call the reforms led by the councils a failure, he emphasized the improvements that began with his schools team.

know my scores yet," said 9th grader Kareem Lewis, 15. "I just feel good about this school. So many people look at DuSable and because of the surroundings, they think negatively about it, but there are a lot of intelligent, smart people here."

For all the good news, however, Chicago school officials did not provide any figures on how many students flunked—or even flunked two times in a row—in the 3rd, 6th, 8th and 9th grades.

School and city officials also did not have figures on the performance of the system's transition centers, which are alternative schools for students who flunk out of elementary school and a cornerstone in the system's ban on social promotions.■

36. Owensboro(KY) Messenger-Inquirer

05/19/98

Middle School Students in Kentucky Learn to Build, Repair Computers

By Kim Stacy

HARTFORD—May 19—Ohio County Middle School students are paving the way for future middle and high school students in a pilot program, which teaches students how to build and repair computers.

The class was offered to eighth-graders at the school for the first time this school year, and the school is the only middle school in the state selected to participate in the program, said technology coordinator Edwina Sheffield.

Nine high schools in the state also participated in the program, including Owensboro High School and Cloverport Independent.

The middle school became involved in the program after a proposal written by Sheffield was accepted by the Kentucky Department of Education.

"This is the first statewide initiative to teach kids how to build and repair computers," she said. "There's a very high demand for these types of jobs. This field will give students a good career opportunity because it's anticipated there will be 100 percent job placement with a

\$30,000 salary for students who pass the national certification standards.

"I feel this is something our area of the state should be excited about," Sheffield said. "Unless our students go into a professional field, there's very little economic opportunity for them. This is just another opportunity we can offer them."

Classes are taught at three levels, with the first level concentrating on fundamentals and basic operation of computers, she said. At the second level, students assemble their own computer. And at the third level, students work on computers at the school, in which they are assigned responsibilities such as working in the computer lab and filling work orders.

About 55 students participated in the program at one or more of the three levels.

"The class was different from others in that we got to work at our own speed. We weren't on some kind of deadline," student Krystal Lee said. "We had time to learn everything. I'm seriously considering this for a career because I know there's a lot of money in it and it's

fun."

The students also participated in conferences, in which they demonstrated and were tested on what they learned in the classes.

Students said the class was exciting because it focused on doing actual work and then taking what they learned into the school and using it. They said they found the class exciting and challenging.

Sheffield said students gain hands-on experience and also learn to follow directions and build communication skills.

"My favorite part of the class was the thrill of getting to do hands-on stuff. That's how I learn best," said Beau Park, who worked as a computer mentor and tutor to seventh graders. "We also learned a lot about following directions."

Students said the hands-on experience taught them the more technical aspects of computers they couldn't learn just by reading a textbook.

"I really like learning about computers, and this class was really good because of the hands-on approach," student Adam Vaught said. "The things we learned in this class you can't just

learn from a book."■

37. Raleigh News & Observer

05/19/98; Edition: Final; Section: DAY; Page E2

Parents don't hold children accountable

By John Rosemond

The following story, told to me by a fourth-grade teacher, illustrates how parents with good intentions are often their own (and our) worst enemies.

A child misbehaved in said teacher's class one day. After school, the teacher called the child's mother to report the incident.

The mother said, "Yes, I've already heard. Sammy {his name has been changed to enable the guilty} told me about that as soon as he got home, which must mean he has nothing to hide. And he told me a completely different story {unspoken: "from the story you, a 45-year-old professional woman, are telling me"}, and he's never lied to me."

Needless to say, the teacher was thunderstruck. Correctly deducing that she was destined to get nowhere fast with this hopelessly head-in-the-sand mother, she said something to the effect that if Mom was satisfied with the child's story, so be it and toodle-oo.

The first thing that came to mind when I heard this story is that it's one I've heard before - many, many times before, in fact - from teachers around the country.

The second thing that came to mind was the Book of Genesis, Chapters 2 and

3. In that first parenting story, God comes to His first two children, both of whom have done something wrong and know it, and asks, "What have you done?"

Lo and behold, neither of them can manage to tell the truth! Adam says, "The woman you gave me" (!) made him eat the forbidden fruit. Eve says the serpent made her do it. The meaning of this little, but oh-so-significant exchange is apparently lost on today's parents: To wit, when a child is confronted concerning misbehavior, there's little likelihood that the child will be truthful. And by the way, if the child changes but one little detail, then the child is lying. The truth, friends, is nothing short of the whole truth.

My third thought was that parents, in denying and rationalizing their children's misbehavior, are actually warding off the guilt from the fear that your child's misdeeds are the result of bad parenting.

Our foremothers and forefathers, because their parenting drew upon two sources, tradition and scripture, understood that not even the best possible parenting insures that a child will not do outrageous things. After all, God's first two children did the most outrageous thing they could have done as

soon as his back was turned; therefore, while good parenting may reduce certain odds, it guarantees nothing.

From the '60s onward, parents have been less influenced by traditional sources and more influenced by psychobabble. The babble-meisters ("helping professionals," as they optimistically refer to themselves) have sold parents the myth that good parenting will result in good things. It follows of course that if one's child does something bad, bad parenting may (must?) be the cause. So, to compound the fact that children are hard-pressed to tell the truth about their misdeeds, today's parents aren't in touch with parenting "truth."

We baby-boomers bought into the notion that child rearing could be made perfect through subscription to pseudo-science. As a consequence, all too many well-intentioned parents are failing to hold their children fully accountable for their misconduct.

As a consequence, all too many children are being denied the opportunity to develop good self-control. America's children, once mischievous, have become unpredictably dangerous to themselves and others.■

38. Dayton Daily News

05/18/98; Edition: CITY; Section: METRO TODAY; Page 2B

BE MENTORS, BLACK EDUCATOR SAYS

A retired University of Michigan official told black educators Saturday that they have to challenge the motives of the nation's public school system.

The schools are designed to train children to assume high- or low-status roles that have been unconsciously assigned to them for their adult life, said Charles Moody, a former professor and vice provost at Michigan.

"People don't want to deal with changing the policies and practices that have been used to run a segregated and unequal institution," Moody said. He told members of the Ohio chapter of the

National Alliance of Black School Educators that black educators should use their power to pave the road for other blacks.

"We need to be mentors and sponsors to each other. If you don't have a mentor or sponsor, your mobility is limited," he said.

Moody founded the alliance in 1970.

One member from the Cleveland Heights School District said she was concerned about next month's release of the first round of "school report cards" by the Ohio Department of Education. They list proficiency test scores and other data

for every public district and school in the state.

Patricia Ackerman, chairman of the Ohio African-American Education Roundtable, said the report cards will show predominantly black schools lagging behind white schools.

"It's going to be used to whip school districts that have predominantly African-American enrollments," she said.

She also said the report cards will expose a "disparity in resources that are available for educating African-American children."■

39. The Columbus Dispatch

05/18/98; Edition: Home Final; Section: NEWS; Page 02C

[Tape Restoration Project Hex-Dump Conversion]

PROGRAM ALTERING TEACHERS' ROLES

By Lornet Turnbull
Dispatch Staff Reporter

In Colorado Springs, Colo., a local teachers union is running a charter school that has character education as its core.

Traditionally, union thinking has fiercely rejected the concept of charter schools.

In Los Angeles, a teachers academy has been established to provide educators with ongoing professional development.

And in Dayton, teachers are providing direct input on how districts spend money to improve the quality of education.

Nationwide, the traditional role of teachers as passive participants in structuring education is undergoing drastic change, Bob Chase, president of the National Education Association, told about 500 educators from 30 states who gathered in Columbus yesterday.

More and more teachers are embracing such efforts as Peer Assistance Review, known as PAR, which got its start in Columbus. The joint effort between Columbus Public Schools and the Columbus Education Association, the

union for Columbus teachers, allows teachers to act as consultants in evaluating new or struggling colleagues and to help them improve.

Chase's keynote address before the gathering was part of a weekend-long conference on PAR, which is used in one form or another in 100 school districts. With more than 16,000 districts nationwide, "that's not nearly enough," he said.

The Columbus teachers union and school officials have been inundated by inquiries from people in other districts who want to know how to put a program in place.

"Nothing improves the quality of education more effectively than improving the quality of teachers," Chase told the group. "That may sound rather harsh . . . but it's true. I'm not saying resources and family involvement aren't important, but research proves that quality of teachers is the most important."

This growing emphasis on teacher involvement is shifting the focus of unions from traditional issues of pay and work conditions and has become fodder

for many lively discussions at the National Education Association.

"At times those discussions have generated more heat than light," Chase said.

"Some people say we can't tend to our traditional union duties and still advance teacher quality at the same time. I disagree. I don't think we have a choice."

Chase recounted his start in a Danbury, Conn., classroom 33 years ago when teaching was still a very solitary experience. He recalled being ordered to "go forth and teach," with no idea of how to do it.

"The first word I put on the board was misspelled," he said. "I shudder to think what I did to those students rather than for them. I'm very serious about that."

That kind of floundering explains the 50 percent turnover rate for beginning teachers during their first five years in America's urban education system, he said. In Columbus, that rate is from 15 percent to 18 percent.

"Could the difference have been the PAR program?" Chase asked. ■

40. The Augusta Chronicle

05/18/98; Edition: ALL; Section: METRO; Page B05

PLAN TO REDUCE CLASS SIZE WOULD COST \$1 BILLION

After repeated criticism from people like Darla Moore and Rick Barnes about South Carolina's education system, senators want an ambitious plan to reduce class sizes in kindergarten through third grade.

But can South Carolina afford the \$1 billion needed for this plan?

That's what it could cost to build enough classrooms for the 5,300 new teachers that senators think are needed to fix the public schools.

House and Senate education negotiators have only about a month left to come to an agreement on conflicting

The construction cost doesn't even consider the cost of new teachers. Senate budget analysts estimate hiring that many new teachers will cost taxpayers an extra \$229 million annually.

And if lawmakers find the money, can schools hire a small army of new kindergarten teachers by August?

Joyce Abel, president of the South

plans to overhaul the school system.

In addition to grading school systems, the Senate also wants to make sure no teacher has more than 15 students in kindergarten through grade three.

By shrinking class sizes, each teacher would have more time to help out students. In many schools, teachers have to be responsible for as many as 30 students.

But can it be done? Each new teacher will need a classroom. Using an estimate of 33 classrooms per school - the average in Richland County - South Carolina would need 160 new schools.

Carolina Education Association, said enough qualified teachers are available. "The districts that can pay the most won't have any trouble finding teachers," Ms. Abel said. "It's the others that we ought to be worried about."

The Senate has decided to partly fund the money needed for this program by paying for construction projects with an

New elementary schools in Richland County cost about \$7 million apiece. That makes hiring 5,300 new teachers statewide by fall 2001 cost at least \$1 billion, though the cost might be less since some districts already have space for more classes.

Not that the new schools aren't needed. When Chester Floyd became Berkeley County's superintendent a year ago, he found 350 temporary structures.

"It's absolutely ludicrous," he said. "There's a tremendous need for state-of-the-art facilities."

\$100 million bond bill.

Ms. Moore, who gave \$25 million to the University of South Carolina, said the state is foolish not to borrow money when interest rates are low, the state's credit rating is excellent and its needs are great.

"If you want an argument in favor of the bond bill, all you need to have done

is listen to Darla Moore," said Senate Majority Leaders John Land of Manning. "We have needs to meet now."

GOP Gov. David Beasley and House Republicans say the borrowing proposal violates state rules designed to rein in spending. Mr. Beasley has threatened to veto the plan if it emerges from a House-

Senate budget negotiating committee.

But the Senate borrowing plan would fit well within the state's credit limit.

South Carolina currently has \$1 billion in general debt. Paying interest and principal on those outstanding loans costs \$143.5 million. That's a little more than 3 percent of the state's budget but

short of the 5 percent limit on debt payments set by the state constitution.

South Carolina would pay about 4.9 percent interest on a 15-year general obligation bond, Deputy State Treasurer John Pownall said. ■

41. The Santa Fe New Mexican

May 11, 1998

Welcome to the future of public school

Night classes, 3-year-olds in school, parenting courses for people with failing kids - Santa Fe's schools want to try it all

By GREG TOPPO

The New Mexican

In some brave new public school world out there, schools keep the same hours as convenience stores. They open at sunrise, close at night and are attuned to students' biological clocks, work shifts and babysitting schedules.

In this world, thousands of ordinary citizens spend their free time sitting patiently with struggling students. Other volunteers show up at appointed times and simply shoot the breeze with troubled youngsters.

Few students drop out. Everyone reads.

Welcome to the public school of the future - sound like a far-off dream?

Santa Fe Public Schools officials are hoping it will come to a school near you, and someday soon.

This fall, actually.

Santa Fe Public Schools' Dropout Prevention Task Force - one of the central pieces of Superintendent Lee Vargas' 10-point dropout plan - has filed its preliminary recommendations with the Santa Fe Board of Education.

The task force - made up of parents, teachers, administrators and local business people - came together last fall. What began as a large group of concerned citizens - about 130 in all - has given way this spring to a core group of 30 diehards.

The task force, while not endorsing the idea to start children in school so young, supports so-called "block scheduling" due to begin this fall at both Santa Fe high schools. The schedule will lengthen daily courses from 52 to 90 minutes, allowing teachers to offer an entire year's work in one semester. Offering four classes per semester means eight classes per year - two more than

Those able to cope with the crush of committee meetings, stream of eduspeak and on-again, off-again nature of the task force have emerged from seven months of discussion and research with a vision of what keeps kids in school.

Their ideas read less like a plan than a shopping list of things schools can do to become more personal, practical, flexible and inclusive of families and their changing needs.

But if you ask some educators, they'll tell you: That's the true meaning of dropout prevention.

"These schools have to be redesigned to meet this society - there's just no other choice," school board President Jarratt Applewhite said this week. "We've got to change the culture from 'one-size-fits-all.'"

Applewhite, who has come out in support of ideas such as public use of school facilities, libraries and athletic fields, also supports the task force's most striking recommendation: That high schools should stay open until 8 p.m. most nights and offer course work that fits students' busy work and family schedules.

"We have a society where there are very few people home until 6 o'clock at night," Applewhite said. "Schools have to be open from 7 a.m. to 7 p.m. at the very least, and I believe they should be open 365 days a year - and until 11 o'clock at what's normally offered - and the chance to graduate from high school in as little as three years.

The task force has asked the school board to consider spending \$238,000 on about a dozen projects that include extending the school day into the evening, training teachers to be more culturally sensitive, bringing hundreds more volunteers into the schools and

night."

Santa Fe High School Principal Aaron Trummer agreed.

"The paradigm of the old school really isn't going to cut it here," he said. "We have a constituency that definitely will be able to use the night-school concept - I have kids who don't come to school because they're babysitting."

Such a night-school program worked well at Santa Fe High about five years ago, Trummer said, but collapsed for lack of district leadership after its funding ran out.

He suggested that such a program also could become a "fast-track" to a career for a few students who would otherwise leave school. Impatience over required courses students find irrelevant often drives them from school, he said.

"What a lot of kids who drop out tell me is, 'I'm going to the community college to get these courses, to get my GED so I can get this job,'" Trummer said.

Applewhite is one of several people in Santa Fe who has advocated getting children into school as young as 3 years old.

"I don't see any reason we shouldn't be graduating kids in 10th grade, opening up school to children as young as 3 years old," he said.

offer parenting courses to people whose children are failing.

The task force's recommendations also include a proposal to offer "effectiveness" workshops to students based on Stephen Covey's best-selling book *The Seven Habits of Highly Effective People*. It also proposes gathering new high school freshmen in the fall for a "jumpstart" program that

helps them bond and meet their teachers in a nonacademic setting.

The group supports a number of plans already taking place or slated to take place in the schools this fall, including a middle-school alternative program with smaller classes and career counseling, a rigorous, districtwide reading-skills program, parent involvement programs and the expansion of The Academy, the district's alternative high school.

The group also supports plans - approved last week by the school board - to use \$200,000 from the Frost Foundation and an anonymous donor to buy a new mobile healthcare van. The van will serve students at four elementary schools with high numbers of poor students. The schools have not yet been selected for the program, which is set to begin in September.

Marcie Davis, the district's special projects director for Healthy Tomorrows, a national healthcare program, said the services will have a powerful effect on children's ability to learn.

"The kids are coming to school and they're not ready to learn because they're unhealthy," she said.

The task force also requested \$20,000 to help direct the district's growing array

of volunteer programs. This fall, the schools are set to offer a veritable combination plate of volunteer opportunities, with catchy names and clever acronyms such as VIPS, HOSTS, SFEAN, SAW and Los Sabios.

The programs match volunteers with at-risk students, usually in school during school hours. Students receive one-on-one tutoring or simply the opportunity to talk about their lives.

The programs may be simple, but the results are dramatic, supporters say.

Eugene Weisfeld, a task force member who also manages the mentoring program for the Santa Fe Education and Apprenticeship (SFEAN), said a fair number of junior and senior high school students "have shown remarkable improvement" after being matched with a caring adult for just an hour a week.

"Students who have had a bad attitude almost overnight change dramatically for the better," he said.

Cardinal Rieger, Santa Fe schools' volunteer and parent involvement coordinator, and a task force member, said the district is set to launch "a major recruitment program" to get thousands of volunteers into the public schools.

Such efforts might seem excessive, but

they are needed, she said.

The HOSTS (Help One Student to Succeed) program, which matches underachieving students with a different tutor each day of the week, likely will require about 800 volunteers in the first year alone.

"Education is shifting, in that teachers can no longer fill all the shoes they need to fill in a day," Rieger said. "Teachers are no longer just teachers. They are advocates for their students in so many ways."

Applewhite said the task force will oversee the first steps of the plan's implementation. Members have asked for the authority to continue meeting this summer if the board approves funding for the stack of projects it has recommended.

"The dropout issue is so complex that anybody who tries to encapsulate it in a quick fix is missing the mark," Applewhite said.

"I am an authority on very little, but dropping out I know something about," said Applewhite, who left school in the seventh grade. "There are many different reasons that kids drop out, and there are many different types of dropouts. The real solution is to have a lot of paths to the mountaintop." ■

42. Baltimore Sun

May 20, 1998

Prince George's faces own debate on phonics County school board to vote tomorrow, one week after Baltimore

By Kris Antonelli Sun Staff

On cue, first-graders in Simone Jordan's class at Chillum Elementary School in Prince George's County rattle off a list of "ick" words: pick, sick, trick, kick, lick, chick.

"Remember, 'pick' is not the same as 'peck,'" Jordan tells them. "A mother chick would not give a 'pick,' but she would give a 'peck.'"

Her class is learning to read with what "I hope that we will take a similar approach as Baltimore and review other series before we make a decision," said board member Marilyn Bland during a meeting last week. "I have no objection to the upper grades using it, but I am concerned that there is not a good systemic approach in K-2 so that the children can sound out all the words."

Like Baltimore students, those in Prince George's performed miserably on the Maryland School Performance Assessment Program's reading tests last

educators in this Washington suburb call a "balanced literacy" approach.

It mixes phonics — sounding out words — and whole language methods — relying on literature and pictures to give a child clues to a word's meaning.

Tomorrow night, after much debate about heavy use of phonics in Prince George's County schools, the school board is to decide whether to spend \$4 million on a Houghton Mifflin textbook year.

Only 24.3 percent of third-graders and 25.6 percent of fifth-graders performed satisfactorily on the test, compared with statewide averages of 36.8 percent of third-graders and 35.6 of fifth-graders. The Houghton Mifflin series is strong in comprehension, experts found.

Last month, as the debate continued in Baltimore, The Sun asked a panel of experts to review four series of books, including Open Court's Collections for Young Scholars and the Houghton

series called Invitations to Literacy, which some board members worry does not provide enough phonics instruction for kindergartners and first- and second-graders.

The debate mirrors concerns of the Baltimore school board, which last week decided to use the Houghton Mifflin series in grades three through five but a separate phonics-based book for kindergarten through grade two. Mifflin series.

The experts found that the Houghton Mifflin books help students think critically about stories and build background knowledge and vocabulary. Phonics, they said, is taught implicitly in a method that starts with a story and pulls out clusters of words or letters, and then teaches children letter sounds.

The Open Court series, although strong in phonics, got mixed reviews for comprehension — a crucial test-taking skill.

Pat Miller, the Prince George's County schools supervisor for reading and language arts who worked on the 33-member committee that chose the Houghton Mifflin series, said panelists were looking for more than phonics.

"Houghton Mifflin is stronger in reading for performing a task, and it has a more balanced approach to reading," she said. "It has spelling, grammar, comprehension and writing activities."

Ten schools in Prince George's, including Chillum Elementary, have been using the Houghton Mifflin series for about two years. Early reviews were not promising.

"We had a lot of problems with them in the beginning," said Martha Emmons, a reading specialist at Chillum. "There were words in the book that were too advanced for first-graders. It was more of a whole-language approach."

But adding a series of "little books" — storybooks about family, friends and other juvenile themes, provided by

Houghton Mifflin — improved the picture.

Teacher Debora Litt criticized the Open Court books because writing was introduced too late.

Board member Suzanne M. Ploughman said she is not opposed to the Houghton Mifflin series or to what she calls a "balanced approach" to reading that the books seem to offer — but more has to be done to teach reading during the crucial kindergarten-through-second-grade years.

"It's also a shame that we are so driven by the test scores," she said.

While the school board is also considering a proposal that would make phonics as well as grammatical structure and context the official components of reading instruction, some teachers wonder why such a proposal is necessary. They have always taught phonics to some degree.

Kathy McComms, using a

combination of reading techniques, is turning her kindergartners at Patuxent Elementary in Upper Marlboro into book lovers.

She begins her morning lesson by reading "Five Little Ducks" to her 15 students. They pick out all the "d"-sounding words and all the "ut" words — cut, hut and put — for phonics practice. Then they make up sentences with those words in their journals.

"The ducks are going to Andre's hom," one little boy writes.

McComms draws a smiley face and writes "Wow" on his paper.

"That's the nice thing about whole language," said Mary Hendley, a reading specialist at the school. "They can write before they can spell it."

Students are cheated out of a crucial learning experience such as reading good books, teachers say, if phonics is the only method.

■

43. Associated Press

05-19 2:04p

Administrators have no plans to apologize in Brewton-Parker loan scam

MOUNT VERNON, Ga. (AP) - Administrators at Brewton-Parker College are offering no apologies and say they just want to put behind them a fraud case that accused the school of depriving students of government grants.

College administrators said Monday they want to bring closure to the student loan scam, which has left the school owing the government \$4 million for allegedly scheming to defraud the U.S. Department of Education from 1992 to 1996 in 1,871 claims totaling \$2.1 million.

Sid Johnson, general counsel for the school, said the school will pay the government \$2 million in cash within 30 days. The balance of the \$4 million will be made in eight quarterly payments of \$250,000 each. Interest at 5.232 percent, the going rate for federal judgments, will amount to an additional cost of about \$150,000.

The school also will undergo semiannual audits by an independent accounting firm until Jan. 1, 2000, and already has farmed out its financial aid functions to Financial Aid Services Inc.,

"So many people have been hurt, certainly any intelligent person here would feel sorry, but we are not in a position to single any persons out," said Starr Miller, acting school president.

U.S. District Judge B. Avant Edenfield on Friday approved a \$4 million settlement between the federal government and the private college located about 70 miles southeast of Macon.

School administrators also said there would be no apology for Martha Faw, the whistle-blower who won a wrongful termination settlement against the small in the Atlanta area.

"We expect to comply with the terms of the agreement," Johnson said.

Student aid supposedly was funneled illegally to athletes, foreign students and others.

In October, the federal government joined the whistle-blower action filed the previous February by Ms. Faw, who had been an assistant in the college's financial aid office before the school fired her. She accused the school of awarding financial assistance to fully or partially ineligible students.

Baptist college as part of the agreement.

Ms. Faw had asked that part of her settlement as a whistle-blower in the fraud case and for wrongful termination be returned to students who were deprived of government grants.

Ms. Faw, who attended Monday's assembly and news conference, had wanted time to speak and answer questions but said school officials denied her request.

"They said it was time to put it all behind us," she said.

"We just had some people in the office who were not as careful as they should have been about disbursement of government funds," former Brewton-Parker College President Lynn Holmes told The Macon Telegraph in September. "People were over-awarding to some, and awarding funds to some with no eligibility."

The school could have been required to pay more than \$25 million in damages and penalties. ■

44. Associated Press

05-19 1:55p

Online college applications faster, cheaper

By JAMES HANNAH
Associated Press Writer

Ohio high school senior John Buckley was getting ready to apply to college when he discovered a way to save a few bucks and more than a few minutes.

Rather than fill out the paperwork and make a trip to the mailbox, he applied to the University of Dayton via the Internet.

"It couldn't have taken over 20 minutes," Buckley, 18, of Cincinnati, said Monday.

Of the 6,500 new applicants to Dayton for this fall - the largest ever at the school - 30 percent applied by computer.

"It's the way to go now, and it's going to continue to grow," said Chris Munoz, the school's associate provost for enrollment management. "I predict in five years there will be no paper. Everybody will apply over the Web."

Josh Atkins, 18, of Louisville, Ky., applied to seven universities, four of them online.

"You didn't have to go searching for

applications," Atkins said. "All you had to do is find the Web site."

Atkins, who will attend Wittenberg University in Springfield on a theater scholarship, said he found the school's Web site on his computer at home, filled out the application and typed in an essay.

"I hit the button and it went right to Wittenberg."

Megan Jackson, 18, of Jasper, Ind., also applied to Wittenberg by computer. She said applying electronically made it easier to fix typos or make changes in the essay. It also is faster and can mean the difference between making and missing a deadline.

Ten percent of Wittenberg's 2,600 applicants applied via the Internet this year.

"It's the first year we've pushed it," Wittenberg spokesman Alan Aldinger said.

The school waived the \$40 application fee for students who applied online. Dayton likewise waived its \$30

application fee.

Munoz said the university benefits because the applications do not have to be typed into the school's computer system.

"It goes right into our database," he said. "The student is punching it in for us."

Buckley got the idea from a high school guidance counselor. Munoz said other prospective students become aware of the university through the school's Web site, and then find it easy to apply electronically.

Dayton accepted 80 percent of the 1,886 applicants who applied by computer. And of those who were accepted, 474 already have sent deposit checks, an indication that they plan to attend the school, Munoz said.

"We weren't quite certain whether those students who applied over the Web had the same serious intentions as those who applied with the conventional approach," he said. "And they have." ■

45. Boston Globe

May 19, 1998

School Committee to propose tough standards for promotion

By Beth Daley, Globe Staff

In one of the most ambitious efforts at reform in Boston public schools, the Boston School Committee will hold a

Most agree that such standards are desperately needed: Some Boston high school headmasters estimate that 50 percent of their ninth-graders never should have graduated from middle school.

But teachers, parents, and students, while praising the intent of the proposal, are highly skeptical. They say similar promotion policies in the Boston schools have existed - and been ignored - for decades. Why, they wonder, will this one succeed?

"I'm skeptical because they always try new methods, and there are always ways to go around it and go back to business as usual," said Junia Yearwood, a teacher at English High School. "Who is going to make sure things are going the way they say?"

public hearing tomorrow on a plan aimed at ending the widespread practice of promoting students who are not performing at grade level.

The massive program will cost from \$3 million to \$5 million annually, largely for remedial programs for the thousands of students expected to fall short of the promotion requirements. The program, slated to start in September, is to be totally in place by the end of the 1999-2000 school year. Next year, \$1.1 million has been set aside for the program.

Students said yesterday that regardless of the cost, no one should be promoted who is not performing at grade level. The problem is so pervasive, they said, that many of their peers label classes where little effort is necessary "bird courses," because they can "fly" through them.

"I slacked off a little bit in school because ... other people were going to pass if they did the work or not," said

The plan would call for strict new promotion requirements, as well as mandatory summer school for some students and other remedial programs.

Tracy Bastien, 17, a senior at English High. She added that most teachers challenge the students.

Teachers themselves say they often feel pressure to pass non-performing students simply because there is no place to put the massive number that need to be retained.

Under the plan, students who fail to meet requirements to graduate from grades 2, 3, 5 and 8 will be required to attend summer school. In addition, some students will have to attend special transition programs.

Intensive early-literacy programs will be created in 30 elementary and some middle schools. Massive after-school tutoring will be available and a newcomers' school will be developed to house students new to the country who

are not yet literate even in their own language.

Under the new standards, students cannot have more than three unexcused absences in a term. Alternative diplomas will be awarded to students who fail Boston School Department requirements but pass the new MCAS, or Massachusetts Comprehensive Assessment System tests.

School officials say the new promotion policy should work in part because of new citywide and state standards that more clearly spell out what students are expected to know in each grade. In addition, Superintendent Thomas W. Payzant says, standardized tests will clearly show which students

should be promoted and which should not.

But such measures for promotion have been used before. In 1983, with much fanfare, strict promotion policies were adopted, including a mandatory 85 percent student attendance rate, passage of citywide tests, and remedial programs for students who were not making the grade. That policy was also supposed to be phased in over two years.

It failed by almost every measure. Some longtime educators said that so many students failed to make the grade, the system was simply overwhelmed by the cost of remedial programs. And the problems still persist. Last year, in citywide tests, almost 80 percent of

Boston 11th-graders showed "little, if any mastery" of the "most elementary" skills for that grade level in math.

Still, even skeptics laud the proposal's intent. The policy, with enough money, resources, and dedication, is designed to help ensure that 10th-grade students pass tough new MCAS exams when they become a condition for graduation starting in 2001.

"I like the concept as far as the high standards are concerned," said Sam Tyler of the Boston Municipal Research Bureau. "But my concern is whether there are sufficient resources and if not, if that will lead to a weakening of the program."■

INTERNATIONAL

46. The (Tokyo) Mainichi Daily News

05/19/98

Editorial: Textbook reform

The government's three-year plan for promoting deregulation makes two recommendations related to school textbooks. The first has to do with the question of how school districts adopt textbooks for their elementary and middle schools. Though cities or districts (gun) have the authority to select their own textbooks, quite often prefectures decide that all of their public schools will use the same textbooks.

The three-year plan urges that such

The need for more transparency in our textbook appraisal system was underscored recently by a Yokohama District Court ruling. The author of a "Contemporary Society" textbook had filed suit seeking damages from the central government on the grounds that the policies of Ministry of Education textbook screeners were unconstitutional and illegal.

The Yokohama District Court ruled that bureaucrats had exceeded their authority with regard to two passages in this textbook.

In the famous textbook lawsuit filed by Saburo Ienaga, a former history professor at the Tokyo University of Education, the Supreme Court ruled that the textbook screening system as such was constitutional, but should be

decisions should be transferred to the local level. Eventually, individual schools would be allowed to select their own textbooks. The thinking is that schools will adopt textbooks suited to the locality if the selection process encourages greater input from teachers and parents.

The three-year deregulation plan also recommends changes to increase the transparency of textbook certification procedures used by the Ministry of Education implemented in a manner that adhered to rigorous guidelines and was not arbitrary.

The Yokohama District Court judges faithfully abided by the Supreme Court's decision in the Ienaga case. The Yokohama suit, which was filed after textbook screening procedures were revised and "streamlined" in 1989, proves that bureaucrats continue to exceed their mandate under the new rules.

Textbook screeners from the Ministry of Education notified the publisher that a passage suggesting that Japan should have canvassed Southeast Asian opinion prior to dispatching minesweepers to the Persian Gulf was advocating that Japan pursue an excessively "low profile." The authors interpreted this notification as a rejection of the passage, but the textbook

Education, including a proposal that ministry officials provide written comments on specific passages in textbooks which do not meet their approval, which would be made available to the general public.

Both of these recommendations are on the mark. Instead of being implemented as part of a deregulation program, however, they should have been adopted a long time ago as part of education reform.

screeners testified in court that it was merely a "personal opinion." Both sides were apparently talking at cross-purposes.

The system does not require "screening opinions" to be written down, so Ministry of Education officials relay their decisions verbally to publishers. This is unacceptable. The reasons for approving or rejecting passages in a textbook must be clearly stated.

In addition to issuing written opinions, other steps can be taken to improve the procedures for vetting and selecting textbooks. In fact, we might even begin to consider the possibility of abandoning the screening system entirely for high-school textbooks. We need a debate which addresses the fundamental issues of textbook policy in Japan.■

47. Financial Times

05/20/98; Edition: London Edition; Section: NATIONAL NEWS; Page 10

Tougher rules for teacher training

By Nicholas Timmins
Public Policy Editor

The government is prepared to close down teacher training courses that consistently fail to perform, Estelle Morris, the schools minister, said yesterday.

The government also announced that the first stage of the national curriculum for teacher training will come into effect from September. Teachers will be trained in information and communications technology and teaching other subjects, a year earlier than planned. The new curriculum for primary English and maths will also come into force.

But after consultation, ministers have

agreed to postpone the new curriculum in other areas, including primary and secondary science and secondary English and maths, until September next year.

David Blunkett, the education secretary, agreed to the delay after Clive Booth, chairman of the Teacher Training Agency, told him that consultation had shown "strong concern" about the manageability of introducing the other subjects from this September.

There is, however, "widespread agreement" about the contents of the curriculum, he told Mr Blunkett, and colleges and other teacher training providers will have the option of introducing them on a voluntary basis

this year.

Ms Morris said the curriculum was key to raising standards in a package that included increased powers for Ofsted, the schools' regulator, to inspect providers and the first performance tables, to be published later this year.

They would provide potential students with much more information, allow the training agency to target more resources to the best providers and if necessary lead to consistently underperforming providers being closed. Closing providers was "not something we are actively looking for". But if pressure and support failed to produce improvements, that would happen, she said. ■

48. The (London) Independent

May 19, 1998

Parents say school reports could do better

By Judith Judd, Education Editor

PARENTS say teachers are too nice about their children in school reports, according to a new survey published today.

They want more frequent reports with more honest and critical information about how their children's performance compares with others'.

They also complain that parents'

"It was often felt that negative comments were hidden ... Parents needed to look out for subtle indicators; for what isn't mentioned as much as what is." This decoding, says the study, is more difficult for those whose children have the most difficulties.

The study of 200 schools and 70 detailed interviews with parents found big variations in the frequency of reports. A fifth of schools send only one a year whereas some schools send out four or five a year.

Parents feel that a report at the end of the year often comes too late to help a struggling child. Their appeal for more written reports comes as ministers are trying to cut school red tape by sending out guidance which suggests reports should be produced just once a year - the

evenings are chaotic free-for-alls "like rugby matches" which offer no real chance to discuss pupils' progress, says the survey from the charity Research and Information in State Education which was carried out at Bristol University.

It reveals that today's reports are very different from those of 30 years ago when they were little more than lists of test scores and class positions.

legal minimum.

The guidance is being sent out in response to campaigns by teachers' unions to cut teachers' workload.

Parents are even more critical of parents' consultation evenings than they are of reports - and those whose children need most help are the least likely to attend.

Despite all the talk of parents and teachers as partners, says the study: "Most of the parents did not feel they were taken seriously or even welcomed." Some felt patronised and humiliated.

One parent said: "They're a bit of a waste of time. I go on every opportunity and they say yes she's fine, she's fine. We queued up for that, three-quarters of an hour."

Ministers are due to consult later in

Now just 16 per cent report on pupils' positions within groups. Parents complain of "a culture of non-competitiveness". Reports, they say, are too bland and vague. "While parents appreciated that children needed to be encouraged, they felt it was unhelpful to them if this was at the expense of honesty.

the year about how school reports may be improved.

The study concludes that teachers should stop worrying about discouraging pupils by making negative comments: "There seems little to be gained by giving parents false impressions of their children's achievements at school." It also suggests that reports should include targets for each pupil.

Parents' evenings should be moved to the start of the year and used to clarify the year's plans and set targets with parents. They should be spread over two consecutive nights for each year or during the day at weekends or during half-term, even if that means more work for teachers. ■

49. Asahi Shimbun (Japan)

May 19, 1998

Job rate down for high school graduates

The percentage of people to find jobs after graduating from high school in March was the lowest on record, the

Education Ministry said Monday.

The employment rate among job seekers who graduated from high school in March stood at 92.9 percent, down 0.9 percentage points from a year earlier, according to a ministry survey.

The figure, which reflects the sluggish domestic economy, was the lowest since the ministry began to conducting its nationwide employment survey in 1977, ministry officials said.

The previous low was 93.4 percent

recorded in 1996, the ministry said.

The ministry surveyed about 1.44 million students graduating from the nation's high schools in March. Of those, 344,000 graduates entered the job market directly, the ministry said.

About 24,000 of the 344,000 job seekers could not find work apparently because of poor job prospects in their local communities, the ministry said.

By prefecture, the employment rate in Hiroshima marked the largest drop of 5

percent, followed by a 4.4-point decrease recorded in Hokkaido, the ministry said.

Female graduates had more difficulty finding jobs than male students. The employment rate for female graduates stood at 91 percent, marking a drop of 1.1 points from the previous year.

The rate among male job seekers also fell by 0.7 points to 94.5 percent, the ministry said. ■

COMMENTARY

50. Chicago Sun-Times

05/19/98; Edition: 5XS; Section: EDITORIAL; Page 25

Important lessons to be learned

By Leslie Baldacci

On behalf of my fellow Chicago public schools parents, I welcome the 677 corporate leaders who are coming to schools today as "principal for a day."

Some of you have asked to be principals of the schools you attended as children. Welcome back.

But for most of you, it will be the first

Many of you run large organizations. You know all too well the high price this city has paid for the decades the Chicago Public Schools were an insular, corrupt hiring hall that put the needs of children last.

The scandal of our schools threatened your businesses. You could not count on the city schools for skilled workers. They sent you graduates who could not perform. You could not attract workers to Chicago because of the question: Where would they send their kids to school?

Vallas and Mayor Daley announced Monday that elementary test scores are up for the third consecutive year and high school scores are up for the second year in a row. The same day, Chicago Sun-Times education writer Rosalind Rossi reported an upswing in middle-class students attending neighborhood Chicago public schools. This is powerful evidence of a turnaround.

As corporate managers, you understand what it takes to effect change. Keep your eyes out for signs of change today.

I see it every time one of our teams

time you have set foot in a Chicago public school. After all you've heard and read over the years about this system in chaos and its path toward reform, you probably expect metal detectors and holes in the walls.

You will find those things.

But please, keep an eye out for small miracles. You will find them, too.

gets to practice in the gym after school. Just a couple of years ago, school facilities were off-limits after school hours.

Sound crazy? We thought so, too. There were all sorts of silly reasons given: insurance, union work rules. But mainly it was that people who worked for the Chicago Public Schools wanted to lock up the school and get the hell out at the end of the day. That was business as usual. No more.

I see change in the landscaping outside our high school and the new windows in our elementary schools.

Not long ago, the schools amassed a \$1 billion repair bill while superintendent after superintendent tried and failed and corrupt administrators lined their pockets. Classrooms couldn't be used because of falling plaster from leaky roofs. Supplies sat unused in warehouses while some schools had no books or toilet paper.

Conditions in many schools were disgraceful, and the cumulative effect on students was criminal. Children who are treated with such disregard learn this lesson in school: They must not matter very much.

"We want to reintroduce leaders in the community to public education in Chicago; we want to eliminate the myths and misperceptions," said system CEO Paul Vallas. "This is a system that has been praised by the president as leading the way in terms of public education and reform, and it is a system of high standards."

They will learn quite a different lesson today. Your presence tells them that they do matter. Your presence tells them that their school must be a pretty important place because you've taken time away from your job to see what's going on there.

There is a miracle waiting behind the bright eyes of every eager child you meet today. Stop and talk to them. Ask them questions.

We parents have invested in what is most dear to us because we have faith that something that matters this much - to our families and to our larger family across this city - will prosper if we give it our time and attention. We thank you for giving the same today.

We believe our children can succeed in the Chicago public schools and that someday they will claim as a badge of honor that they helped turn around what was once tarred as the worst school system in the nation.

They'll say they helped work a miracle. Stick with us, and you can say the same.

Leslie Baldacci is a Sun-Times staff reporter. ■

51. Houston Chronicle

May 20, 1998

Bilingual education goes beyond teaching language

By DOMENICO MACERI

THE best time to learn a language is when you're young."

I can't remember how many times I heard that belief expressed by "older" students in my community college Spanish classes as they tried to justify their struggle with the subject. It's the same argument people make when they oppose bilingual education: You've got to cram all the English you can into immigrant kids while they're young and it's still "easy" for them to learn a language.

My students and those opponents of bilingual education are partially right. Children do have some advantages over adults in learning a language. But they also have disadvantages.

Children starting the study of a language before puberty can manage to acquire a native accent. Adults will almost always keep some kind of an accent.

Adults can learn those rules a lot faster because they can use logic to understand them. It's easy for Spanish-speaking people to learn the formation of the past tense because they can understand the concept and can follow the logical argument. The deductive approach which can be used with adults is a lot faster.

Assuming the same exposure to the language, who will know more English at the end of the year, the father or one of his kids? The father may speak with an accent and his spelling may not be perfect, but his ability to say what he

My older brother, who started learning English at age 22, has a heavy Italian accent. I started when I was 15 and have a slight accent. My younger brother, who started one when he was 11, has a New Jersey accent.

Children's disadvantages compared to adults have to do with their life experiences. The younger the child, the fewer the experiences. And experiences mean also linguistic experiences in at least one language, which makes it easier to learn another.

Thus adults need to learn just the words of the new language; that is, the symbols but not the content. They know how to do simple math, they know geography and have some cultural knowledge based on their education.

The more education a person has, in general, the easier it will be for him or her to learn a new language.

Five-year-old immigrant children who are beginning their study of English do want to say will be far greater.

Who will know more English six years later? In some ways, the father, insofar as language reflects a sophistication of concepts and life experiences. However, in the long run, the children will quite likely surpass their father, assuming they stay in school and become at least as educated (hopefully more so) than their father.

Bilingual education recognizes that because children learn English slowly and because they also need to learn math, science, geography and other subjects,

not simply have to learn the names of the colors in the new language. They also need to learn the meaning of the names. That's a lot to learn. Who learns the colors faster, the immigrant kindergartner or her father in his English-as-a-second-language class? Who will learn faster to do simple math in English, the immigrant father or his elementary school son?

Without a doubt, it will be the father who learns first. Language is not just vocabulary. It also requires a knowledge of grammar. Children will learn these rules through the power of observation. After hearing lots of examples and eventually noticing that if you add an "ed" to a verb it makes it a past tense, they will internalize the generalization.

This is only one of the hundreds of rules of English grammar. The inductive method used by children takes a long time.

they need plenty of time.

Bilingual education, though not perfect, tries to give that time to children. Its goal is not to turn immigrant children into bilingual individuals, although that would certainly be desirable and beneficial for our country. Bilingual education's goal is to educate the entire child, not just teach him or her English.

Maceri teaches foreign languages at Allan Hancock College in Santa Maria, Calif. ■

52. Boston Globe

May 20, 1998

'Education is the true liberator'

A monsignor gives his take on the vote

By Mike Barnicle, Globe Staff

DUNGANNON, Northern Ireland - He has stood over too many fresh graves filled with victims of a stale hatred that is quite pervasive but he manages to greet each day with a grin along with a hope that the children he teaches will somehow manage to prosper here in a small country where education might eventually prove to be a larger asset than a ballot measure that has all the politicians talking while the public on both sides - Catholic and Protestant -

approach the election with sealed lips and a grim pessimism.

He is 66 years old, Monsignor Denis Faul is, and he is the principal of St. Patrick's Academy, where 940 boys and 930 girls attend classes in a huge school set on a hillside alongside an awkward neighbor - a British Army post - as constant noise from helicopters interrupts geometry and geography.

"They'd never get away with flying in and out over a Protestant school," the monsignor said yesterday. "It's just the

way it is here."

Denis Faul is not a shy man. He has specific views and certain opinions. He also has credentials among Catholics: For years, he said daily Mass for prisoners in the Maze prison and alienated the IRA when he was instrumental in ending the hunger strike nearly two decades ago.

"We had 10 already dead and they had had 20 more ready to die," Faul recalled. "Enough was enough. Ireland doesn't need any more funerals or any more martyrs. I helped get the lads to

stop and the IRA never forgave me.

"Let me tell you what will happen Friday," he declared. "It will be a 55 to 45 vote for the Yes position. Just enough to create chaos. People are truly torn about this because it's an argument between the head and the heart.

"For most people on both sides - the majority in the middle - their heads tell them to stay with Great Britain because they're afraid of losing their benefits, their free education, free health as well as what they get from the dole. But their heart tells them to vote with Dublin. And, of course, they've had "Moses" Mitchell and "Moses" Hume with their new commandments, but the real issues are not discussed.

"There is indeed a strong element of bigotry among Protestant leaders and the only way this will work is for everyone to take a vow to protect human life, get rid of the guns, and look after the victims. That will have to be done street by street, parish by parish, and town line by town line. And it will only succeed by

"Now I'll be voting Yes on Friday," Monsignor Denis Faul stated. "But you can't build a government on a 55 to 45 vote. You have to have education with a spiritual background as well as human

bringing charity and a lot of forgiveness to the task.

"There are very long memories here," he added. "People know that whenever Catholics have shown advances in acquiring legal rights, civil rights, political and economic rights, that's when the assassinations begin again. The Protestants fear Catholic advancement.

"When Sinn Fein had the prisoners appear at the rally last week, it was a dreadful blunder, but it was done because the IRA runs Sinn Fein. Gerry Adams is a very clever man. But he's a vain man, and that's dangerous. Yet he's patient. He knows time is on his side, so he can wait to see how unmanageable the new process will be because he knows, in the end, the British will have to deal with him. Not Dublin. Not Washington. Him. He views a Yes vote as a tactical vote for the IRA and Gerry Adams.

"But education is the true liberator, not violence. Education means economic dignity. If we had 60,000 jobs in Northern Ireland, we'd have peace. Jobs rights, and you must have a soul and be willing to forgive. That's the foundation we need to build."

Then he stood at his desk and glanced out the window behind him at an Army

for Catholics as well as Protestants," the principal pointed out. "You see the Protestants do not know who they are. They have no sense of identity. They're not Irish, not British, not Welsh; all they have to cling to is the fact that they won the Battle of the Boyne in 1690 - not that long ago in Ireland - and that's why they go crazy during marching season in July.

"That gets to the issue of justice, too. The application of the law toward Catholics is unjust. It's at the heart of the whole debate over the release of the prisoners. Since 1968, not a single RUC [Royal Ulster Constabulary] man has served a day in jail for killing while on duty or torturing people arrested under emergency laws. Twelve children and many adults were killed and no one was ever charged. So the Catholics say, "Why am I doing 25 years in prison when the man who killed my son or my brother or my father is free?" It's an impossible question for the British to confront because they have no answer.

helicopter skidding through the sky above his school. The noise was fierce, but the priest's smile was gentle as he said, "They wouldn't dare do that to any other people."■

53. Los Angeles Times

* 05/20/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-6

Improving Schools

I give The Times high praise for its May 13 forum for gubernatorial candidates. All four were impressive in some ways, but I was disappointed in all their answers to the question about poor schools.

A high percentage of the worst schools in California are located in very poor neighborhoods, with high numbers of dysfunctional families and kids with

incredible social, health and behavioral handicaps. In such schools, the correlation between teachers' performance and children's achievement is very low. Even the best teachers and administrators in California would make only a slight difference in those students' academic achievement. Occasionally a school staff has gone sour and needs to be changed, but more evidence than test

scores is needed to determine that.

The reality, in many cases, is that the schools can't be fixed until we are willing and able to fix the communities they serve. Wholesale firing of the teachers and administrators may satisfy somebody's idea of "accountability," but it will not fix those schools.

JOHN HERGESHEIMER
Whittier■

54. Los Angeles Times

* 05/20/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

As the Experts See It . . .

By THEODORE R. MITCHELL

In the past, philosophers argued that you could tell a lot about the state of society by looking at its prisons, at the manner in which a society treated those who violated its laws. Today, it is more apt to measure the state of society by looking at its schools and at the manner in which a community provides for those

who will become the bone and sinew of our economy and our democracy. The Times has done the community a great service in shining a bright light on the conditions of education in California and, in so doing, issuing a wake-up call to all of us who care about the future.

The schools are not OK. The reasons, as we have learned again this week, are

complex and varied, as complex and varied as the communities in which teachers work and the conditions in which students struggle to find their way through childhood and adolescence into adulthood.

The remedies are equally complex: better professional development for teachers, more resources for classrooms,

enriched after-school opportunities, greater parental support for education and an emphasis on basic skills, especially in reading. None of this is surprising, and we should pursue all of these avenues and more.

What is surprising is the startling complacency generated in a system lacking strong external accountability. Bold and positive experiments, like the Ten Schools Program, go unevaluated; college prep courses get watered down; parents regard schools, in general, as failures but their own schools as successes; we tolerate vast numbers of underprepared teachers in classrooms that need to have the best prepared. How could we let this happen? These are all examples of a system that measures itself on effort and not on effect.

We can blame and point accusing fingers without understanding that we are all responsible for the state of the schools.

For example, take college prep courses. We look at the numbers of students in college prep, we look at the numbers of college prep courses. Both are on the rise, and we feel good. We should. But if the effect of these courses is still to underprepare students for college work, or to leave them unprepared for the world of work, then we should support efforts, even demand them, aimed at solving the problem. We must look beyond the effort to the effect, and we must be clear-eyed about our assessments. We can solve any problem we know; it's those we don't see or don't understand that will sink us.

In conversation after conversation this week, I have heard a common refrain: "I had no idea that it was this bad." That's just the point: Teachers, parents,

This is our final exam; let's not blow it or blow it off. *

Theodore R. Mitchell is UCLA's vice chancellor for external affairs and dean

educators, policymakers should have a means of knowing and of understanding the effects of our work in education as well as our efforts.

Our unwillingness to focus on results is double-edged. On the one hand, without an understanding of the problems in education, remedies are not possible because too many believe they are not needed. This is especially true of those remedies that cost money. On the other hand, when results are finally discovered, rage and blame overwhelm good policymaking. This, in turn, leads to quick fixes that are neither quick nor fixes and to rapid swings between one reform tactic and another that leave us all dazed and confused.

of the Graduate School of Education and Information Systems. ■

55. The Wall Street Journal

05/20/98

We're 'Illegal Aliens' on Campus

Vincent Carroll's May 11 editorial-page article "Republican Professors? Sure, There's One," regarding the 31-1 Democrat to Republican ratio in the faculty of the University of Colorado summarizes the status quo on American campuses, but does not indicate how this incredible disparity is maintained.

Republican faculty members operate on a "don't ask, don't tell" basis to the best of our ability. At official faculty meetings, Democratic fund-raising requests, political buttons, bumper stickers and petitions are very publicly circulated, putting non-tenured faculty in a very difficult position. Initially, I was able to manage these situations by claiming that I must maintain a neutral status due to my husband's role as a small-business owner in our small college town.

I was "outed," however, when my husband ran for political office as a Republican. The morning after the announcement of the candidacy, I had a group of four to five faculty members in my office demanding to know whether or not I was a Republican, too. Within six weeks, I had been fired as a department head. A department colleague told me, "We would never have hired you if we'd known you were a Republican." Another professor argued against one of my internal grant requests on the basis of my

husband's involvement in Republican politics rather than the merit of the proposal. My department chair circulates offensive Republican jokes using the department e-mail alias, and requests to have my name removed from such material go unheeded. The administration is silent when appealed to for assistance. In fact, a senior administrator apparently telephoned my department chair to congratulate him on the "humorous" jokes.

Fortunately, I obtained tenure before my status became known, but subsequently I have been turned down four times for promotion from associate to full professor, in spite of having some of the highest student evaluations on campus, numerous publications, and an extensive record of service to the university and community. I have filed suit in the federal court in Los Angeles as a result, and our trial date comes up in November.

Public and non-repentant discrimination against those with differing views has a dramatic impact on the entire university community. I serve as the faculty adviser for the Cal Poly College Republicans. Nobody else would take the job, and it was assumed no further damage could be done to my career. The students' fliers are destroyed within 15 minutes of their posting, our

sandwich boards disappear or are vandalized, and faculty attend our meetings to "stare down" the students who dare to participate. The intolerance shown by some faculty members empowers others to be equally intolerant. If we cannot maintain a climate on our university campuses in which ideas are freely shared and debated, I cannot imagine how we will achieve any reasonable level of tolerance and civility in our communities and democratic institutions.

*Laura A. Freberg, Ph.D.
Associate Professor of Psychology
California Polytechnic State
University
San Luis Obispo, Calif.*

Several months ago I had a meeting with the president of my college during which I expressed concern about the blurring in many classrooms of the line between activism and scholarship. At one point, I asked him if he could name among the more than 150 members of the faculty one person, besides myself, who was an avowed conservative. He could not.

To be sure, as Mr. Carroll suggests, detached presidents and spineless deans have much to answer for in contributing to curricular disarray and declining standards by repeatedly caving in to the

demands of shrill leaders of the cause-of-the-day. But the problem runs much deeper to the departmental level and the use of the democratic process itself by politicized majorities who deny that they are political in conducting searches and filling positions. To simplify the point, suppose you had two finalists for a tenure-track job in political science from the same graduate program

with similar recommendations and qualifications. One has written "The Idea of Property in the Political Thought of Edmund Burke"; the other has written "Discourse of Power: Southern Phalocrats in Postbellum Households." Guess who is called "rather narrow" or "unexciting." Guess who wins the vote and gets the job.

Leftist professors may charge their

conservative predecessors with having been as political as they are, but if that is so, how did the former become a majority in the first place?

*Robert L. Paquette
Department of History
Hamilton College
Clinton, N.Y. ■*

56. The Washington Times

05/19/98; Edition: 2; Section: A; COMMENTARY; EDITORIALS; LETTERS; Page A22

Arlington School Board puts politics before education

Kudos to The Washington Times for making front-page news out of the Arlington County School Board's protracted and shameful treatment of children seeking admission to the Arlington Traditional School ("Arlington's Traditional appeal," May 15).

As a parent whose 5-year-old child is directly injured by the School Board's antics, I appreciate your efforts to tell this story and explain why more and more parents seek admission for their children.

The Arlington Traditional School has proven that a back-to-basics teaching approach works and that children, when challenged and motivated, respond. Despite School Board Chairman Mary Hughes Hynes' assertion that "there isn't a 'one-size fits all' in education," test scores and community demand for the Arlington Traditional School curriculum prove otherwise. Since when is it a bad thing to have every child reading in

kindergarten? The School Board obviously didn't bother asking parents.

Instead of giving more children this opportunity, Mrs. Hynes and the School Board have done a disservice to all Arlington families by plowing ahead for the second straight year with a failed and unconstitutional lottery system. This is now a personal matter for my family because our son and many other children, through no fault of their own, were originally selected in the February lottery, which was ruled unconstitutional. They answered the questions truthfully, beat the odds and received admissions letters. But we weren't so lucky in the court-imposed second lottery. We received our "Dear John" letter yesterday, rescinding our admission.

My beef is not with the judge, the parents who sued, or the winners of the second lottery. I'm angry with the School Board for failing to resolve these issues prior to this year's lottery. It's obvious the

board failed to assess or deliberately chose to ignore the possibility of a legal challenge this year.

My son and a lot of other 5-year-old children are quickly becoming expendable pawns in the School Board's great social experiment. Whether the original February lottery rules were flawed is not a burden for the children to bear. It's the School Board's responsibility. Your subheadline gets it right: "Attitude of high expectations' sets apart popular grade school." At the rate things are going, this "attitude of high expectations" will never apply to the Arlington County School Board.

And the education establishment wonders why there's a movement afoot for more school choice and charter schools?

DAVID WETMORE
Arlington ■

57. Cleveland Plain Dealer

05/18/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 9B

CAMPUSES MUST PROVIDE ALTERNATIVES TO DRINKING

By Myles Brand

All this talk about the virtues or nonvirtues of maintaining a so-called "dry" campus is entirely beside the point. What the conversation should focus on is the many efforts being mounted to deal with one of the most serious problems facing not just our colleges, but our culture.

The term "dry" campus almost is meaningless because it defies definition. At many universities, including my own, policy dictates that students who are under 21 and living in university

facilities are not allowed to drink. Why? Because in most states, it is illegal for minors to possess and consume alcohol. We all simply are following state law. But many "dry" campuses do not, indeed cannot, ban all alcohol in all quarters because it is not illegal for adults to drink. Hence, the word is next to meaningless.

Of course, we warn our underage students that they will face consequences if they break the rules, and we mean business. Most colleges and universities have a well-established disciplinary

system to handle violations of campus alcohol policies and most hand down substantial numbers of sanctions every year.

But let's face the facts. There does not exist the college policy nor the college president who totally can prohibit underage drinking because we cannot, and should not, watch every student for every minute of every day. In fact, the Presidents Leadership Group at the Higher Education Center for Alcohol and Other Drug Prevention has concluded that student alcohol abuse is a problem

that never will go away entirely.

What we can do, indeed, what we must do, is educate our students about the dangers of alcohol and drug abuse, emphasize to them that they can choose not to drink and provide opportunities

Others are trying more creative approaches, such as theatrical presentations and skits, to heighten student awareness of the impact of alcohol abuse in different situations. Chapters of the Bacchus and Gamma Peer Education Network, an international association of peer-education programs focusing on alcohol abuse prevention and other related student health and safety issues, have nearly 25,000 active members across the country, and a number of traditional fraternities and

and activities that do not revolve around alcohol.

Colleges and universities all over the country vigorously are pursuing all three strategies. Some are using forums, workshops, peer mentoring, posters and sororities have declared themselves alcohol-free.

Many campuses also are creating special programs for entering freshmen, many of whom come to campus ill-equipped to deal with peer pressure and under the mistaken impression that heavy drinking is some kind of "rite of passage." Instead, we show them that it can be lethal and, at IU, we offer a number of activities to get them started on the right foot, including outdoor dances, midnight bus trips to a 24-hour

billboards to drive home the point that students do not have to drink to excess and, if they do indulge, to do so responsibly.

department store and extended hours at the recreation center as alternatives to alcohol-drenched parties.

There is one other vitally important part of the equation and that is community involvement. We need the help of retailers, restaurateurs and community leaders to devise workable solutions. Alcohol abuse is not just a college problem; it's bigger than that, and it's going to take all of us, working together, to combat it. ■

58. Cleveland Plain Dealer

05/18/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

IS COLLEGE ONLY ABOUT DRINKING?

By SALLY CHADIMA

What is going on in higher education? I can't believe what I am seeing night after night in the news lately.

First, college students dying from alcohol poisoning after being forced to drink outrageous amounts at initiation ceremonies.

Now, for the third time, I have seen scenes of students rioting when the bars closed early because of the time change,

or another college not allowing alcohol at some sporting events. Some of these rioting students probably are not legally old enough to drink in the first place, but acting like animals - for what?

I picture the parents sacrificing and saving for years to give their youngsters the privilege of a higher education - and it is a privilege not everyone can afford. Are these parents proud when they see how their offspring are abusing their

hard-earned money?

Of course, not all of the students are doing this. Two of my grandchildren are in college now and hope I never see them in this type of fiasco.

My heart goes out to the parents who sacrificed for an education only to see these kids rioting for the right to drink, drink, drink. This is education? ■

59. Lexington (Ky.) Herald-Leader

May 19, 1998

Girls denied school honor prove they're the smart ones

By Merlene Davis

HERALD-LEADER COLUMNIST

I think Grant County school officials have found a way to get their 15 minutes of national fame.

School board officials said last week that nothing suspicious occurred in the rejection of Somer Chipman and Chasity Glass by the Grant County High School chapter of the National Honor Society.

Chipman and Glass were the only two eligible juniors at the high school not inducted into the honor society last month, and school officials said it was because they hadn't met the society's requirements.

Chipman is eight months pregnant, and Glass has a 1-year-old daughter. None of the other inductees is a parent or pregnant.

But school board officials said premarital sex and the resulting pregnancies were not the reasons the two 17-year-olds were passed over. They didn't say what the reasons were, however.

Instead, an attorney for the schools simply said the girls didn't meet the criteria of scholarship, leadership, service and character. In other words, the criteria are fuzzy enough for politics to enter and gum up the works.

Seven teachers in Grant County decided Chasity, who has a 3.7 grade-point-average and was captain of the school's color guard squad, and Somer, who has a 3.8 GPA and played the flute in the marching band, weren't worthy to be members of the elite group of juniors.

Who are they kidding?

With all things being equal, the only difference seems to be the pregnancies.

These two young women have shown more strength and determination at their young ages than a lot of adults do.

Many young women allow the overwhelming responsibilities of motherhood to drown their dreams and desires. Many see motherhood as a roadblock; Chasity and Somer see it as something to work through.

They should be praised, not pushed out of sight as if they, and other girls like them, don't exist.

Which is what happened in Grant County.

When are we going to wake up?

We tell our young people not to have sex. If they do have sex and the girls get

pregnant, we tell them to give birth to their babies like good God-fearing people should do.

And, then, if they live in Grant County at least, we tell them to hide somewhere because they are bad influences on other members of society.

Do we actually believe our young people don't realize we are speaking out of both sides of our mouths?

In a statement released last month, officials at the National Honor Society headquarters in Reston, Va., said that while pregnancy can't be the basis for a

We tell them God hates sin, but He loves the sinner. We tell them forgiveness is divine. We say God loves them, and so rejection, it can be considered under the character category by a school's selection committee. If pregnancy is considered, then evidence of paternity also should be a factor.

But the board didn't say the girls' pregnancies were a factor. It didn't say anything much at all. It simply danced around the issue because it knows good and well it was wrong.

So next year, if a boy becomes a

do we.

father, he can still be inducted into the honor society.

I hope the girls sue the pants off that school board. They are sure to win.

Then they won't need the prestige of being in the honor society to get scholarships to further their educations.

That school system will pave their career paths with gold.■

EDITORIAL

60. The Washington Times

05/19/98; Edition: 2; Section: A; COMMENTARY; EDITORIALS; Page A22

The PTA, turning its back on poor children

Add the PTA to the top of the list of big-time interest groups who have abandoned your children. Just write its name, the National Congress of Parents and Teachers, right up there with that of the National Education Association. Like the self-interested teachers' union, the national PTA is blatantly biased, and children are its pawns.

The PTA opposes practically every piece of major educational legislation that would broaden opportunities for America's youth. It opposes choice. It opposes vouchers. It opposes privatization. It opposes tuition tax credits. Its goal is clear: Oppose any congressional proposal that would give parents ultimate say over how and where their children are educated. In other words, while it may be true that America's public schools are lousy, we should still keep pouring good tax dollars after bad.

Take vouchers. Both houses of Congress have approved the D.C. Student Opportunity Scholarship Act (S.O.S.), a modest piece of legislation that would allow a couple thousand D.C. youths the chance to flee public schools and attend a private or religious school of their parents' choice. How can giving options to poor parents and a shot at a better

future to underprivileged children be bad policy? It is not. While the S.O.S. legislation could certainly have been more generous, \$7 million is a good start, and certainly small potatoes when compared to the hundreds of millions the PTA wants spent on teacher training.

Yet the PTA even opposes spending those few dollars on D.C. children: "The National PTA believes {vouchers} would have a detrimental effect on our public school system. Such funding would promote division without diversity, create division and separation within the community and negate the long struggle to desegregate our schools and our society . . . {Vouchers} fail to contribute to the overall improvement of D.C. public schools."

Buzzwords and gobbledygook aside, the PTA simply skips over the fact that the D.C. system is simply not working for most students, who lag behind many of their counterparts in academics. D.C. students haven't measured up for a very long time. Nor is it the kids' fault. In the early grades, according to tests, they show just as much promise as anyone else. Only later, after the D.C. system has had them for a few years, does the damage emerge. How long are parents supposed to put up with this? Vouchers,

far from having a "detrimental effect on our public school system," would make public school officials in D.C. compete with private schools for all students.

Neither the PTA nor the deep-pocketed NEA should dictate federal educational policy. But they do, and the Clinton administration is in lockstep with both. Indeed, expect the partisan PTA to give the Clinton administration, and perhaps Tennesseean Al Gore, center stage next month at its Nashville confab as they devise more ways to subvert school choice in future years.

In fact, your local PTA or PTSA chapter, regardless of its numbers, is bound by the liberal forces of the National PTA. Parents in local PTAs in D.C. and elsewhere are bound by the national's gag rule on dissent: "The constituent organization may not take any action to oppose the position" taken by the national or state PTA. No wonder the National PTA has lost an estimated 300,000 members since 1996.

More parents need to wise up and learn what D.C. parents found out a very long time ago. Those \$1 and \$2 PTA memberships will more likely benefit politics than their children's education.■

61. Chicago Tribune

05/19/98; Edition: NORTH SPORTS FINAL; N; Section: EDITORIAL; Page 18

A THREAT, AND A PARENT RESPONDS

The past week has been harrowing for a Glenbard North High School mother. She agonized over how to respond when her son told her that his 15-year-old friend was plotting to kill students at the Carol Stream school.

After pondering it, she told a guidance counselor. The friend was arrested, charged with solicitation of murder and conspiracy to commit murder and ordered held without bond. Prosecutors are considering whether to charge the teenager as an adult.

Mother and son are heroes, correct? Not so fast.

The harsh response of prosecutors was not what the mother had in mind when she sought to avert tragedy and get help for her son's friend. Far from feeling at ease, she now fears for the boy's fate.

And now her son has been handed a 10-day suspension from school, apparently because he was aware or part of the plot for several months before

speaking up.

The whole affair might seem to justify the all-too-popular view that it's best to mind your own business. If that's the result of this, that will be a tragedy.

The mother did exactly the right thing. So did her son, who says he was asked to take part in the plot, which was to be carried out last Friday.

Their responsiveness is all the more heartening in light of recent highly publicized cases involving children who committed unthinkable acts of violence apparently without intervention, even after they shared their intentions with others.

The 13-year-old boy who, along with an 11-year-old, allegedly opened fire at a Jonesboro, Ark., school, killing four students and a teacher, told at least one classmate days before the murders that "something big might happen." Authorities were never notified.

Prosecutors allege that Luke

Woodham, a Pearl, Miss., 16-year-old charged with stabbing his mother to death and gunning down two classmates in November, conspired with six youths and even gave a note to a friend justifying the rampage before it happened. No one alerted officials.

Authorities say the Glenbard youth had access to guns and began talking about the murder scheme in February. In light of that, it's astonishing to think Glenbard officials would recognize the student who eventually stopped this plot by slapping him with a suspension. That sends the message that he might have been better off keeping his mouth shut. Think of the potential consequences if he had.

No one knows whether the 15-year-old would have carried out any murderous scheme. But it's for certain he didn't get a chance because a son talked to his mother and she spoke up. Good for them.■

62. Boston Herald

05/18/98Section: EDITORIAL; Page 022

Better teachers vs. more

If President Clinton isn't trying to solve problems that likely aren't problems at all (global warming, for example), he's plugging non-solutions to real problems.

Take the president's call for a \$20.8 billion, 10-year program to hire 100,000 new teachers to produce smaller classes in the first, second and third grades, which the president announced in slightly different form several months ago. In his Delaware speech this month announcing details of proposed legislation, the president claimed studies from five states support the notion that learning and discipline both improve when class size falls below 20 students.

You can find a study to support any side of this issue. Few notions are more intuitively appealing than the idea that children do better in smaller classes. But in real classrooms, few notions have so thoroughly failed to win confirmation.

The president gets his political returns no matter what. He poses as an advocate

University of Rochester researcher Eric Hanushek has looked at all the studies on class size that he could find - 277 of them. For every study that concluded small classes were better there was one concluding that small classes were worse, and the bulk of studies (72 percent) found there was no significant difference.

In the only real experiment designed in advance, more than 7,000 Tennessee students were randomly assigned to small (14-16 students, well below the president's goal) or regular (22-24 students) classes in kindergarten and kept in the same size class through third grade.

Small-class kindergartens produced significant gains in reading and math. The difference persisted but did not get larger through the third grade. The most reasonable conclusion is that the smaller classes did not matter after the first year - of better schools and a generator of jobs for his backers in the teachers unions.

if they did, the achievement gap would have grown.

Even if a reduction in class size were proven to be helpful, Congress would still have to ask the question: Is that the best use of the money, or would the same money spent some other way produce greater returns?

Better teachers produce better results, no question about it. Yet interim Massachusetts Education Commissioner Frank Haydu III last week disclosed that preliminary indications from the state's first teacher certification tests showed 35 percent or more of 1,850 applicants could fail.

There's no reason to think Massachusetts is unique. Should the nation be running out to hire new teachers willy-nilly with no proof of competence? We think not.

There should be a political cost for such posturing.■

63. The Columbus Dispatch

05/18/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 06A

KEEP KIDS IN CLASS PROGRAMS TO FIGHT TRUANCY

To kids, cutting classes and playing hooky probably seem like relatively harmless ways to test limits, challenge authority and assert independence. But truancy is a serious issue - one that academics and judges alike have deemed a precursor to crime.

One Juvenile Court judge has estimated that more than 70 percent of Franklin County youths charged with crimes have a history of skipping school. A large portion of the population incarcerated by the state's Department of Youth Services has a history of academic failure and truancy. And many cities have reported a drop of 50 percent or more in shoplifting, daytime burglaries and other crimes in the wake of crackdowns on truants.

Parents or guardians certainly must bear the blame when children skip class - especially when children are absent at the earliest grade levels. But when those adults fail, others must step in and extend a hand to keep children from falling through the cracks.

So it is good that more Columbus

elementary schools could be in line to get an anti-truancy tool known as Project SMART, which has helped West Broad Elementary get 10 of its most negligent parents hauled into Franklin County Juvenile Court this school year.

One mother served 10 days in jail in December after Judge Yvette McGee Brown found her guilty of contributing to the neglect of her daughter by keeping the child out of school too many days without an acceptable excuse.

SMART, which stands for Student Mediation and Assistance to Reduce Truancy, provides the school with a direct link to Juvenile Court.

Now McGee Brown, who along with West Broad Principal Jill Spanheimer and City Attorney Janet Jackson helped start the program, wants it expanded to other Columbus Public Schools. Money should be found to pay for this expansion, which Columbus schools Superintendent Rosa Smith has said could involve 10 more elementary schools. Money spent fighting truancy now would save jail expenses and other

crime-related costs later.

At West Broad, the program works this way: As soon as Spanheimer notes that a child has more than five unexcused absences, she asks the parents to meet with her and a court Protective Services supervisor. At this informal meeting, the supervisor lays down the law: Parents who don't send their children to school can and will be criminally prosecuted. They even can go to jail.

The conferences, scheduled each Wednesday afternoon and evening at the school, are meant to offer the parents support. But if parents don't start sending their children to school regularly, or if they don't show up for a conference, Protective Services files charges of educational neglect, and court hearings begin within weeks.

Nobody likes to see mothers in jail. But parents must be held accountable for parenting. Their neglect might manifest itself at first by a missed day of school here and there, but the possible long-term consequences are more serious and unacceptable. ■

64. Greensboro News & Record

05/19/98; Edition: ALL; Section: EDITORIAL; Page A6

FLUNKING MORE STUDENTS IS ONLY PART OF THE ANSWER

Students who fail to master the basics in the fourth and eighth grades would have to repeat the year under a popular bill pending in the N.C. House. Who could argue with that? North Carolina does its children no favors when it lets them slide through school, promoting them from grade to grade whether they can do the work or not. Those kids should stay put 'til they learn.

Last year, for example, 35 percent of North Carolina fourth-graders - about 34,000 children - failed to test up to state standards on end-of-the-year tests. Yet just 1.4 percent of fourth-graders statewide - or about 1,345 - were held back. That means thousands of kids moved on to fifth grade before they had shown they could do fourth-grade work. Numbers for Guilford County are no better.

Those students shouldn't be allowed to slide through. But banning social promotions - the all-too-common practice of advancing failing kids from grade to

But is it really that simple? Hardly. Students who don't get it the first time around will not necessarily get it the second time unless the schools work harder to be sure that they do.

If they start holding more students back, state lawmakers must also put up the money for more teachers, better instruction and added classroom space. Otherwise, they may find they've grade to keep them moving with their peers - will carry costs as well as benefits.

It's going to take more than a new state law to help under-achieving students learn. Those children are going to need special attention to be sure they master their schoolwork and don't drop out in frustration.

None of this is an argument for doing nothing. But instituting a tougher promotion policy for fourth- and eighth-graders would cost anywhere from \$42 million to \$200 million a year, according to the legislature's fiscal

accomplished little besides crowding classrooms with frustrated, under-achieving students.

Currently, only a small percentage of children are held back each year statewide, though we know that a significant number aren't performing up to par. That means most students who should be retained are passed on to the next grade.

analysts. State Sen. Beverly Perdue, a New Bern Democrat who proposed the measure, says she is willing to pay the price.

"What's worse: Paying the money to save those kids while they've savable or passing them along knowing that in the end they can't read, write or count?" Perdue told the Charlotte Observer. "If we do nothing, they'll end up in jail or on welfare."

True enough. But what could be worse is holding more students back and then failing to get them the help they need to move ahead. ■

65. Wilmington Morning Star

State, county shortchange teachers

Teachers' salaries are rising significantly in North Carolina, and that's good. But politicians and residents can't be complacent; we still pay teachers less than South Carolina, Virginia, Tennessee, Georgia and most other states.

For its part, New Hanover County pays less than many comparable urban systems in this low-paying state.

North Carolina's goal is to get teachers' salaries to the national average by 2000. That would be at least respectable, but it's hardly a prescription for raising academic achievement to the point at which our young people could compete intellectually with those in most other industrialized countries.

To be sure, higher teachers' salaries alone wouldn't guarantee academic progress. But progress is unlikely unless bright, capable people choose teaching and stick to it.

Money isn't the only thing that motivates dedicated teachers, of course, but neither can we expect them to ignore their responsibilities to their families. One of the most important jobs in our society ought to pay enough to allow a

decent standard of living.

North Carolina's counties can add to the basic salary teachers get from the state. But New Hanover County has contributed very little in recent years.

It stopped giving them a percentage of their state salary - an arrangement that meant small increases in the county supplement as the state salary crept up. Instead, New Hanover gives teachers dollar amounts, currently ranging from \$950 to \$1,950 a year.

In the coming year, the school board proposes giving all teachers, regardless of experience or education, a flat \$2,500.

Particularly for new teachers, that would be a pleasant increase. But it still wouldn't compare with the supplements offered by some other counties.

Wake, for example, pays supplements ranging from 10 percent to 13.75 percent of a teacher's state salary. Now the school board is asking the County Commissioners for enough money to increase that to between 11 percent and 14.75 percent, with another half-percent for a master's degree.

If that supplement range is approved, a

beginning Wake teacher would get a supplement of about \$2,436. An experienced teacher would get almost \$6,300.

Even so, Wake education officials aren't satisfied. They measure themselves against about two-dozen comparable school systems across the country and find their salaries to be in the lower half.

"We are not competitive," the school board's finance chairman said the other day. "I'm hoping that the community will look at the situation seriously and will decide on some ambitious goals for this county and school system. I would think that teacher pay would be at the top of the agenda."

With competition like that from elsewhere in the state - not to mention from, heaven help us, South Carolina! - New Hanover County's schools won't have an easy time attracting or keeping the best teachers.

There was a time when we could get by on the cheap. Not any more. As competition for good teachers increases across the state and across the country, we're likely to get what we pay for. ■

66. USA Today

May 20, 1998

Calif. initiative exposes flawed programs

As a school board member, Fernando Vega helped introduce bilingual education to California's Redwood City schools. Thirty years later, he regrets his work.

Vega's personal epiphany came when his grandson, Jason, was placed in classes taught in Spanish, although the second-generation American spoke only English. When his family demanded a class transfer, they were refused. Due to the school's large Hispanic enrollment, only bilingual classes were offered.

Today, Vega, 73, is a vocal supporter of Proposition 227, a California initiative that would dismantle the state's massive bilingual education program for the 430,000 California students now taught primarily in their native languages.

Polls suggest the referendum will pass by a wide margin June 2. But no matter which way it turns out, the proposal's popularity, particularly among Hispanics, has exposed broad and deep national failures in the way bilingual programs are

run. Among them:

Few states limit the time students are taught in their native languages, even though the federal government recommends bilingual students should move into regular classes within three years. California graduates only 6% of its bilingual students into English-only classes annually. Result: Student graduate from high school unprepared for colleges and workplaces where English is essential. Many states provide bonus pay for bilingual teachers and extra school funding for each bilingual student, perverse financial incentives encourage students to languish in the language de-segregated classes. At a time when "accountability" is the new mantra of educators, bilingual programs are stuck on automatic pilot. Neither states nor the federal government knows what works or how much bilingual education costs. So confused are the data that estimates range from \$2 billion to \$10 billion annually. Yet in California, the programs are so

bad that the group they should help most, Hispanics, favors junking them, polls show, by as much as 84%.

Because 73% of all bilingual students nationally are Hispanic, bilingual programs are widely blamed for a 30% Hispanic dropout rate, more than twice the national average, and for the low 8% proportion of Hispanics in college.

As a result, parents in several states are demanding a restructuring of failed bilingual programs. In February, the Chicago Board of Education set a three-year time limit on the bilingual classes serving 71,000 students.

Arizona is considering legislation that would end funding for bilingual programs for students who don't join regular classes within four years. And New York Mayor Rudolph Giuliani has suggested limiting bilingual instruction to a year.

They're moving in the right direction. Teaching all students English as quickly as possible makes sense in a country

where the greatest opportunities- and the highest salaries - are reserved for those fluent in the language. But whether Proposition 227 is the right answer is less certain.

The proposal would replace most bilingual education, taught in a student's native language, with intensified English classes. After one year, most student would be placed in traditional classes.

The idea of teaching students with limited English in separate, intensified English classes is backed by the research

of Boston University Professor Christine Rossell. She has found that most students are best served when they're taught in a language in which they'll eventually compete.

Unfortunately, though, the proposal has some serious flaws. It assumes that a largely untested, one-size approach will provide a wholesale solution for all that ails bilingual education. And local school districts are left with precious little wiggle room to bail out student who have difficulty making the transition in one

year.

Course corrections are nearly inevitable as California copes with an almost total replacement of a system that serves one-fourth of the state's students.

But an important national movement has been launched. In time, it should improve the education not only of children in California but also of 2 million others in bilingual programs across the country. ■

67. USA Today

May 20, 1998

Reform requires time

By Roland G. Tharp

"Sheltered English immersion," a proposed alternative to bilingual education, would not improve school achievement, learning English or simple frustration; it would make things worse.

We Americans would not accept one mandated brand of toothpaste, much less one method for students who enter U.S.

What makes a difference to student learning is the actual teaching process. Learning English, mathematics or science requires well-prepared teachers who work together with students in discovery processes; who develop language through dialogue; who make school meaningful by connecting instruction to students' knowledge and everyday experience; and who use students' first language flexibly to help them learn English.

These methods are not in widespread use - in English-only or in bilingual classrooms. Why is this? What can be

schools at all ages and with different experiences, language proficiencies and literacy levels. Diverse students need diverse programs, including those that use first (home) languages.

Actually, there is no defined approach called "sheltered English immersion" ready at hand for teachers. Declaring a classroom "sheltered" makes no more done? When school rushed to comply with court directives to provide bilingual instruction, they had to chart a course with the maps and crew at hand. Some went in circles, but others found a clear route to success. Should we ban them all, including the successful? Or should we learn from experience? The national educational establishment does not turn sharply in a day - but by proclamation. Reform requires time and resolution.

Universities, teacher organizations and government initiatives must prioritize the development of school leaders and

difference to student success than any other label. While many approaches are appropriate for certain students, none is a panacea. Research evidence is clear: The best programs depend on the needs and strengths of local communities, student populations and available resources.

teachers to build and teach in classrooms flexible enough to serve out enormous diversity of children. We know how to design those programs. Now we must recruit, retain and assist our nation's teachers to deliver the goods. In the meantime, the best approach is variety, flexibility and local choice.

Roland G. Tharp is director of the Center for Research on Education, Diversity & Excellence at the University of California, Santa Cruz. ■

68. Chicago Tribune

May 20, 1998

A HEARTENING TREND AT CITY'S SCHOOLS

Chip, chip, chip. That's the sound of progress in the Chicago Public Schools.

For the third consecutive year, Chicago's elementary schools posted improved scores in math and reading on the standardized Iowa Tests of Basic Skills, and for the second consecutive year high schools saw improvement in those critical subjects on the Tests of Achievement and Proficiency.

For the most part, the gains over last year are not dramatic —elementary reading scores went up 4.4 percentage points and math was up 3.7 percentage

points —but they are significant nonetheless.

In fact, as the city's public schools continue to chip away at a long record of failure and substandard performance, it's beginning to look like a trend. This is the first time since the schools began administering the Iowa test in 1988 that improvement in both reading and math has been sustained over more than a year or two.

In 1995, for example, 26.5 percent of elementary school children were reading at or above national norms and 29.8

percent of them were performing that well in math. According to the scores released Monday, 34.7 percent of them are now at or above national norms in reading and 39.6 percent are in math.

That's great news. Congratulations to the teachers, students, parents and administrators who contributed to the improvement. Now, keep it up.

Remember, those elementary school scores mean that in reading and math more than half of the kids still rank in the bottom half when compared with their peers in the rest of the country.

The high school figures tell a similar good news/bad news story. In 1995, 23.6 percent of 9th and 11th graders scored at or above national norms in reading and 25.3 percent did that well in math. This year those figures are up to 28.4 percent in reading and 31.1 percent in math. That means the vast majority of Chicago

Public High School graduates are still ill-equipped to compete with kids elsewhere for jobs or opportunities in higher education.

Schools should be rigorously discarding programs that don't work and replicating ones that do —like those at DuSable High School, one of the city's

worst-performing schools, where this year more than twice as many students are reading at or above the national norm as last year. There's nothing wrong with chipping your way to success, if you do it as best you can.

■

69. San Diego Union-Tribune

May 20, 1998

No bilingual mandate

Prop. 227 would take away local control

Of the nine statewide propositions on the June ballot, none matches the emotional intensity of Proposition 227, which would essentially scrap bilingual education in public schools.

Many people, particularly Latino parents, are dissatisfied with the current

The truth is that some bilingual education programs are doing a poor job of teaching kids the language they need in order to succeed in this society. Moreover, there is plenty of room for improvement even in those programs that appear to be working.

But this does not mean voters should embrace Proposition 227, which would all but eliminate traditional bilingual education programs and replace them with a mandated "sheltered immersion" approach, which essentially entails teaching children all subjects in English.

The measure, financed by Silicon Valley businessman Ron Unz, flows from a false premise.

It brands the current system a failure because language barriers persist in California schools. Yet fewer than one-third of the 1.3 million non-English-speaking students are enrolled in bilingual programs.

Proposition 227's solution is a

bilingual system, which is designed to gradually transition students who speak little or no English into regular classrooms.

Why, they rightly wonder, are these students being taught in their native language for as long as six or seven state-mandated continuity. It would require that all students who do not speak English be placed in a sheltered immersion program for one year, during which they would be taught almost exclusively in English. Unhappy parents could request native-language instruction for their children. But they could do so only after meeting with the principal, getting permission from school authorities, and then only if there were at least 19 other students at that grade level to fill a bilingual class. Otherwise, they would have to seek a transfer to another school where bilingual education were available.

This top-down approach is no less onerous than the state Department of Education's dictating how bilingual instruction should be done in each school district. Sheltered English immersion may be a splendid teaching strategy. But districts with successful bilingual programs should be able to

years? Why do some students receive a high school diploma without gaining a working knowledge of English? And why, if traditional bilingual instruction is effective, are so many Latino students dropping out of school?

continue doing what is in the best interests of their students. Proposition 227 would deprive them of this flexibility.

San Diego Unified is a case in point. Superintendent-designate Alan Bersin is spearheading a standards-based curriculum to enhance the district's ability to hasten the transition of non-English-speaking students into regular classes. Bersin favors allowing individual schools to tailor their programs to fit their students. If the Unz initiative passes, however, the city schools will have only one option — sheltered English immersion. Proposition 227 is a paradox. It prompted the state Board of Education to give schools the freedom to devise varied programs of language instruction. Yet it would have Sacramento dictate the manner of instruction. We urge a NO vote on this simplistic solution to a complex problem. ■

70. New York Daily News

05/19/98Section: EDITORIAL; Page 30

PUT SCHOOLS ON THE CHARTS

RANDI WEINGARTEN, president of the United Federation of Teachers, says her union wants to take over and turn around one of the city's worst schools. The union should be able to do just that, and could, if the state passed the governor's charter-school legislation.

By the way, that's legislation the teachers union opposes.

Charter schools are now present in more than half the states. President Clinton backs them. So does Gov. Pataki. And in the Legislature, the concept has support from both upstate Republicans and some city Democrats.

Only teachers unions stand in the way. Which is ironic, because if New York permitted charter schools, the UFT could

simply get a charter and run its own schools.

The way charter schools work is simple. Groups like nonprofit agencies, parents, teachers or community organizations apply for a permit, or a charter (hence the name), to run a school. Assuming they meet strict rules for curriculum and teaching staff and that

their building meets appropriate standards, they can open to students.

The funding is provided by the regular education budget. The more students they attract, the more public dollars the schools get. This enriches great schools and starves failing ones two good outcomes, which is why charter schools are gaining in popularity. There are 800 nationwide, and Clinton wants to quadruple that by the year 2000.

But New York isn't even in the game. Despite Pataki's support, the legislation is going nowhere in Albany. No surprise. Every year, the teachers unions are among the top contributors to the reelection campaigns of legislators.

The unions, including Weingarten's UFT, oppose the charter concept because the schools get to write their own contracts with teachers and staff. And that is anathema to the UFT, whose main

And it was all so unnecessary. During a cooling-off period, the city placed 150 hospital workers in other city jobs. And city Labor Commissioner James Hanley said that if the deal had been inked, most of the workers could have been placed in different agencies. Not ideal, perhaps, but jobs nonetheless at a time when they're precious. Other workers, Hanley said, probably would have accepted severance packages or taken early retirement made possible by a bill signed by Gov. Pataki

concern is to provide better benefits for union members, not necessarily to provide kids with better educations.

The school that Weingarten proposed for its experiment is PS 63 in the Bronx, where less than 20% of the kids last year were reading at or above grade level. So bad is this school that it's among the dozen Chancellor Rudy Crew has taken over. In other words, it's a perfect choice for a charter-school cleanup.

But without real charter-school legislation legislation that the UFT should back a plan like the proposed takeover of PS 63 smacks more of a PR stunt than a real commitment to the city's 1.1 million students.

Boss' bluster costs jobs

There may be a lot of hungry kids in this town pretty soon, thanks to hospital union boss Jim Butler. His bullheadedness cost 500 city workers last week.

"I feel frustrated, angry, upset, sad, betrayed," said a laid-off Queens Hospital Center technician who is supporting three teens. And betrayed he was. Not by any city official, but by a union boss who let his personal pique get in the way of protecting his members and their families.

Cross addressing

From the wires: ALBANY (AP) Lt. Gov. Betsy McCaughey Ross on Monday

their jobs yesterday.

Note the choice of the word "boss," not "leader." Butler makes the distinction crystal clear.

Stanley Hill, head of District Council 37, the umbrella group of municipal unions, is a leader. Through deft negotiations, Hill had persuaded Mayor Giuliani to avoid laying off the workers by shifting them to other agencies. As Hill put it, "The bottom line is those workers' jobs."

Butler, head of the 10,000-member Local 420, is a boss. He refused to sign the deal, claiming it would force employees to work more overtime. "Let there be lay-offs," Butler said. "That's all I can say. I will not back down."

Boss Butler's bluster put workers on the streets and snatched the bread from their tables. Hardly the mark of a leader.

promoted legislation to direct lottery proceeds into a fund for public schools. Said the Democratic gubernatorial hopeful: "Every time you buy a lottery ticket, the state is actually playing games with you." He was flanked at the news conference by four Democratic Assembly members.

McCaughey Ross has been called a lot of things lately, but never "he." ■

71. The Cleveland Plain Dealer

05/19/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

A FEDERAL IDEA WITH PROMISE

President Bill Clinton might just have a winner in his latest bid to get an education bill passed.

It's not that the Educational Opportunity Zones Act is necessarily a great piece of legislation; it's just not as bad as some of the others the administration has offered in recent years.

The opportunity-zone idea represents a relatively inexpensive concept (\$200 million, or less than 1 percent of federal education spending for elementary and secondary schools), not to mention some major money for 50 selected systems in rural and urban areas. Perhaps best of all, the dollars would not be automatic; districts would have to prove that they

already are moving forward even to be eligible.

Yes, the whole idea is a classic example of Clintonian optimism: The areas that face the most challenges to successful education will hurdle those obstacles if only the federal government offers a helping hand (or in this case, wallet).

We are talking about places plagued by high dropout and low attendance rates, poor discipline and even poorer homes. Can a few million make a difference? If the money can help, will the efforts it funds be replicable elsewhere? Most every urban system includes a few outstanding schools; the unmet challenge in all of them is to translate individual

school achievement to districtwide success.

Will this experiment yield any more answers than countless other urban and rural initiatives conducted from the mid-1960s forward? Probably not. Even in those rare instances of programs that actually worked in "disadvantaged" areas, political and philosophical problems have derailed duplication. Still, past failings of lawmakers should not doom future students. This modest and well-regulated experiment is far preferable to some of the other bloated proposals we've seen in the past - and, with the right kind of monitoring, might do some good. ■

72. The Syracuse (N.Y.) Post-Standard

05/19/98; Edition: Metro; Section: Editorial; Page A6

ENGLISH ALREADY IS THE "OFFICIAL" LANGUAGE.

WHICH DOESN'T MEAN SPANISH-SPEAKERS IN CENTRAL NEW YORK OR ANYWHERE ELSE DESERVE TO BE STIGMATIZED.

It is wise and practical for a nation to rely on a common language to communicate efficiently and universally. The biblical story of the Tower of Babel placed a cloud over the idea of having more than one language when God confused the people's speech, for the first time giving them different languages as punishment for trying to build a tower to Heaven from the ground.

So it can be said that a common

It is also reasonable to expect that "official" conversation should be conducted in English in an environment where most employees and patients/customers speak English. But private conversation among those who speak another language should not be subject to ridicule or banishment.

Hospital officials deny firing the Pagans over speaking Spanish at the hospital-affiliated health clinic on Seymour Street where they worked. Yet a secretly-recorded meeting with administrators revolves around language.

Evelyn Pagan, a medical assistant, and Ramona Pagan, an outreach worker, said they were told it was rude to speak a foreign language others in the room did not understand, likening it to a group of people in a corner whispering.

The sisters had joined a lunch room conversation with others who spoke in Spanish. They said they were talking about how Puerto Rican Spanish differs from Mexican Spanish when an English-speaking nurse accompanied by several medical residents told them: "We have company. Speak English."

The Pagans said two days later their supervisors reinforced the English-only rule, which administrators say is not a written policy.

The blunt comment quoted above implies there is something wrong - or at least bad-mannered - about speaking

language for common tasks is necessary and sanctioned even by ancient faith and tradition. This comes to mind because of two sisters here in Central New York - Evelyn and Ramona Pagan - who say they were fired by St. Joseph's administrators recently for speaking the language of their birthland, Puerto Rico.

Their story brings home a nationwide issue of language in the United States that is in need of resolution. Teaching another language, even on lunch break.

That is unfair and creates a hostile environment for those simply being themselves. Spanish happens to be the language many Americans have spoken to each other from birth. It seems natural that a person would feel most comfortable speaking to other Spanish-speaking people. Likening it to whispering in a corner sounds more like paranoia than reason.

That does not condone using a foreign language to demean others in the same room. Nor does it address the obvious value of Spanish-speaking professionals to serve neighborhoods like this where there are many Latino clients in need of their services.

Hospital spokesperson Denise Robertson says the sisters were not fired for speaking Spanish. However, Robertson would not give the reason to reporter Todd Lighty, saying administrators could not reveal personnel matters.

Hospital letters to the Pagans indicated they were fired for improper behavior during a staff meeting. At that meeting, conducted in English, Dr. Ted Triana, the clinic's Spanish-speaking medical director and a Ecuador native, asked each employee for their views on the English-only rule, the Pagans said.

Triana talked near the end and, according to Evelyn Pagan, indicated the

English to provide all people a tool for success in a nation where English is the common language of professional and intellectual life is good for everyone. But promoting English at anyone's expense is bad. It suggests paranoia and arrogance when people try to ban the use of the language of a minority, especially in a land that purports to be based on diverse cultures like America.

sisters could lose their jobs if he felt he could no longer work with them. She said she rose from her chair and angrily asked if Triana was threatening their jobs. Triana threw back his chair, stood up and pointed his finger at her, she said. The meeting ended with many people talking and yelling at once.

It would seem that language has at least something to do with the situation, if not everything. At least, it is now an issue and must be properly, respectfully addressed.

Keep in mind there are many other cases where people may not complain about unfair treatment over their use of a non-English language because they fear losing their jobs. They may be low-wage workers or illegal immigrant workers. On the national scene, lawmakers and interest groups are seeking to make English the "official" U.S. language, banning citizenship ceremonies in any language other than English, bilingual ballots, even bilingual education. Those are not helpful moves.

Language preserves heritage, self-esteem and history. English will remain the language of common currency, whether or not the expression of other tongues is crushed. Given the richness of having a diverse land, why stigmatize the variety that makes this nation great?■

73. Los Angeles Times

* 05/19/98; Edition: Home Edition; Section: * Metro; Editorial Writers Desk; Page B-6

A Second Term for Eastin

Californians are deeply dissatisfied with public education, and for good reason. The failings are broad and deep,

as documented by The Times' special series, "Public Education: California's Perilous Slide," which concludes today.

Raising student test scores, improving reading comprehension and increasing accountability from top to bottom are

among the urgent challenges that face the next state superintendent of public instruction, who will be elected June 2. Delaine Eastin, though she faces some questions and criticisms as the incumbent, is the best qualified in this race.

The job of state schools chief is hard enough, and Eastin, a Democrat, and Gov. Wilson, a Republican, have rarely agreed on how to accomplish certain goals. Wilson's appointees to the State Board of Education have fought her at every turn. Yet both sides agree on the importance of fixing public education.

Eastin's work is not through. Waiting Tuchman is an enthusiastic and experienced first-grade teacher but she is less informed outside that specialty. She is correct in her assessment that public education requires major reform but she lacks the experience required to be effective in a job that calls for a lot of political arm-twisting. The superintendent's job doesn't have the power to rule by fiat, which is why political skills are so important.

to be accomplished in a second term:

A new statewide remedial reading initiative for grades four through 12 so more California students can learn to read accurately and fluently.

An action plan to deliver on her good ideas, such as reinstituting summer school. Eastin is a former assemblywoman. She ought to be able to work the Legislature to put ideas into action.

During her four-year term, Eastin has used her office as a bully pulpit to push her agenda: improved reading instruction, higher academic standards, smaller class sizes in the primary grades and a longer

Eastin recognizes that unless Sacramento increases the state's investment in public education, most of California's students can forget about up-to-date textbooks, library books and computers, much less art instruction, music classes and summer school.

Eastin appreciates the hard work that teachers do and speaks knowledgeably about the challenges educators face. But she does not have the endorsement of the

school year. These reforms, for which many, including the governor and Legislature also deserve credit, originated in the school chief's office.

Her opponent, Gloria Matta Tuchman, is best known for her co-sponsorship of Proposition 227, which would in effect eliminate bilingual education. It's true that the current bilingual system has failed. But Proposition 227 would impose a single method of teaching English, and this inflexibility is a key reason that Eastin properly opposes the measure.

California Teachers Assn., a sign of her increasing and welcome independence. She understands that unless teachers and administrators are held accountable for results, parents, tired of waiting for long-overdue change, will lose all faith in public schools. That's what's at stake in this election. Eastin has had a good start. Californians are now depending on her to deliver. ■

74. Bangor (Maine) Daily News

05/19/98; Edition: ALL;

Helping kids learn

Combine the report of a legislative task force on teaching very young children and the conclusions from the Kids Count Data Book and the path for parents is clear. They and others who care for children need access to better information about the crucial learning years of early childhood to help kids learn as well as they can.

Maine children start school at age 5 but all of them begin learning — some intensely — long before that. Parents are by far the most influential sources of knowledge for pre-school children, but what parents know to impart varies widely. The legislative task force met to look for ways for all children to be given the opportunity to learn during these very important years.

Maine already has some groups working to make that happen. Healthy Families, Parents as Teachers, Parents are Teachers Too and a half dozen other groups direct their resources to helping new families. Their rationale is simple: If the brain does not fully develop during the first three years of a child's life, it undergoes a physical change — a loss of synapses — that will make learning more difficult in later years. Instructors of

foreign languages essentially have been saying this for a generation or more; improved technology now lets scientists identify the actual brain activity — or lack of activity.

The task force agreed on some logical steps the state could take based on this information. It should, for instance, further support programs that currently are working for families. It should develop a basic curriculum for parents and caregivers in search of specific steps for teaching children. It should encourage brain development and the responsibilities of parenting in life-skills courses for older children. The value of these suggestions is in their recognition that parents and caregivers and not a government agency are the ones who will make the difference in a child's life.

That's why the Kids Count information is so disturbing. A multi-state study in the new version of the annual data book found that only one in 12 infant and toddler rooms at child-care centers provided developmentally appropriate care. (Forty percent, according to the study, offered a potential threat to a child's health or safety.) With 70 percent of women with

pre-school age children expected to work out of the home by 2000, the number of children who will be spending many hours each day missing opportunities to learn is frightening.

There aren't any secrets to providing safe, stimulating child care. What is required is an understanding of the shortcomings in the current system and a willingness to do something about it. Rep. Tom Allen recently introduced two bills that would help states raise standards while keeping care affordable and helping local school districts to use their facilities for pre-school instruction. Those measures could help, as would more conferences like the one two weeks ago in Northport, where educators learned how to use the latest research on brain development.

The strongest force this new understanding of learning has going for it is that parents want to see their children do as well as possible. If Maine, recognizing the enormous benefits of having a well-educated society, can provide solid information in what young children can learn, how to teach it and offer access to high-quality day care, parents, in almost all cases, will be more

than willing to do the rest.■
