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[Tape Restoration Project Hex-Dump Conversion]

NATIONAL

1. Associated Press

May 21, 1998

Berkeley minority enrollment drops

BERKELEY, Calif. - The post-affirmative action era is expected to begin at the University of California, Berkeley, with a 52% drop in black and Hispanic freshman enrollment, officials said Wednesday.

In real numbers, of the 3,660 new students who intend to enroll at the state's flagship university, 264 will be Hispanic; 98 will be black. Including American Indians, the total of underrepresented minorities expected to enroll is 376, down from 776 last year.

The figures are based on statements of intent to enroll returned by students, historically a good indicator of final enrollment.

"This is really appalling," said June Jordan, Berkeley professor of African-American Studies and an opponent of UC's new policies dropping race and gender from admissions.

On the other side of the issue, American Civil Rights Institute spokesman Glenn Buberl said it is time to "get past the debate on preferences and start working to reform (public schools) and make these kids qualified."

Asians, who did not get preference under the old affirmative action system, comprise 42% of Berkeley's freshman class. Whites were second at 31 percent. About 17% of students declined to state race.

Officials said experience leads them to believe many of those are Asian or white.

UCLA reported 131 blacks, 458 Hispanics and 49 American Indians are expected to enroll in a class of 4,267. That is about a 30% drop in those three categories from last year.

Looking at totals for all eight UC general admission campuses, there were 4,161 underrepresented minorities - blacks, Hispanics and American Indians - this year compared to 4,599 last year, a drop of 9.5 percent.

Systemwide, Asian and white expected enrollment was more or less even, 35.4% vs. 35.3 percent. ■

2. Los Angeles Times

* 05/21/98; Edition: Home Edition; Section: Metro Desk; Page A-3

Fewer Blacks and Latinos Enroll at UC

Declines are sharpest at top campuses, while numbers increase at Riverside, Irvine and Santa Cruz.

By KENNETH R. WEISS
TIMES EDUCATION WRITER

The number of blacks planning to enroll at University of California campuses has dropped by 24% and the number of Latinos by 5% in the first year after the state's premier public universities abolished racial preferences in admissions.

The declines, as expected, were particularly pronounced at the most competitive campuses, such as UC Berkeley, where only 98 African Americans will join 3,562 other students who have agreed to register as freshmen in the fall.

That's a 62% drop from the number of blacks who enrolled at Berkeley last September. Latinos there dropped 46%.

UCLA also showed significant declines in black and Latino students who will join its freshman class: Of the 4,267 entering freshmen, only 131 are African American—a 40% drop.

To slow the hemorrhage of the remaining blacks and Latinos to competing schools, UC chancellors

compared to last year—and 458 are Latino, a 24% drop.

But three of the eight undergraduate campuses, UC Irvine, UC Riverside and UC Santa Cruz, showed double-digit increases in the number of blacks and Latinos, indicating a redistribution of students who in earlier years might have landed a spot at Berkeley or UCLA.

UC President Richard C. Atkinson said he wants to see these kinds of results at all campuses. "I'm uneasy that UCLA and Berkeley have had drops of this sort," he said, referring to figures released Wednesday. "We clearly have to rethink some things."

Still, UC officials were relieved that the overall numbers had not plunged further, given the tantalizing offers many of the minority students have had from private colleges and universities.

UC Berkeley Chancellor Robert M. Berdahl suggested that the decline would have been much greater if UC officials fanned out to high schools to woo admitted students, alumni held lavish receptions, and UC students made

had not mounted an aggressive campaign to encourage minority students to enroll.

"These students are in such demand we were afraid that many of them would choose not to come to Berkeley," Berdahl said. "Given that there was a lot of negative publicity [about the ending of affirmative action on UC campuses], we beat the odds."

The figures released Wednesday were the last stage in the admissions process that began last November when a record number of high school seniors—including all-time highs for blacks and Latinos—applied to the University of California.

UC campuses in April offered admission to only a fraction of those students competing for a limited number of slots. Many of the campuses accepted fewer blacks, Latinos and Native Americans than they had in more than a decade.

thousands of welcoming phone calls.

As a result, Berkeley managed to avoid the much-feared "total wipeout"

that struck Berkeley's law school last fall when not one of the 15 accepted African American students decided to enroll.

UCLA and other campuses actually persuaded a larger proportion of admitted minority students to agree to enroll this year than they had last year.

"We think the calls, the school visits, opening our campus made a difference," said Ted Mitchell, a UCLA vice chancellor. "And the parties didn't hurt either."

But the problem remained, he said, that UCLA was courting a much smaller pool of blacks and Latinos—because fewer were admitted without affirmative action.

"We are doing the best we can, given the law we have to work with," said Rae Lee Siporin, UCLA's admissions director. "The numbers are not as bad as they might have been. That's the only bright side."

The drops seen at UCLA and Berkeley were somewhat offset by increases at UC Riverside, which saw a 33% increase in Latinos and a 28% rise in blacks who will enter as freshmen. UC Irvine registered 29% more African Americans than last year and 21% more Latinos. UC Santa Cruz reported a 25% increase in Latinos and 17% increase in blacks.

Overall, the UC system reported its largest freshman class ever—27,425 students who said they intend to enroll in the fall. Those numbers will "melt" a bit during the summer, as some students change their minds for various reasons, and others are turned away because they fail classes in their senior year of high school.

In contrast to the overall rising numbers of UC-bound freshmen, the proportion of the class that is either black, Latino or American Indian is the lowest it has been in at least half a dozen years.

Of those who identified their race, Asian Americans made up the largest ethnic group—35.4% of the incoming

freshman class. Whites followed close behind with 35.3% of the class, Latinos with 11.7%, African Americans 2.8% and Native Americans 0.7%.

UC officials said they were not sure if Asian Americans have actually eclipsed whites as the largest ethnic group, given that 14.1% of students declined to state their ethnicity.

UC San Diego has determined that 97% of those who withhold their ethnicity are either white or Asian American.

Admission directors also caution that what appears as a decline in white or Asian Americans at some campuses is misleading. Many of these students, they point out, are actually hidden among the swelling numbers of students who do not report their race.

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) UC's Freshman Class

The number of African Americans, Latinos and American Indians intending to enroll this fall has dropped this year, the first undergraduate class in decades assembled without any preference for race or ethnicity. Meanwhile, the number of students who "declined to state" their race has jumped this year. UC officials have determined that the vast majority of those who did not report racial information were either white or Asian American. So admission directors caution that what appears as a decline in white or Asian Americans at some campuses is misleading. SYSTEMWIDE

'97	'98	% Change	American Indian	207	197	-4.8%	African American	998	756	-24.0%	Latino	3,394	3,206	-5.5%	Asian American	9,529	9,711	+1.9%	White/Other	10,772	9,690	-10.0%	Decline to State	1,233	3,863	+213.3%
**** University																										
'97 '98 %																										
Change																										
BERKELEY American Indian																										
24	14	-41.6%																								
African American																										
260	98	-62.3%																								
Latino																										
264	-46.3%																									
Asian American																										
1,527	+3.3%																									
White/Other																										
1,095																										

1,131	+3.2%	Decline to State		280
626	+123.6%	DAVIS American Indian		
38	39	-2.6%	African American	
107	104	-2.8%	Latino	
396	-2.9%	Asian American		1,296
1,364	+5.2%	White/Other		1,678
1,375	-18.0%	Decline to State		152
518	+240.7%	IRVINE American Indian		
9	22	-144.4%	African American	
55	71	+29.0%	Latino	
365	+20.8%	Asian American		1,803
1,792	-0.6%	White/Other		737
704	-4.4%	Decline to State		105
372	+254.2%	UCLA American Indian		
40	15	-62.5%	African American	
219	131	-40.1%	Latino	
458	-24.0%	Asian American		1,544
1,700	-10.1%	White/Other		1,291
1,351	+4.6%	Decline to State		254
612	+140.9%	RIVERSIDE American Indian		
7	14	-100.0%	African American	
88	123	-28.4%	Latino	
337	500	-32.6%	Asian American	
1,038	1,053	+1.4%	White/Other	
481	493	+2.4%	Decline to State	
53	186	+250.9%	SAN DIEGO American Indian	
22	-21.4%	African American		80
61	-23.7%	Latino		381 300
-21.2%	Asian American		1,310	1,320
+0.7%	White/Other		1,510	1,379
-8.6%	Decline to State		199	518
+160.3%	SANTA BARBARA American Indian		41	44
+7.3%	African American		137	109
-20.4%	Latino		591	573
-3.0%	Asian American		691	534
-22.7%	White/Other		2,584	2,060
-20.2%	Decline to State		50	555
+1010.0%	SANTA CRUZ American Indian		20	
+35.0%	African American		52	
+17.3%	Latino		280	350
+25.0%	Asian American		369	421
+14.0%	White/Other		1,396	1,197
-14.2%	Decline to State		140	476
+240.0%				

Source: University of California
 Researched by NONA YATES / Los Angeles Times■

3. The New York Times

05/21/98Section: National Desk; Section A; Page 28, Column 1

Fewer Minorities Entering U. of California

By ETHAN BRONNER

LOS ANGELES, May 20 — Far fewer black and Hispanic students will enroll as freshmen at the University of California's most competitive campuses this fall, although their numbers will drop only slightly throughout the state system and

some campuses will have an increase, officials said today.

The freshman class of 1998 is the first to be admitted since California banned consideration of race in college admissions in 1996. The release of the figures today follows by seven weeks an

announcement that minority applications at the campuses at Berkeley and Los Angeles, the university's top two branches, had significantly declined.

University officials said today that they were heartened that the drop at the two campuses had not been steeper, but

they expressed concerns that the numbers foreshadowed a racially divided system.

"The real danger — our biggest concern — is that the University of California system will become a segregated system," Theodore R. Mitchell, vice chancellor of U.C.L.A., said today in an interview. "If this trend continues over the next five or six years, the diversity on this campus will be seriously compromised and, with it, our greatness."

Ward Connerly, the University of California regent who co-sponsored the anti-affirmative-action ballot measure that California voters approved in 1996, said the increase at some campuses and the decrease at others was nothing more than a redistribution and proved that minority students had not rejected the University of California system as some had speculated in recent weeks.

As for the small number of black and Hispanic students at the most competitive campuses, Mr. Connerly said, "I tell people, 'You don't like those numbers. Well, I don't like those numbers either.' But to solve the problem you have to deal with the problems in kindergarten through 12th grade. Don't blame the university."

According to data released today, overall representation of non-Asian minorities in the freshman class at Berkeley, now the nation's most selective public university, will be 10.54 percent, compared with 21.92 percent last year. The class will include 98 blacks, far fewer than the 260 black freshmen in fall 1997.

At the University of California at Los Angeles, non-Asian minority groups will make up 14.1 percent of the class compared with 21.8 percent last year. Of them, 131 will be black, compared with 219 blacks last fall.

The numbers, a reflection of which students have signed up to attend in the fall, follow admission data released by

On the other hand, her classmate, Aden Allen, 17, who was also admitted to Berkeley, said he had chosen to go to the Massachusetts Institute of Technology not for political but for academic reasons — he thought the engineering department was better. But Mr. Allen acknowledged that when he thought about the small number of blacks that would be in his Berkeley class, he was concerned.

"I didn't think it would be that diverse or that inclusive," said Mr. Allen, who is the kind of minority student that colleges fight over because he has a grade point

the campuses in early April.

Across the university's eight campuses, minority representation of non-Asians will be down 2.4 percentage points from 17.6 percent in 1997 to 15.2 percent for fall 1998 because less prestigious campuses like those at Riverside, Santa Barbara and Santa Cruz increased the numbers of black and Hispanic students accepted. Officials emphasized that students at those campuses got an excellent undergraduate education, in some cases receiving more individual attention than at the flagship campuses.

The overall makeup of the student body at University of California campuses reflects the burgeoning presence of non-whites in the state. For fall 1998, Asian-Americans make up 35.4 percent of students who plan to enroll, those classified as "whites and others" 35.3 percent, Chicanos 8.7 percent, Latinos 2.9 percent, African-Americans 2.8 percent and American Indians 0.7 percent.

Those declining to state their ethnicity make up 14.1 percent, a huge increase over previous years. Officials say they are nearly all whites and Asians.

Robert M. Berdahl, Berkeley's chancellor, said in an interview that the numbers for blacks and Hispanic freshmen were "grim" and added, "It isn't easy to put a positive light on this."

But Mr. Berdahl and others said their worst fears had not been realized. Instead, of the small numbers of minority students admitted, a sizable segment are in fact choosing to attend.

After the university announced its low admission figures for minorities in April, there was much talk about whether those blacks and Hispanic students admitted would enroll or would go elsewhere because they had more desirable offers or because of concerns that Berkeley and U.C.L.A. were now seen as hostile environments for them.

average above 4.0 and a combined S.A.T. score of 1380 out of 1600. "But I don't think that's what made my decision."

Proposition 209 was sponsored by people who believed that affirmative action or preferences in hiring and admissions for so-called underrepresented minorities — Asian-Americans are included in that group in California — discriminated against whites and brought down state standards in employment and education.

But how to make sure such minorities gain access to good jobs and university spots — an expressed goal of both sides

So officials at both campuses began intensive minority recruitment drives. The chancellors held receptions for those admitted and called many students personally to urge them to attend. At U.C.L.A., more than 200 new scholarships based on a combination of need and merit were also offered to students — not limited to minorities but including them.

Those efforts were somewhat successful. The percent of black students accepted at Berkeley and U.C.L.A. who have chosen to attend — the so-called yield — is up slightly over previous years, at Berkeley to 42.3 percent from 41.6 percent and at U.C.L.A. to 44.3 percent from 40.6 percent.

Richard C. Atkinson, president of the University of California system, said in a statement, "We are proud that efforts to encourage students to enroll at one of our campuses have helped maintain diversity in the university and hope for greater success in the years ahead."

Despite such efforts, some students said they had chosen not to attend because of the change in admissions procedures as a result of the 1996 ballot initiative known as Proposition 209, which barred the consideration of race, ethnicity or sex in public employment, contracting and admissions to public colleges and universities in California.

Aaliyah Richmond, 17, a senior at Bishop O'Dowd High School, a private Roman Catholic school in Oakland, said that despite being accepted at Berkeley, she would attend the University of Pennsylvania.

"O.K., they don't want me, I don't want to go there," Ms. Richmond said. "Their commitment to affirmative action is not there. I feel my enrollment at Berkeley would have been totally politicized whereas at Penn, I'm just another freshman."

in that debate — has not been determined.

Elsewhere, there are similar concerns. In Texas, for example, a Federal court barred state universities from considering race or sex in admissions in the Hopwood case. The state Legislature responded by requiring that the top 10 percent of all high school seniors be admitted to the University of Texas system.

Data were released today for Texas, showing a slight increase in the number of black and Hispanic students slated to be in the fall 1998 freshman class of the University of Texas, although the figure

is lower than the percent before the Hopwood decision.

The new figures show that 11 more

blacks and 51 more Hispanic freshmen will attend the university than in fall 1997. In total, 174 blacks, or about 3

percent of the total, and 858 Hispanic students, about 14 percent, will be part of the freshman class.■

4. The Washington Post

05/21/98; Edition: FINAL; Section: A Section; Page A10

With Ban on Preferences, UC Will Enroll 12% Fewer Blacks, Hispanics

By Rene Sanchez

Washington Post Staff Writer

The University of California announced yesterday that the number of black and Hispanic students who have accepted offers of admission in its first freshman class in a generation chosen without affirmative action is about 12 percent less than it was last year.

In another sign of the effects of California's new ban on racial preferences, leaders of the state's prestigious university system said yesterday that on most of its campuses, less than half of the black and Hispanic students who were offered admission as freshmen have decided to accept. The decline in such minority enrollment will be most severe at the state's two premier campuses, UC-Berkeley and UCLA.

TD At Berkeley, only 98 of the 3,660 students who have accepted the university's offer of admission for the fall are black, and only 185 are Hispanic. Last year, when the university could still use race or ethnicity as a factor in admissions, 224 black students and 411 Hispanic students enrolled in the freshman class there.

The pattern is similar at UCLA: It now expects to have 131 black students in its next freshman class, down from 219 last year, and 329 Hispanics, down from 452

"We have really been devastated," said Yvonne Valenzuela, a Berkeley senior who leads a campus outreach group for Hispanic students. "It's definitely going to change the way the campus is, the education you get outside the classroom from having diversity."

California is one of only two states —

last year.

UC leaders expressed dismay with the shrinking number of minorities, but many also said they had feared much worse. Some minority leaders in the state and on UC campuses have been urging black and Hispanic students who were accepted for the fall to reject the offer as a form of protest against the new admission rules.

In the last month, the university has embarked on its most aggressive campaign ever to persuade black and Hispanic students who were extended admission offers to enroll. The results were viewed as somewhat successful: At Berkeley, more than 40 percent of those accepted decided to come, about the same percentage as in previous years.

"There has been a tremendous effort to reach out to them," Richard Atkinson, the president of the University of California, said yesterday in an interview. "The numbers are better than we thought they would be. The effort has almost been like what occurs at a small private university. We had chancellors, faculty and students all calling these students to tell them how much we want them to come."

Last month, for example, one campus group at Berkeley for the first time invited Hispanic students who had been accepted for the fall as freshmen to a weekend of welcoming events there. The other is Texas — where affirmative action in college admissions has been banned. The UC Board of Regents approved the ban three years ago, and state voters later backed the idea at the polls by approving Proposition 209.

California's attempt to maintain a racially diverse student body without

More than 80 of the prospective students came.

Despite the decline in black and Hispanic acceptance rates at some campuses in the UC system, others that get fewer applicants and have less rigorous admissions criteria reported that they expect to have roughly the same number or slightly more of those minorities enrolled as freshmen than they did last fall.

In all, the giant UC system, the nation's largest network of public colleges, has eight campuses and more than 166,000 students.

"This is heartening news that you can make the transition from a very race-conscious institution without the sky falling," said Ward Connerly, an African American member of the UC Board of Regents who introduced the ban on affirmative action. "The notion that these kids would feel unwelcome is just nonsense, and this validates it."

But many minority leaders are still outraged by the consequences of the new admissions policies. Berkeley, for example, announced last month that it had rejected more than 800 black and Hispanic freshman applicants who had perfect 4.0 high school grade-point averages and SAT scores of at least 1,200, which is above average. affirmative action is one of the most closely watched issues in higher education. Most of the country's public colleges still use race as factor when they choose students, but many are under growing pressure to abandon or limit those long-standing policies.■

5. San Francisco Chronicle

May 21, 1998

Sigh of Relief at UC Over Minority Enrollment

Entering class is first under new policy

Pamela Burdman, Chronicle Staff Writer
Black and Latino students are not

shunning the University of California, even though fewer of them were offered

admission, according to the first clear picture of the first freshman class to enter

under the school's new race-blind admissions policy.

Figures released by all eight undergraduate campuses yesterday show that the number of black students who plan to attend UC in the fall has dropped by 24 percent, and the number of Latinos by 6 percent.

But relieved UC officials said yesterday that those percentages would have been even higher if large numbers of underrepresented minorities had decided to attend other elite colleges.

"There's a smaller drop than most of us anticipated," said UC President Richard Atkinson. "Any notion that underrepresented students had come to the view that we were a hostile environment just doesn't stand up."

Atkinson cited the work of campus chancellors, who mounted unprecedented efforts to contact those black and Latino students who were admitted and encourage them to attend.

At most campuses, the percentage of students who accepted offers of admission remained near last year's level or increased for all ethnic groups.

Still, the number of blacks and Latinos who plan to attend the most selective UC campuses — Berkeley and UCLA — is

dramatically lower than last year, simply because fewer of them were admitted.

According to the figures released yesterday, 224 African Americans and 635 Latinos plan to attend Berkeley in the fall — down from 547 and 1,251 last year. At UCLA, the number of black students intent on registering has fallen from 518 to 304 and Latinos dropped from 1,518 to 1,010.

At the same time, some less competitive campuses saw increases. Riverside, for example, expects to enroll 123 African American and 747 Latino students, compared with 88 and 572 last year.

Bob Laird, Berkeley's director of undergraduate admissions, said the race-blind policy dictated by the regents and Proposition 209 contributed to the drops at Berkeley. But he also cited increasing competition for seats at UC.

The average SAT scores of admitted students rose modestly at Berkeley, from 656 in verbal and 680 in math last year to 670 and 697 this year.

The admitted students were so highly qualified that Berkeley officials feared they would lose out in the competition with other schools to woo those students.

That is inevitable in some cases, like

Juan Cancino of San Francisco's Washington High School. He turned down Berkeley not because he felt unwelcome but because of a lifelong dream to attend Stanford.

"I probably got at least five or six calls from school representatives and Latino groups on campus," he said. "I felt wanted. It was nice. If I hadn't gotten into Stanford, it would have been Berkeley or Harvard."

But overall, Berkeley attracted about the same ratio of admitted students as it did in past years, Laird said. Still, he said, the new policies reveal dilemmas that aren't addressed by looking at the UC system as a whole.

"It really is important what happens at Berkeley and at UCLA," said Laird. "It's really important for all of the schoolchildren in California to think they have a real shot at the premier public university in their state."

"If the freshman class at Berkeley is 10 percent underrepresented minority students, but those students make up 50 percent of the public K-12 students this year, . . . that raises fundamental public policy questions."■

6. San Diego Union Tribune

May 21, 1998

UC data indicate diversity progress

Minority recruitment efforts are paying off

By Jeff Ristine STAFF WRITER

A new profile of the University of California class of 2002 continues to show dramatically fewer black and Hispanic students for the fall, but administrators think the data also indicate UC has found some effective strategies to promote diversity without race-based admissions policies.

Prospective freshmen eased the effects of a ban on affirmative action by taking the UC system's advice to apply to multiple campuses, officials said yesterday.

And they said other steps — from personal letters to promising high-school seniors and visits to some applicants' homes — have paid off.

The report issued yesterday contains figures on the students who this month indicated an "intent to register" next fall at one of the system's eight general campuses.

By an exceedingly slim margin, it

makes Asian-Americans the largest identifiable racial class among UC freshmen.

Those students identified from historically underrepresented minority groups — African-Americans, Hispanics and American Indians — comprise 15.2 percent of the intent-to-register count.

Last year the figure was 17.6 percent, for a systemwide loss of more than 430 underrepresented minority students. The fall '98 measure is the lowest in at least five years, UC officials said; older records aren't readily available.

The profile, characterized as a very good indicator of actual enrollment next fall, comes almost three years after the UC Board of Regents ordered an end to affirmative-action practices in admissions decisions.

"It's a mixed picture," Carla Ferri, UC director of undergraduate admissions, said in a conference call with reporters.

Some thought the class of 2002 would prove much less diverse than will be the case, she noted.

Although the number of African-American and Hispanic students admitted to UC indisputably dropped off, Ferri noted the number of applications from underrepresented minorities reversed a two-year dip.

Graduating seniors still view the prospect of a UC education positively, she said.

Compared with 1997, all the campuses persuaded a larger percentage of the underrepresented minorities who they did accept to follow through with a statement of intent to register, she noted.

UC President Richard Atkinson, in a statement issued yesterday, said the figures mark "an encouraging outcome in a year that presented new challenges" brought about by the admissions policy changes.

At UCSD, underrepresented students

constitute 10.6 percent of the freshman count compared with 13.9 percent last year, according to the figures issued from Atkinson's office.

(Figures issued from UCSD itself are a bit different because it classifies Mexican-Americans, but not Latinos, as underrepresented).

"On the one hand, we're certainly disappointed," said Richard Backer, UCSD assistant vice chancellor for enrollment management and registrar.

But referring to an outreach program that now includes recruitment staff in Los Angeles and the Bay Area, Backer said the campus is convinced that "our aggressive efforts to convince these students to come to UCSD were fruitful. We're encouraged for the years to come, because we got positive response during our efforts from students, from parents, from high-school counselors."

At the bottom of the list is UC Berkeley, where underrepresented minorities represent 10.3 percent of the fall total, less than half its 1997 rate.

Systemwide, African-American students constitute 2.8 percent of the freshman count, compared with 3.8

percent last year. Hispanics are at 11.6 percent, down from 12.9 percent last year.

The Riverside, Irvine and Santa Cruz campuses recorded increases in the number of underrepresented minorities, an indication they are being "redistributed," to some extent, away from campuses with the most competitive admissions.

Ferri said UC worked hard to drive home the point to high school seniors that though they may meet system admissions standards, they shouldn't count on being accepted at Berkeley, UCLA or San Diego.

"We (said) consider the university in its totality. There are other campuses that are ready . . . for you."

Direct comparisons from 1997 to 1998 are problematical because of an unexpectedly large increase in the number of UC applicants who declined to identify themselves by race or ethnicity.

At UCSD, however, officials made comparisons with IDs on SAT tests and concluded the vast majority of the "decline to state" students are Asian-Americans, who are not

underrepresented, and whites.

Possibly owing to the increased decline-to-state category, the new profile of UC's systemwide freshman class makes Asian-Americans the largest identified racial class.

Some 9,711 Asian-Americans are in the new fall count, or 35.4 percent, compared with 9,690 whites, or 35.3 percent (a figure that includes a small number of East Indian and Pakistani students).

At UCSD, the breakdown is 38.3 percent white, 36.7 percent Asian-American, 8.3 percent Hispanic, 1.7 percent African-American and 0.6 percent American Indian. The remainder are unidentified.

A UCSD group composed of student and employee organizations plans a campus rally today to protest the lower admission rates for minorities.

But Backer said he wished those groups would use as much energy to "help us get the message out" to middle- and high-school students about the work they have to do to meet UC admissions requirements. ■

7. Sacramento Bee

May 21, 1998

Many losses, a few gains in UC's fall minority enrollment

By Deb Kollars Bee Staff Writer

The freshman classes at the premier University of California campuses — Berkeley and Los Angeles — will include notably fewer African American, Latino and American Indian students this fall, according to student registration figures released Wednesday.

Yet, Cal's and UCLA's losses have translated into gains for other UC campuses — including the University of California, Davis — where enrollments of some minority student groups are expected to hold steady or even increase.

Overall, the university system, which includes eight undergraduate campuses, is expecting to see a 10 percent drop in the number of underrepresented minorities enrolling this fall. The number is based on the final tally of high school seniors who were admitted to UC schools and accepted the invitation to enroll. The "statement of intent to register" responses are considered an accurate indicator of what the fall freshman enrollment will be at each campus.

The numbers are being closely monitored because this fall's entering freshman class is the first admitted under Proposition 209 and a 1995 Board of Regents policy that prohibit the use of racial preferences in college admissions.

On Wednesday, university leaders expressed relief and even pleasure over the newly released registration figures. They had been bracing for an even bigger hit on minority enrollments, fearing that the elimination of affirmative action would send an unwelcome message to prospective students.

Wednesday's figures show that the proportion of underrepresented students systemwide declined 2.4 percentage points, from 17.6 percent in 1997 to 15.2 percent for next year. UC has not seen such a low proportion of underrepresented students in at least five years. University leaders said they were concerned by the downward trend but were relieved it was not worse.

"There have been some declines, but we are glad to see these declines are not

as drastic as they might have been," said Carla Ferri, University of California director of undergraduate admissions. "We have not lost so much, but we have not been able to gain, either."

In addition, although the university offered admission to 19 percent fewer underrepresented minorities for this fall, the number of those who took them up on the offer rose at every campus, anywhere from 1 to 6 percentage points over last year.

At UC Davis, for example, the percentage of admitted students in underrepresented categories who decided to enroll rose from 24.9 percent to 29.9 percent. Ferri and other university leaders attributed the increase to aggressive recruiting and outreach efforts.

"The students still wish to come. That was one of our concerns," Ferri said.

"This is heartening news that you can make the transition from a very race-conscious institution without the sky falling," said Ward Connerly, the African American member of the UC Board of

Regents who introduced the ban on affirmative action. "The notion that these kids would feel unwelcome is just nonsense, and this validates it."

Others, however, were concerned about the long-term effects of the new admissions procedures.

"This is really appalling," said June Jordan, Berkeley professor of African American studies and an opponent of UC's new policies dropping race and gender from admissions. "There is going to be a predictable and tragic attrition."

According to Wednesday's figures, the proportion of entering Asian and white students dropped. At the same time, the percentage of entering students who declined to state their ethnicity rose notably, from 4.7 percent to 14.1 percent. Several individual campus studies have indicated that the majority of those who chose to keep their ethnicity private were white or Asian.

At the system's most competitive campuses, Berkeley and UCLA, the new admissions policies have resulted in a major drop in admissions of African American, Latino and American Indian students. But that has caused a ripple effect at other UC campuses, as well as at the California State University system.

"We're thinking Berkeley's loss is our gain," said Gary Tudor, director of UC Davis admissions and outreach. Many underrepresented minorities who were turned away at Berkeley and Los Angeles chose to come to Davis, Tudor said. "We became their campus of choice."

For Fernando Torres and Nataniel Vasquez, seniors at Kennedy High School in the Pocket area, that's exactly what happened.

Both are high-achieving students with an array of honors classes, sports and community service experiences. Yet, under the new by-the-numbers admission

process, they were aced out of spots at Berkeley and UCLA by students who scored higher on entrance exams and other measures. Torres was accepted at UC Davis and Vasquez at UC San Diego. Both plan to enter this fall as pre-med students.

"I thought I had a good shot at Berkeley," Torres said. "It was my first choice, and I was very disappointed and surprised when I didn't get in."

The redistribution of minority students has been good for the UC system, said Meredith Khachigian, chair of the Board of Regents, because it has brought more diversity to campuses such as Riverside and Irvine.

In any case, she said, the best way to boost minority enrollment at the college level is to better prepare students before they graduate from high school. ■

8. The Wall Street Journal

05/21/98Section: Politics & Policy;

House Panel Clears Budget Featuring Big Spending Cuts to Pay for Tax Relief

By Greg Hitt

Staff Reporter of The Wall Street Journal

WASHINGTON — In a 22-16 vote, the House Budget Committee approved a budget outline that would trim domestic programs to pay for tax cuts — and open old political wounds in the process.

The juxtaposition of huge spending cuts and tax relief was a public-relations disaster for Republicans in 1995, strengthening President Clinton and weakening the momentum of the GOP revolution.

TD Yet Budget Chairman John Kasich, in an election-year fiscal blueprint presented to the Budget Committee yesterday, is peering down that road again. The Ohio Republican proposed to put together a five-year, \$100 billion pool of savings drawn from domestic programs, including Medicare, that would be used to eliminate the so-called marriage penalty from the tax code.

Repealing the penalty is popular with the party's core supporters, who were

disgruntled with the balanced-budget deal GOP leaders cut last year with Mr. Clinton, and Mr. Kasich is among those who feel the need to excite the Republican base. But the swing to the right isn't without costs, and Democrats clearly see opportunity in the chairman's latest budget.

"They're slow learners," laughed Washington Democrat Jim McDermott.

Though Mr. Kasich's proposal spares some programs, among them Social Security and defense, its savings would still cut across the budget. Veterans programs, welfare and housing would be hit under a proposal to trim \$54 billion from benefits programs, which now carry annual costs pegged automatically to the needs and number of beneficiaries served. Within that category, Medicare, which provides health insurance to the elderly, would face \$9 billion in cuts, Mr. Kasich said.

An additional \$46 billion would be cut from general government programs

funded annually by Congress. The total savings, Mr. Kasich said, represent only about 1.1% of the \$9 trillion in total spending expected over the next five years. "It's a penny on the dollar," he said, dismissing Democrats' criticism.

Still, Mr. Kasich and his allies were defensive as the chairman opened the proceedings, and testy at the partisan attacks. "Is there anything we [would] do that they wouldn't demagogue?" said GOP Rep. John Shadegg of Arizona.

"What we saw in 1995 was the Republican Party — they're back to where they were," countered Democratic Rep. Ben Cardin of Maryland. "It helps us point out why Democrats should control the House in 1999."

The Budget Committee worked well into the evening on Mr. Kasich's plan, and the panel's GOP majority resisted more than two dozen Democratic amendments. ■

9. The New York Times

05/21/98Section: National Desk; Section A; Page 22, Column 1

House Republicans Resume Drive to Cut Government

[Tape Restoration Project Hex-Dump Conversion]

and Taxes

By ALISON MITCHELL

WASHINGTON, May 20 — The House budget committee approved on a party-line vote tonight a \$1.72 trillion fiscal blueprint for next year that resumes the Republican drive to scale back the Federal Government and cuts taxes by an additional \$101 billion over five years.

The Republican plan would sharply distinguish the House from the budget plans offered by President Clinton and even from that of the Republican-run Senate. Like the Senate budget, the House plan rejects virtually all the President's proposals for increased domestic spending in education and health programs. But with an eye to the

Democrats protested that the blueprint breaks with the landmark five-year balanced-budget agreement struck between President Clinton and Congress. Michael D. McCurry, the White House press secretary, warned that the House plan would lead "right back into the kind of debates that we had in 1995 and '96 that led this town to a dead-stop gridlock."

The \$1.72 trillion House spending plan for the 1999 fiscal year proposes that the \$101 billion in tax reductions go toward reducing the so-called marriage penalty, which results in some 21 million married couples paying more in taxes than they would as single taxpayers. Elimination of the penalty has been a priority of social conservatives.

To make way for the tax cut without eating into the first Federal surplus to appear in a generation, the plan cuts domestic spending by an additional \$101 billion on top of the savings already mandated by last year's balanced-budget pact.

The plan would allow surpluses to be used to start paying down the \$5.5 trillion national debt and to create individual retirement accounts for everyone paying the Social Security tax. The plan does not take into consideration the possibility that additional revenue will be raised by tobacco legislation under consideration in Congress.

The House committee's proposal would hold military spending harmless. It

mid-term elections, the House plan calls for more than three times the tax cuts approved by the Senate in April.

"We have a different vision," said Representative John R. Kasich of Ohio, the budget committee chairman, who is considered a possible Presidential candidate in 2000. "Our vision is that the Federal Government ought to be less important. The family and the individual ought to be more important."

If the budget plan is approved by the full House, it will still have to be reconciled with the Senate version, and senior Senate Republicans have said they oppose the House level of spending cuts. The Senate budget stuck closely to last requires \$54 billion in savings to be made across five years in Federal entitlement programs and \$46 billion in other domestic programs.

Mr. Kasich had originally planned to detail the \$101 billion in savings. Last week he was promoting a plan to privatize the Corporation for Public Broadcasting and eliminate the Commerce and Energy Departments and the President's national service corps. He had also called for new savings in food stamps, welfare and housing programs.

But with many Republicans rebelling, he dropped most specifics, leaving it up to the committee chairmen who write annual spending bills to win support for the specific reductions. The annual Congressional budget sets binding guidelines for the committees that write tax laws and the 13 annual spending bills that pay for Government programs.

In addition, Mr. Kasich's plan delays most of its savings until future years — meaning that any program cuts that proved to be unpopular would not be felt by the public until after the mid-term election.

Mr. Kasich insisted that his cuts amounted to only 1 percent of Federal spending.

"What the budget committee Republicans are suggesting is that we take one penny on every dollar the Federal Government is going to spend," he said, "the Federal Government which is without question the most bloated,

year's balanced-budget agreement and held tax cuts to an additional \$30 billion over five years.

The fate of the committee's proposal is uncertain in the full House. Moderate Republicans object to its cuts in domestic programs, while conservatives have said the document it is not radical enough.

Mr. Kasich acknowledged that the blueprint might yet be altered before it goes to the full House.

"There probably are going to be additional changes to this document," he said, "and we're going to be looking at additional kinds of tax relief."

inefficient, duplicative red-tape organization on the face of the earth."

Democrats countered that because so much of the Federal budget is off limits to cuts — like debt payments and Social Security payments — some domestic programs would effectively have to be reduced by 30 percent.

"I don't think that's realistic," said Representative John M. Spratt Jr. of South Carolina, the committee's ranking Democrat.

Throughout the debate, Democrats offered amendments designed to box the Republicans into unpopular stands or to restore to the budget President Clinton's election-year education and health-care initiatives. All but a handful of less significant amendments were defeated.

In one such vote, the Democrats sought to position themselves as the traditional defenders of Social Security. They offered an amendment that would enforce the President's call for budget surpluses to be preserved untouched until a bipartisan agreement is struck on how to address the long-term financial problems of the Social Security system.

Mr. Kasich and Speaker Newt Gingrich want to use part of the surplus to give taxpayers individual retirement accounts that could be used to supplement Social Security benefits. The Democratic amendment failed on a party-line vote. ■

10. The Washington Post

05/21/98; Edition: FINAL; Section: A Section; Page A25

Crunching the Numbers Against Big Tobacco

[Tape Restoration Project Hex-Dump Conversion]

OMB's Gotbaum Helped Shape McCain Bill

By Ceci Connolly
Washington Post Staff Writer

Every Washington drama has its mystery money men, the behind-the-scene operators who quietly prod the real policymakers to spend here, save there. Senators forget their names, television crews bustle past them, but the elite group of bureaucrats wields real power.

In this year's tobacco saga, Joshua Gotbaum is the federal government number-cruncher to know.

To hear the tobacco chiefs talk, Gotbaum is a loosey-goosey liberal who, as a Wall Street analyst in the 1980s, bumbled projections on the leveraged buyout of RJR Nabisco Holdings Corp. Inside the administration, the rap on

To outsiders, OMB hardly seems a live power center. But as one White House tobacco expert put it: "If you can control the [financial] options paper, you will largely influence the outcome."

Over the past several months, Gotbaum has worked the math on both sides of the tobacco ledger.

Last fall, he helped decide how much new cigarette revenue to claim in President Clinton's proposed budget (\$65 billion over five years) and how to spend it (child care, health care and such). Senate Commerce Committee Chairman John McCain (R-Ariz.) adopted those figures when he wrote the far-reaching legislation now being debated in the Senate.

Gotbaum has been enmeshed in the controversial side debate over whether McCain's \$516 billion anti-smoking bill would send cigarette companies into bankruptcy. Tobacco executives say they cannot afford the price and they blame Gotbaum.

A few weeks ago, when RJR Nabisco Chairman Steven Goldstone went on a public tirade against the political maneuvering on tobacco, it wasn't Clinton or Vice President Gore who were singled out for his vitriol. It was Gotbaum.

"The administration says no one needs to check the Treasury report because they have the world's greatest expert on the tobacco industry working for them," Goldstone told a gathering of New York financial analysts. (While Gotbaum moved from Treasury to OMB last year, he kept his tobacco portfolio.)

Without naming Gotbaum, Goldstone went on to charge that as a partner at Lazard, Gotbaum predicted RJR would have operating income of \$4.5 billion in

Gotbaum is that his ego often exceeds his standing.

What is certain is that the 46-year-old analyst continues to be an influential voice in the Clinton administration's attempt to sharply regulate smoking in this country and use higher cigarette taxes to fund its domestic agenda. Gotbaum's economic analysis of the tobacco industry has muted one of the industry's most potent arguments against comprehensive anti-smoking legislation.

Currently executive associate director for management at the Office of Management and Budget, Gotbaum has an eclectic resume that is particularly well-suited to his current tobacco responsibilities.

1997 but "each of you in this room knows what our domestic tobacco company's income was last year. It was \$1.4 billion. He was off by more than a factor of three."

Gotbaum and his former colleagues at the Treasury Department have been circumspect about how they reached the conclusion that the companies can survive, prompting further criticism by some Republicans and the corporate world.

"For all we know, their expert could be operating on the same numbers he used 10 years ago," Goldstone huffed.

Outgoing OMB Director Franklin D. Raines said he is comfortable with the analysis, which factored in a likely rise in tobacco stock prices if cigarette makers finally settle dozens of looming state lawsuits.

"You have to look at not just the income to the companies but how it might be reflected in the stock market," said Raines. "That's what Josh did at Lazard for years."

In strategy sessions at the White House and during negotiations on Capitol Hill, Gotbaum brandishes his Wall Street experience like a weapon, prefacing his remarks with knowing phrases that begin: "These guys . . ."

After years of enjoying public attention — a mention in the Wall Street story "Barbarians at the Gate," the occasional profile in specialty publications — Gotbaum has suddenly adopted the stealthy *modus operandi* of the industry he has tracked off and on for the past decade. He declined interview requests for this article, saying through a spokeswoman that he is now publicity-shy.

Colleagues, who did not want to be

After a stint in the Carter administration, Gotbaum spent 13 years at the investment banking firm of Lazard Freres and Co., where he handled mergers and acquisitions, including the RJR Nabisco deal. When Bill Clinton reclaimed the White House for the Democratic Party, Gotbaum, a Vietnam War opponent and son of the famous New York labor leader Victor Gotbaum, hurried back to Washington.

"Ever since I've known him, he's been interested in policy," said Daniel Tarullo, a friend of more than a decade who is now a senior fellow at the Council on Foreign Relations. "And for as long as I've known him, Josh has thought OMB is the place to be."

named, say Gotbaum is bright, witty and adept at navigating the internal politics of the White House.

"He is not a pure economist, and he is certainly not purely political," said one administration official who works closely with Gotbaum. "I don't know if he fits well into any of them, but he survives in all of them."

Gotbaum is being considered for the No. 2 job at OMB, although he does not appear to be the front-runner for the post. Still, he remains a central player. It is not unusual for Gotbaum to join his bosses, Raines and his successor Jack Lew, in Oval Office meetings with the president.

Even admirers concede that Gotbaum displays a very healthy confidence perhaps more common on Wall Street than in government.

A few years ago, a travel-weary Defense Secretary William J. Perry sent a memo to top aides instructing them to pick up some of his globe-trotting duties. Gotbaum, an assistant secretary of defense at the time, said that would not be possible; he had his own duties to attend to.

Players

Joshua Gotbaum

Title: Executive associate director for management, Office of Management and Budget.

Age: 46

Education: Bachelor's, Stanford University; master's in public policy from Harvard University's John F. Kennedy School of Government and law degree from Harvard.

Family: Married, with three children.

Previous jobs: Assistant secretary for economic policy, Treasury Department; assistant secretary for economic security, Defense Department; general partner,

Lazard Freres and Co.; legislative assistant, then-Sen. Gary Hart (D-Colo.);

associate director for economics, White House domestic policy staff in Carter

administration.
Hobby: Singing. ■

11. Washington Post

May 21, 1998

Robes, Rights and the Fabric of a Fight

U.S. Judge Upholds Colo. School's Ban on African Sashes at Graduation

By Tom Kenworthy
Washington Post Staff Writer

DENVER, May 20—Aisha Price and Enockina Ocansey, two seniors at Arvada High School just outside Denver, looked forward to making a statement about

But shattering tradition in the Jefferson County school system is not as easy as in the U.S. Supreme Court, where Chief Justice William H. Rehnquist — inspired by Gilbert and Sullivan — has broken the mold by adding four gold stripes to the sleeves of his otherwise drab judicial robe. The school district barred Aisha and Enockina from openly displaying the sashes during graduation, citing a need to "preserve the unity of the graduation ceremony," and a federal judge endorsed the prohibition.

The order from principal Ken Robke, as explained in a letter to students and parents, stemmed from fears that to allow graduating seniors to wear the kente cloth — "a symbol of great dignity and respect," he specified — would open the door to others wearing garb that might be "distasteful, offensive or divisive."

So Robke said the two seniors, plus two others who had asked for permission but did not join the lawsuit, may wear the sashes at Senior Week festivities such as the class banquet, but not atop their robes during graduation.

The school's position, said Barbara Price, Aisha's mother, was just one more example of "how little Arvada High School wants to celebrate diversity." A largely white, middle-class community northwest of Denver, Arvada just a few years ago changed the name of its high school teams from Redskins to Reds. In a graduating class of about 350, only five students are African American, said Price.

Ironically, Aisha's older sister Monique and another African American student wore kente cloths last year to

pride and diversity next Tuesday, when they are to walk across the stage at the University of Colorado Events Center to receive their diplomas. The plan was to adorn their white graduation gowns with bright kente cloth sashes, hand-woven in Arvada's graduation ceremony, but there was no controversy because they did not ask permission in advance.

Like Rehnquist, Aisha, 17, and Enockina, 18, went to court. A federal district judge refused to overturn the school district's decision.

U.S. District Judge Richard P. Matsch, the stern jurist who presided over the two Oklahoma City bombing trials, agreed with the school when he denied the plaintiffs an injunction that would have barred the school district from enforcing a dress code that is laid out in a graduation contract signed by seniors. No adornments are permitted on graduation caps and gowns except those sanctioned by the school, such as the tassels worn by members of the National Honor Society.

"This is a question of wherein are the limitations of authority," said Matsch in ruling from the bench Tuesday. "I believe that the unity purpose is a legitimate governmental interest here in the limitations of this ceremony. . . . It's a very limited restriction, and the emphasis on unity is perhaps an appropriate one."

Outside federal court, Aisha and Enockina both said they would abide by the court's decision. But they expressed disappointment they would not be able to openly celebrate diversity and their pride in being African American by wearing a cloth that has its ceremonial roots in Ghana, where it is worn to honor special occasions.

"I'm glad for what I believe in, and that I just stuck with what's right," Aisha told the Denver Post.

The students and their attorney said they were mulling whether to pursue the

Ghana at the request of Enockina's Ghanaian-born father and bearing the words "Arvada High School Class of 1998."

issue, either in federal court or in state court under Colorado's constitutional free-speech protections.

"I really think we are sending the wrong civics lesson to a bunch of young adults who are stepping out into the world," said attorney Ed Ramey.

He argued that a 1969 Supreme Court decision upholding the rights of students to wear armbands protesting the Vietnam War was a strong precedent.

"Even though we respect and honor their speech, we are so afraid it will open the door to something offensive that we are going to shut them up," Ramey added. "That's the kind of argument that says if we are afraid there is a Hitler out there, we will muzzle a Gandhi, and that because Nazis want to march through Skokie, we are going to prevent Martin Luther King Jr. from marching through Birmingham."

But Jefferson County school system spokeswoman Marilyn Saltzman put it in more practical terms, suggesting that allowing open season on graduation gowns would lead to "I love you, Mom and Dad" and "Arvada High School Stinks" signs created out of masking tape.

"If you open the door you have to open the door to everyone," said Saltzman. "It was a question of 'Where do you draw the line?'"

Aisha and Enockina drew a line, and learned some lessons from it, said Price. "For her it's a loss because she's graduating in less than a week and won't get to wear it," said Price, "but I told her she's a real pioneer." ■

12. Associated Press

05-21 4:36a

Clinton vetoes school-vouchers bill

WASHINGTON (AP) - President Clinton has vetoed a bill that would have provided vouchers to help some poor children in Washington attend private schools.

"We must strengthen our public schools, not abandon them," Clinton said in a statement accompanying Wednesday's veto. "Although I appreciate the interest of the Congress in the educational needs of the children in our nation's capital, this bill is

Under the vetoed legislation, federal tax dollars would have been earmarked for vouchers worth up to \$3,200 for 2,000 local children to use at private or

fundamentally misguided and a disservice to those children."

He said it could undercut public education.

House Speaker Newt Gingrich, R-Ga., said children in District of Columbia public schools - among the worst in the nation - are at risk of "being destroyed by bureaucracies that refuse to reform."

"It says a lot about the character of our president that he would stand in the schoolhouse door and deny D.C.'s most vulnerable children the opportunity for a religious schools or suburban public schools.

An additional 2,000 children would have received up to \$500 in aid for tutors

decent education," said House Majority Leader Dick Armey, R-Texas.

The voucher bill, passed this month on a 214-206 House vote, fit into the GOP's election-year message of repairing public education by reducing direct federal involvement, expanding local control and providing more choice to parents. That message is going against Clinton's proposals to spend federal money on hiring teachers and building schools to reduce class sizes.

or other after-hours help.

The children would have been chosen by lottery. ■

13. Washington Post

May 21, 1998

Clinton Vetoes D.C. School Voucher Bill

President Clinton yesterday vetoed a D.C. school voucher bill that would have provided about 2,000 children of working-class parents with up to \$3,200 each to pay tuition at private or parochial schools. Congressional Republicans, who lack the votes to override the veto, immediately denounced the president's

action, which had been expected.

"It says a lot about the character of our president that he would stand in the schoolhouse door and deny D.C.'s most vulnerable children the opportunity for a decent education," said House Majority Leader Richard K. Armey (R-Tex.).

Clinton said he rejected the bill

because he supports public schools and wants to concentrate on improving them.

"The voucher program . . . would pay for a few selected students to attend private schools" while failing to improve schools for "the overwhelming majority of the District's students," the president said. ■

14. USA Today

May 21, 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.

■

15. USA Today

May 21, 1998

Schools, critics debate Annenberg legacy

By Tamara Henry, USA TODAY

NORTH HOLLYWOOD, Calif. — In 1993, billionaire Walter H. Annenberg dropped money on some of the nation's most beleaguered school systems like manna from heaven — a \$500 million gift to stem violence and spark achievement.

Today, signs of success are just beginning to appear in the program's fifth year. But some educators worry the generous gift may never produce spectacular results — nothing that matches their efforts or the public's expectations.

Defenders of the initiatives paid for by the former U.S. ambassador to Great Britain and TV Guide owner, however, see a work in progress. Matching funds were pulled together relatively recently, they say, and many of these programs are too new to make such judgments. But, they argue, Annenberg's money is already making a tangible difference.

Take, for example, the Los Angeles Annenberg Metropolitan Project (LaAMP), which snagged \$53 million from Annenberg. LaAMP President Maria Casillas sees progress among the schools that are clustered into 28 "families" in 15 school districts.

Five elementary schools in two of the school families in the North Hollywood region of the San Fernando Valley posted huge increases in academic achievement. Standardized test scores skyrocketed, jumping from an average score of 26% in the 1992-93 school year to 75% in 1995-96.

At Walter Reed Middle School, Principal Larry Tash says student attendance increased from 89% in 1995 to the current 92.7%. Also, students now perform near the national average on standardized tests in key subjects, such as math and English. Before, scores were below the 50th percentile. Thanks to the Annenberg bucks and corporate dollars, Tash says academics is the main focus, rather than such inconsequential things as how the school is organized.

Success, though, is tempered by other, more dismal facts. At Walter Reed, about one-third of the students — 630 kids a year — don't read at grade level. And in the entire North Hollywood region, only 31% of Latino students advance to all-English classes by the end of fifth grade; of the 69% remaining, only 8% advance by eighth grade — a sign the schools are not meeting the language needs of these students.

Veteran school reformer Theodore R.Sizer, a key architect of the national Annenberg program, takes the unevenness of urban school successes in stride. When asked if he sees promise, Sizer responds, "Compared to what?"

Expectations, in fact, may prove to be the biggest stumbling block to the legacy.

Even after a school reduces a dropout rate from say 40% to 10%, Sizer says, "People say '10% dropout rate! Holy cow! Isn't that terrible!' At which point, you laugh or you go to a bar and you have a beer."

The Annenberg funds were primarily an effort to help big city schools. Besides Los Angeles, other urban sites benefiting are New York City, Philadelphia, Boston, the South Florida counties of Dade, Broward and Palm Beach, Houston, Chicago, Detroit, the San Francisco Bay area, Chattanooga, Chelsea, Mass. and West Baltimore. Later arts education programs and rural schools were added to the mix. In all, Annenberg grants, ranging from \$1 million to \$50 million, support reform in nearly 2,700 schools that cover more than 300 districts.

At Walter Reed, math/science teacher Jason Ho put together a "Mars Red Rover Project" that has his students working with sophisticated computers and equipment to simulate the planet's surface. A robot is assembled to collect data from the simulated Mars surfaces, which is then exchanged with about a dozen other schools. Ho says the project teaches teamwork and develops character.

"The first time (the robot) wouldn't move because there was too much weight from the camera it carried," says Kevin Zadayan, 14. But with trial and error, he and a classmate got things operating. At the same school, English teacher Tiffany Federico used an idea offered at an Annenberg funded training session to inspire her students to produce eye-catching journals.

Despite such anecdotal success, Annenberg's critics vehemently complain that money should not be pumped into what they consider a failed public school system.

Patrick J. Reilly, editor of the conservative monthly *Foundation Watch*, argues that "the Annenberg challenge simply increases the money flow to a system that diverts grants to serve the interests of politics and bureaucracy."

Philanthropist Theodore Forstmann

of the Annenberg gift. In some circles, conservatives see snail's pace-progress among schools benefiting from Annenberg's largesse and use it as a public school parable: Give big money to public schools and it will be absorbed into the bureaucracy with little benefit.

who has teamed with Wal-Mart heir John Walton to sponsor private school vouchers, agrees. He admits he hasn't studied specifics of the Annenberg grants, but calls them "wasted. Every single cent is wasted. It's a great shame. He's a great man. It's the system. It is ridiculous for smart people to ... say we need to put more money into the same mess."

Annenberg officials now concede that the way the money is distributed may bring on some of the frustrations with the pace of reform.

For starters Annenberg requires educators to find matching funds from grassroot groups, local organizations, corporations or even individuals. Some urban areas have worked for years to collect amounts ranging from one to three times the Annenberg grant, causing delays. Once funds are raised, Annenberg rules specifically say money should be disbursed through an independent, nonprofit entity made up of community groups with various agendas, teacher unions, universities, politicians and businesses. Since the schools don't directly get the money, sometimes an "us" and "them" atmosphere develops, say Annenberg and school officials.

In North Hollywood, for example, some tensions developed when discussions focused on ways to compensate teachers willing to get extra training, work on Saturdays and take on leadership roles with other teachers. The differences were worked out, says Sue Shannon, who oversees how North Hollywood Annenberg funds are spent. "We still have to work through the payroll system of the district," which is often a slow, laborious process.

The overall design of the program is a major problem, says Michael Casserly, executive director of the Council of the Great City Schools, which represents urban schools. The message conveyed is that "urban education can be reformed only and solely from the outside."

Vartan Gregorian, who was president of Brown University when Annenberg announced the gift in 1993 and set up

shop at that school, admitted early on that the program's design would be a challenge.

"Both in and outside schools there are those who are wary of change, weary of criticisms, or who have simply given up on the whole notion of improving public education. Since the many groups pushing for change often have their own agendas, the scarcity of resources for

But, working with the system has had its drawbacks. In New York City, Annenberg officials almost had to start over when former schools chancellor Ray Cortines was ousted from office over differences with Mayor Rudolph Giuliani. Fortunately, the new Chancellor Rudy Crew quickly accepted the program and has created a new position for an Annenberg official within his leadership team.

Los Angeles had a similar setback in efforts to create ideal conditions within families of schools in which teachers are highly trained and motivated, parents deeply involved and students climbing

pursuing their programs has led them, more often than not, to guard their turf protectively," said Gregorian, now president of the Carnegie Foundation in New York.

In some instances, the tensions wrought by the outside groups trying to force change within a school district have been healthy.

Initially, there was resistance in the learning curb, says Casillas. The governor ordered schools to reduce kindergarten class sizes, forcing Annenberg's work to be put on hold while school officials worked on the new mandate.

Norman A. Newberg, professor of education at the University of Pennsylvania who is a LaAMP consultant, says he sees progress, especially in communication between teachers and administrators. "Most of the money goes into professional development — that is retooling teachers' ability to instruct. It's not going into hardware; it's not going into technology.

Philadelphia to reform efforts proposed by Superintendent David Hornbeck, nemesis of the teacher's union. But Hornbeck used the Annenberg money to lure support for his district-wide initiative. Now 82% of Philadelphia's schools improved over last year's base line, with 71 of the 208 schools meeting two-year performance targets in one year.

That makes me hopeful because we're investing in the person who is going to be right up there with the child."

Jonathan Tash, 14, an eighth grader at Walter Reed Middle School and son of principal Larry Tash, says he now sees the creative approaches of teachers in nearly every class.

"I feel (the money) has helped this school out a lot," concludes Jonathan Tash. "One teacher when she found out we got the grants started crying because she was so happy. She said she'd never had a grant or it's been so long since they've had one (here)."

■

16. The Washington Post

05/21/98; Edition: FINAL; Section: A Section; Page A09

Teachers Favor More Parental Involvement, Survey Says

By Rene Sanchez
Washington Post Staff Writer

A national survey shows that teachers are far more receptive today than they were a decade ago to having parents more involved in schools, but they remain quite reluctant to give them a role in deciding important policies.

For the past 17 years, teachers across the country have been asked a range of questions on education as part of an annual survey conducted by the Louis Harris and Associates polling firm and sponsored by Metropolitan Life Insurance Co. This year, the survey sought their views on parental involvement in schools, an issue that President Clinton and many other political leaders are spotlighting in their education agendas.

The survey, released yesterday, contains several striking findings: More than 80 percent of teachers said they wanted parents to get more involved in education, but a majority also said parents should not be consulted about curriculum changes or homework policies — roughly the same percentage as a decade ago.

About 70 percent of teachers want parents to do volunteer work at schools, and even more see value in giving parents a voice in some school affairs. Both figures are higher than they were the last time teachers were asked similar questions a decade ago.

Teachers in urban schools, however, held a particularly pessimistic view of parents. More than half of those surveyed said relations between their school and parents were not good and most called lack of support from parents a significant problem.

Education Secretary Richard W. Riley, who has been urging schools nationwide to improve parental involvement, said most of the results from the survey were heartening.

"If every parent spent just 30 minutes a day being involved in their children's learning, it would revolutionize education in America," he said. "When parents are involved, children get better grades and test scores, are more likely to graduate high school and go on to college, and are better behaved in class."

Students nationwide also were questioned as part of the survey and their

responses suggested that links between parental involvement and academic success are strong.

About 80 percent of students who have either an A or B average said their parents are actively involved in their education. An even greater percentage of high-achieving students said their parents often assist them with homework. Conversely, the survey reported about half of the students who had a C average or lower said their parents usually do not pay much attention to their schoolwork.

Researchers said parent apathy in education seems to have a corrosive effect on many students: About 1 in 3 who get poor grades said they would like their parents to be even less involved in their education.

Students who have at least one parent with a college degree and students who said that their family had more than enough money to meet basic household needs each reported higher levels of interest from parents in their education.

More than 1,000 teachers nationwide were questioned by telephone as part of the survey, and more than 1,300 public school students in grades 7 through 12

were asked to complete survey forms during their English classes. ■

17. The Washington Post

05/21/98; Edition: FINAL; Section: Metro; Page B07

New Federal Education Aid Plan Unveiled

Grant Will Let Low-Income High School Students Take College-Level Tests Free

By Jay Mathews
Washington Post Staff Writer

Federal officials announced a \$3 million grant program yesterday that will allow low-income high school students in 32 states — including Maryland and Virginia — to take Advanced Placement tests next year without having to pay the \$52 cost for each exam.

The federal aid, combined with state and local subsidies, is enough to cover all the low-income students in those states who take the college-level tests, officials said. Their estimate was based on the number of low-income students who took AP tests last year.

The District and the other 18 states did not apply for the grant, federal officials said. A D.C. schools spokeswoman said she did not know why the District had not applied.

AP classes are high school versions of college-level courses, and most colleges give credit to students who do well on the end-of-course exam. The AP program offers 31 tests in 18 subjects.

"I am convinced that the Advanced Placement program is an important tool in the fight to raise standards in our schools and help defray the cost of

college," said Sen. Jeff Bingaman (D-N.M.), who won congressional approval for the program in the fall. "We need to do everything possible to expand this program to more schools and make sure cost does not stand in the way of any student who wants to take an AP exam."

Students will be eligible for the federal grant if they qualify for federal school lunch subsidies.

Fairfax County School Superintendent Daniel A. Domenech, who was with Bingaman at the Capitol Hill news conference announcing the grants, said the federal aid will make it easier for Fairfax to implement its new requirement that all students in AP courses take the corresponding tests. He said he expects the School Board to approve a \$1.1 million appropriation that would make the tests free for most or all county students, regardless of income.

In 1997, 900,000 AP tests were taken — 72,000 by low-income students.

The exams are administered by the College Board, which charged students \$74 for each test last year, or \$52 for those who qualify for school lunch subsidies.

Fairfax is one of the few school

districts to require that all students enrolled in AP courses take the corresponding exams. In most Washington area districts, many students decide to enroll in the courses without taking the exams because of the fee and because they will automatically boost their grade-point average simply by completing an AP course. Supporters of an exam requirement say it means students will work harder and get more out of the classes.

Kathleen Wills, assistant director of planning for Arlington County schools, said the federal grant will make it easier for teachers to require students to take the tests, but she was not sure the Arlington district would follow Fairfax in making a blanket requirement.

Some Washington area teachers in the International Baccalaureate program, which provides college-level courses in about 300 U.S. schools, said they also could use federal support.

"It is sort of like the federal government funding McDonald's but not Burger King," said Bill Bixby, the IB coordinator at Stonewall Jackson High in Prince William County. ■

18. The Wall Street Journal

05/21/98

College-Bound Senior

By Steve Stecklow
Staff Reporter of The Wall Street Journal
In the end, Angel K. Malone was accepted at the University of California at Berkeley.

But she has decided not to go.

Angel is the African-American high-school senior from Berkeley, Calif., who was the subject of an April 21 page-one article in The Wall Street Journal. The story described her journey through the college-admissions process at a time when some public schools like

Angel says she decided to reject Berkeley's offer because she believes she only was accepted because of publicity

Berkeley are abandoning racial preferences, while many private schools are trying to boost their minority enrollments.

As the story reported, Angel, who had longed to go to Berkeley, was rejected last month, but filed an appeal. Last week, the school sent her a letter saying, "We have reconsidered your application and we have decided to reverse our original decision."

But Angel, a Berkeley High School student who aspires to be a psychiatrist, from the article. "They told me what they felt about my merit . . . when they sent me that flat letter" of rejection, she says.

says she plans instead to attend Xavier University of Louisiana in New Orleans, a historically black school that leads the nation's colleges in sending African-American students to medical school. She will receive a full, renewable scholarship from the United Negro College Fund. The scholarship, as well as the chance to attend Xavier, were among many offers she received after the article appeared.

"They obviously didn't think I was good enough to go to their school." She also worries that the "hoopla" over affirmative

action at Berkeley would distract her from her studies. The university accepted far fewer blacks, Mexican-Americans and American Indians this year, sparking campus protests. Yesterday, Berkeley

said that of 224 blacks admitted for this fall's freshman class, 98 plan to attend-down from 260 last year.

Robert Laird, Berkeley's admissions director, denied the Journal story played

any role in Angel's acceptance and expressed regret she doesn't plan to attend.■

19. The Washington Times

05/20/98; Edition: 2; Section: C;METROPOLITAN TIMES;COVER STORY; Page C9

Schools get help with youths

Officers in halls reap unexpected bonuses

By Shrona Foreman Sheppard
THE WASHINGTON TIMES

Kermit Moore saunters through the hallways of Oxon Hill High School enjoying a lighthearted banter with the sons and daughters of his Prince George's County neighbors.

The 46-year-old juvenile justice specialist is among the first wave of Maryland probation officers to set up shop in public elementary, middle and high schools.

Yesterday, Maryland Gov. Parris N. Glendening announced that probation officers will be placed in nearly 80 schools this fall as part of his Spotlight in Schools program designed to curb disruptive behavior and violence in the classroom.

"It's a shame that students today must worry about the pop of a gun going off instead of a pop quiz," said Mr. Glendening before a gathering of students and community leaders at Hyattsville's Northwestern High School.

The program was first implemented two years ago at Oxon Hill and Baltimore City's Northern High School - where there was a high percentage of juvenile offenders already in the system.

"[Probation officers] were removed from the battlefield and now they are in the trenches," said Gilberto de Jesus, secretary of the Maryland Department of Juvenile Justice.

He said the program offers "a renewed sense of mission, a renewed sense of purpose" for juvenile justice.

Often, Mr. de Jesus said, the probation officer serves as "someone who draws the demarcation."

"Prevention is a big part of this," said Mr. Moore, who spends as much time with his wards as he does working with students at the elementary and middle schools in the Oxon Hill cluster.

He is one of two probation officers assigned to the Oxon Hill school cluster - which includes seven elementary schools.

Mr. Moore is puzzled by the criticism.

"It's not the schools that are bad. Most

a middle school and a high school.

"You can't do probation from the outside. I'm able to do more therapeutic stuff just by virtue of being here. If I am in the mix, then obviously I can do more than when I'm out of the mix," he said.

In fact, Mr. Moore said his increased visibility and more frequent contact with clients make it more likely that he will work himself out of a job - the ultimate goal of probation.

Yesterday, Maryland Lt. Gov. Kathleen Kennedy Townsend, who spearheaded the program two years ago, cited a 36 percent drop in suspensions at Oxon Hill and no re-arrests among juvenile offenders. She called the program a proven deterrent.

"Students know that there is someone right down the hall who can take it straight to the judge," Ms. Townsend said.

On a recent visit to Oxon Hill, a reporter observed Mr. Moore's interactions with about a dozen students. Mr. Moore quizzed one boy about his post-graduation plans, urging him to contact Job Corps about its skills training program. He asked another student how he was balancing his studies with his after-school job. He repeatedly questioned students about hallway passes and quickly issued a pass to a boy who admitted he did not have one.

"See, it's not always about coming down on the child. I want there to be a relationship in place that allows me to do that if needed, but I also want the child to know that I care about them, that 'Mr. Moore kind of looks out for you,' " he said.

Mr. Moore said his meetings with student offenders are more productive because he usually knows if they have violated probation or are in danger of doing so.

"The whole key to this is being here and being around. You find out much activities [that lead to probation] do not happen in school, they happen in the

more that way," he said. "You don't have to have these long, intrusive discussions with a stranger."

In addition, it now takes less than 24 hours after an offense for the offender to be assigned to Mr. Moore. It previously took about 25 days.

Oxon Hill High School Principal David Stosa said Mr. Moore has become an increasingly valuable resource and that the strength of Oxon Hill's program is Mr. Moore's sincere concern for all students - be they offenders or not.

Mr. Moore is often called upon to defuse situations in which student misbehavior could lead to either suspension or expulsion.

"[Teachers and administrators] have other responsibilities. This is what I do," said Mr. Moore. "So, it's easier for me to make time than for them to make time."

It is a responsibility that probation officers nationwide are supporting, said Carl Wicklund, executive director of American Probation and Parole Association, a Lexington, Ky.-based group that represents more than 25,000 probation and parole officers.

"There is a national campaign to develop probation that is not simply community based, but community focused," said Mr. Wicklund, adding that the effort has placed officers in police precincts, housing projects and other areas with high populations on probation.

Still, critics have charged that probation officers in school risk stigmatizing the students enrolled there and some Maryland educators were less than enthusiastic about the governor's program.

"People who are outside the school system think there is a stigma, but the people who are there see the need," said Mrs. Townsend, adding that many state educators have since warmed to the idea and still others have welcomed it.

community. But the schools have to deal with the problem," he said.

The difference now is that schools are no longer left in the dark about which students, if any, have engaged in criminal activities outside of school.

****BOX

CLASSROOM JUVENILE JUSTICE
Probation officers will be placed in the following schools for the 1998-99 school year:

ANNE ARUNDEL COUNTY

George Fox and Lindale/Brooklyn Park middle schools

BALTIMORE

Harlem Park Community School; Benjamin Franklin, Calverton, Robert Poole and Canton middle schools; and Fairmont Hartford, Francis M. Wood, Northern, Patterson, Southern and Southwestern high schools.

HOWARD COUNTY

Wilde Lake High School

MONTGOMERY COUNTY

Mark Twain School programs (the county's alternative schools: Mark Twain

School in Rockville, and Whitman, Paint Branch and Quince Orchard high schools.)

PRINCE GEORGE'S COUNTY

Flintstone, Forest Heights, Fort Foote, Glassmanor, Indian Queen, Owens Road, and Oxon elementary schools; Oxon Hill Middle School; and Fairmont Heights, Forestville, Northwestern, Oxon Hill high schools.■

20. World News Tonight (ABC)

05/20/98Section: NEWS;

COLLEGES SEEK ALTERNATIVE TO AFFIRMATIVE ACTION

KEEPING MINORITY ENROLLMENT NUMBERS UP

By MICHELE NORRIS

PETER JENNINGS

PETER JENNINGS: In California today, the University of California-Berkeley released information on the racial make-up of next fall's freshman class. And the number of students who are African American, Latino, Chicano or Native American is half what it was before race was abolished as a consideration for admission.

In California and in Texas, as we will see, enough people are concerned about this that they are trying to work out ways to get around the new restrictions. Here's ABC's Michele Norris.

MICHELE NORRIS, ABC News: (voice-over) Schools that faced a debate over affirmative action...

STUDENTS: Educate, don't segregate.

MICHELE NORRIS: (voice-over) ...now face a dilemma — how to maintain diversity on campus.

RAYMOND ORBACH, Chancellor, University of California at Riverside: You can't deprive a third of your population of an opportunity for a top-quality public education and survive as a democracy.

MICHELE NORRIS: (on camera) Worried that higher education could slip back toward segregation, schools are trying to find new ways to boost minority enrollment — not affirmative action, alternative action.

Three presidents at once went to Cairo for Anwar Sadat's funeral when the Egyptian leader was murdered in '81.

(voice-over) In Texas, a new law guarantees that students who graduate in the top 10 percent of any high school will be accepted at any public college in the state. Early results show that at UT-Austin, the state's flagship school, 16 percent of the students accepted for next fall are minorities, the same percentage before affirmative action was outlawed.

But for Texas universities, there are worries. Top students from academically weaker high schools might not be ready to compete in college.

BRUCE WALKER, Admissions Director, University of Texas: We need to be sure that our students are equally prepared, not just equally eligible.

MICHELE NORRIS: (voice-over) Jennifer Contreras is the valedictorian at a struggling Dallas high school. Her SAT score was 1070 out of 1600. She probably would never have been accepted at Austin without the top 10 plan.

JENNIFER CONTRERAS, High School Graduate: The success that I have there will depend on my determination and my will, and not the score I had this year.

MICHELE NORRIS: (voice-over) Other schools use other experiments to achieve diversity. The University of California at Riverside helps minority teens sharpen their academic skills well before they get to college. Even critics of Oh, if planes could talk. SAM 26000 will go to the Air Force museum near Dayton.

affirmative action welcome these experiments.

TERRY PELL, Center for Individual Rights: Schools have to stop thinking about diversity solely in terms of skin color, and they have to start thinking about diversity in terms of a variety of characteristics.

MICHELE NORRIS: (voice-over) A challenge that more universities will face as attacks on affirmative action continue. Michele Norris, ABC News, Washington.

PETER JENNINGS: Other news today, other history. In Ohio, a last flight for one of the country's most famous planes.

(voice-over) SAM 26000 (ph), the Boeing 707 which has served as Air Force One and, on occasion, Two, from John F. Kennedy to Bill Clinton. President Kennedy went to Berlin to make his famous "I am a Berliner" speech a couple of years after the Berlin wall went up. When President Kennedy was assassinated in Dallas, his body was flown back to Washington on this Air Force One.

Lyndon Johnson was sworn in as president onboard before they left. Henry Kissinger went to Paris secretly to talk to the North Vietnamese about ending the war. Richard Nixon flew this Air Force One on his historic visit to China in 1972.

■

TRADE

21. LRP Publications

May 21, 1998

AFT Executive Board Approves NEA Merger Principles

The American Federation of Teachers' (AFT) executive council yesterday voted to recommend that a set of guidelines outlining a merger with the National Education Association (NEA) be approved at the organization's July convention.

The executive council voted 29-0, with abstentions, to support the proposed guidelines, called the Principles of Unity. The vote followed nearly three hours of debate at the council's quarterly meeting.

The AFT reports that council members voiced "strong support" for a united organization, but raised some concerns about details that have yet to be finalized.

The AFT delegates are slated to vote on the Principles during the AFT convention July 16-21. NEA delegates will hold a similar vote at the NEA Representative Assembly July 2-5. A two-thirds approval by both bodies is required for the merger to proceed.

"This is an historic vote, which moves us significantly closer to a strong organization that will better meet the needs of our members and the institutions they serve," said AFT President Sandra Feldman. "There's a growing excitement throughout the AFT at the prospect of joining forces with our NEA colleagues to work together on behalf of America's children, teachers,

and public schools."

Feldman added: "Our vote today reflects support for unity from across the country, but the ultimate decision rests with the elected delegates to the AFT and NEA conventions this summer."

If the Principles are approved at both conventions, the next step will be to draft a constitution, bylaws, and a unification agreement. A vote to approve the constitution and related documents would come sometime in either 1999 or 2000. If the merger is ultimately approved, a founding convention would be scheduled for 2000 or 2001. ■

22. LRP Publications

May 21, 1998

Term Limits Campaign Fizzles, House Ed Chair Wins Primary

An expected primary scare failed to materialize as House Committee on Education and the Workforce chairman Rep. Bill Goodling, R-Pa., cruised to win the Republican nomination May 19 for a 13th, and reportedly final, term in Congress representing his south-central Pennsylvania district. Goodling crushed his opponent by a two-to-one margin despite being targeted for defeat by a national term limits organization.

The 70-year-old committee chair, who earlier said he will retire in 2000, polled two-thirds of the vote against conservative challenger and political activist Charles Gerow. Gerow did considerably better against Goodling in 1996, taking 45 percent of the vote in the primary that year.

Americans for Limited Terms spent Goodling, an educator and former school board president from Seven Valleys, has represented the Pennsylvania 19th Congressional District since 1975. The district includes rural areas around Harrisburg and the cities of York and Gettysburg. He has been chair of the Education and the Workforce

\$250,000 on Gerow's behalf on advertisements claiming Goodling's "career politician ways" were not in the best interests of the district. Goodling is the first incumbent the Wisconsin-based organization targeted this year.

Neither Gov. Tom Ridge nor Sen. Arlen Specter faced significant challenges in this year's Keystone State Republican primary, a fact which many analysts predicted would result in light turnout and work in Gerow's favor. A Gerow consultant on the eve of the election said the race would be decided by "within 800 votes either way."

Turnout was in fact better than it was for the 1996 primary, and Goodling won by over 15,000 votes, something he attributed to a backlash against the term limits campaign. "People weren't very Committee and its predecessors since the Republicans assumed control of the House in 1995.

Another Pennsylvania Republican on the committee, Rep. James Greenwood, also faced primary opposition. However, like Goodling, Greenwood easily turned aside his conservative challenger, and is

happy with that, which meant they went to the polls," he said at his victory party in York. Goodling is heavily favored to defeat Democrat Linda Ropp in November in his solidly Republican district.

The win quiets speculation in Washington that Goodling's departure from Congress would find Reps. Thomas Petri, R-Wis., and Marge Roukema, R-N.J., suddenly in contention for the chair position. However, Republicans must maintain their slim majority in the House for Goodling to retain his chairmanship. Should the Democrats retake the body, ranking member Rep. Bill Clay, D-Mo., would be the odds-on favorite to succeed him.

favored to return to the House from his suburban Philadelphia district in 1999. Two other Pennsylvania members of education committee, Democrat Chaka Fattah and Republican John Peterson, ran unopposed in their respective primaries. ■

23. LRP Publications

[Tape Restoration Project Hex-Dump Conversion]

May 19, 1998

Riley Discusses the Link Between Academic Achievement and Workplace Success

Education Secretary Richard Riley joined National Alliance of Business Chairman Ed Rust in a press conference today to release a guide for business leaders concerning the link between student achievement in math and science and opportunities for future success of those students.

As reported in February by the Department of Education, U.S. eighth and twelfth graders scored poorly on the math and science sections of the 1995-96 Third International Mathematics and Science Study (TIMSS).

The Business Coalition for Education Reform's text, *The Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement*,

provides information on the implications of U.S. students' recent poor math and science scores on the future of the business world.

Riley is concerned that the TIMSS scores negatively reflect both students' anticipated success in the workforce and the nation's methods of teaching and learning.

"Not only are these results very troubling, but they also indicate that while we give our children a good grounding in the basics, we fail to continue with the kind of rigorous curriculum and courses needed in middle and high school," said Riley. "And our analysis shows that this is exacerbated by the problem of too many teachers

teaching out-of-field."

The secretary said that while many Americans are critics of the importance of TIMSS, both critics and supporters alike should see that study results can be used productively.

"By ignoring or minimizing the importance of these results, we open ourselves up as a nation to some very serious and damaging long term consequences for our educational and economic future," said Riley. "We must heed, rather than ignore or deride the warnings of studies like TIMSS, so that our children's future can be even brighter than our past."■

24. LRP Publications

May 19, 1998

Ed Group Study of Edison Schools Reveals Mixed Results

A study conducted by the American Federation of Teachers (AFT) found uneven student achievement results from schools run by the Edison Project, a private company now managing 25 public schools across the nation.

The report, *Student Achievement in Edison Schools: Mixed Results in an Ongoing Enterprise*, stated that Edison's reports and promotional materials often overstate their schools' success, and that actual results "are, at best, modest."

AFT intends information from the study to be used by district officials, teachers, and education policymakers.

Edison also spends more money per pupil than comparable public schools, some receiving extra funds from Edison investors, said the study.

"Right now, districts interested in Edison have to make judgements based mainly on Edison's promotional materials and some inadequate information on test scores," said Sandra Feldman, AFT president. "Edison schools should be subject to the same scrutiny and standards for evaluating student achievement as public schools. This report offers a solid and comprehensive basis for assessing Edison's success so far."

The AFT report found that:

--Student performance in Edison schools is mixed and inconclusive.

"Edison's program has a lot going for it, so its flaws could be corrected," said Feldman. "We urge Edison to make those corrections promptly, so that their

--Accurate evaluation of Edison's success is difficult because of faulty baselines for comparison and incomplete test score information.

--Class size tends to be high.

--Edison relies heavily on inexperienced teachers.

--Teacher turnover in Edison schools is high.

Potential advantages of the Edison program, said the report, include a student body backed by motivated parents; declining numbers of high-poverty students over time; and a longer school day and year.

success really will match their sales pitch."■

25. Education Daily

May 21, 1998

House Budget Leader Backs Off Voucher Plan

by Laureen Lazarovici

The House Budget Committee was poised yesterday to pass a nonbinding spending outline that essentially would freeze spending for all education and

training programs in fiscal 1999.

Stung by criticism last week, committee chairman John Kasich, R-Ohio, stripped all policy recommendations from the

legislation^{3/4}including a provision to turn Title I funding into vouchers (ED, May 15).

Kasich said he would let leaders of the policymaking and spending panels make

those decisions, but emphasized that Republicans would continue pressing for block grants.

"If we can eliminate federal strings, we can get more money to classrooms," Kasich said at the House Budget Committee meeting to hash out the outline yesterday.

A wide-ranging Senate-passed education bill calls for funneling \$10 billion of federal school spending into block grants, and the House K-12 policy subcommittee is expected to take up legislation creating a \$3 billion block grant today (ED, May 7).

Democrats on the budget panel yesterday were expected to offer amendments that would shift funding from a GOP-sponsored tax cut to after-school programs, school construction, 100,000 new teachers and school meals. None were expected to pass.

The election-year posturing does not bode well for a quick settlement on spending bills for the new fiscal year,

which begins Oct. 1.

Sen. Pete Domenici, R-N.M., chairman of the Senate Budget Committee, has said that Congress will have trouble passing an education bill that Clinton would be willing to sign.

The pot of money the Senate has allocated for all labor, human resources and education programs is \$2 billion below what Clinton has requested, and the House may want to cut that number further still, Domenici has said (ED, May 15).

The Senate's budget resolution ignores most of Clinton's requests to fund new education programs (ED, April 6).

The House Appropriations Committee may announce allocations for spending categories—including the one for labor, health, human services and education—today or tomorrow.

No Teachers In Tobacco Bill

Meanwhile, education advocates criticized President Clinton for dropping plans to fund 100,000 teachers over seven years with money from a pending

tobacco tax bill, as he had originally proposed (ED, Feb. 9).

"We had counted on the administration's advocacy for a portion of the \$65 billion tobacco settlement to boost badly needed funding for education," said Kenneth McInerney, president of the Committee for Education Funding. "We are extremely disappointed."

Education Department officials have not made alternative plans for where the money would come from.

In addition, the tobacco bill—which the Senate is debating this week—would give states a pot of money and require them to spend half of it on a specific set of programs, including Eisenhower professional development grants and Safe and Drug-Free Schools.

Advocates for schools say they are wary of this approach because it could give congressional appropriators an excuse not to fund those programs in their annual education spending bills. ■

26. Education Daily

May 21, 1998

E-Rate Popular Among Small Schools, SLC Says

by Jonathan Fox

Small and mid-sized schools make up the bulk of requests for e-rate discounts, the Schools and Libraries Corp. (SLC) reported Tuesday.

As of April 28, about 70 percent of schools and libraries were seeking discounts of less than \$25,000, and about 53 percent wanted less than \$10,000, numbers SLC said befit small and

Some eligible schools may get less than they asked for, however; more than 30,000 schools already have requested a total \$2.02 billion in e-rate discounts, but the Federal Communications Commission says committing more than \$1.67 billion would cause consumer

medium-sized schools.

"We are seeing significant participation from schools and libraries in small, rural communities, as well as in large urban districts," said SLC Chief Executive Ira Fishman in a statement.

"This is exactly what is meant by universal service—full participation by every school and library no matter how small, poor or remotely located," he said. phone bills to rise.

The FCC currently is seeking comment on its plan to provide the latter amount (ED, May 19). Meanwhile, the e-rate program has been attacked in Congress as wasteful and an abuse of power that amounts to a hidden tax on

SLC administers the e-rate fund, which is generated by levies on telecommunications companies. E-rate discounts can slice off up to 90 percent of the costs of Internet access, local and long-distance telephone services and internal wiring for eligible schools (ED, May 8, 1997).

consumers by the Clinton administration.

For more information, contact Jodie Buening, 1023 15th St. NW, Suite 200, Washington, DC 20005, (202)289-2663, or access SLC's Web site at <http://www.slcfund.org>. ■

27. Education Daily

May 21, 1998

Bankers Ask ACE To Join Fight Against Loan Auctions

by Eli J. Lake

Bankers have asked universities for their support in thwarting a White House plan to auction the right to make student loans.

The Education Finance Council (EFC) and the Consumer Bankers Association

(CBA) say they've "identified numerous problems for which we believe there is no acceptable answer," according to a May 8 letter to the American Council on Education (ACE).

The bankers fear that negotiations between the White House and the Senate

Budget Committee in recent weeks may generate enough votes in the Senate to attach an auction amendment to S. 1882, the Senate's Higher Education Act (HEA) reauthorization plan.

Both the Senate Budget Committee staff and the Clinton administration have

released HEA proposals in the last two weeks calling for the education secretary to conduct pilot projects to study the viability of setting student loan interest rates through a government-run auction (ED, May 6).

As an alternative to the administration plan, CBA and EFC are circulating draft

legislation to establish a commission with banks, the **Education Department** and Congress to study options for establishing a market-based mechanism for setting student loan interest rates.

ACE Vice President Terry Hartle said the council has not responded to the May

8 letter. Hartle, however, did share the bankers' concerns about moving forward with an auction system that is not clearly defined.

The Senate likely will take up S. 1882 next month. ■

28. Education Daily

May 21, 1998

AFT Matches NEA With Thumbs Up

by Eileen Sullivan

The executive council of the American Federation of Teachers (AFT) yesterday voted 29-0 to approve guidelines for a merger with the National Education Association (NEA).

NEA's board of directors approved the guidelines two weeks ago, 106-53 (ED, May 5). Rank and file members of the two groups will vote on the merger at their respective summer conventions in New Orleans this July.

A two-thirds approval of the guidelines from both unions is required for the merger process to move forward. If approved, a constitution, bylaws and unification agreement will be next on the merger agenda. ■

29. Education Daily

May 21, 1998

Last Run: Goodling Survives Tough Primary Challenger

by Lauren Lazarovici

Pledging that this would be his last run for Congress, Rep. Bill Goodling, R-Pa., chairman of the House Education and the Workforce Committee, beat a tough primary election challenger Tuesday night.

By a 68 to 32 percent margin,

Goodling beat attorney Charles Gerow, who attracted support from conservative and pro-term-limits groups (ED, April 16).

A 24-year incumbent, Goodling has said that he won't run for Congress again after this year. He's been battling President Clinton over the

administration's proposal for voluntary national tests in reading and math.

Goodling is expected to easily defeat his Democratic challenger in the November runoff; his district is solidly Republican. ■

30. Education Daily

May 21, 1998

School Records Essential In Hiring, NAB Says

by Darren Goode

The National Alliance of Business (NAB) has renewed its call for employers to use school records in making hiring decisions.

In a new report for the **Education Department**, NAB outlines three examples of how businesses and schools have altered their processes to link student grades with employee hires.

In Nelson County, Ky., for instance, local educators worked together to standardize definitions of grades, meaning an "A" in English at a city school means the same as an "A" in English at a suburban and rural school.

This led to school districts giving employers information about how each letter grade translates into specific skills, and more area employers are using transcripts in their hiring process as a

result (ED, April 10).

The report also notes that:

* The Kingsport, Tenn.-based Eastman Chemical Co. requires school records from applicants, and employers there have been taught by local guidance counselors how to interpret the information contained in the transcripts.

* An Eastman spokesman says the company has seen real benefits, and local high schools are seeing enrollment increases in most higher-level math and science courses.

* The Rochester, N.Y.-based Eastman Kodak Co. recently launched a company-wide policy requiring entry-level operator applicants who have been out of high school for five years — and who have no advanced degrees — to provide certified school transcripts, which are used to supplement previous

employment criteria.

The report, released Tuesday, was issued in response to the lackluster results of last November's Third International Math and Science Study (TIMSS).

Also on Tuesday, **Education Secretary Richard Riley** defended the TIMSS study from critics who have questioned the validity of methods used to calculate the results.

"By ignoring or minimizing the importance of the [TIMSS] results, we open ourselves to serious long-term and dangerous consequences" for the nation's public educational system, he said.

"The Formula for Success" is free from the National Alliance of Business, 1201 New York Ave., NW, Suite 700, Washington, DC 20005-6143, (800)787-2848; or from the Education

31. Chronicle of Higher Education -- Academe Today

May 21, 1998

House Panel Approves a Budget That College Lobbyists Vow to Fight

By DOUGLAS LEDERMAN
WASHINGTON

A House of Representatives committee approved a budget plan on Wednesday that has college lobbyists preparing for a fight. The fiscal-1999 spending blueprint drafted by the House Budget Committee calls for a \$60-billion cut over five years in the amount of money available for domestic discretionary programs, the budget category that includes student aid and most academic research.

The budget plan approved Wednesday does not specify how the cuts would be achieved. Last week, House Democrats circulated a list of cuts that the Budget Committee's Republican chairman, John R. Kasich, of Ohio, had suggested to achieve the \$60-billion in savings. The list, which drew harsh criticism from

Last year, in a deal to balance the federal budget, Congress and President Clinton agreed to set annual caps on the amount of federal spending. Under the agreement, spending on non-defense discretionary programs is set to decline by 14 per cent in inflation-adjusted dollars by 2003.

The plan drafted by Mr. Kasich would cut non-defense discretionary spending by an additional \$46-billion over five years, for a total cut of about \$60-billion over that time.

"You can't take \$60-billion out of

Democrats and from many moderate Republicans, proposed eliminating 15 unspecified higher-education programs and slashing federal spending on job training.

To try to win over moderate members of his party, Mr. Kasich dropped the suggested cuts from the budget plan his committee considered Wednesday, leaving in place only a broad outline of how much he would cut.

That move attracted enough Republican support to get the budget blueprint through the Budget Committee on Wednesday, on a party-line vote. But it did not dissuade college lobbyists from promising a vigorous campaign to oppose the plan.

"The Kasich budget, if adopted, would decimate federal support for student aid and scientific research," said Terry W. non-defense discretionary spending without seriously hurting higher education," said Mr. Hartle. He warned that college officials might resuscitate the Alliance to Save Student Aid, the aggressive lobbying campaign they used to fight a similar House plan to cut federal financial aid in 1995.

Fortunately for college officials, Mr. Kasich's budget plan is opposed by many of his fellow Republicans, including Mr. Kasich's counterpart as chairman of the Senate Budget Committee, Sen. Pete V. Domenici of New Mexico.

Hartle, senior vice-president for government and public affairs at the American Council on Education. "Being less specific about the cuts is an effort to eliminate the lightning rods from the budget resolution. But the Budget Committee has been quite clear about what it wants to do."

Each year Congress must approve a budget resolution that sets the broad outlines of how much the federal government can spend. Specific decisions about how much each program gets are made in 13 bills that must be drafted by the House and Senate Appropriations Committees, passed by the two chambers, and then signed by President Clinton. But the budget resolution sets the amount that can be spent in each of the 13 budget areas.

Mr. Domenici said last week that he did not think Congress could reach agreement on the appropriations bills that finance student-aid programs and most academic research, even based on the budget allocations made by the Senate Appropriations Committee, which are far more generous than those in the House budget resolution.

Predicted Rep. John Spratt of South Carolina, the senior Democrat on the House Budget Committee: "This budget won't fly."

■

32. Education Week

May 20, 1998

Illicit e-mail

Policies on using a company e-mail account for personal use vary among private employers. But if you're a **Department of Education** employee, don't even think about it.

After one employee's personal message unintentionally ended up in the hands of Sen. Slade Gorton of Washington, the outspoken Republican asked the department's inspector general to investigate employee e-mail use.

The brouhaha began May 5 when a worker in the office of educational

research and improvement used her e-mail to forward a letter to colleagues that asked recipients to lobby against a legislative proposal by Sen. Gorton. The proposal—to channel funding for most federal education programs into block grants—had passed the Senate as an amendment to an education-savings-account bill.

Someone later forwarded the e-mail to Sen. Gorton's office.

It's illegal for federal workers to use

their status to lobby for political causes. Now, Sen. Gorton wants to know if other **Education Department** employees are committing similar violations.

In a May 6 letter to **Secretary of Education Richard W. Riley**, the senator said he was "outraged."

"There are certainly much more productive, and more importantly, legal channels for the department to relay its dissatisfaction with legislation ... than to have an employee of the department encourage her fellow employees to take

part in an illegal act," he wrote. Sen. Gorton also maintained that the worker had misrepresented his legislation.

According to a transcript distributed by Mr. Gorton's office, the e-mail the employee passed along said that "the Gorton amendment is a giant step backwards for women and girls in education" and would "effectively abolish the federal Department of Education."

A second note from another Education

Department employee asked recipients to disregard the objectionable e-mail. "We cannot and are not asking you to contact the Hill," it said.

"We recognize this incident was inappropriate," said Julie Green, a spokeswoman for the Education Department. She said officials were looking into the incident and drafting a response to the senator, but did not believe such violations were common.

No disciplinary action has been taken against the staff member.

Education Department workers are prohibited from using their e-mail for personal use, although the department is considering allowing "limited personal use," Ms. Green added.

—JOETTA L. SACK
jsack@epe.org■

33. Education Week

May 20, 1998

Assessment Panel Seeks Ways To Attract State Participation

Arlington, Va.

To shore up and expand participation by states in the National Assessment of Educational Progress, the U.S. Department of Education's National Center for Education Statistics is assembling a task force to learn how NAEP can best serve the states.

The task force, whose members are yet to be picked, is expected to listen to the concerns states have about the logistical hurdles involved in taking NAEP and pitch how the assessment can help them compare their performance with other states'. But that can be a tough sell when states' calendars are already filled with state and local tests. "Because states are doing more testing, we have more to compete with," said Laurence Ogle, an NCES statistician.

William T. Randall, a governing board member and the former commissioner of education in Colorado, has agreed to head the task force, which could have its first meeting as early as next month.

Students nationwide are represented in the national NAEP outcome. But states can also volunteer to take part and receive state-level performance results. A total of 58 jurisdictions are eligible to take part, including the 50 states, the District of Columbia, five U.S. territories, and Department of Defense schools. An all-time high of 48 jurisdictions took part in the 1996 assessment; 45 jurisdictions participated this year.

The goal for state-level participation in NAEP in 2000 is 50 jurisdictions, Mr. Forgione told board members here, but states need to commit by next year. "It's going to be a challenge," Mr. Forgione said. Some states drop in and out of the national assessment, and one — South Dakota — has never taken part in the

State participation in the assessment, known as the nation's report card, dropped between 1996's and this year's administrations of the exam, and federal officials are eager to have a good showing in 2000. NCES Commissioner Pascal D. Forgione Jr. briefed the National Assessment Governing Board on the creation of the task force at the state-level NAEP, officials said.

Despite an uncertain fate on Capitol Hill for President Clinton's proposed voluntary new national tests, the governing board continues to move ahead with planning for the exams.

Congress turned oversight for creation of the 4th grade reading and 8th grade math tests over to the governing board late last year, but the lawmakers limited work using money from this fiscal year to development of test items. No field or pilot testing could be done with this year's funds. Until last year, the board had served exclusively as the policy-setting body for NAEP.

Regardless of any action the governing board takes, Congress still has the power to kill the proposed tests — or keep them alive with further funding. The testing plan has powerful opponents in Congress, including the chairman of the House Education and the Workforce Committee, Rep. Bill Goodling, R-Pa.

At Mr. Goodling's behest, the House approved a bill earlier this year saying that Congress would have to authorize explicitly any test development beyond Sept. 30. An identical provision passed the Senate in April. A House-Senate conference committee has yet to convene, but President Clinton has said he would veto the legislation to which the language is attached.

The longer the governing board must

board's quarterly meeting here May 7-9.

The governing board sets policy for NAEP, and the NCES administers it. The congressionally mandated exam is the only ongoing, nationally representative survey of what U.S. students know and can do in several core subjects.

wait before getting a go-ahead from Congress, the more complications it faces.

Between July and October, board members are expected to review a daunting 1,300 potential items for the reading test and another 1,300 proposed math questions. Board members say that even if the national tests do not come to pass, that work would not be wasted because many of the items could probably be used for NAEP.

Roy Truby, the governing board's executive director, told the executive committee that the test-development contractor, American Institutes for Research, needs to be informed by Sept. 1 if the board intends to extend its contract with the Washington-based company into a second year.

AGB Chairman Mark D. Musick told the executive committee: "It's to this board's great advantage if Congress acts" before the contractual deadline — whether it is to squelch or approve the national tests.

On the occasion of the governing board's 10th anniversary this coming fall, the board has hired a University of Michigan history professor to take a critical look at NAGB's work over that period.

Maris A. Vinovskis is being paid \$10,000 to write the board's history. He completed a similar report earlier this

decade on the Education Department's office of educational research and improvement.

Also to commemorate its anniversary, the board is planning to seek private funding for a conference on the education

standards movement and the roles of naep and the governing board in that effort. The conference would be held at the time of the board's November meeting in Washington, and a report would be issued on the proceedings. Past

members of the board would be invited to the conference as would members of the commission that recommended the board's creation.

—MILLICENT LAWTON■

34. 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

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

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 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

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.

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

35. San Francisco Chronicle

May 21, 1998

S.F. Unites to Keep Black Young Men In High School

Program attacks 64% dropout rate

Nanette Asimov, Chronicle Staff Writer

The numbers tell a shocking tale:

Two out of three black ninth-grade boys quit high school without graduating. Of those who stay, two out of three cut class regularly. And those numbers add up to an ominous letter: "D," the average grade for black high school students in urban California.

Perhaps no one is more shocked than the boys' parents, teachers and church

leaders who watch jails fill with smart young men who hit the streets instead of the books.

Yesterday, they decided to do something about it. A team of clergy, educators and community leaders challenged 100 13- and 14-year-olds — all African American boys who will start high school next fall — to graduate with the class of 2002.

Bused from middle schools around

San Francisco, the boys sat in the auditorium of the Ingleside Presbyterian Church on Ocean Avenue fidgeting, sometimes whispering, but mainly listening.

"Sixty-four of you in this room will not graduate from high school, according to the statistics!" boomed teacher Michael "Chappie" Grice. "All of you who are convinced that you will not make it, please stand!"

No one stood.

"That's what we thought," Grice said, smiling. But neither he nor the other organizers who brought the students to the first "100 Young Men's Leadership Forum" believe that without intervention all 100 boys will graduate four years from now.

So they plan to pair each boy with a mentor and give after-school tutoring at the church, along with a heavy dose of attitude adjustment for boys who think studying is for punks.

"All African American boys are in trouble," said the Rev. Roland Gordon of Ingleside Presbyterian, who thought up the program after hearing the appalling dropout figures last fall. They were revealed during a San Francisco education summit on black student achievement.

At the time, city schools chief Bill Rojas pledged to raise the test scores of blacks and Latinos to the national

The others vowed to graduate and go to college. Several were shy to talk, until Marshawn Williams, a tall 14-year-old in wire-rimmed glasses, quietly reminded them that "there's no wrong answers."

Art Walker of the school district's dropout prevention office regarded Marshawn with mock sternness: "Your leadership skills are showing," he said.

Rojas did not appear, although he was on the program. But earlier he had said

average by 1999. Six months later, the school district has produced a 78-page booklet on the problem and a task force to study it.

Gordon's is the first concrete program to come out of the summit. Participants will not only get mentors, he said, but will become mentors for younger students.

"I think it's great for us boys," said 13-year-old Mack Taylor, who wants to become a dentist.

During the four-hour kickoff, the boys heard testimonials from older students slogging through high school ("It's hard!"), a former drug addict ("Don't waste time!"), African Americans in successful careers — including Morrie Turner, who draws the syndicated comic strip "Wee Pals" — and a University of California student who was once placed in "special education."

Speakers touched on themes the teens knew well: hunger for a career in sports; that the district will supply after-school tutors and curriculum to match what is being taught in school. He added that the program will have to be secular, even though it is in a church.

Yesterday, that was not entirely the case. Before digging into their pizza, students were told that "no one should ever eat without thanking God," and a blessing was said. A closing prayer was also said, as students listened quietly with

peer pressure to join gangs, commit crimes, take drugs and make fast money; and, of course, girls "who make you do things you never thought you'd do in your life," according to one savvy high schooler.

The boys worked for a while in small groups and wrote down what they want to be when they grow up. In 14-year-old Jarvis Baker's group, one boy wanted to be an engineer. Another hoped to become a real estate agent, while another wanted to draw comics. One boy said he wanted any career that would make him happy, while another chose lawyer. Five of the 10, including Jarvis, picked sports.

School, he said, was hard, and he was not at all certain he would graduate.

"I might be too lazy," he confessed. "Sometimes I get tired or bored." But he was optimistic about the program, he said, because "I want things to get better."

bowed heads to the Rev. Gordon's words.

"We are living in very serious times, and we pray that we'll see them march across the stage," he said. "God bless these children."

Community leaders said a similar program will be set up for girls before the start of school next year, beginning with 50 students.■

36. St. Paul Pioneer Press

May 21, 1998

2,000 kids expected to report to classes **Board likely to exempt some kids from school**

PAUL TOSTO
STAFF WRITER

St. Paul has about 4,000 students who should attend summer school starting next month because they failed one or both of Minnesota's basic skills tests. But district officials believe only about half of them will show up for the classes.

District leaders and school counselors have spent the past few days fielding angry phone calls from parents surprised to find out about mandatory summer school three weeks before the school year ends. Nearly half those eighth-, ninth- and 10th-graders come from homes where English is not the first language.

As expected, school board members voted late Tuesday night to order summer school this year and for summer 1999. Most parents whose children are involved

found out about the plan last weekend, when letters arrived informing them that their children had failed the basic skills exams.

Final details, including consequences for failing to show up, still need to be worked out. School board members say they want to be flexible and probably will allow exemptions to summer school if parents show their child will be in an acceptable academic program during July and August.

The district is also exempting some students who may have failed one of the statewide tests but performed well enough on the district's Metropolitan Achievement Test last fall.

"We look upon it as a way for the district to say, 'This is what we believe should be your No. 1 priority,'" said

Greg Filice, board vice chairman.

The only dissenting vote came from board member Al Oertwig, who worried mandatory summer school would be viewed as punitive, not helpful. Other board members talked about trying to view mandatory summer school in a positive way.

And what about the students who are supposed to show but don't? Filice said he expects the district to take them on a case-by-case basis. Those without an acceptable alternative may be required to take an extra class or Saturday classes next year. Students with no excuse probably will be referred to truancy officers, he said.

"We just keep coming back to the fact that these young people need to be successful," Filice added. The entire

community, he added, "ought to really give the message that, boy, if you're behind in one area or another . . . you need to make up that deficiency."

Summer school traditionally is a place for students to catch up on missed course work or make up credits needed to graduate. It has taken on a whole new complexion with the advent of Minnesota's basic skills testing. Students starting with the Class of 2000 are required to pass the tests in reading and math to get a diploma.

Students start taking the exams in eighth grade and have several chances to pass before their senior year in high school. Because of that, most students

didn't expect they'd be forced into summer school.

Summer school was voluntary for students last year who failed the basic skills tests. About 600 children showed for the six-week session, about 300 finished and of those about 150 passed the practice test given at the end of the program, said Dick Milles, the district's basic skills coordinator.

Marlo Teske, counselor at Hazel Park Middle School Academy, said counselors have been advising students to sign up for whatever summer sessions they need. But the notices about summer school coming so soon before summer have frustrated some parents and students, and

made them wonder about consequences, she added.

Katie Cao, at least, won't have to worry about summer school. A sophomore at Como Park Senior High, Cao said she received notice that she had passed the reading part of the Minnesota basic skills and was told her MAT7 math scores were good enough to get a waiver. She said her father kept her grounded for two weeks before the testing earlier this year.

The skills testing and how everyone did has been a hot subject this week in school, she added. "This is the biggest event of our lives, besides going to prom."■

37. New Orleans Times-Picayune

May 20, 1998

School Board meeting time causes anger

Parents say they can't get off work at 1:30 p.m.

By RHONDA NABONNE

Staff writer / The Times-Picayune

Donna Rachal is upset about a meeting the Orleans Parish School Board has scheduled for early this afternoon to discuss such issues as magnet school admissions policies and a search for a new superintendent.

Rachal would like to attend the meeting, scheduled to start at 1:30 p.m. at 4100 Touro St., but like most working parents, she can't take the time off.

By scheduling a meeting at such an inconvenient time, Rachal says, the board will shut out many people who would like a voice in the board's decisions. The board has come under intense scrutiny in the past year, particularly since voting in March to change magnet school admission standards.

"That's outrageous," said Rachal, an insurance administrator. "It puts me at a disadvantage in my efforts to keep abreast of what they are doing. It definitely shuts out a huge amount of parents from commenting on anything they attempt to do."

The meeting's agenda, which parents say was made public on short notice, lists seven items, including a review and discussion of a controversial agreement to revamp entrance requirements at magnet schools. The meeting notice and agenda were faxed to The Times-Picayune on Tuesday shortly before 11 p.m., just beating the state-required deadline for making such notices public 24 hours in advance.

Parents on both sides of the magnet-school issue are criticizing the board for scheduling the meeting at an inconvenient time.

But school system spokeswoman Cheron Brylski said the board has allowed plenty of public comment on the magnet school issue and other matters in committee meetings, regular meetings and public forums.

"We're not going to make everyone happy. It's impossible. We have to conduct our business," Brylski said. "I have scheduled public hearings at every hour: in the morning, before lunch, at 4 p.m., right after school, and 6 and 7 at night. I have never, ever gotten one call thanking me for that variety of opportunity."

"We appreciate public input and we welcome it. But there is not going to be a way to please all the parents in the city of New Orleans."

Brylski said the board has made it clear that public comment on the magnet schools should be made at the committee level and not at board meetings.

Last month, dozens of working parents spent their lunch break at a board committee meeting to discuss magnet schools.

Many parents say the standard lunch hour is noon to 1 p.m. and that starting the meeting at 1:30 p.m. will exclude most people.

School Board watcher Carl Galmon called the board "a loose cannon."

"Why in the hell are they holding a

meeting at 1:30 p.m. when people are working?" Galmon asked. "Yet they claim they want parental involvement and community support. This is outrageous. It's designed to intentionally exclude the general public from any kind of input in their decisions. I can't believe they would stoop that low."

Rachel Wisdom said she will have to miss the meeting because two of her children get out of preschool at noon.

The only way she would be able to attend the meeting, she said, is if her husband would take off work to watch the children.

"I'll have to miss it," she said. "This is infuriating."

The meeting time also is criticized by People for Better Public Schools, a new grass-roots organization led by Gerard Victor.

"The meeting's been scheduled at a time to discourage participation instead of encourage it," Victor said.

Also scheduled for today are three other meetings: The board's strategic planning committee is expected to convene at 10:30 a.m., in part to discuss its relationship with the Greater New Orleans Education Foundation; the capital projects committee is scheduled to meet at noon; and at 6 p.m., a public hearing will deal with a charter school proposal.

All of these meetings will be held at 4100 Touro St.■

38. Seattle Times

May 21, 1998

Schools seek money for phonics

About half the state's 1,000 elementary schools have applied for new grants to provide help for principals and teachers in kindergarten through second grade in teaching children to read.

Schools can apply for grants for professional development and instructional materials from a \$9 million

The appropriation passed after the mandate was removed, and after Republicans compromised and granted Gov. Gary Locke about \$8 million to recruit and train citizen volunteers to help teach reading in schools.

Johnson, chairwoman of the House

fund set up in a measure passed by the 1998 Legislature. The legislation encourages instructional materials that use phonics, an approach that teaches students to decode words by sounding out letters and syllables.

In the bill's original form, as written by Rep. Peggy Johnson, R-Shelton, Education Committee, said yesterday the \$9 million is not enough to satisfy the demand, and only a portion of the 500 schools that applied will receive help. She couldn't say exactly how many, but estimated that the training would come to about \$3,500 per teacher.

phonics would have been required in any programs funded by the grants. That mandate was strongly opposed by the Washington Education Association and Democratic allies, who contended lawmakers should not dictate how teachers should teach in public schools.

Under the legislation, first preference will go to 80 schools where 75 percent or more of the pupils failed to meet standards in last year's new fourth-grade statewide reading test. ■

39. Seattle Times

May 21, 1998

Gorton gives Department of Education's e-mail a failing grade

by Seattle Times staff

Relations are a bit frosty these days between Republican Sen. Slade Gorton and the federal Department of Education, the agency that oversees the nation's schools.

Agency heads are not happy that Gorton still wants to take a third of the national budget for K-12 programs and give it instead to the states - and has managed to get the rest of the Senate to agree with his plan.

Now Gorton has asked for an investigation of the department's e-mail use because he believes federal workers illegally are lobbying against his bill on government time.

Recently a midranking worker at the department used her e-mail to forward a letter to co-workers asking people to lobby against Gorton's measure. The message said Gorton's bill "is a giant step backwards for women and girls in education" and would "effectively abolish the federal Department of Education."

Not amused, Gorton fired off an angry letter to Education Secretary Richard Riley, pointing out that it's illegal for federal workers to lobby Congress. He also asked the department's inspector general to begin an investigation.

A spokesman for the agency agreed the e-mail message was improper, but

said lobbying at the **education department** is not widespread.

Too bored to vote: For some Houdini-like politicians, passing controversial issues onto the voters in the form of a public referendum can be the perfect escape hatch.

Think the governor will veto your bill? Then go over his head, straight to the voters. Don't want to take a tough vote yourself? Then punt the issue to the election ballot. Recent example: the Seattle City Council asking voters whether to open a stretch of Pine Street downtown. Now Metropolitan King County Councilman Kent Pullen, R-Kent, wants the council to be able to put legislation directly on the ballot, a privilege it currently lacks. As drafted, the referendums would be veto-proof by the county executive.

Pullen said he thinks it's good for democracy if voters can decide the controversial issues of the day for themselves.

But Councilman Chris Vance, R-Kent, says county issues aren't often the stuff of election day excitement. Perhaps the public should vote on society's big issues such as abortion and gun control, he said, "but what are they going to vote on here, bus routes and zoning changes?" Hoping he dies: Like vultures, state Democrats

have begun circling over Sen. James West, R-Spokane - the guy who last legislative session was reported to police for telling a building industry lobbyist "you're dead" on an answering machine message.

Sensing West's gaffe might make him vulnerable politically, leading Democrats have begun recruiting potential challengers. Senate Minority Leader Sid Snyder recently flew to Spokane to coax a Democratic business owner into running against West. And Sen. Lisa Brown, D-Spokane, says she is trying to recruit a female law professor at Gonzaga University. Neither Brown nor Snyder would name their potential candidates.

Police have not filed charges against West, the chairman of the Senate Ways and Means Committee. Cutting the government fat: The anti-impotence pill Viagra is arousing something besides, um, dormant readiness - namely, the ire of the Libertarian Party.

"Politicians are making whoopee with taxpayers' money," said Ron Crickenberger, the party's national director. "When the Founding Fathers guaranteed the right to pursue happiness, this is not what they meant."

Crickenberger is all hot and bothered because taxpayer money is being used to purchase the little blue pills through

Medicare and Medicaid. The \$10 pills also are available through health insurance provided to federal employees as part of their benefits.

Crickenberger claims the costs to

taxpayers could run in the millions of dollars. Offering a solution sure to make any congressman squirm, he says: "We need a political Lorena Bobbitt in Washington, D.C., who isn't afraid to

take a boondoggle program like government-subsidized Viagra - and cut it off completely."■

40. San Diego Union Tribune

May 21, 1998

Anti-Prop. 227 forces gear up for TV ad blitz

By Ed Mendel STAFF WRITER

SACRAMENTO — The opponents of an anti-bilingual education initiative on the June 2 ballot are mounting a surprisingly large television campaign, thanks to aid from the leading Spanish-language network.

The majority shareholder of Univision, Jerry Perenchio, made a key contribution of \$1.5 million that triggered a smaller match from the California Teachers Association, said Richie Ross, campaign consultant for No on Proposition 227.

Ross said the campaign against the initiative has purchased \$2.7 million worth of time on television stations throughout the state for ads in English and Spanish, including spots on the lead-in to the final episode of "Seinfeld" on television stations in San Diego and Sacramento last week.

A new wave of television ads beginning next week will feature the opposition to Proposition 227 from all four leading gubernatorial candidates: Democrats Al Checchi, Gray Davis and Jane Harman and Republican Dan Lungren.

The television ads will not mention that Proposition 227 was endorsed this week by Gov. Pete Wilson. Ross said the ad will feature Lungren, who is expected to easily win the GOP nomination for governor, because he is potentially the future leader of the state.

"I don't think there is any point in trying to go back and vilify the governor," said Ross. "I'm trying to talk to voters and appeal to rationality."

The initiative sponsor, businessman Ron Unz, called Wilson's endorsement "unfortunate." Unz feared that Wilson's association with previous initiatives against illegal immigration and affirmative action would be used to turn Latinos against his measure.

Unz complained yesterday that Univision is airing editorials urging viewers to vote against Proposition 227. Univision owns Spanish-language television stations in Los Angeles, San

Francisco, Sacramento and Fresno and has an affiliate in San Diego.

"It seems to me there might be a very clear financial interest," said Unz. "It seems to me if Latinos learn English, maybe it will hurt his (Perenchio's) stock price."

Unz said the Univision editorials against Proposition 227 would be the equivalent of Rupert Murdoch's Fox television network running editorials against Proposition 226, an initiative requiring unions to get permission from members before spending dues on political campaigns.

"I think that would be alarming to most people," said Unz.

Anne Corley, a Univision spokeswoman, said that editorials opposing Proposition 227 have been running on Univision television stations since May 4. The editorials are comments by opponents of the initiative, including Los Angeles County Supervisor Gloria Molina and Assembly Speaker Antonio Villaraigosa, D-Los Angeles.

Corley said Univision is running the editorials because Proposition 227 is bad policy for schoolchildren, not because the network is trying to preserve a Spanish-speaking market.

"We don't feel threatened that people are gradually going to learn English and stop watching Univision," said Corley. "People who speak English still watch Univision. The deciding factor is not language. It's content."

Proposition 227 would eliminate most bilingual public education programs, which teach students who speak limited English in their native language for up to seven years. The initiative would require that the students take a quick course in English normally lasting a year, unless they obtain a waiver.

A statewide Field Poll conducted late last month found that Proposition 227 is supported by 71 percent of all likely voters and 58 percent of likely Latino voters. But the survey was taken before the opposition began its television

campaign.

"I guarantee 80 percent of the Latino community is going to vote no on 227," said Ross. Unz launched his initiative after Latino parents boycotted a Los Angeles school, complaining that their children were not being taught in English.

Unz has worked to maintain Latino support. He appointed a Latina co-chair, Gloria Matta Tuchman, and the honorary campaign chairman is Jaime Escalante, whose ability to teach calculus to inner-city youth was portrayed in the movie "Stand and Deliver."

"They (the opponents) might win the Latino vote," said Unz. "If you spend a lot of money, you can do an awful lot. I don't think they are going to hit 80 percent."

The campaign for Proposition 227 will get a boost today when Los Angeles Mayor Richard Riordan begins spending \$250,000 of his own money to run Spanish-language television ads in support of the measure. The ads feature his daughter, Mary Beth Farrell, who speaks fluent Spanish.

"I strongly believe that bilingual education is not giving Latino kids the tools to get quality jobs in life," Riordan said in an interview. "I think it's a total, complete disaster."

Riordan, who announced his support of the initiative last month, will run the ads on Spanish-language stations in Los Angeles, San Diego, San Francisco, Sacramento and Fresno. The Yes on Proposition 227 campaign plans to begin running its own English-language television ads in Los Angeles this week, but it will be a small buy.

"Mayor Riordan is very likely going to be spending more money than we will," said Sherry Annis, spokeswoman for the Yes on Proposition 227 campaign.

The campaign for the initiative began running Spanish-language radio ads two weeks ago and added English-language radio ads in Los Angeles this week.

Ross said the opponents, who are also running radio ads, began airing

Spanish-language television ads on May 8 and added ads on English-language

"We have always felt that we were very long odds to win," said Ross, "and therefore it was important to keep our mouth shut about our funds and try to steal some days where we could be on the air and they weren't."

The campaigns are not required to file

television stations last week. He said the "Seinfeld" ads were a low-cost their next campaign contribution report until today. Ross said the No on Proposition 227 campaign report will show contributions totaling about \$3.3 million, including the \$1.5 million from Perenchio.

The California Teachers Association

opportunity that opened at the last minute.

had previously given the campaign \$350,000, with a pledge of a one-to-one match of contributions from others until the total CTA contribution reached \$1 million.■

41. San Diego Union Tribune

May 21, 1998

S.D. schools develop own reform plan Students would be assessed on their fluency in English

By Maureen Magee STAFF WRITER

Forget about the ballot measure that seeks to virtually outlaw bilingual education. The San Diego Unified School District is poised to launch a groundbreaking program for students who speak limited English — with or without Proposition 227.

Under a plan announced yesterday, San Diego schools would require annual fluency assessments for its 39,000 students who speak limited English. And for the first time, graduating seniors would be required to prove they can read, write, speak and comprehend English before earning a diploma.

"We invest a lot of money into bilingual education. Finally, we will be able to see if it is working, we will be able to see if we are getting a return on our investment," said school trustee Edward Lopez.

The school board will vote on the ambitious reform package today. If approved, as expected, the plan will begin with the graduating class of 2001.

Shepherded by U.S. Attorney Alan Bersin, who will take over the superintendency in July, the bilingual education reform policy is the first substantial issue taken on by the next schools chief.

"Bilingualism is not something to shy away from, it's something to embrace, to capitalize on," Bersin said. "We want our students to speak more than one language. But we want them all to read, write and speak English when they leave our schools."

The intent of the plan is to move students who speak little or no English into English-taught courses quickly and effectively. Last year, fewer than 6 percent of the district's limited-English students were redesignated as English fluent, down slightly from the statewide

average of roughly 7 percent.

In the 1995-96 school year, 1,759 city schools students, or 4.9 percent, became fluent and literate in English.

San Diego's proposal comes just weeks before voters will consider Republican Ron Unz's Proposition 227, which would put children who can't speak English into immersion programs taught overwhelmingly in English for one academic year. After that, students would be put into mainstream, English-taught courses.

Earlier this year, the school board voted to oppose the measure. Bersin called the initiative a "shortsighted, one-size-fits-all" solution to a complicated problem.

Proposition 227 has sparked a bitter public debate over bilingual education. President Clinton has publicly opposed the Unz initiative, while Gov. Pete Wilson this week endorsed it.

"We don't know what will happen if the Unz measure passes. It may get tied up in the courts," said Lopez, who is also an attorney. "We just want to have this in place either way."

Even if voters pass Proposition 227 on June 2, the district's proposed accountability system and graduation requirements could legally move forward, officials said. If the measure is challenged in court, San Diego could implement its new plan while other districts may have to wait for a legal ruling.

Yesterday's announcement was made at the Language Academy, a College Area magnet school that offers dual-immersion programs that teach students English, French and Spanish.

Bersin briefly spoke in Spanish to a crowd of bilingual students, praising their linguistic skills and interest in public education. One student piped in with a

surprise question: "Do you, like, know how many students don't speak English, or whatever?"

The answer: 39,000 pupils, or about a third of the district's students, underscoring the need for reform in bilingual education in San Diego.

For years, taxpayers have spent hundreds of millions of dollars teaching schoolchildren English. But the loosely regulated bilingual education system does not monitor the effectiveness of programs locally or statewide.

In most California high schools, fluency in English is not even a requirement for graduation.

"If we had done this years ago, we would be in a lot better shape," said Tim Allen, who manages the district's bilingual education programs.

Under the proposal, bilingual education would be scrutinized like never before. In addition to graduation requirements, the district's new policy would establish academic performance benchmarks at the third-, fifth-, eighth- and 10th-grade levels to make sure students are progressing toward English fluency.

"We have been calling out for higher standards all year. We want to make sure we are asking the same thing of all of our students," said Superintendent Bertha Pendleton, who will retire next month. "We have a diverse district; we want to demand academic excellence from all of our students."

Similar to the district's controversial accountability program that last year publicly labeled 20 campuses the worst-performing in the system, schools that fail to make students fluent in English could face consequences. Schools that are successful in teaching students to become literate in English may be rewarded with teaching resources

or funding, Bersin said.

Under the existing system, schools get extra money for every student designated limited-English. But there is no fiscal incentive for moving students into English-taught courses. And, there are no penalties for failing to declare students fluent in English.

The school board will consider the concept of reform today, but the details have yet to be worked out.

For example, how would schools determine whether students can read,

write, speak and comprehend English? How would 39,000 students get annual assessments to determine whether they are making progress toward becoming fluent in English?

If the proposal passes, a school board-appointed panel during the summer break would develop specific ways to implement the reform plan.

Although Bersin's appointment to the superintendency was opposed by some in the Latino community, his bilingual

education package was developed with the help of several of the region's leading Latino educators.

Among those on Bersin's bilingual education panel, which began its work in April, are Rosalia Salinas of the San Diego County Office of Education; Augustine Gallego, chancellor of the San Diego Community College District; and Alberto Ochoa of the Mexican-American Advisory Committee.

■

42. Sacramento Bee

May 21, 1998

Prop. 223 foes roll out TV ads

Warnings on school administrative cap misleading, backers say

By Brad Hayward Bee Staff Writer

Largely eclipsed for much of this busy campaign season, the battle over a June 2 ballot initiative capping school administration costs is starting to get a share of the spotlight as television ads hit the airwaves.

Opponents of Proposition 223 have launched a \$1.7 million advertising strike for the final weeks of the campaign. The TV ads warn that local school districts will be fined for noncompliance with the measure; they also allege, darkly, that the proceeds will be funneled to Los Angeles.

Initiative backers say the ads are misleading. But with key allies such as the Los Angeles teachers union diverted by other election battles, Proposition 223 advocates are circumspect about how aggressive a response they will be able to mount in the closing days.

"I expect to see the Yes on 223 campaign get a message out there, on television," said pro-223 spokesman John Shallman. "But we understand the other side will raise and spend significantly more money."

Proposition 223 would require school districts to limit spending on central-office administration to no more

than 5 percent of all funds received. Districts now spend an average of 7.3 percent on administration, according to the state legislative analyst's office.

Proponents say the so-called "95-5" measure will take \$700 million in current spending on administration and redirect it to dire classroom needs.

Opponents say it will take budget control away from locally elected school boards and will penalize small districts that lack budget flexibility.

The opposition includes the California State PTA, the California Chamber of Commerce and groups representing administrators and other school employees. Their campaign is running two TV ads around the state.

One features a PTA official warning that the measure "could impose a fine of \$200 per child on local schools." The other ad, running only outside Los Angeles, depicts children depositing money for the fine in bags, which are then carted off to Los Angeles in armored cars.

The argument is that smaller school districts will have the most trouble meeting the 5 percent threshold, and the fines they will have to pay — estimated at \$175 a child by the legislative analyst

— will be redistributed to larger districts that have an easier time complying. The state's biggest district is Los Angeles Unified.

"L.A. is not only likely to be a recipient, it would be the biggest single recipient of the money," said Bob Wells, assistant executive director of the Association of California School Administrators.

Initiative backers say most districts will make the necessary budget adjustments rather than lose \$200 a student. And even if fines are levied, they say, the money will not necessarily go to Los Angeles, since it too is one of the districts now spending more than 5 percent on administration.

"It's a fallacious argument," Shallman said.

The pro-223 campaign has not yet aired TV ads. United Teachers Los Angeles, the union that worked to qualify the measure for the ballot, has devoted fewer resources to the campaign than originally planned because the group has been preoccupied with other measures affecting union dues and bilingual education, UTLA spokesman Steve Blazak said. ■

43. Philadelphia Inquirer

May 21, 1998

Report criticizes school funding

The state's system is "inherently discriminatory" toward minority students, a national group says.

By Richard Jones
INQUIRER STAFF WRITER

Pennsylvania's system of funding public schools is "inherently discriminatory" toward minority students, a report by a national education advocacy group says, adding that it would take at least 12 years of increased funding before city schools could achieve financial and academic parity with suburban districts. The report, "Adequate State Financing of Urban Schools," was prepared by the Washington, D.C.-based Council of the Great City Schools, a lobbying group for the nation's 50 largest districts.

The study drew immediate criticism from Tim Reeves, the chief spokesman for Gov. Ridge, who said Philadelphia schools, which receive about two-thirds of their \$1.4 billion budget from the state, benefit from the current system.

In the report, to be released at a Washington news conference today, the council examined school funding, using Philadelphia as a case study. It found wide disparities in funding between Philadelphia schools and schools in the five surrounding counties. Philadelphia spends \$6,860 per pupil, the suburban average is \$8,426.

And those disparities are widening the gaps in student performance, the report said. After citing evidence that showed a correlation between standardized test scores and school funding, the report concluded that the amount of money a district receives can significantly affect

academic performance.

If the school district were funded like the best performing districts in the state, its per-pupil spending would jump from \$6,860 to \$9,526, the report said.

"The continuing disparities in the funding of America's schoolchildren call for new strategies to ensure that all children have an equal opportunity to meet the rising standards that the public is rightfully demanding," said Michael Casserly, the council's executive director.

The report supports the position that Philadelphia has adopted in a series of lawsuits alleging that Harrisburg's system of funding public education is unfair to city schoolchildren, who are mostly poor and minority. In Philadelphia, nearly four-fifths of the city's 213,000 public school students are minority. District officials say that an almost identical number of students are poor enough to be eligible for free and reduced price lunch.

Although, the report's findings mirror the district's lawsuit, the Council worked independently of school officials, gathering its own data, conducting its own analysis and drawing its own conclusions. The district is a dues-paying member of the Council.

Reeves disputed the report's findings, citing a recent study by Education Week magazine which gave the state an A for the adequacy of its school funding.

"Pennsylvania's ranked as one of the top-spending states on education," Reeves said. "How can you have

Pennsylvania . . . described in these terms?"

"To say that it's a racist system is reckless and it is wholly contrary to the facts and it demeans the victims of real racism."

On that issue and on funding, he parts ways with the report and the district.

"We find it interesting that an organization that has a national overview, using its own data, has come to the same conclusions that we have," said Bill Epstein, who handles government relations for the district.

"It's very important that people understand this is not a problem this governor or this legislature has created. This has historically been a problem in Pennsylvania. The difference is this governor and this legislature has a tremendous opportunity to address the problem."

District officials said additional money would be used to pay for services for the district's many special-needs students, including the disabled and those whose first language is not English.

But even if the state leveled the playing field today, the report said, it would be too late for thousands of students. An entire student generation — 12 years — would be needed to begin closing the performance gap between city and suburban students, according to the report. ■

44. New York Daily News

May 21, 1998

CUNY's Case For Remediation Sees 50% enrollment drop if classes are cut

By JOANNE WASSERMAN
Daily News Staff Writer

Nearly half the students admitted to City University's 11 four-year colleges

"Five campuses would experience a 50% decline in entering students," Patricia Hassett, a top CUNY administrator, wrote in the memo to Interim Chancellor Christoph Kimmich.

The memo was given to CUNY trustees late yesterday. They will vote on the proposal Tuesday.

CUNY accepted 24,000 freshmen and transfer students to its four-year colleges last fall.

Under a plan proposed by Mayor Giuliani and Gov. Pataki, students who

last fall would not have gotten in if a proposal to bar those who need remedial classes had been in place, according to a CUNY memo.

failed one or more of the three placement exams given to incoming college students would not be admitted. The tests are in reading, writing and math.

Students who failed would be directed to the two-year community colleges. The proposal would be phased in over three years, beginning in September 1999.

The statistical analysis is likely to fuel arguments on both sides of the issue.

CUNY trustee Herman Badillo called the numbers "fictitious" because they don't take into account that a student

The memo also found that a staggering 64% of the class of 1997-98 would not have gotten into John Jay College of Criminal Justice.

failing one of the tests could, theoretically, be admitted to a four-year college in the fall if they went to summer school.

"It's unfair to send out the worst-case scenerio without sending out the best case," he said.

Supporters of the remedial classes say the plan would deprive many New Yorkers of their only chance at an affordable quality college education. ■

45. Portland Press Herald

May 21, 1998

Maine students struggle to cope with ever-rising cost of college

By Sarah Ragland

Laurel Macs plans to work at night, sleep in the morning when her two children are in school and attend classes at the University of Southern Maine in the afternoon.

It is a lifestyle she doesn't want, but Macs says she cannot escape it given the rising cost of college, including a boost in tuition announced earlier this week for the University of Maine System.

The University of Maine board of trustees says the average 3 percent tuition increase for the system's seven campuses is the smallest in a decade.

But that fact holds little comfort for some students like Macs, struggling with mounting debt.

"Everything else in the entire world keeps increasing at the same time and at the same rate," she said. "Even small increases really affect us in a huge way."

Not all students feel the same.

Darcy Copponi is a single parent who just graduated from USM with a degree in English literature. She says the tuition increases are understandable. "I don't have a problem with a tuition increase."

Lyn McLaughlin, a student at the University of Maine in Orono, also said the increase doesn't bother her. "I'm here on a full scholarship, so it doesn't faze me a lot."

However, McLaughlin says she knows students who struggle to pay for their education and they would be hurt by the increase.

Full-time USM students will see tuition rise by \$90 a year. At the University of Maine in Orono, tuition

at the University of Southern Maine, tuition is increasing 2.6 percent. The rate varies slightly from campus to campus.

The increase may not sound like much, but USM also is increasing some of its fees, Macs said.

will increase \$120 for full-time students.

During the past decade, tuition increases for the university system have ranged from 20 percent in the 1991-92 school year to 4.4 percent in the 1997-98 school year.

Terrence MacTaggart, chancellor of the university system, said he recognizes the hurdles students face in paying for their education. "It is a serious problem," he said.

MacTaggart said keeping costs in check is a top priority for his office. In the future, he hopes tuition increases will be even less than this year's. But, he said, that will only be possible if the state Legislature increases funding for higher education.

For now, "any student or family who is feeling the pinch should talk to the financial aid office at their university," MacTaggart said.

Most students in Maine are already doing so. About 75 percent of students going to college in Maine receive some type of financial aid, said Charles Mercer, director of education assistance at the Finance Authority of Maine.

Nationally, about 60 percent of students going to college receive financial aid, he said.

For the 1997-98 school year, Maine had the 13th highest tuition and fees in the nation for public four-year colleges and universities, according to a national survey by the College Board, a nonprofit education association.

The average yearly tuition and fees charged in Maine were \$3,969, compared with \$3,111 for the nation as a whole.

The student health fee, for example, is increasing from \$50 to \$80. Add in increases for child care and the general cost of living and the bill can become daunting, she said.

Macs said she understands the need

according to the survey.

Worsening the situation, the median household income in Maine has been lower than that found nationally. In 1995, the median household income in Maine was \$33,858, compared with \$34,076 nationally.

Although the cost of college in Maine is higher than the national average, the state has the lowest tuition and fees charged in New England. Vermont, for example, charged \$6,497 in tuition and fees, according to the survey.

Maine's "bargain" prices, compared with other New England states, is brought up repeatedly by this state's public universities. But such regional comparisons don't help students, said House Speaker Elizabeth Mitchell, a strong advocate for increasing access to colleges and universities.

"I don't care if our tuition is low for New England," she said. "It is high for Maine."

Mercer, who commended the university system for keeping the tuition increase to 3 percent, agreed that "cost is a huge issue."

"Virtually every single year, the cost of education goes up." That means parents and students have to work longer hours or go deeper in debt to pay for college, he said.

That's the case for Macs, who is 34 and a single parent. She had managed to work part time while earning a bachelor's degree in criminology. But after four years in school and \$8,000 of debt, Macs said she must work full time to keep going.

for fee increases at USM and agrees with them, "but it is more and more each year," she said. "We look at it individually. We look at it as 'I can afford three classes per semester this year.' It's an incredibly tough situation."■

46. Associated Press

05-21 11:30a

Shots fired in high school cafeteria, at least five wounded

[Tape Restoration Project Hex-Dump Conversion]

SPRINGFIELD, Ore. (AP) - Shots were fired today in a high school cafeteria and at least five people were wounded.

Details were sketchy, but the shots

were fired in the Thurston High School cafeteria and the shooter was apparently still at large, said Sgt. Gary Stewart.

"My understanding is there are at least five victims," said Kathleen Deacon, vice president of patient care services at

McKenzie Willamette Hospital. "We're in full disaster alert."

Springfield is about 110 miles south of Portland.■

47. Miami Herald

May 21, 1998

\$55.4 million earmarked to upgrade black schools

By DANIEL de VISE Herald Staff Writer

The Broward school district plans to proceed with multimillion-dollar improvements at Dillard and Boyd Anderson high schools and several other mostly black campuses, according to a memo from Superintendent Frank Petruzielo.

Responding to complaints from the School Board's lone black member, Miriam Oliphant, and a recent Herald report detailing decay and neglect in black schools, Petruzielo released dates and dollar amounts for eight projects totaling \$55.4 million over the next two years.

The memo gives an early glimpse into an eagerly awaited five-year building plan that will go to the board next month and will likely prove contentious.

Petruzielo dispatched the three-page memo in response to inquiries from an increasingly irate Oliphant. His answer left her only partly assuaged.

"If you look east of [U.S.] 441 and west of Andrews Avenue, you will see what work has been done over the last several years," she said. "Promises were made, but promises were not delivered."

In a memo to Petruzielo last week, Oliphant said district officials told her that the Boyd Anderson project would be canceled because of a new high school planned for northern Broward.

"I am sick and tired of having to repeat myself," she wrote to Petruzielo, "and I am sick and tired of your staff

Petruzielo's plans call for design of a 24-classroom, \$6.8 million addition at Boyd Anderson to begin in the 1998-99 school year. Construction of a \$35 million project at Dillard, including 56 classrooms and a performing arts center, would start the same year. Several elementary schools would get new multipurpose "cafeteriums," classrooms and other improvements.

All the projects have been planned for months, some for years. But when Oliphant discussed them with district construction officials on May 6, she said she was told many of the projects would be delayed or scuttled because of priorities elsewhere in the district.

In a board session on Tuesday, Oliphant accused Petruzielo's staff of dispensing misinformation and of going against the School Board's instructions in high-poverty, high-minority areas of central Broward.

"It's embarrassing when you find out that things are not being done and games are being played," she said.

Petruzielo couldn't be reached for comment Wednesday afternoon. In his memo, he "strongly disagreed" with her claim that his staff was making spending making changes without consulting the board, especially after the board has approved them."

Even in pushing the central Broward school projects to the forefront, Petruzielo warned that a battle over construction money may erupt after he releases his districtwide construction plan

decisions without consulting school principals.

The district's pledge to pour millions of dollars into predominantly black schools is only the latest of several actions that come on the heels of a series in The Herald detailing substandard conditions in Broward's black schools.

On Tuesday, the board called for an independent investigation of conditions in mostly black schools, discussed changing how it distributes new computers to schools and asked for stiffer penalties for students and adults who dirty or damage their schools.

All nine schools in Petruzielo's memo serve student populations more than 80 percent black.

Until now, it wasn't clear which of many needy East Broward schools would get a share of the \$800 million the district plans to spend building and repairing schools in the next five years.

Some of the projects, such as the Boyd Anderson classroom addition, had been approved and included in the school construction budget. Others were among recommendations made by school principals.

later this month.

"There is only one pot of money available for all the capital projects we have," Petruzielo said Tuesday. "My challenge is to do everything that everybody wants done with about half the money we need to do it."■

48. Atlanta Journal-Constitution

May 21, 1998

Legislator proposes arming teachers

By Clint Williams,
The Atlanta Journal-Constitution

A Cobb County state legislator wants to give Georgia's teachers the right to pack heat on campus — an idea that immediately met a volley of criticism

from educators.

Because weapons are banned on school grounds, "our children are sitting ducks," said state Rep. Mitchell Kaye, a Republican from Marietta. "These gun-free zones are an open invitation to

criminals."

The legislator said he will introduce legislation next January that would allow school personnel to carry firearms on a school campus, subject to certain conditions and approval of either the

local board of education or local school superintendent.

The proposal is inspired by a spate of recent slayings on campuses across the country. Kaye noted that in the October 1997 shootings in Pearl, Miss., the assistant principal got his gun from his car and then stopped the rampage by holding the shooter at gunpoint.

It's likely fewer people would have been shot had the teacher and principal

been allowed to carry a concealed weapon, Kaye said.

"I don't want children bringing guns to school," Kaye said. "I don't want parents bringing guns to school."

But should someone begin firing shots on campus, he said, "it's important for them to know those shots will be answered."

Kaye's proposal "is totally foolish," said Drew Allbritten, executive director

of the Georgia Association of Educators. "Let's keep the Wild West out of our schools."

Sheila Mobley, president of the Georgia Federation of Teachers felt likewise. "We are already in a society where kids think they can solve problems with guns," she said.

Kaye faces no opposition in the July primary or in the November general election.■

49. Chicago Tribune

May 21, 1998

GIFTED EDUCATION PLAN FAILS TO PLEASE ALL

By Casey Banas Tribune Education Writer

A Hinsdale Elementary School District 181 committee is proposing that the brightest 12 percent of children be in a full-time magnet program for more challenging studies, but the proposal is being barraged by a fusillade of objections.

The plan, presented by a nine-member committee of principals, teachers and parents, is designed to meet the needs of the smartest pupils who are bored because they learn so quickly in class. They want the youngsters in a program with more depth, complexity and abstract thinking to help them better reach their

Chuck Stevoc, a parent on the committee, said 2 percent of Americans have an intelligence quotient of 130 or higher, but 16 percent of District 181 children meet this standard, according to tests. The committee recommended that the program be open to the top 12 percent because that percentage would produce two gifted education classes of 24 youngsters for each grade.

The classes would be held in three of the district's seven elementary schools and one or two middle schools beginning in August 1999. Some children would need to be bused, but would remain at the same school for 3rd-, 4th- and 5th-grade magnet classes, then go on to one middle school for 6th-, 7th- and 8th-grade gifted education.

The cost would be \$250,000, the current outlay for gifted education. With full-time gifted education teachers, District 181 would qualify for \$42,000 annually in state gifted education funds.

The children would be selected on the basis of scores on an ability and achievement test and teacher

full academic potential.

But critics of the plan contend it would shortchange the education of the 88 percent of the students not in the program.

The committee headed by Catherine Chesta, principal of Walker Elementary School in Clarendon Hills, presented the plan to District 181 parents Tuesday evening and met stiff opposition.

"I find it unacceptable to try to meet the needs of the 12 percent that will be detrimental to the other 88 percent," said JoAnn Brown, a parent.

The committee has been meeting for three years to craft a new gifted education program. Nearly 150 District 181 recommendations. A point value would be given to pupils who would be on a districtwide eligibility list in rank order for each grade. Parents would be told the numerical ranking of their children and their scores, but would not see the entire list.

Little of this impressed many in an audience of 100 parents who attacked the plan on issues ranging from numbers to elitism.

Michael Sheehan, a parent who said he is part of "the other 88 percent," said a gifted program should serve "only the truly needy" and not 12 percent. "I challenge the group to identify the number that actually is needy," he said.

Naperville Unit School District 203 has separate gifted education classes for the top 1.5 percent of children. But it has an enrollment of 18,074 children, compared with 3,403 for District 181, which includes Hinsdale and Clarendon Hills. Using the same 1.5 percent standard would produce six children in each grade in the Hinsdale district, not enough for a separate class.

children have been attending accelerated classes one day a week at Walker.

"It doesn't provide the academic rigor needed," Chesta said. "They need to struggle to learn something every day like other students."

The proposal is to have 12 percent of pupils, about 300 children, in two full-time classes. Each class would be made up of 24 youngsters for each grade 3rd through 8th. They would face a more challenging curriculum developed by the Center for Gifted Education at the College of William and Mary in Williamsburg, Va.

"Students of all academic levels have something to contribute because that is the real world," said Cathy Hillier, another parent. "Labeling of students in a classroom presents a social stigma for the entire school."

After learning of the proposal, Katy Knowles, another parent, said: "It has made me cry so many times this week. All of our children are gifted."

Since the proposal was announced three weeks ago, Chesta said the committee has been bombarded with comments.

She said one objection is that the same children would be in isolated classes from 3rd through 8th grade, and would not learn to get along with other youngsters. But Chesta said magnet program pupils would have "lunch, chorus and clubs with the other children."

Yet another complaint from parents, Chesta said, is the fear of some parents that in classrooms without gifted children, "our teachers are going to dumb down the curriculum and teach at a lower level."

"We don't think this is going to happen," she said.

The school board meets Tuesday evening to consider the proposal.

50. Chicago Tribune

May 21, 1998

3 CITY CHARTER SCHOOLS FAIL FIRST BIG TEST

By Janita Poe Tribune Education Writer

A preliminary report of Chicago public school test scores released Wednesday shows that at least three of the city's seven charter schools scored so poorly on nationally standardized exams that they should be on academic probation.

That finding was one of the few downsides, however, in what were overall very impressive school-by-school results on the Iowa Tests of Basic Skills (ITBS) and its high school equivalent, the Tests of Achievement and Proficiency (TAP).

Officials announced Wednesday that 26 of the 115 schools on probation are scheduled to be taken off, while only three would go on the probation list. Meanwhile, the system's once-abysmal high school offerings may be looking more attractive to affluent families that some in the district would like to attract. According to the report, eight of the

According to the testing report, the ACORN (Association of Community Organizations for Reform Now) high school in the Little Village neighborhood, the 9th graders at the Academy of Communications & Technology (ACT) charter high school in the Garfield Park neighborhood and the Triumphant charter elementary school at the Olive-Harvey City College on the Far South Side posted low scores.

Charter laws allow teachers and community organizations to ask states or school districts for permission to open new schools. If approved, they receive the same amount of operating funds per student as other districts. The schools are generally exempt from bureaucratic red tape and union contracts. However, they are held accountable for management and academic success, and must submit annual reports on financial status, academic performance and standardized test scores.

The problems with the three charter schools aside, officials were elated by the impressive districtwide scores, which were among the highest in the last

district's 74 high schools now are posting reading and math scores at 50 percent or above the national norms, up from three in 1996.

Also, district leaders plan to once again raise the standard for schools to get off probation, this time from 20 percent of students reading at or above the national norm to 25 percent. Schools CEO Paul Vallas has already said he hopes to have 50 percent of students at all district schools testing at this point within four or five years.

The charter school results, however, are significant because they are the district's first barometer of the success of a statewide and national experiment.

Charter schools were created in Illinois a year ago. They are privately operated and receive public funding, but they cannot be placed on academic probation as can other poor-performing schools. They can, however, lose their charters. Officials on Wednesday said decade.

Chico said the scores and the success of the Principals for a Day event Tuesday were "one of the best one-two punches in the last 25 years for public education in Chicago. I think this will help individual students and schools whose morale has been low

I think it will make the schools attractive and appealing to the people who are presently here or to those who might want to locate here."

Highlights from the 23-page summary of reading and math scores include:

- Twenty-six schools are set to go off probation: Byrd, Cameron, Cardenas, Carver Middle, Carver Primary, Colman, Cook, Miles Davis, Doolittle West, Douglass Middle, Foreman High School, Gladstone, Jenner, Jungman, Kelly High School, Lafayette, McNair, Morrell, Overton, Pickard, Salazar Bilingual, Schiller, Sumner, Truth, Laura Ward and Hammond;

- All but one of the 13 schools in the Cabrini-Green and State Street Corridor public housing communities made gains in reading and math. In addition, all but

they would shut down these schools in Chicago if improvements are not made in the next school year.

"We have enough poor-performing schools so their charters will be revoked if they don't make gains," Vallas said.

While Chicago has been the leader in creating charter schools, accounting for seven of the eight established statewide, Chicago School Board President Gery Chico hinted that the low scores point to the inadequacies of voucher and similar options.

"The more you see positive results from our entire student body, the less you will hear about charters and choice," said Chico, who with Vallas came to power three years ago under a state-backed restructuring of the Chicago schools. "These are ideas and concepts that come about when the public schools are not doing a good job."

one of the 17 schools in the Logan Square, Little Village and Pilsen communities, three of the district's larger Latino neighborhoods, made gains in reading and math;

- The district's two new high schools —Hancock, a 9th- and 10-grade school expanding to a high school on the Southwest Side, and Southside Prep, a school that took over the site of St. Martin de Porres Catholic High school — both had 50 percent or more of their students scoring at or above national norms. They joined six other district schools with comparable or higher scores: Kenwood, Lane Tech, Lincoln Park, Morgan Park, Von Steuben and Whitney Young.

The report, put together by the district's accountability office, is based on 98 percent of the test results.

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51. Chicago Tribune

May 21, 1998

[Tape Restoration Project Hex-Dump Conversion]

TALES, CHARGES OF FRAUD PLAGUE COMPUTER SCHOOL

State expands probe of sites in Schaumburg, downtown

By Douglas Holt and
Karen Cullotta Krause Tribune
Staff Writers

Instructor Jim Smith suspected something was amiss at the Computer Learning Centers' Schaumburg campus when a newly arrived school director asked how to use a mouse.

"He couldn't even check his own e-mail," Smith said. "And this was a guy at a computer training school."

When the same director ordered him to pass students who had been absent so often that they deserved automatic failures, and to teach 36 students in a class—six more than the limit set by state law—Smith called the Illinois State Board of Education in January 1997.

At first, he got no response. But State Board of Education officials finally contacted Atty. Gen. Jim Ryan's office after more than a dozen students lodged complaints alleging that the school's

The action by Ryan's office has prompted federal officials, as well as those in two other states, to raise questions about the operations of Computer Learning Centers. The U.S. Department of Education has begun an audit of federal funds that have financed student aid at Computer Learning Centers' campuses nationwide. Meanwhile, authorities in Texas and Virginia are reviewing the school's operations in those states.

Based in suburban Washington, D.C., Computer Learning Centers Inc. has 12,000 students and 25 branch campuses in the U.S. and Canada. Its niche: attracting people with little or no experience but a desire to "get into computers." Most students are not eager to attend traditional colleges yet hunger for training in computer skills, from basic word processing to managing computer networks.

Company President and CEO Reid Bechtle acknowledges some problems but said Computer Learning Centers invested \$25 million in new computers and facilities last year. He declined to make employees and students available for interviews, citing Ryan's lawsuit. But he maintained that his schools are operating lawfully.

"We're a business," said Bechtle, 46.

teachers were unqualified, its classrooms were overcrowded and its computers and books were in short supply. The students said the shortcomings were made worse by what they described as misleading promises that graduates could easily land lucrative jobs or transfer course credits.

In March, Ryan's office filed a consumer fraud lawsuit against the school in Cook County Circuit Court. Evidence uncovered in that investigation now has prompted Ryan's office to look into operations at the school's other Illinois outlet, on South Michigan Avenue, across the street from the Art Institute of Chicago.

Tribune interviews with former employees and students of Computer Learning Centers, along with affidavits filed to support Ryan's suit, depict a school that has used hard-sell techniques to deliver a steady flow of new students, most of whom qualify for federal student "People at times have conflict with that. It's very much like medical care. Can you be in medical care and make a profit? Can you be in education and make a profit?"

For Bechtle, the answer is clearly yes. Until Ryan filed his lawsuit, Computer Learning Centers was regarded as a Wall Street wunderkind.

The company was founded in 1957 in Los Angeles as a training school for office workers who used punch cards and tabulating machines. A group of investors bought the company in 1987 and took it public eight years later.

Since then, its stock has shot up from less than \$3 to \$39 a share earlier this year. Revenues surged from \$46 million in 1996 to \$97 million last year. It boasts among its clients the U.S. Senate and House, where Computer Learning Centers trains clerical workers.

But since Ryan filed his suit, Computer Learning Centers' stock price has plummeted about 60 percent, and the company has been hit by at least five shareholder lawsuits alleging that top officers sold millions of dollars in stock while withholding knowledge of the government investigations. Company officials deny that the stock sell-offs were unlawful, and Bechtle said he owns more stock than ever.

grants and taxpayer-backed loans, which provide 73 percent of the company's revenue.

Classes, ranging from eight to 16 months, can cost up to \$16,500—slightly more than a year's tuition at Northwestern University.

While Ryan's office is trying to revoke Computer Learning Centers' permit to operate in Illinois and impose hundreds of thousands of dollars in fines, another branch of state government—the State Board of Education—says it is satisfied that the company is operating lawfully.

Earlier this month, the board lifted an order that had prevented the school's Schaumburg campus from recruiting or enrolling new students. The action came after Computer Learning Centers submitted a plan to correct deficiencies at the school.

Fueling the company's revenue growth have been steady enrollment increases. But the imperative to enroll, critics say, lowers entrance standards, creating a ripple effect of trouble: admissions representatives likely to overstate the school's benefits and sign up ill-suited students; teachers frustrated by overcrowded classes and a lack of computers and space; and placement directors with the Herculean task of finding jobs for graduates who may not speak English or have no clue about basic workplace behavior.

Critics also say the company's quest for money has caused it to lose focus.

Computer Learning Centers officials were fond of saying, "We are a school that's a business, and a business that's a school," said Les Francis, a former assistant director at a Computer Learning Centers school in Alexandria, Va., one of several under investigation by the Department of Education.

"But I realized after a few months they were much more concerned about business and had very little concern for education," Francis said. "The focus was on bringing in the students, getting them to sit in a small glass cubicle and closing the deal with a very strong sell."

At the downtown Chicago campus, employees used to joke about mock

Computer Learning Centers entrance exams, such as asking applicants to breathe on a mirror to see whether it fogged.

"We used to say, 'Anybody who could walk and talk,'" said Shelley Vargas, 41, who formerly worked at the Michigan Avenue campus trying to find jobs for graduates.

Once, an admissions representative signed up a group of 25 recently arrived Russian immigrants who barely spoke English, Vargas said. Remarkably, the group sailed through an English entrance exam and walked out of the course holding Computer Learning Centers diplomas.

"I didn't know how to sell them to anybody but the Russian consulate," she said.

More often, as Vargas launched into seminars for graduates on employer

expectations, she faced perplexed students who thought they had been "guaranteed" jobs by school recruiters.

"What I would hear is, 'I don't need to worry about this because you're guaranteeing me a job,'" she said. "There were so many of them that thought they didn't have to do anything except show up for class."

Scott Peterson, a 24-year-old Army veteran, turned to Computer Learning Centers' Schaumburg campus to improve his prospects after earning a high school equivalency diploma. He found a job immediately after finishing classes—as a Computer Learning Centers teacher.

Although he wasn't certified to teach, he figured, "Well, I can read out of a book as well as anybody," he said.

Told that a just-graduated student had been pressed to teach almost immediately, Bechtel asked for the

student's name and said the scenario was "impossible."

Susan Hilty enrolled at Computer Learning Centers in Schaumburg and plunked down three times the cost of a year's in-state tuition at the University of Illinois: \$12,150 in cash and student loans.

Beyond ill-prepared, ever-changing teachers, a dearth of computers and a textbook shortage, she said, she was duped by promises that she could transfer her credits into building blocks to a college degree. She brought her official-looking transcripts to Harper College in Palatine, the College of DuPage in Glen Ellyn and Elgin Community College.

"They all just laughed at me," Hilty said. "They didn't even know what a Computer Learning Center was."■

52. Milwaukee Journal Sentinel

May 21, 1998

Governor plans to continue quest for MPS reform

Thompson will announce his next step today, chief of staff says

By Richard P. Jones
of the Journal Sentinel staff

Madison — Though the Senate on Wednesday killed the latest proposal to reform the Milwaukee Public Schools, Gov. Tommy Thompson's camp said that the fight isn't over and that Thompson will announce his next move today.

The Senate voted 30-2 against a plan the Assembly had narrowly approved in the wee hours Wednesday. The proposal called for a panel to recommend MPS reforms that would be submitted to Milwaukee voters in an advisory referendum next spring.

The Assembly plan was the third since January, when Thompson proposed a state takeover of the troubled district unless it met goals for attendance, test scores, graduation and dropout rates. In his State of the State address, he said it was time for MPS "to stand and deliver or step aside."

When fellow Republicans balked, Thompson agreed to a plan to let local reform councils take over failing schools one by one. That won a bare majority in the Senate but failed in the Assembly.

Sen. Alberta Darling (R-River Hills) expressed hope that Thompson could develop another proposal and call the Legislature into special session again.

Democrats said that would be a

mistake. In defeat, Thompson now has an opportunity to involve all parties in developing a package for action with the start of a regular session in January, they said.

Thompson was in De Pere on Wednesday, but John Matthews, his chief of staff, said the governor would continue to press for reform. Matthews said Thompson planned to announce his next move at a news conference today.

"This is nothing even close to a defeat," Matthews insisted. "This is a demonstration of the gravity pull of the status quo. The governor is determined to defy that gravity. He has focused the debate in Milwaukee on the performance of the schools. That is a ringing success."

Matthews said Thompson would pursue education reform in Milwaukee schools just as he pursued welfare reform.

"This issue is not over," Matthews said. "You can be sure Tommy Thompson will continue to be the agent of change for the Milwaukee Public Schools."

In a matter of minutes, senators rejected the Assembly plan and went home to prepare for election campaigns. Republicans Mary Lazich of Waukesha and Bob Welch of Redgranite voted for the plan. Sen. Bob Jauch (D-Poplar) was

absent.

"We've had a long and tortuous discussion over a period of weeks dealing with this issue," Senate Majority Leader Mike Ellis (R-Neenah) said. Although Republicans control the Legislature, he said the two houses couldn't agree on a plan, so Thompson should try to find a consensus on a new proposal.

"We agree it's time to stop torturing the Milwaukee Public Schools and end this nonsense," Senate Minority Leader Chuck Chvala (D-Madison) said. "We think it's time for us to go home and come back after the election."

But Ellis and Darling said Thompson might be able to unite opposing factions behind a new plan in a week or two.

"We don't want this issue to die, and that has to be a very loud and clear message," Darling said. "It has to be done in the next couple weeks. We're saying we want to go to the table, with the governor's leadership."

Sen. Gary George (D-Milwaukee) said the defeat of Republican plans billed as reform was a victory for local control of MPS. If the Legislature returns for another special session in the weeks ahead, he said, it should provide MPS with the \$6 million that one plan promised for summer school, after-school programs and smaller classes.

Sen. Gwendolynne Moore (D-Milwaukee) said Thompson should take his time and involve the Milwaukee community in developing a new plan.

"If the governor comes back in a couple weeks, it will certainly reflect more arrogance than I ever thought he had," Moore said.

Officials in Milwaukee were pleased with the vote.

"The state Senate made the right decision," Mayor John Norquist said. "The Milwaukee schools need help and

they need real reform, but the way to get that is through thoughtful discussion, not by throwing a bill together at the 11th hour just to pass something that can be called reform."

Norquist said he would be willing to work with Thompson and the Legislature "if they want to have serious discussions about how to improve MPS."

MPS officials considered the bill dead.

Even though MPS stands to lose the summer school funding included in an

earlier plan, the amount was too small to trade away local control of the district, School Board member Sandra Small said.

Board member Leon Todd, who said the Thompson plan was racist, called upon Thompson to find some way to help the district get money for summer school and after-school programs.

"It is still possible for Governor Thompson to become the education governor, if that's what he wants to be and in a fair and equitable way," Todd said. ■

53. Cincinnati Enquirer

May 21, 1998

College seeks more diversity

Thomas More tries to double black students

BY EARNEST WINSTON

The Cincinnati Enquirer

CRESTVIEW HILLS — Thomas More College announced Wednesday that it is working to significantly increase its number of African-American students by 2001.

Thomas More hopes to double its African-American enrollment of 5 percent by 2001, said Laura Koehl, vice president for enrollment management and planning. Fifteen hundred full- and part-time students are enrolled at Thomas More. Seventy-five of the 1,500 are African-American.

An 11-member African-American Student Enrollment Advisory Committee, consisting of school administrators and faculty, business leaders and one elected official, will help steer the plan.

"We want to be able to reflect the

population that surrounds us

We felt it was important to have a diverse student body," Ms. Koehl said.

The efforts are part of the college's five-year plan, developed in 1996. It is the first plan of its type developed by the college to target African-American students, Ms. Koehl said. The plan includes:

Planning more publicity about the school.

Establishing relationships with African-American organizations, and considering specific programs that would promote access to higher education for black students.

Increasing recruitment efforts in the admissions office. A part-time recruiter — who is a Thomas More alumnus — was hired this past school year to help enroll more African-American students.

The college hopes to keep the position and possibly increase it. "We have just found that we were not well-known, especially in the African-American community. Part of it is just building awareness," Ms. Koehl said.

Ms. Koehl is optimistic the recruitment effort will be successful. "I hope it will attract more qualified students to our campus that represent the diversity of our community."

Members of the advisory committee, which became more active during the 1997-98 academic year, were selected through university contacts and staff members.

Students are involved with the effort, from helping form the action plan to giving input to the advisory committee and participating in focus groups. ■

54. Columbus Dispatch

May 21, 1998

Money to fix schools left out of bill

State building assistance

By Lee Leonard

Dispatch Statehouse Reporter

The bill allocates an additional \$24 million for vocational education, taken from other areas.

Majority Republican legislative leaders, fearing a taxpayer revolt, decided yesterday against adding \$160 million for school building assistance to a state budget corrective bill speeding through the General Assembly.

Instead, the legislators are pledging that the state will support building projects in 12 additional school districts later this year if the districts pass bond issues.

The commitment was placed in House Bill 770, the budget corrective bill, by the House Finance Committee last night. The committee then reported the bill out for a vote at today's House session at 1 p.m. It will reach the Senate next week.

House Bill 770 also contains a variety of minor changes to House Bill 650, the recently enacted state school-aid distribution formula.

It also contains a pre-emption against municipalities taxing anything the state already taxes, such as cigarettes, utilities and alcoholic beverages.

The Ohio Supreme Court last week ruled in a Cincinnati case that municipalities could tax in areas already

taxed by the state despite a long-standing belief that the state took precedence.

Senate President Richard H. Finan, R-Cincinnati, said legislative leaders want to head off any ideas municipalities have for tax increases while legislators are home for the summer.

Gov. George V. Voinovich had called for the legislature to add \$160 million to the \$140 million that the state will be sending to local school districts for

Finan and House Speaker Jo Ann Davidson, R-Reynoldsburg, said the \$160 million to support the projects in the 12 school district may be put in a two-year capital construction appropriation to be considered later this year.

Rep. Robert E. Netzley, R-Laura, one of three House Finance Committee members to oppose the building assistance promise, said the lawmakers should "say it's coming from the capital bill. I think this leaves a lot of questions," he said.

Conservatives, who complain about raiding the Income Tax Reduction Fund, also predicted that sports stadiums will win out over school buildings if there is a choice when the capital bill is debated.

House Bill 770 prohibits municipalities to levy these taxes, already levied by the state and counties:

Sales and use taxes, estate taxes,

building assistance in fiscal 1999, which starts July 1. He suggested that the money come from a growing treasury cash cushion.

But the 21-member Senate Republican caucus blew the whistle on that idea, apparently because any reduction in the budget surplus also would reduce the amount of a promised personal income tax reduction for 1999.

Finan said GOP senators believe Ohio public utilities taxes, motor fuel taxes, and highway use taxes.

Taxes on insurance companies, financial institutions, stocks and bonds, cigarettes and tobacco products, horse race wagering and alcoholic beverages.

Severance taxes, grain handling taxes, fees for disposal of hazardous and solid waste, fees on tire sales, taxes on employers to pay for workers' compensation and unemployment compensation.

Municipalities would be able to levy a personal income tax, a corporate franchise tax or an admissions tax.

As approved by the Finance Committee, the bill allocates an additional \$24 million for vocational education, taken from other areas.

It also gives districts more flexibility in obtaining operating money while conforming to legislative requirements to set funds aside for textbooks and building

voters, in defeating the proposed penny increase in the sale tax May 5, sent a message that they want their tax dollars spent wisely or returned to them.

Voinovich said through spokesman Michael Dawson that he wished the lawmakers would appropriate the \$160 million. "But in the democratic process, you don't always get all you want," he said.

maintenance.

The bill also reshuffles about \$26 million for special education, giving districts \$14 million for speech therapy, \$4 million for individual instruction and \$2.5 million for psychiatric interns.

Paul Marshall of the Ohio Department of Education said an excess appropriation for home instruction was discovered. He said \$3 million was retained for home instruction and \$2.5 million for occupational and physical therapy.

Removed from the bill in committee was a controversial provision requiring motorists in counties where E-Check, the exhaust system testing program, is in place, to pay the \$19.50 fee for the initial test whether they pass or fail. Now they pay only if they pass.■

55. Boston Globe

May 21, 1998

Plan to toughen school-promotion policy draws criticism

By Beth Daley, Globe Staff

A proposed promotion policy for Boston public school students would punish academically struggling students more than it would help them, 15 parents and community members told the School Committee at a public hearing last night.

The policy, which includes mandatory summer school and promotions tied to citywide tests for some students, focuses strongly on "student accountability but it is very light on adult accountability," said Robert Sperber, professor of education at Boston University. No one spoke in favor of the plan at the committee-sponsored hearing.

The policy, to be voted on June 17,

aims at ending the practice of promoting students not performing at grade level. Some portions of the plan take effect in September.

But some committee members said after the meeting they had trouble with the way the plan is written.

"One thing is it is a setup for the students ... by putting up the gates before all the supports are in place," said School Committee member Susan Naimark after the meeting. "I am also not prepared to support standardized tests as the gate."

School officials said last night the policy, including tests tied to promotions, was also needed to prepare students for a statewide graduation exam when it begins

for 10th-graders in 2001. School Superintendent Thomas Payzant estimated last night that 50 to 70 percent of Boston students might fail that exam.

But speakers said it was unfair to hold students accountable for years of poor instruction and the focus of the \$4-5 million annual plan should be on improving classroom instruction.

Also at the meeting last night, school officials announced that a lease would be signed this week to move the Community Academy school into a permanent home at the Council of Elders Building in Roxbury. The 100-student alternative school is expected to expand by about 50 students.■

56. Boston Globe

May 21, 1998

Empowering children in the battle against violence

By Barbara F. Meltz, Globe Staff

In communities around the country, threats of violence against teachers, coaches, and classmates that once were dismissed as childish bravado are now being treated with adult intensity.

Children's access to guns is certainly squarely in the national spotlight now. So, too, is the question of how our society punishes children who commit adult crimes. Undoubtedly, both subjects will consume lawmakers for some time to come. For parents, however, there's something else a little closer to home: Aren't our own children a little too quick to lash out at others? Aren't we often uncomfortable with their aggressive, hostile ways?

Teacher Margaret Grierson sees it all the time. Assistant director of Growing Places, a child-care center and preschool in Watertown, she says, "I don't want to be alarmist, but aggressive play is a big problem that's getting bigger."

Sure, aggressiveness is developmental to some extent, she says; lacking language and cognitive skills, children are bound to vent frustration somehow. But Grierson is convinced - and she's not alone - that the preschooler who throws sand at a playmate because he won't share a truck is at one end of a continuum that, unchecked, can lead children to commit lethal violence ala Jonesboro, Edinboro, Paducah, and Pontiac.

Socialized to violence

Indeed, there is growing evidence that all children today are more likely to seek violent means to solve problems. Researchers say an increase of violence in children's culture, as well as adult tolerance of it, socializes children so they come to see violence as normal. That, in turn, enables them to participate in it to varying degrees.

In other words, exposure to violence is affecting development.

Cornell University child psychologist James Garbarino says that 30 years ago kids weren't necessarily any less aggressive than kids today but they were developmentally less capable of engaging in potentially deadly violence.

"Even if a 12-year-old then had access to a gun, he would have been less able to point it at a human being and shoot. An increased dose of violence and things like point-and-shoot video games break down children's inhibitions the same way they break down soldiers," says Garbarino, who is internationally known for his work on the impact of violence on

resulting in suspensions or charges of harassment. It's understandable fallout in the wake of Jonesboro, Ark., Edinboro, Pa., Paducah, Ky., and Pontiac, Mich. In those towns, seven children and two teachers have been killed since children.

At the heart of the issue is how children learn to manage their emotions, especially the ones that lead to anger, like jealousy and resentment, says psychologist Mark T. Greenberg.

Starting very young, children put meaning to the world based on personal experience, says Lesley College early childhood educator and author Nancy Carlsson-Paige. Her newest book is for children, "Best Day of The Week" (Redleaf Press).

At 3, for instance, they assume everything is real because they don't have the experience or ability to distinguish between what's real and what's not. "That makes them vulnerable to messages in ways adults often don't realize," she says. They are especially vulnerable to violence, real or pretend.

Visualize two boxes, says Carlsson-Paige. Three- to 6-year-olds tend to divide their world into one box for what's real and one for what's not, and move back and forth from one box to the other. That explains why a preschooler lost in fantasy play is able to kick a playmate one minute and, the next, agree with you that kicking is wrong. It also explains why he's likely to kick again - when he's in the fantasy box, he can't switch gears and connect to the other one - and why it's also not a big leap along the continuum to someone like Nathaniel Abraham, the 12-year-old Michigan boy who is being tried as an adult for murder and who told police he didn't mean to hurt anyone.

New cognitive skills

At about age 7, new cognitive skills kick in. Now a child has the capacity to make connections between the boxes and to exercise some control over actions. At least, that's what's happened for children in past generations, says early childhood educator Diane Levin of Wheelock College, who is nationally known for her research on children and violence.

Today, because violent themes are repeated from cartoons to commercials to spinoff toys, and because kids see the messages over and over again in videos and reruns, the violence box is bigger and more central to their lives, Levin says. Her newest book is "Remote Control

December. Five children, ranging in age from 12 to 14, have been charged with their murders.

As much as we grieve for the innocent victims, we also want to know what to make of this.

Childhood?" (NAEYC). She is also co-author, with Carlsson-Paige, of several books, including the forthcoming "Before Push Comes to Shove" (Redleaf Press).

As a child moves along the continuum, this box begins to overshadow the other box, becoming a bigger part of who they are and forming the foundation for understanding relationships and behavior. It also makes it possible for them to use violence, says Garbarino.

"It is their reality, their view of the world," Levin says.

Luckily, moving along this continuum is not inevitable.

"The more adults are there to counter the messages and offer conflict resolution, the better able children are to manage emotions of all kinds," says Greenberg, who is director of the Prevention Research Center at Penn State University.

Grierson says it's important to start with preschoolers. "The younger kids are when they get antidotes to the violent themes, the less likely they are to integrate violence into who they are," she says. "Even a 3-year-old can say, 'I don't like it when you push me,' instead of pushing back. At 4 and 5, a child can work with you to figure out a way to fix what he doesn't like."

Rory and Michael

The morning of this interview, Rory, 3, and Michael, 3 1/2, were playing in the block area. Rory reached for a truck in Michael's hands. Michael yanked it away. The aggression was escalating by the millisecond but Rory, without any adult help, stopped it in its tracks.

"I'll just have a turn when you're done," he told Michael.

Grierson was thrilled. Just six months ago, she says, each child would only have known to lash out.

With 5- to 7-year-olds, Greenberg's favorite strategy is "Doing Turtle." "It's a metaphor for going inside your shell where no one can bother you so you can calm down," he says. Children are taught to cross their hands over their chest, a signal to others to leave them alone as they try to calm down.

With 7- to 12-year-olds, Greenberg

paints red, yellow, and green circles in classrooms and on the playground as "safe zones." A child stands in a red circle to signify he's trying to calm down. Yellow means he's working on a solution.

While any curriculum like this is helpful, Greenberg says it doesn't substitute for parental involvement such as monitoring the violence your children watch; interpreting what they watch, especially violence in relationships ("I've never seen people treat each other like that, have you?"); and sharing your values: "In our family, we work things

green, that he's ready to put it into action. "Because a whole school buys into it, it becomes a shorthand process that they can go through mentally with or without the circles," he says. out peaceably."

There may be a day when American parents and children rise up to demand an end to violent entertainment. Short of that, say researchers, the combination of these strategies will keep our children developmentally healthy and safe.

"The more kids have pro-social experiences that connect to their own

The message children take away from strategies like these is that sometimes you get so upset about something, you have to walk away so you don't do or say something you might regret.

experiences, the more they will feel empowered not to be part of the violence," says Levin.

AFTERTHOUGHT - The Boston Chapter of the Step Family Association of America meets the third Monday of the month at 589 Highland Ave., Needham, from 7:45 to 9:30 p.m. Call 617-527-2117. ■

57. Boston Globe

May 21, 1998

Birmingham offers plan to cap community college tuition at \$500

By Tina Cassidy, Globe Staff

Senate President Thomas F.

Birmingham yesterday released a plan to cap community college tuition at \$500 a year per student.

The initiative is part of Birmingham's broader proposal to address what most businesses in the state consider their greatest problem: finding skilled labor in a tight job market.

"The lack of a highly skilled workforce is the number one complaint, and there's really no close second. It's not high energy costs. It's not taxes. It's not unemployment. It's not workers' comp," Birmingham said.

In response, Senate Ways and Means Committee chairman Stanley C. Rosenberg (D-Amherst) said he is releasing a budget with an \$8 million funding increase for community colleges, allowing students with family income under \$36,000 to attend for free. The cost for all others would be limited to \$500 a year. Federal tax cuts, scholarships, and grants would supplement the funding.

The average community college student pays \$2,300 a year of the actual

cost of \$7,848, state figures show. Community colleges get about \$2.8 million from the state.

"Is \$8 million enough? It addresses one of the main reasons people don't go and pursue higher education," said Michael Gritton, policy director for MassINC, a Boston-based public policy think tank that issued a report last December calling for more support of adult education. "The state's community colleges are the third most expensive in the country."

The Massachusetts Board of Higher Education has passed a similar proposal that would phase out tuition at the state's 15 community colleges this fall for those with family incomes of less than \$36,000. Other students would pay tuition based on a sliding scale, capped at \$2,280 for those with family incomes of more than \$100,000.

The Board of Education proposal was written into the House version of the budget, approved two weeks ago. Both chambers would work out the differences in conference committee. The Senate is expected to take up the matter Tuesday.

Asked whether the plan would pay for such things as professionals taking French classes for the fun of it, Rosenberg said the program is designed to prevent that.

"You have to be enrolled in a degree program full- or part-time. This is not for people who take occasional courses," Rosenberg said.

The Senate's budget also includes \$14 million for adult basic education, a 72 percent increase over current spending levels and a 300 percent increase since fiscal 1996. That program would help 5,000 more people earn General Equivalency Degrees, learn English as a second language, or acquire basic skills.

Birmingham also plans on drawing \$18 million a year from the unemployment insurance fund to establish a worker training grant program, coupled with an \$80 million reduction in jobless premiums employers pay to the state, bringing premiums to the lowest level as a percentage of payroll since 1990. Small businesses and those in economically depressed areas will receive preferential treatment when applying. ■

58. Washington Post

May 21, 1998

Where in World Are Girls in Geography? **Greater Number of Boys Find Way to National Bee**

By Ellen Nakashima
Washington Post Staff Writer

For 10 years, millions of children
Overwhelmingly, at every stage of

across the country have competed to answer questions like: What is France's chief seaport on the Mediterranean Sea? National Geographic's annual Geography

What is the world's largest saltwater lake? What Central American country was formerly known as British Honduras? Bee competition — local, state or

national — the winners have been boys.

It's not just a fluke. It's a fact.

In the last decade, only one girl has won the Geography Bee. Last year, all 10 finalists were boys. Of the 10 finalists this year, only one was a girl. And, in fact, of the 57 children who made it to the semifinals, only five were girls.

"It's very disturbing," said Ellen Siskind, a spokeswoman for the National Geographic Society, who frets about the fact that on average, fewer than one in five semifinalists is a girl.

This was never so apparent as yesterday, when, on the final day of the bee, moderator Alex Trebek, the "Jeopardy!" quiz show host, asked 13-year-old contestant Kellie Packwood why she thought so few girls make it to the finals.

"I don't know," said the seventh-grader from Martinsville, Ind., her words taped for national television at the society's Washington headquarters. "Girls are smart!"

So startling is the geography gender gap that four years ago, National Geographic commissioned two Pennsylvania State University researchers to study it.

They concluded that nothing in the competition was biased against girls. Rather, the researchers said, boys appear to have better spatial skills — imagining how objects look from different perspectives — know slightly more about geography and just exhibit a greater interest in the topic.

"In the end, what it gets down to is boy-girl differences in terms of their interests and what they're reinforced for doing," said study co-author Roger M. Downs, head of Penn State's geography department and a contest judge.

So far, no one has provided a conclusive answer, said Mary Lee Elden, director of the national Geography Bee. Still, plenty of people have noticed the gap — teachers, geographers and children.

"Maybe it's just not a cool thing to do as a girl," said Eric Gilpin, Kellie Packwood's world geography teacher, who was talking about the dearth of girls with other geography teachers in town. "I look at my class — the girls get the better grades. But for some reason, the guys dominate at the bees."

Kellie guessed that girls might be competition-shy. "I think they're interested in geography, but maybe some of them get nervous. When you get nervous, you mess up."

But that hasn't stopped many girls from reaching the finals of the National Spelling Bee, which will take place in Washington next week, featuring 133 girls and 116 boys. But at the national Mathcounts contest concluded last week here, only 27 of 228 contestants were girls.

Math anxiety in girls is well documented. But why, in a subject like geography — which includes the study of people, places and cultures — should girls fall away?

Susannah Batko-Yovino, who in 1990 became the first and only girl to win the bee, said she believes girls are pressured into "doing girly-girly things."

"A lot of girls want to be cheerleaders and majorettes," said Batko-Yovino, now a 19-year-old history and international relations major at Johns Hopkins University, who cheered for Kellie at the bee. "But girls can unquestionably succeed in academic competition. And they need to be encouraged to do that."

Siskind agreed, noting how men and women react to getting lost. A man reaches for a map or insists on driving around until he figures it out on his own, she said. For a woman, she says, "it's easy. You just ask someone."

Indeed, many of the kids who made it to the finals to compete for the \$25,000 grand prize scholarship showed an early fascination with maps and globes. Kellie requested an atlas for Christmas when she was 7.

Kellie made it through nine rounds yesterday, but bowed out after missing a question about France's longest river. She guessed the Rhone. It's the Loire.

With studies showing that Americans generally have a poor grasp of geography, the need for geography education has never been stronger. A 1988 Gallup survey found that 75 percent of Americans ages 18 to 24 couldn't locate the Persian Gulf on a world map. And a national study last year found that half of fourth-graders could not identify the Atlantic and Pacific oceans on a map.

Petko Peev, a 13-year-old native of Bulgaria who lives in Grand Rapids, Mich., clinched the title after naming the only African county with Spanish as its official language: Equatorial Guinea.

Matt Jones, a 12-year-old who attends Baker Middle School in Montgomery County, was the Washington area's only finalist. He was eliminated after failing to correctly identify the capital city on the Dniiper River: Kiev.

Both Matt and Kellie said they'll try again next year. "I just don't ever think I'm going to win," Kellie said. "But sometimes I surprise myself."

Answers to questions in the first paragraph: Marseille; Caspian Sea; Belize. ■

59. The Washington Post

05/21/98; Edition: FINAL; Section: Weekly - MD; Page M01

Principles for Principals

Written Exam Replaces Role-Playing for Applicants

By Amy Argetsinger

Washington Post Staff Writer

Before Debbie Drown could become a school principal, she had to prove to her peers that she could walk the walk.

For two days in 1985, the then-fifth grade teacher from Howard County sat in a mock school office, fielding a variety of

Drown aced the test, then became principal of Running Brook Elementary in Columbia. Next fall, she will take the reins at a new elementary school in

simulated administrative challenges in the role-playing test that Maryland until recently used to certify candidates for principal positions.

First, it was time to pick "teacher of the year," and every member of her make-believe staff was offering a different nominee. How should she react? Laurel.

But the once notorious "Principal Assessment Center" is now a thing of the past. Over the objections of many

Then, it was time to sort through her pretend in-basket, reading fake letters from parents worried about their children's grades or complaining about certain teachers. Which one should she respond to first? Should she call, or write? What should she say?

educators, the state Board of Education voted last month to start using a more conventional written exam to determine whether a teacher is fit to take command

of a school.

The new test, which will cost less and take less time than the old one, will ask principal candidates to respond to various theoretical situations, albeit in written form.

But critics mourn the loss of old test's ability to assess a potential principal's real-life interactions with people.

"The paper and pencil test can never replicate that," said Susan Arisman, president of the Maryland Association for Colleges of Teacher Education.

The debate over which test is the best may seem hopelessly academic to some outside Maryland. Many states don't even require principals to be licensed; only a few that do put principal candidates through any kind of certifying test.

Maryland adopted the Principals Assessment Center test in 1985 and made it mandatory in 1993. But just three years later, local school superintendents came to state education officials complaining about the new requirement. The assessment center test was too expensive, they said — costing \$1,200 to \$1,500 a candidate — and too time-consuming, requiring every teacher or assistant administrator who aspired to the principal's job to take two days off from school.

In addition, school systems routinely had to relinquish many of their own principals for as long as four days at a time, so they could monitor and evaluate the candidates who went through the assessment centers.

So Maryland officials opted instead for the School Leaders Licensure Assessment, a new test designed by the

venerable Educational Testing Service in cooperation with several education organizations. Three other states — Mississippi, Missouri and North Carolina — also have adopted the test.

The new six-hour test will cost \$450 a principal candidate. Unlike the old test, it will be administered in one day — probably a Saturday. Like the old test, it will present aspiring principals with a series of vignettes from everyday school life.

"We are asking candidates to produce responses that elicit their knowledge and skills to assess their performance as principals," said Lawrence E. Leak, assistant state superintendent for certification and accreditation.

For example: As elementary school students practice for the annual holiday concert, a parent calls to ask that her child not be required to sing any Christmas songs. The principal excuses the child from music practice.

Candidates must say whether they agree with the principal's decision and why. There's no right or wrong answer; candidates are evaluated based on how carefully they think out the issue and competing priorities.

In another part of the test, candidates might be asked to analyze a school's sagging test scores and design a detailed plan for improving them.

Although the state Board of Education voted in favor of the new test, it was only over the objections of the state's appointed Professional Standards and Teacher Education Board, which voted against the switch to a new test.

The Maryland Association for

Colleges of Teacher Education also came forward last month to voice its members' disapproval.

Arisman, the dean of the education school at Frostburg State University, said the new test simply isn't as rigorous as the old. If Maryland can require its elementary school students to take a "performance-based" test such as the Maryland School Performance Assessment Program, with its multitude of tasks, it should ask the same of its principals, she said.

Leak, however, argues that the new test is indeed focused on principal performance, assessing the choices that an administrator would make on the job.

And he notes that passing the new test is only the first step to getting a job as a principal: School systems also consider a candidate's teaching experience, educational background and peer references before putting someone in the front office.

But past experience is no guarantee of a good principal, Arisman responds. "One of the problems in administration is that a lot of people get promoted that really don't have the skills," she said. The Principal Assessment Center, she said, "is the school system's last measure of accountability that they have the right person in the job."

Leak, however, notes, that the old test had not been revised since 1985 and that with a 97 percent passing rate, it was not weeding out large numbers of candidates.

"If you're looking at a test of whether a candidate has the knowledge and skills to be a principal . . . you want it to be fairly challenging," he said. ■

60. The Washington Post

05/21/98; Edition: FINAL; Section: Weekly - VA; Page V01

Differing Proposals For Fairfax Schools

Parties Disagree on Size, Use of Surplus

By Victoria Benning
Washington Post Staff Writer

The Democratic majority on the Fairfax School Board wants to spend \$3.3 million of a surplus to expand several initiatives for the coming fiscal year.

But the board's four Republicans have prepared their own plan for spending the projected surplus, saying that the savings from employee turnover likely will be significantly higher — closer to 1.75 percent, rather than the 1 percent the Democrats based their plan on. Using the higher estimate, Republicans estimate the surplus is \$11.6 million.

including spending more money for classroom technology, disciplinary programs and to pay for tests for students who take advanced courses.

Higher-than-expected employee turnover and positions left vacant,

Republican board members said the money should be put in the budget now for the coming fiscal year and allocated for programs, rather than spent during quarterly budget adjustments, as is customary.

"So much is actually spent at quarterly reviews — on board members' and staffs' pet projects — when nobody is looking

combined with lower utility costs from a mild winter, will allow the school board to close this year's budget with a projected \$5 million balance.

over our shoulder," said Republican board member Gary Reese (Sully). "We think it's better to deal with these issues in the full glare of the public at budget time."

Democrats, however, said they are sticking with the more conservative projections, saying to do otherwise would be irresponsible.

"It pays to be conservative," said board chairman Mark Emery (At-Large). "Under [the Republican plan] if any of our projections are off by the slightest amount, we risk going into default. It puts us on the edge of a cliff."

Emery said the district got caught in such a bind a few years ago.

"We had to go into schools and ask them to not spend any more money," Emery said. "We had a situation where we had parents bringing in toilet paper and other supplies because we didn't have the money."

Budget chairman Jane Strauss (Dranesville) said it makes more sense to keep any additional savings for next year, when the district's needs are again expected to surpass the amount the Board of Supervisors is willing to give the school board.

"It's foolish for us to presume that we will have any more breathing room than we have had in the past," said Strauss. "I find it a little puzzling as to why Mr. Reese would want to push us so close to the edge."

Reese contends that the Democrats simply are holding onto the money at the direction of Democrats on the Board of Supervisors who want to propose a tax cut next year — an election year. A tax

cut likely would mean less new money for the school system.

Strauss said there have been no such discussions with supervisors.

Both plans will be on the table when the board votes on its \$1.2 billion fiscal 1999 budget next Thursday. There will be a public hearing on the budget at 7 p.m. tonight at Luther Jackson Middle School.

The School Board approved its fiscal 1999 budget earlier this year. The final adoption reflects action by the supervisors on the school board's request, as well as updates to revenue and expenditure estimates.

Highlights of the Democratic and Republican proposals follow:

Both allocate \$1.1 million to pay test fees for students who take Advanced Placement and International Baccalaureate courses.

Both call for an additional \$600,000 for school-based technology, including \$250,000 to pay for the addition of a second writing lab at up to five of the county's largest high schools; \$125,000 to expand the use of SuccessMaker instructional software in Area I; \$150,000 for instructional software in Areas II and III; and \$75,000 for additional support for Mantua

Elementary.

Both would expand the county's program for chronically disruptive students and increase the number of "time-out" rooms. The Democrats' plan calls for \$700,000 for these initiatives, including four time-out rooms, four new sites for chronically disruptive students and \$95,000 for a specialist to coordinate a character education program.

The Republican plan calls for \$826,823 for the programs, including six new sites for chronically disruptive students and a full-time counselor at each existing middle and high school site. Republicans also want to spend \$750,000 for time-out rooms in all middle and high schools and hire 30 more instructional assistants.

Where the Republican plan differs most greatly is in including \$900,000 to address inequities in the salary scale. The board already has budgeted money to adjust the salaries of teachers hurt by a salary freeze and a change in the way compensation is tied to years of experience. Republicans want to revise the salary schedule for all workers, including clerical, administrative and bus drivers. ■

61. The Washington Post

05/21/98; Edition: FINAL; Section: Metro; Page B06

Groups Seek Raises For D.C. Educators

Area Counterparts Paid More, Study Says

By Valerie Strauss
Washington Post Staff Writer

Two influential District education advocacy groups said yesterday that city officials should spend an estimated \$40 million to raise salaries for teachers and principals, whose pay now lags about 15 percent behind the average pay for their counterparts in other Washington area jurisdictions.

Leaders of Parents United for D.C. Schools and the D.C. Committee on Public Education (COPE) painted a bleak picture of the public school system,

"If we are not competitive, we're not going to have quality principals and teachers, and we all know that is most important in education," COPE co-chairman George M. Ferris Jr. said.

Both Rice-Thurston and Ferris called for a 15 percent increase in teacher and principal salaries, which Ferris said would cost about \$40 million. Without pay increases, they said, the school

saying no reforms can succeed as long as employees remain the lowest paid in the area. They said the new schools superintendent, Arlene Ackerman, will need major new resources to boost salaries and take care of such basic improvements as providing textbooks to all students.

"We are dealing with another crisis of education in our school system," said Delabian Rice-Thurston, who heads Parents United. She expressed confidence in Ackerman but also criticized some money-saving initiatives the schools system will not be able to recruit qualified people to replace the hundreds of teachers expected to retire soon as well as those teachers and principals Ackerman has vowed to remove because of poor performance.

"It won't be worth talking about replacing people if we can't replace them with quality personnel," Rice-Thurston said.

chief is considering for next year.

The two organizations released a study showing that D.C. teachers and principals at all levels are paid less than those in suburban school districts. The starting teacher salary is 8.1 percent lower than the average pay in other jurisdictions, the study said, while salaries for top teachers are 15.3 percent lower. The starting pay for principals is 13.6 percent lower than the area average, while veteran principals are paid about 15.2 percent less.

But with the city just emerging from a financial crisis, it's unlikely that the groups' proposal will be acted on, officials involved in the budget process said.

As it is, Ackerman, who became superintendent this month, is struggling to close a multimillion-dollar deficit in this year's budget — and trying to craft a program for 1999 even though she is

receiving \$61 million less than she wanted.

The school system requested \$606 million for 1999. The financial control board, the D.C. Council and Mayor Marion Barry have agreed to provide \$545 million, a big boost over this year's \$464 million allocation — but still short of what Ackerman sought to accomplish various reforms.

"Given the need to be fiscally responsible, it's difficult to justify that huge amount of increase," said council member Kathy Patterson (D-Ward 3), explaining why officials did not grant the school system's full request.

Patterson and Mary Levy, Parents United's counsel, also said the school administration has failed to provide decision makers and the general public with detailed information to justify its budget requests or explain how it spends current public funds, making it difficult to evaluate performance or requests for more money.

Ackerman said yesterday that she is committed to providing better financial information to the public. She defended the request for a \$606 million budget, saying it would have supported such reform efforts as raising the salaries of starting teachers from \$27,000 to \$30,000, providing vital teacher training, and introducing new reform models for schools.

She said she also wanted to spend \$5 million to buy a variety of basic textbooks, so all students have the books they need for all subjects and can take them home to study. This year, she said, the school system bought reading and math books for every student but could not afford to buy enough other books, including science and social studies texts, for each student. And many students who do have their own books are using editions from the 1980s.

Ackerman said some of the reforms will be scrapped for now because of funding shortages, though it is unclear at this point which ones. She said she is considering several options, including increasing class size by one or two students, and asking schools to share librarians and counselors.

Any cost-cutting measures that directly would affect the classroom are unacceptable, Rice-Thurston said yesterday, especially if it means increasing the number of students in classrooms.

"It is positively unconscionable," she said, to add students to classes that already have 27 students.

Ackerman said she knows some options are unpopular.

"It's a troubled school system," she said. "It hasn't been maintained. We didn't have an accountability system. We don't have infrastructure in place to

support schools. We haven't paid our teachers [adequately]. . . . If you think you can make systemic reform without putting in some money, you are wrong."

Underpaid in District Schools

Teachers and principals in the D.C. public schools are paid less than their counterparts in suburban districts, according to a new study released yesterday.

The starting teacher salary in Washington is 8.1 percent lower than the metropolitan average.

School system Starting teacher salaries
D.C. \$27,234

Pr. George's 27,474

Arlington 29,343

Fairfax 29,567

Montgomery 30,285

Alexandria 30,554

The starting salary for District principals is 13.6 percent lower than the metropolitan average.

School system Starting principal salaries

D.C. \$54,491

Alexandria 54,844

Arlington 58,300

Pr. George's 60,191

Montgomery 67,103

Fairfax 69,015

SOURCE: D.C. Committee on Public Education ■

62. The Washington Post

05/21/98; Edition: FINAL; Section: Metro; Page B01

Barry in Job Talks With College Group

Sources Say No Deal Has Been Reached

By Yolanda Woodlee and Vanessa Williams

Washington Post Staff Writers

The chairman of the board of a group representing 117 historically black colleges and universities said yesterday

Barry, who might announce a decision on his political future as early as today, could assume the position in January, according to a source involved in the negotiations. But the source and a university president from one of schools represented by NAFEO stressed that no contract had been signed and that private funds to pay for Barry's consultancy still are being collected.

"Everybody is looking for some grand design [on Barry's behalf], some scheme of one form or another," said the university president, who asked not to be identified. "But I don't think he knows

that informal talks have begun with D.C. Mayor Marion Barry about a consultant's position.

William T. Keaton, chairman of the National Association for Equal Opportunity in Higher Education, said a what he's doing. I think he is truly winging it. I heard nothing about anybody with serious money pulling the dollars together."

Lezli Baskerville, the association's general counsel, said late last night that NAFEO was "informally approached" about having Barry serve as a resident scholar but that "no formal request has been made" and that any such submission would have to be reviewed "in accordance with the appropriate . . . procedures."

Money also would be a concern, Keaton said. "We're trying to check the

position for Barry could be modeled after the board's Resident Scholar Program, which was terminated about 15 years ago. In that program, the resident scholar traveled to various colleges to speak to students.

budget before making any additions. When you talk about someone so high profile, you have to talk salary," he said. "How can we add someone when [our] budget is under review?" At his weekly news conference yesterday, Barry (D) refused to say whether he planned to run for a fifth term as mayor this year or when he would make a public announcement about his decision.

Barry, batting away a barrage of questions about his future, would say only that he had indicated Sunday on a talk show hosted by Jesse L. Jackson that he would make a decision within seven to

10 days.

"I said seven to 10 days," Barry said. "We're within that time frame."

Several sources close to the mayor indicated that there were preliminary plans in the works for a major announcement today. There is virtual unanimity among people close to Barry that he will not run again for mayor.

But one of those sources, a political insider, said late yesterday afternoon that Barry's plans still were up in the air and that Barry could start briefing city power brokers on his decision at any moment.

"I don't have any comment about this at all," Barry told reporters. "The best thing to do is leave me alone and let me decide and let me announce what I decide; that's the best thing. But you're not going to do that, so it's all right."

Barry also refused to divulge anything about his upcoming trip to Taipei, Taiwan, for a meeting of the 1998 World Capitals Forum at the invitation of Taipei's mayor, who met with Barry during a recent trip to Washington. "I

haven't said anything about what I'm doing," Barry said. "We will have an announcement on what I'll be doing later in the week."

A State Department spokesman, however, confirmed that members of the mayor's staff had briefed the department on his plans to attend the World Capitals Forum. The meeting is scheduled to take place May 27 to 30, and one member of the mayor's staff, Sheila Martin, is leaving Saturday to do advance work for the mayor, according to a city government source. The source said that five people would accompany Barry and that the entire trip would be paid for by Taiwanese authorities.

Another longtime political activist close to Barry and his wife, Cora Masters Barry, said Cora Barry wanted her husband to make an announcement regarding his future today — before departing for Taiwan — so as not to interfere with an announcement Friday by a number of local black women expressing their solidarity with Labor

Secretary Alexis M. Herman, now facing an independent counsel probe of her actions in a previous position as a White House aide.

Cora Barry, the activist said, strongly opposes her husband running for another term. "I think it's a win-win for him to leave now," the activist said, noting that a recent Washington Post poll showed Barry ahead of his potential rivals in the Democratic primary by a ratio of 2 to 1. "He can walk away and say I could have beaten all of them."

Barry's trip to Taiwan would be his sixth overseas mission since returning to office in January 1995. He has attended two African-African American summits in Africa, conducted what he described as a trade mission to China and Korea, met with newly elected local mayors in Nigeria and, most recently, attended an international conference in Israel.

Staff writers Vernon Loeb, Hamil R. Harris and Valerie Strauss contributed to this report.■

63. The New York Times

05/21/98Section: Metropolitan Desk; Section B; Page 3, Column 5

Teacher Accused of Selling School First-Aid Certificates

By BARBARA STEWART

A Bronx high school teacher has been accused of selling hundreds of medical training certificates to coaches who did not want to take time-consuming classes in first aid and cardiopulmonary resuscitation, officials said yesterday.

At least 170 public high-school coaches — and probably hundreds more — have been buying the certificates, according to a report issued yesterday by the special commissioner of investigations for the New York City School District, who conducted the

"The attitude of the coaches was that going to these courses was a burden and a waste of time," said Mr. Stancik, who has been investigating the charges for a year.

In a statement yesterday, Chancellor Crew called the certificate-selling "an unconscionable scam" that "willfully jeopardized the well-being of our students." He ordered the High School Division to examine the CPR and first aid certifications of the city's 2,200 coaches, and to decertify and discipline those who bought them from Mr. Lechner.

In addition to selling certificates, the report states, Mr. Lechner also conducted first-aid "mini-courses," lasting an hour

inquiry.

TD The coach who sold the certificates, Harold Lechner, who teaches physical education at Christopher Columbus High School in the Bronx, had \$17,361 in his bank account, all from the 293 checks and money orders given him by coaches at 40 high schools around the city, officials said. He was teaching at Columbus High until yesterday, when Schools Chancellor Rudy Crew ordered him reassigned to the district office until a hearing can be scheduled.

"It was really a famous, well-known or two, that should require two 12-hour days. Sometimes coaches would drop in at the beginning of the course, leave after 15 minutes or so and return at its conclusion, officials said.

Athletic coaches have been required by law to earn first aid and CPR certificates since 1992. Their CPR certifications have to be renewed annually; first aid certifications need renewal every three years.

The State Education Department approves first aid and CPR instructors for individuals or organizations like the Public School Athletic League, an organization of coaches. The law was passed so that coaches would be prepared

thing throughout the athletic system," said Edward F. Stancik, the special commissioner.

So pervasive is the fraud that Mr. Stancik has suggested that the first aid and cardiopulmonary resuscitation certificates of all the city's 2,000 high-school coaches be reviewed. He recommended that the Board of Education dismiss Mr. Lechner, and that six School Board employees, mostly athletic directors, who distributed certificates to coaches at their schools, be disciplined.

to give emergency medical treatment for the handful of teen-agers who collapse or are injured during practices.

Mr. Lechner's fees ranged from \$25 or more for a state CPR certificate to \$85 for both CPR and first aid certificates, officials said. These fees are about the same as the fees for the legitimate courses.

Most of the certificate sales were conducted through the high schools' athletic directors or other administrators, the report. The scheme, spread by word of mouth, had become routine, and officials said that coaches did not even need to meet Mr. Lechner, let alone be his student. The report said only Mr.

Lechner was paid in the scheme, not the school middlemen.

In addition to teachers in the New York City schools, current and former directors of Hillel Country Day School, a Nassau County summer day camp affiliated with the Hebrew Academy of

the Five Towns and Rockaway, bought blank CPR certificates from Mr. Lechner, officials said.

The results of the investigation are being turned over to the Brooklyn District Attorney's office to determine whether criminal charges will be filed.

Neither Mr. Lechner nor Gerald Garfin, the principal of Columbus High, nor Joseph DeJesus, superintendent of the Bronx's high schools, returned calls for comment yesterday. ■

64. The New York Times

05/21/98Section: Metropolitan Desk; Section B; Page 9, Column 1

Shoreham Voters Reject 48% School Tax Increase

By BRUCE LAMBERT

GARDEN CITY, May 20 — By an overwhelming margin, voters in the Shoreham-Wading River School District yesterday rejected a proposed \$32.8 million budget that would have raised school property taxes 48 percent. In a record turnout at the polls there, the budget lost 2,383 to 993.

Voters also shifted the control of the school board, which had split 4 to 3 over the budget. One majority member, Dr. Elizabeth Hendrey, lost her bid for re-election. But voters re-elected an anti-budget incumbent, Marie Hodess, along with an allied newcomer, Joseph Carbone, who will succeed Dr. Hendrey on July 1.

The proposed \$2.8 million budget increase was a response to several issues, from increased enrollment to union contract raises to the district's biggest problem: The loss of \$3.2 million in

subsidies from the Long Island Lighting Company's abandoned nuclear plant at Shoreham.

The defeated budget would have raised taxes for a typical homeowner by \$1,118, to an annual total of \$3,430. The rate per \$100 of assessed valuation would have risen to \$81.75 from \$55.12 — still less than in most Suffolk districts.

Despite the sentiment against the budget increase, a significant tax increase is still likely, according to board members from both sides.

The board faces a choice of adopting a reduced contingency budget under state regulations or re-submitting a revised budget to the voters.

"Hopefully the board will agree to go back to the drawing board and draw up a new budget for the people," said Mrs. Hodess. "There's still going to be an increase, and probably significant, but hopefully nowhere near 48 percent."

The defeated board member, Dr. Hendrey, said: "It would not be possible to avoid a tax increase without incredibly drastic budget and program cuts."

For years, the district, which is on the north shore of Suffolk County, benefited from tens of millions of dollars in tax revenue from the power plant, which kept taxes down for everyone else and paid for extraordinary programs like sailing on the Hudson River for biology students and trips to Madrid for Spanish students. But since the power plant was shut down a decade ago, those payments have been steadily phased out, dropping by \$3.2 million a year. To compensate, the district has cut spending until its per-pupil costs and class sizes are similar to those at neighboring districts. It has also sought, unsuccessfully, to get more state aid, which is low compared with aid to other districts. ■

65. The New York Times

05/21/98Section: Circuits; Section G; Page 10, Column 5

Help From College Board

To the Editor:

I read with interest your article about SAT and ACT test-prep software ("Sugarcoated Practice for the SAT and ACT," May 7).

Though you quoted the College Board

in your piece and you mention the College Board's Web site, you didn't review the College Board's own test-prep software program, One on One With the SAT. This software is easy to navigate, has clever graphics and sound effects, but

best of all it's produced by the creators of the SAT!

JAYNE FALCONIERI

NEW YORK, May 7, 1998

The writer is a software consultant for the College Board. ■

66. Los Angeles Times

* 05/21/98; Edition: Home Edition; Section: Metro Desk; Page A-3

L.A. Teachers Group Pledges Defiance if Prop. 227 Passes

By NICK ANDERSON
TIMES STAFF WRITER

About 1,000 pro-bilingual education teachers in the Los Angeles Unified School District have signed pledges to

oppose or, if necessary, disobey Proposition 227 if the statewide initiative that would dismantle bilingual instruction is approved on June 2, a teachers group said Wednesday.

The defiant announcement by the teacher group On Campus comes as some educators across the state begin to consider strategies to resist implementing the ballot measure, which holds a wide

lead among voters in most public opinion polls.

Two school districts have asked state education regulators for waivers from the terms of Proposition 227, hoping to continue classroom teaching in two languages. Some educators point to loopholes within the initiative that would allow parents to petition once a year for waivers, under limited circumstances. Others suggest that applying for quasi-independent charter school status would be a way around an initiative that would become part of the state Education Code.

And, as frequently happens with controversial California ballot measures, there are threats of lawsuits to tie up the measure in court.

Each of those strategies faces tough obstacles. Proponents of the initiative sponsored by Silicon Valley businessman Ron K. Unz warn that it would be irresponsible for school officials to consider any action other than following the law.

But the resistance movement reflects a growing urgency among educators as they realize that an initiative mandating a radical change in California's school system may well pass—and that it would take effect a mere 60 days after the election.

One is the San Mateo-Foster City School District, which is seeking to protect bilingual programs for its limited-English students and its "two-way immersion program"—teaching two languages to English- and Spanish-speaking students. The other is Orange County's Saddleback Valley Unified School District, which also wants to protect a two-way program that serves nearly 400 students at Gates Elementary School in Lake Forest.

"We think it's a wonderful program, a parent-choice program, producing kids who are fluent in both English and Spanish," said Peter A. Hartman,

The pledge signed by the group of Los Angeles Unified teachers states, in part: "I will continue to use and/or support the use of bilingual education as one program to meet the needs of students."

That is a direct challenge to the proposition, which would require all-English or mostly English instruction throughout California public schools, with few exceptions.

"We need to take a stand on behalf not only of our students and our parents, but also on behalf of the integrity of our profession," said Steve Zimmer, who teaches English as a second language at John Marshall High School and is spokesman for the group. "We're not going to roll over."

Zimmer said opponents of Proposition 227 are by no means conceding the election. But he said that abandoning bilingual education "flies in the face of the unwritten oath of teaching, which is that when we have children in our classroom, we're going to use every resource available to help those children."

On the whole, Los Angeles teachers are sharply divided over bilingual education, a poll conducted by the teachers union found. Many of the district's 32,000 teachers are deeply committed to it. Many are just as deeply superintendent of Saddleback Valley Unified. "We think school districts should be able to offer a program like that."

As for the possibility of obtaining waivers under the initiative itself—a process outlined in the text of Proposition 227—Hartman said legal experts have advised him such an effort would be difficult.

State officials say they expect many more districts to make inquiries about waivers. The State Board of Education has the authority to grant waivers to portions of the Education Code. But the outlook for such waiver applications is

opposed. What the teachers, principals and senior administrators will do if Proposition 227 passes is critical because the 680,000-student district has more students with limited English skills—300,000—than any other school system in the state.

There are about 1.4 million students in California public schools with limited English skills; they amount to a quarter of all enrollment. Nearly one-third of those students are in formal bilingual education programs.

The Los Angeles school board is on record against the initiative. But Pat Spencer, a district spokesman, said teachers will be obligated to follow the law if the initiative passes and takes effect. The school board has not taken a vote on whether it would challenge the initiative in court.

But Sheri Annis, a spokeswoman for the pro-227 campaign, known as English for the Children, said: "Once our initiative becomes law, it would certainly be unwise for teachers to resist. Teachers should work together to make sure that the programs are successful."

Elsewhere, at least two school systems have petitioned the state for permission to avoid Proposition 227's anti-bilingual provisions if the measure passes.

not good, said education officials speaking on condition of anonymity.

The officials said it is unlikely that state board members, or any other state officials, would want to flout a ballot measure popular with voters.

Thomas A. Saenz, regional counsel for the Mexican American Legal Defense and Educational Fund, said that if the initiative succeeds, lawsuits will probably follow in federal or state courts. He said MALDEF is exploring possible legal action.

"Really, the best way to get rid of this is at the polls," Saenz said. "No one wants to concede defeat."■

67. Associated Press

05/20/98

Minority Enrollment Up at UTexas

AUSTIN, Texas (AP) - Slightly more black and Hispanic students will enter the University of Texas in the fall than enrolled last year, but the numbers have not returned to the level they were at before an anti-affirmative action law took effect.

A 1996 federal court ruling ended consideration of race in state college

admissions after four whites sued because they were denied admission to the University of Texas law school.

In fall 1996, the last year before the law went into effect, UT enrolled 266 blacks and 932 Hispanics in a freshman class of 6,430. In fall 1997, black admissions fell to 163 and Hispanic admissions dropped to 807 in a class of

6,644.

Next fall, 174 blacks and 858 Hispanics are among the 6,070 freshmen admission confirmations.

The slight increase heartened university officials and lawmakers who have worked to boost minority enrollment.

"It's encouraging to know that at least

we're headed in the right direction with this," Admissions Director Bruce Walker said.■

68. Associated Press

05-21 4:21a

Bilingual critics testify before state panel

SALEM, Ore. (AP) - Bilingual education critics have testified before the Senate Education Committee, whose chairman has expressed support for a California-style revolt in favor of English-only instruction.

Rep. Tom Hartung, D-Portland, invited the testimony Wednesday of local critics to get the ball rolling.

Bilingual education is a "national academic disgrace," said Lourdes Withem, a former teacher in Salem-Keizer schools. Immigrant children who are taught in their native tongue "are being denied access to the dominant culture and the dominant language of power," she said.

John Trujillo, principal of Kennedy Elementary School in Keizer, said Trujillo said he saw no evidence that bilingual education was working in his school. He has dismantled much of the native language support at Kennedy. Instead, he's pushing students to learn English at an earlier age.

Trujillo questioned whether state aid for non-English-speaking students is

immigrant youngsters learn English best if they're quickly placed in regular classes and not segregated with other non-English-speaking students.

"Children will learn what we teach," Trujillo said.

However, Merced Flores, an associate state school superintendent, said children learn English best if they first gain literacy in their native tongue.

"Programs like bilingual education use the native language as a vehicle to get where we need to be," Flores testified.

Supporters say immigrant children thrust into English-only classes fall behind in math and other subject areas. Educators say that leads to a high dropout rate among Hispanics and other immigrant groups.

finding its way into classrooms to serve those students.

The state of Oregon allocated an extra \$54.9 million to school districts in 1997-98 based on the number of non-English-speaking students. Under the formula, Salem-Keizer schools got an extra \$5.2 million this year.

Hartung backed away from an earlier promise to fashion a committee bill against bilingual education. However, he asked Flores to prepare a position paper on bilingual education in Oregon.

"I want to hear a report by them," Hartung said after the hearing. "If I don't like what I hear, there will be a bill."

California's Proposition 227 would require public school instruction to be conducted in English and end most bilingual education programs.

Proposition backers say the current system does a bad job of teaching English and condemns thousands of children to slipping hopelessly behind their English-schooled classmates.

The measure, on the ballot June 2, is favored to pass.

However, there is no requirement to spend all that money directly on immigrant students. In Salem-Keizer schools, only 57 percent of the extra money will be used for bilingual studies this year. The rest is used for other school programs.■

69. Associated Press

05-21 5:25a

Internet learning program connects rural students

PAONIA, Colo. (AP) - A handful of high school students who have run out of math classes will get access to more advanced lessons through the Internet and videoconferencing thanks to a \$2.7 million program that launches today.

U S West and WestCEL, the Western Slope Consortium for Excellence in Learning, have joined hands to bring the information superhighway to the gravel roads of Gunnison, Granby and 13 other rural school districts.

Also participating are the Montrose library district, Colorado Northwest Community College, Mesa State College,

Western State College, two vocational-technical centers and the Western Colorado Graduate Center.

Schools, colleges and community groups worked on the project for more than a year, said Ed VanderTook, executive director of the Northwest Colorado Board of Cooperative Educational Services, which coordinated the effort.

Eventually, VanderTook said, the group aims to connect with similar rural efforts to create a statewide learning network.

In addition to calculus for math

whizzes in Paonia, the program eventually will connect students with foreign language courses, preparation for advanced placement exams, science classes, agriculture classes and music theory.

The WestCEL network uses voice, data and video hookups between towns served by both U S West and PTL, an independent phone carrier. It's funded through a \$20 million technology grant and revolving loan program mandated in 1996 by the Colorado legislature.■

70. Associated Press

05-21 5:52a

Report: Carper scaling back key elements of school

accountability plan

WILMINGTON, Del. (AP) - Gov. Thomas Carper is scaling back his proposal that school children pass state tests to be promoted, and is rethinking his plan to reduce math, English, science and social studies class sizes, a newspaper reported today.

The proposals were key elements of Carper's plan to boost accountability in the state's public schools. Carper's proposals won President Clinton's support on May 8, when the chief executive addressed the General Assembly.

"The governor compromised and so did others," Peg Bradley, Carper's education policy adviser, told *The (Wilmington) News Journal*. "We reached consensus on most items."

Carper wanted to end "social promotion" in the third, fifth, eighth and 10th grades. To that end, he proposed in Senate Education Chairman David P. Sokola, D-North Star said the new measure gives school districts added

January to require students in those grades to pass tests in reading, and by eighth grade in math, to be promoted. He had also wanted to change the way the state funds education in an effort to reduce class sizes in the K-12 system.

Now, the Carper administration has agreed that kids should be close to passing the tests in at least two of the four grades for them to be promoted, the paper said. The governor has also narrowed the focus of his class-size reduction efforts to K-3 grades, and abandoned proposals to revamp funding for special-education programs.

"All of us have some reservations," said Suellen Skeen, superintendent of the Cape Henlopen School District and president of the Delaware Chief School Officers. "This is our next big step as a state, and we should be apprehensive about it. But it was the best thinking of all those who committed to sit around flexibility."

"The discussion was that this is the kind of thing that over the course of a

that table."

Most of the compromises were worked out by a "consensus committee" Carper formed a few months back to settle many of the sticking points between Democratic and Republican lawmakers.

"I think we have that bill about as good as we're going to get it," said Rep. Bruce C. Reynolds, R-Country Woods, chairman of the House Education Committee, and a teacher at William Penn High School. "I wanted to slow it down - and I got hammered as an obstructionist. But this is so critical. I wanted it done right - not just a quick fix or the latest fad."

The compromise bill mandates more steps for the state to take in 1999, including additional reforms of teacher accountability and school finance. School discipline will also be a top priority.

few years we could come back and refine it," Sokola said. "We're moving in the right direction."■

71. The Manchester (N.H.) Union-Leader

May 20, 1998

Senate President Questions ABC Cost, Proposed Distribution Formula

By John DiStaso

CONCORD — New Hampshire Senate President Joseph Delahanty said yesterday that Gov. Jeanne Shaheen and House Speaker Donna Sytek's \$95 million compromise ABC education funding reform plan is probably in for big changes before it emerges from the 24-member Senate. "Do I think what was sent over from the House — the Shaheen-Sytek plan — is going to fly? I guess my answer to you would be 'no,' as proposed," Delahanty told *The Union Leader*. Delahanty, R-Salem, in his first detailed interview on the compromise bill overwhelmingly passed last week by the House, said: — The state can't afford a first-year state aid hike of \$95 million. He said he is eyeing — but is not committed to — additional state aid in the \$50 million to \$60 million range. — He is unimpressed with Shaheen's proposed distribution formula, slated in the current bill to take effect in the second year of the plan. — He likes the distribution formula the state now uses, which is slated to be used for one more

Senior Political Reporter

year in the bill, because, unlike the Shaheen formula, it considers per capita income in addition to property wealth in prioritizing the school aid distribution. — He believes the bill should be sent to the state Supreme Court for a constitutional ruling, but is genuinely undecided at the moment if it should be sent in its present form or after being amended by the Senate. — He opposes any cigarette tax hike, saying it won't produce the promised revenue. — He wants to determine if the state's existing revenue structure can support a large increase in aid by tapping projected budget surpluses and with some budget cuts. Delahanty stressed that the Senate Republican position will ultimately be a consensus of views of all 15 GOP members. And he said the Senate won't be rushed into arriving at a solution by the traditional June 30 end of the session, vowing, "We're going to work all summer to make this work, if we have to." The ABC plan responds to the state Supreme Court's ruling last December

that the current system of funding education almost entirely through property taxes is unconstitutional. The court, in a 4-1 ruling, said the current system creates wide disparities in tax burden between property-rich and property-poor communities. Under a compromise announced on May 5 by Democratic Gov. Shaheen and Republican House Speaker Sytek, the state would send \$95 million more in state aid — for a total of \$161 million — to local school districts next year. That "earnest money" is intended as an interim step while a funding formula accurately reflecting the true statewide cost of an adequate education is found by a commission and debated by lawmakers next year. First-year aid would be distributed under the existing Foundation Aid formula, which uses both property wealth and per capita income in measuring a district's "tax effort" and determining how much money it receives from the state. Under the ABC bill, if the Legislature does not

change the Shaheen formula next year, her formula will go into effect by default in the second year of the plan. That formula sets a statewide adequate education tax rate, currently estimated at \$15.06 per \$1,000 of equalized assessed valuation. School districts lacking enough property wealth to fund the cost of an adequate education — now estimated at approximately \$5,100 per student — by taxing at the statewide adequacy rate would get supplementary aid from the state. Shaheen's original plan called for an increase in state aid of \$123 million. Sytek called for \$50 million, and the two compromised at \$95 million. But Delahunty said yesterday, "I personally don't like the amount of money involved in the agreement in the first year. I think it is more than we can afford. I'm not saying it is too much. I'm saying it is more than we can afford." He said the current formula "is not a bad approach" because of the income component. "It's possible to take a look at that to get a jump start, using the basic principles but maybe reducing the costs — if it can be done. How much? Delahunty said, "I have a range in mind that I liked when the speaker and I initially talked, and she was talking \$50 million to \$60 million." He said that in a conversation with Shaheen, "I sort of indicated that perhaps we might take a look at \$50 million or \$60 million. My hope was that it could be obtained

through budget cuts or surplus or a combination of both." "I don't even know if that's realistic right now," he said. "I have to have more detailed reports than I have now, but it's a big improvement over what's (being proposed). If it came out of budget cuts and surplus, it's something that I would be willing to look at. But I'm not sure I'd get the full support of the Senate for that." "The governor's intention was to get it through a cigarette tax," he said, "and she was not too favorable on using the surplus and budget cuts." Since January, Shaheen has been pushing for a 23-cent-a-pack hike in the state's cigarette tax, from the current 37 cents to 60 cents — to raise \$43 million a year. That figure was not a part of Shaheen's compromise with Sytek, who wants a cigarette tax of 12 to 14 cents — to raise \$27.5 million a year. Delahunty, who had a major role last year in cutting Shaheen's 25-cent-a-pack tax hike proposal to 12 cents, said: "I'm not certain that any kind of a cigarette tax can fly in the Senate. I haven't polled the members on that basis yet — just a few. I have some doubts, but the votes may be there." Delahunty believes any further increase will decrease sales as well as state revenue. And, he said, if Congress passes a federal cigarette tax hike of \$1.50, as proposed, "I go back and ask, 'Is the money stable or unstable?' And if you apply \$1.25 to \$1.50 on a federal

basis, and you ask us to come back with another 25 cents or 23 cents, I don't think you're going to realize the revenue you're getting now from the cigarette tax, let alone any increase." "So on that basis, I couldn't support it," he said. Without the federal hike, "It's the same thing — I don't think it's going to give you the anticipated revenue. I don't think that is a consistent and stable source of revenue."

Delahunty said sending the plan to the court "is not a delaying tactic," as ABC supporters have alleged. "But we do not have the right to spend money that we don't have. That money is not there." Projected surpluses currently range from \$50 million to \$60 million. Delahunty also said the commission proposed to find an adequate education cost is most likely to end up with five Democrats and four Republicans. He said that may be changed to favor Republicans. He said the plan should be sent to the court for a ruling on constitutionality, but he is undecided on whether a ruling should be obtained before or after Senate amendments are adopted. He said the bill has been assigned to the Senate Education Committee but he is not yet sure whether it also will be sent to the Senate Finance Committee. A House-Senate conference committee would hammer out any differences in the House and Senate versions and the governor holds veto power. ■

72. The Dallas Morning News

May 20, 1998

DISD to retain Hughey in top post **3 trustees fault way contract extended**

By Nora Lopez
The Dallas Morning News

James Hughey will continue for another year as the Dallas school district's top official as trustees continue to search for a more permanent replacement.

Dr. Hughey, the district's acting superintendent since September, will get a new title and a salary boost — his second in less than six months — after a vote Tuesday by trustees. His contract as general superintendent runs through August 31, 1999.

Details of the contract had not been settled, but in approving his appointment, Dallas Independent School District trustees noted that his salary would not exceed \$150,000. In October, trustees voted to raise Dr. Hughey's salary from

\$90,000 a year to his current annual pay of \$130,000.

A 40-year veteran of the Dallas school district, Dr. Hughey was named to the post on a 5-3 vote after a heated debate over the process in which he was selected.

Trustees Jose Plata, Kathleen Leos and Don Venable voted against naming him general superintendent, saying there was not enough public discussion on the matter.

But a majority of the trustees credited Dr. Hughey, 65, with bringing stability to a school district reeling from a year of financial scandals involving its former superintendent and chief financial officer.

They said that naming him to the post for another year would allow them to

conduct a more careful search for his replacement.

Dr. Hughey said he was eager to continue working with the school board to restore integrity to the district.

"I am pleased that board members have placed their trust in me throughout the next school year," he said. "My mission since taking this position has been to restore public confidence in our school district, and I believe we're moving in the right direction."

Board President Hollis Brashear said it was important to make Dr. Hughey's post more permanent, even as the board continues to discuss a national superintendent's search.

Dr. Hughey has agreed to step aside if the board finds a replacement before his

one-year contract is up and to assist in the transition.

"We want the teachers, the community and the bond-rating agencies to know that he will be here through the end of the next school year," Mr. Brashear said. "He has restored credibility and stability to this district, and we need to let him know we stand behind him."

Moody's Investors Service, a New York bond rating agency, recently gave the school system a "negative outlook" for future bond ratings, citing, among other things, the lack of a permanent superintendent and chief financial officer. Lower ratings mean higher interest rates when a school district borrows money.

Dr. Hughey said that he was "Until today, I hadn't seen anything," Mr. Plata said.

Holding up a blank piece of paper that read "Place Holder," he added: "This document is all I've seen. I feel like I am living old history in terms of how the agenda is put together. Today is the epitome of thwarting the public process."

Ms. Leos accused Mr. Brashear and trustee John Dodd, both of whom

disappointed he did not get the full backing of the board but that it would not stop him from doing the best job possible.

"I love this board of education," Dr. Hughey said. "They are good people who have devoted a lot of time and energy on behalf of students, even the ones that didn't support me. Whatever reasons they have, I still respect them."

Ms. Leos and Mr. Plata said they were angry that neither the full board nor the public received adequate notice that trustees would vote on the superintendency Tuesday. Dr. Hughey's contract and the search for a superintendent were listed as items for discussion at a committee meeting that apparently wrote the document approving Dr. Hughey's hiring, of pushing through the appointment.

"They railroaded through a contract for a general superintendent that followed no process, no search, no notification to the public," she said. "Some of us came into this meeting with no contract, no information other than this place holder. You cannot expect to restore integrity to

was supposed to have been conducted before the board meeting.

But board members did not discuss either issue in open session, as had been posted. They did, however, discuss Dr. Hughey's contract in a 1 1/2-hour closed session just before voting on the issue.

Ms. Leos and Mr. Plata, the board's first vice president, also expressed frustration that they did not have an opportunity to review the terms of Dr. Hughey's appointment until just before the 3 p.m. meeting. The board members generally receive information packets a week before their meetings that includes copies of all documents, such as contracts, for their consideration.

a district that does not follow its own practices and procedures."

Mr. Brashear and Mr. Dodd denied that they tried to exclude any trustees from the discussion.

"I tried to contact you yesterday, but your voice mail was full," Mr. Dodd told Ms. Leos during the meeting. After the meeting, Mr. Dodd said he discussed the matter with every trustee. ■

73. Los Angeles Times

May 20, 1998

Council Takes Position Against Prop. 227 on Bilingual Education

The Los Angeles City Council went on record Tuesday opposing Prop. 227, the June ballot initiative that would ban bilingual education in California schools.

After an hour of discussion, council members voted to oppose the proposition, sponsored by Silicon Valley millionaire Ron Unz; Councilman Hal Bernson cast the sole dissenting vote.

Although supporters believe that

bilingual classes harm children's potential for success, several council members said the initiative would have the same effect.

"This says there is virtually only one way that bilingual education can be taught —legally," said Councilwoman Jackie Goldberg, a former schoolteacher. "Now that, my friends, is insanity

If you only have one tool in your tool box, there are very few things that you

can fix. If you have only one method to teach English . . . you know that a great many children are going to fail."

A score of Proposition 227 opponents attended the council meeting, including many Latino parents and their children. Several speakers told the council they want to continue having a choice of bilingual education for their children. ■

74. Los Angeles Times

May 20, 1998

Teachers Seek Extra Pay Based on Class Size

By SUSAN DEEMER

Upper elementary grade teachers at Saddleback Valley Unified School District are throwing an unusual demand on the contract negotiating table: They want \$500 per student annually when their classrooms grow above 33 students.

Teachers in grades four through six contend the \$500 payment would provide the district incentive to prevent

overcrowding.

The teachers said they deal with nearly double the number of students as their counterparts in primary grades, where class sizes are limited to 20 pupils under state reduction programs.

"At the fourth through sixth grade level, there is no real strict control on how large class sizes can get," Saddleback Valley Education Assn.

President George Anderson said.

"There is no penalty if the district exceeds that average."

Teachers in the upper grades also think they should receive more pay for handling larger classes, Anderson said.

District Supt. Peter A. Hartman said he can understand the feelings of the teachers, but he believes a stipend would not solve the problem and would create

financial difficulties.

"Are we going to start paying [stipends] at all grade levels?" Hartman asked.

"Should special education teachers with 12 kids get half the salary?"

The district has tried other things to

help teachers with larger classrooms, Hartman said, including extra relief time and help from aides.

Negotiations between the 1,500-member teacher association and the district began last week.

The teachers' contract ends June 30.

The association is asking for a one-year contract, but the district is arguing for a three-year agreement.

The union also is seeking increases in the number of sick days allotted and other benefit changes. ■

75. Milwaukee Journal Sentinel

May 20, 1998

Assembly offers new MPS plan

In 3rd proposal, GOP wants panel whose ideas would go to referendum

By Dan Bice
of the Journal Sentinel staff

Madison — In the latest plan by state officials to save Milwaukee Public Schools, Assembly Republicans agreed Tuesday to set up a nine-member commission that would come up with reforms for MPS by December.

The commission's proposal would be put up for an advisory vote by Milwaukee residents on the April 1999 ballot. It would then be up to the Legislature and School Board to approve the changes recommended by the voters.

The commission would include four legislative leaders, the mayor, a School Board member and three Milwaukee residents selected by the governor.

Speaker Scott Jensen (R-Town of Brookfield) said he expected his chamber to approve the plan. The Assembly was still debating the bill late Tuesday. If approved by the Assembly, the proposal would then need to go back to the Senate for a vote.

"This is a superior proposal that strengthens local control of the Milwaukee Public Schools while promoting serious reform," Jensen said.

But Democrats called it a cynical proposal that Assembly leaders know has no chance of winning support in the Senate.

"Scott (Jensen) wants that bill to die in the Senate, not the Assembly. That's Scott's major goal right now," said Rep. Shirley Krug (D-Milwaukee). "He doesn't want to have the responsibility for saying, 'I killed MPS education reform.'"

"This isn't even good sideshow at the circus," said Minority Leader Walter Kunicki (D-Milwaukee), referring to the numerous MPS reform plans recently developed by Republicans.

Not included in the plan are the local reform councils proposed to run failing Milwaukee schools. Gov. Tommy Thompson and Senate Republicans came

up with that idea last week after GOP support for Thompson's original plan collapsed.

Also deleted from the Assembly GOP proposal would be \$6 million that senators had set aside for summer school, after-school programs and programs aimed at boosting attendance.

The Assembly plan would allow the School Board to reorganize failing schools and reassign the staff, without regard to seniority, and to convert private schools into charter schools, which are public schools independent of the district. None of these actions would be subject to negotiation with the union.

Assembly Republicans came up with this plan, the third major one developed in recent weeks, after they were unable to muster the votes for the MPS reform plan adopted by the Senate earlier this week. Many Assembly Republicans objected to giving \$6 million of extra aid to MPS.

The new plan was released after Assembly Republicans emerged from private discussions about Milwaukee schools. Democrats complained that the public was not consulted.

"You've crafted something that you say is good for my city, for my children, in the place where I live, and no one has had an opportunity to have any input into that," said Rep. Johnnie Morris-Tatum (D-Milwaukee). "That is not the process of government I was taught to believe that this body represented."

But on a 47-42 vote, the Republican majority was able to turn back an attempt to return the bill to committee, a move that would have essentially killed the measure.

Sen. Alberta Darling (R-River Hills), who had played a central role in creating the earlier Senate plan, stopped short of blasting the Assembly measure.

"I am concerned (the bill) won't invest in summer school or after-school programs," which she said would

increase students' school performance.

But, she added, "If this the best we can get, that's what we'll have to go with."

Asked whether she thought it would pass the Senate, she answered, "I honestly don't know."

"I like the idea that the bill is not dead and that we're still talking about it. It's important to have high expectations and high accountability," she said.

The latest proposal caps a tumultuous two weeks for Thompson's plan to reform MPS.

During his State of the State address in January, Thompson threatened a takeover of MPS if it failed to meet state-mandated goals for test scores and for graduation, attendance and dropout rates in two years.

Under Thompson's original plan, the elected School Board could have been replaced by a three-member commission, appointed by the governor, mayor and state school superintendent.

But some Senate Republicans balked at the proposal, saying it violated the principle of local control of schools.

Many Milwaukee-area leaders complained that they were not included when the plan was developed. Some black leaders called the proposal racist.

Last week, Senate Republicans came up with a plan that would required schools to be evaluated by Dec. 15 in such areas as test scores, grade point average and truancy.

Schools that failed to meet specified targets would be turned over to five-member councils made up of two parents, a teacher, a mayoral appointee and a School Board appointee. The councils would have had the authority to reassign staff, set the curriculum and set the budget for a school.

Councils would have remained in place for at least four years.

Spokesmen for Thompson and Mayor John Norquist did not want to comment

76. Riverside Press-Enterprise

05/19/98Section: LOCAL; Page B01

Class-size reduction has limits

Beaumont district plans to post signs announcing the crunch. Newcomers will be sent to Chavez.

By Amita Sharma
The Press-Enterprise

The Beaumont Unified School District is about to do something it has never done before.

School officials plan to post signs next week at three elementary schools, Wellwood, Palm and Summit, indicating that the campuses are at or near capacity for enrollment next fall. Both Wellwood and Palm are within 10 to 20 seats of filling up. Wellwood is a kindergarten and first-grade school. Palm offers second- and third-grade classes.

Any newcomers will have no choice but to go to Chavez Elementary School, the district's only elementary school on a year-round schedule and the only elementary school with kindergarten through sixth grades. A traditional schedule that runs September to June will be added in the fall for pupils in kindergarten through fourth grade.

The 3,600-student district is running

out of seats for elementary school children because of class-size reduction. Since 1996, Beaumont Unified has trimmed classes in the first, second and third grades to 20 pupils per teacher under the statewide class-size reduction program. It has added 20 portable buildings and as many teachers to accommodate the program, according to Deputy Superintendent Robert Guillen.

Fewer seats also are expected at Summit Elementary School, which has a fourth- through sixth-grade program. The district is trying to reduce the size of Summit classes to an average of 32 pupils. Currently, the ratio of pupils to teachers is 34 to 1, though some classes can have as many as 36 pupils.

In anticipation of seat shortages, the district halted all transfers among elementary schools within the district and outside Beaumont Unified on May 12.

The decision to halt transfers effectively ends the district's

long-standing policy of allowing pupils to choose which school they attend.

"I think it will be a significant change for our school culture in this community," Superintendent John Wood said.

Class-size reduction has had a bigger impact on Beaumont Unified because the district's elementary schools are on tinier plots so there is less space to accommodate portable classrooms. The average-sized elementary school sits on 10 acres. Wellwood is on almost three acres, Palm is on five acres and Summit is on four acres.

Though all three campuses offer classes for two to three grades, Guillen said their population is almost as high as the enrollment at a regular kindergarten through sixth-grade school.

Plans are under way to reduce class sizes in the kindergarten next fall.

77. Manchester (N.H.) Leader

May 21, 1998

House Rejects School Choice, Amendment Vote

By John Toole

CONCORD — The House yesterday turned down a pilot school choice program, but on a 212-107 vote backed more study of the vouchers proposal. In other education-related action, the House:

— Killed bills defining educational adequacy and letting school districts set local education standards.

— Rejected a proposed constitutional amendment requiring courts to "respect local control of education" and allowing municipal boards to fund education through "taxes that are reasonable and proportional." — Approved a study of greater autonomy for the technical college system.

— Backed a bill allowing school boards to release first-year, probationary teachers without giving a reason for non-renewal. In favoring study for the school choice plan,

State House Bureau

set out in Senate Bill 456, House critics claimed questions and concerns remain over who would get vouchers and how they would be used. But Rep. Phil Weber, R-Grafton, argued that the pilot program would apply to a maximum of five districts and then only if two-thirds of voters approve. "I think they ought to be given a shot," Weber said. Rep. Marie Rabideau, R-Plaistow, saw no confusion in the proposal, with sponsors leaving decisions up to local districts. "Let New Hampshire ingenuity and innovation show us what it can," Rabideau said. On a 227-80 vote, the House rejected the proposed constitutional amendment, CACR 49. The prime sponsor, Rep. John Alger, R-Rumney, said it would recognize "parental obligation and responsibility." But Rep. Jane O'Hearn,

R-Nashua, countered that parental duties are "not to be legislated by us." The House killed House Bill 1660, defining educational adequacy, because of the House-passed compromise on the governor's Advancing Better Classrooms Plan, which already covers the issue. Alger's HB 1678, letting local school districts set their own educational standards, also died, despite his argument that the bill would provide "true local control." The House passed SB 301, which defines first-year teachers as an "employee at will" and which will not require school districts to provide a reason to a probationary teacher for non-renewal. Unchanged are the rights of experienced teachers to notification, hearings and grievance procedures. SB 503, passed by the House, provides for

78. The Detroit News

05/18/98; Edition: Final; Section: Special; Page E1

What's too sexy for your school?

Tubes and tanks are out and so are short-shorts as the temps heat up

By Ruby L. Bailey / The Detroit News

OK, the heat rays are pumpin' and you've inspected your summer gear to make sure it passes the cool test. But does it pass the school test?

Not sure? Try this: Put on your favorite pair of shorts. Now, stand up straight and dangle your arms at your sides. Are your shorts at least as long as your middle finger?

If they are, proceed to school. No? Don't even think about it.

Those are the rules at Larson Middle School in Troy.

The school joins most districts with a list of summer no-no's for the classroom, no matter how hot it gets.

"We just try to have students dressed for school or business, not like they're going to the beach," says Larson Principal Dennis Seppanen. Skin... the administration knows you have it. They just don't want you to show it.

So bare your midriff and you'll be asked to cover it up or take it home.

And make sure the shorts hit your knees and your shirts have sleeves, says Roscoe McKnight, principal of Munger Middle School in Southwest Detroit.

With jerseys and sleeveless tank tops, "you're able to see underwear," says McKnight.

"You don't want to get into that," he says.

Munger student Natasha Bitz, 14, says she doesn't mind sweating out the school's policy.

If the girls were to expose arms and legs, "boys wouldn't pay attention to the school work."

"They'd be too busy looking at the girls and getting distracted," she says.

Oh, sure, blame it on the guys, says Beaubien Middle School student John Culler.

"It's girls who stare at us guys," wearing summer's skin-baring clothes, he says.

"They do it all the time at the park," says the 13-year-old Detroit. "They'd fall all over themselves at school if we wore shorts and stuff."

Of course, the tempting prospect of girls tripping over themselves to get a look at him makes Culler cast his vote in favor of shorts and tank tops at school.

"There's nothing wrong with girls looking at boys," he says. "I don't mind."

Munger eighth-grader John Curylo isn't looking forward to sweating out the school's policy. Like many schools, Munger doesn't have air conditioning.

"I don't think they should wear stuff that is too short, but they should be able to wear stuff that'll keep you cool," says Curylo. "What's (wrong with) sleeveless shirts? You're not going to see that much. But they could keep you from sweating to death."

Skin isn't in

This is what happens when you dare to bare it at school, according to school administrators:

An administrator or teacher spots you in the offending article of clothing, or you're ratted out by a fellow classmate.

If the offending article is a shirt, you'll be asked to cover up with jacket.

If you don't have a jacket — or if you are wearing shorts, a skirt or jeans with rips in the wrong places — you'll be set to the office to call a parent (gulp) who will have to bring you something to wear.

You sit in the office until parent arrives (gulp, again).

— Ruby L. Bailey ■

INTERNATIONAL

79. Financial Times

05/21/98; Edition: USA Edition; Section: BRITAIN; Page 10

London's colleges seek more overseas students

By Simon Targett
Education Correspondent

London's elite "ivy league" universities yesterday launched a joint marketing venture with other colleges in the capital to boost the city's share of the international market for students from outside the UK and the domestic market for research contracts.

The London School of Economics and New research published by the group shows that London attracts 45,000 overseas students — 15 per cent of London's student body and around 20 per cent of all the UK's students from other

King's College London — in the top 10 of the Financial Times's survey of Britain's best universities — have set up a promotional body with 14 other institutions including the "new" universities of East London, Greenwich and Westminster.

The initiative, which is backed by business, signals a new spirit of collaboration after years of rivalry. The countries. There are plans to boost the number of students taking masters' and doctoral degrees especially in core specialities such as law, economics, social and political science, and

new body. Learning in London, is to run under the auspices of London First, the business campaign group which boasts 300 corporate members including Barclays Bank, British Airways, British Telecommunications and Ernst & Young. The work of the group has taken on a new urgency following the Asian financial crisis, which is expected to hit student recruitment this year. engineering and technology.

John Edmundson, director of the marketing group, said the role of the LSE and the old university colleges was crucial, giving the project

"respectability".

Frank Gould, vice-chancellor of the University of East London, said an earlier attempt to link up, when vice-chancellors met once a term to discuss common problems, "got nowhere". He said the

new venture showed London's need to market itself as it faced growing competition from big European and US cities.

The marketing group has still to persuade Imperial College and University

College, London's two largest institutions, to sign. Mr Edmundson said they were hesitating because they felt "less universities of London and more universities who happen to be in London". ■

COMMENTARY

80. Houston Chronicle

May 21, 1998

Time to give single-sex education a chance

By SUSAN ESTRICH

YOU would think Kay Bailey Hutchison, the Republican senator from Texas, had proposed that women be sent back to the kitchen, barefoot and pregnant. Sen. Ted Kennedy, D-Mass., warned of the "sinister" implications of her amendment. Sen. Carol Moseley-Braun, D-Ill., warned that "the discrimination that is possible by this legislation for girls is too frightening to support." The month before, the American Association of University Women literally tanked its own study lest it be supportive of efforts like Hutchison's.

What is so sinister and frightening about allowing public schools an option to provide single-sex classrooms and schools, provided there are comparable opportunities for both sexes?

That is what Hutchison proposed last month, and while her amendment passed the Senate, it is a long way from becoming law. A similar amendment championed by former Sen. John Danforth, R-Mo., in 1994 never made it to the statute books, even though it was loaded with qualifications and limitations. Its defeat was due in large part to the oppositions of liberals and feminists, which is particularly ironic given the benefits of single-sex education for girls.

Without boys in the classroom, researchers have found, girls speak up more, take more science and math, end up getting more Ph.D.s, and serve on

Single-sex education is certainly not the answer for everyone. The thrust of the AAUW study was that co-ed schools need to be fixed, and they certainly do. But if school districts want to offer

more corporate boards. While the benefits of single-sex education for boys have been less well-documented, there is at least anecdotal evidence that boys' schools in the inner cities, where discipline is stressed and positive male role models emphasized, may result in lower dropout rates and higher test scores.

At the Young Women's Leadership School in East Harlem, founded last year and still facing a lawsuit over its legality, the daily attendance rate averages 92 percent, and 90 percent of the students score at or above grade level in math, compared to 50 percent citywide. Seventh-grade boys who attended Malcolm X Academy in Detroit had the highest math scores in the city and the second highest in the state. According to one study, African-American and Hispanic students in single-sex schools outperform their co-ed peers by almost a grade level.

Nor does last March's much ballyhooed study by the American Association of University Women prove otherwise. An earlier AAUW study had found that girls in co-ed classrooms tend to speak up less and be called on less often by teachers, even women teachers, and thus seemed to support the case for experimentation with single-gender classes.

The most recent study was advertised as proving just the opposite, that single-sex education doesn't produce measurable benefits; at least that is what single-sex programs, and parents want to choose them, and girls and boys want to attend them, then they should have that right.

Feminists and liberals do not serve the

the press release said. But on closer examination, the researchers found no such thing, concluding that it was impossible to generalize about single-sex programs and that the data was insufficient to make any final conclusions. Moreover, the report found that while academic benefits had not yet been established to their satisfaction, there was no question that single-sex education reduces drop-out rates and pregnancy rates.

"We have been down the road of separate but equal and unequal in this country," said Braun. "We don't have to learn in this country that, when you have either minorities in separate facilities or women in separate facilities, it is second-level education or treatment."

The opposition to single-sex education is based in the suspicion that any separation will work to the disadvantage of women, that the system cannot be trusted to protect women and that women lack the power in the political process to protect themselves. Yet if there is one area in American life today where women do have power, it is electoral politics, where women are 51 percent of the vote.

If there is one area where women are overrepresented, it is in public-school education. And if that weren't enough, the courts will strike down any single-sex program that provides advantages to boys that are not available to girls, as Virginia last year was found by the Supreme Court to have done in the case of the Virginia Military Institute.

interest of girls and boys, particularly in the inner cities, by denying that anything has changed. ■

81. The New York Times

05/21/98Section: Editorial Desk; Section A; Page 32, Column 4

Best Way to Teach Arts

To the Editor:

Re your May 18 editorial on New York City Arts Education Week: Before decentralization, the city's public schools administration put forth a well-financed mandate for music education in junior high schools. From 1957 to 1975, the city's public schools offered up to 10,000 seventh graders a year a three-year program of formal music study, taught by

highly qualified teachers. Since then, budgetary competition among various organizations from the city's arts establishment has caused a shift away from in-school instruction toward expensive "show and tell" packages presented by outside agencies.

Hauling groups of children to performances or galleries does not teach them how to evoke a nice musical

passage or how to do a drawing in perspective. Such outside experiences are at best supplements to proper instruction.

HERBERT S. GARDNER

Bronx, May 19, 1998

The writer was director of music in the New York City public school system, 1982-89. ■

82. The New York Times

05/21/98Section: Editorial Desk; Section A; Page 33, Column 1

Hope And Education

By Frank McCourt

In 1953, someone took a chance on me. I wanted to go to college, but I had nothing to offer but the G.I. Bill. I had no high school education, never mind a diploma. But someone at New York University admitted me on probation: if I maintained a B average for the year, I would be allowed to matriculate.

I was lucky I had that chance. I wouldn't even have dreamed of applying to City College. It required a high school diploma with an 85 average. I was told to forget about it, that I'd have to go to evening high school for six years just to enter college. Even with today's open admissions policy — which requires a high school diploma with an 80 average or graduation in the top half of the class — I would have been excluded.

TD Instead, I graduated from N.Y.U. in four years and became a teacher of English at various high schools in the city: McKee Vocational and Technical High School, Fashion Industries High School, Seward Park High School, Stuyvesant High School.

Along the way, I also taught at Washington Irving Evening High School and New York Community College in Brooklyn, now known as New York

I know from experience as student and teacher that New York can be the city of hope. Meddle with that hope and you

Technical College. In both places, the students were older — that is, in their 20's and beyond — working, raising families, moving on.

At New York Community College the students benefited from an open admissions policy, the most compassionate and fruitful policy I encountered in 30 years of teaching.

I wanted to bless those who instituted the open admissions policy that allowed hundreds in the door, people who might otherwise have stayed at home watching television for the rest of their lives. I saw men and women come to those classes feeling exalted. They never dreamed they'd be in college. There were para-professionals who were determined to get through in four years and become teachers, nurses, legal workers.

If some fell by the wayside it was because they felt inadequately prepared for college work — and that was unfortunate. A more rigorous remedial program — the kind of classes Mayor Rudolph Giuliani and Gov. George Pataki are trying to cut back — could have helped them by reassuring them, by helping them develop a sense of dignity.

This is a rich city. We're doing very nicely, thank you. We've had open damage countless lives, not only the students but also their families and their communities.

admissions to our City University for nearly four decades, and we can afford to subsidize it for decades more.

All the studies in the world will never be able to measure the benefits of open admission. Mature men and women who had given up on education are now sitting in college classrooms. They go home and tell their children, "I'm in college and I want you to turn off that TV and do your homework." Open admissions and the remedial classes that allow students to continue attending college affect not only the individual but also the family and the entire community. Once they are in college, we must keep them there.

Ask any CUNY teacher. He might throw up his hands over how ill-prepared some students are, but who can deny that the college experience in itself is a form of education, that merely sitting in a classroom listening to a professor is an exercise in dignity?

Ask the teachers — for a change. They're on the front lines. Forget the bureaucrats and politicians and statisticians. Ask the teachers. They know the daily drama of the classroom, a drama beyond measurement.

Let the Big Apple have a big heart.

■

83. The New York Times

05/21/98Section: Editorial Desk; Section A; Page 32, Column 6

Community College Role

To the Editor:

Re "Remedial Lessons for CUNY" (Op-Ed, May 18): Like John Patrick Diggins, I attended City College of San

Francisco, a community college, before enrolling at the University of California at Berkeley. Had Berkeley accepted me with my dismal high school grades, there

was no way I would have succeeded. Going to community college after working for three years after high school gave me the basics I had ignored as I

stared out the window at Galileo High School. These basics were essential to my

success at Berkeley and later at the Massachusetts Institute of Technology.

ROBIN HANSEN
Prescott, Ariz., May 18, 1998■

84. The New York Times

05/21/98Section: Editorial Desk; Section A; Page 32, Column 6

Remediation Is No Cure

To the Editor:

Re "Remedial Lessons for CUNY" (Op-Ed, May 18): The basic assumption of remediation is that passing the buck from a secondary to a post-secondary institution is a sound policy. Remediation is, by definition, the process of

remediating — correcting or counteracting a prior event or condition. Remediation anywhere is the wrong cure for the epidemic sweeping public education.

The problem is that the standards in public education today are so low that the tasks of teaching reading and writing are

passed on to the next link in the educational pipeline. The correct solution is a preventive measure: Raise the standards in pre-college education.

NORMAN F. NESS
Newark, Del., May 19, 1998■

85. The New York Times

05/21/98Section: Editorial Desk; Section A; Page 32, Column 6

A California Model

To the Editor:

John Patrick Diggins (Op-Ed, May 18) recalls how attending community college helped him, but he neglects to mention the programs that bridged the curriculums of many California community colleges with the University of California system.

Students graduating from many community colleges who maintained a grade point average of 3.0 could be automatically admitted to one of the system's four-year colleges. Community college courses used the same textbooks and covered the same material as the colleges in the University of California

system. Any remedial courses would have been completed before the student transferred.

The City University of New York should follow the California example.

ALFRED LEVINSON
Metuchen, N.J., May 18, 1998■

86. The New York Times

05/21/98Section: Editorial Desk; Section A; Page 32, Column 6

Classmates Suffer

To the Editor:

I agree with John Patrick Diggins that "four-year colleges are not the best place for remedial work" (Op-Ed, May 18). Moreover, other students suffer when their classmates are not at the same level.

Much of a college education comes

through discourse with other students in the classroom, through campus activities and social interaction.

Mr. Diggins says many faculty at the City University of New York contend that "social problems" can be solved on the college campus. That's not why I

went to college. I went to college for an education; I came out better equipped to deal with social problems.

A. B. SEGAL
Philadelphia, May 18, 1998■

87. Los Angeles Times

* 05/21/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-8

Bilingual Education

I am an elementary school substitute teacher in Los Angeles, and get to visit many bilingual classrooms. I would love to take readers with me to see for themselves the high level of enthusiasm of these kids as they learn in their mother tongue, while gradually gaining fluency in English.

I would like them to witness the skill and dedication of most bilingual teachers. I would like them to see for themselves the high level of discipline and motivation in a typical "transition class"

that is now using English almost as well as I was at that age. Especially, I would like them to feel the vibrancy, joy and diversity of the atmosphere on these campuses.

Perhaps they also would find that bilingual education is a fantastic methodology and ought to be only improved upon and expanded.

LAWRENCE HUFF
Los Angeles

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While I appreciate the magnificent

drafting skills of your editorial cartoonist, Michael Ramirez—and he is one of the best—I often find myself taking offense at his bullying, negative attitude. Picturing our hard-working bilingual educators as chihuahuas who'll be needing jobs at a fast-food joint is degrading, irresponsible and mean-spirited (May 15).

Wake up, California—we are already the multicultural center of the world. We should start behaving like it. Please show a little restraint, Mr. Ramirez. A little

fairness from The Times wouldn't hurt, either.

J. ANTHONY CRUZ
Los Angeles■

88. The Wall Street Journal

05/21/98

Gay Sex Abounds — Why Not Study It?

Never mind that Roger Kimball misquoted me; I suppose his point is that discussion of (gay) sex has no place in a university ("What Next, a Doctorate of Depravity?" editorial page, May 5). Sloppy reporting aside, we do have a real disagreement. From my vantage point in Canada, it seems that American culture is all about sex — from advertising to popular culture to politics. In studying contemporary society, isn't it therefore fitting that academics would both reflect and study this preoccupation?

Mr. Kimball frames the NYU queer

As at any academic conference, some papers at "Queer Publics, Queer Privates" were more rigorous than others. Some were entertaining and engaging, others seemed stodgy or pretentious. Some ran

studies conference as a carnival of depravity. He seems to prefer ridicule to thoughtful criticism. Why otherwise might he "forget" law professor Kendall Thomas's substantial consideration of sexual harassment laws, or Licia Fiol-Matta's close reading of the figure of the mestizo in the writing and political thinking of the influential Chilean writer Gabriela Mistral? Why would he quote Dana Takagi's title, "Queer Politics as Vocation: Sexuality and the 'package deal' of Multiculturalism," but neglect to inform the reader that Dr. Takagi drew on old steam, others opened intellectual doors. The value of such an event is that scholarship is put to the test of intellectual scrutiny. With his caricatured and selective reporting of this conference,

her experience as a race-relations expert in sociology to map tensions between personal commitment and academic scholarship, a long-standing dilemma especially for academics from minoritized communities? And why else would Mr. Kimball decontextualize Ruby Rich's observations on the changing responses of her students, citing only the words "extreme sadomasochism," but fail to indicate that the work in question is a widely-discussed American feature film — Sheila McLaughlin's "She Must Be Seeing Things" (1987).

Mr. Kimball clearly mistrusts this well-respected academic process.

Richard Fung
Toronto■

89. The Washington Times

05/20/98; Edition: 2; Section: A; COMMENTARY; EDITORIALS; LETTERS; Page A24

When affirmative action comes home to roost

Armstrong Williams
("Nondiscrimination vs. racism," Commentary, May 15) struck a responsive cord with this reader when he asked, "If now isn't a good time, Mr. Watts, when?"

Mr. Williams was asking Rep. J.C. Watts of Oklahoma why Mr. Watts thinks it's not time to end affirmative action in college admissions. Mr. Armstrong is convinced that the current practice hurts

many people it is supposed to help. Mr. Watts, the only black Republican in Congress, decided in the 11th hour to oppose the Riggs amendment, which would have ended racial preferences in college admissions.

A real-life experience convinced me that Mr. Williams is right. Our family doctor retired recently and, looking for a replacement, we found ourselves unwillingly concerned about the race of

our next family doctor as a means of assessing his or her medical proficiency. The current use of affirmative action led us to lean toward a young white male of any nationality or an older black doctor of either sex. Either choice offers a doctor who has earned his or her degree on merit. Any other choice might result in our selecting an incompetent doctor.

ALI F. SEVIN
Fort Washington■

90. The Washington Times

05/20/98; Edition: 2; Section: A; COMMENTARY; OP-ED; Page A25

Teachers are warming to the idea of choice

By Deroy Murdock

If you ask those involved, school choice works. Sixty-three percent of parents with children in Cleveland's voucher program, for instance, are "very satisfied" with the academic quality of their kids' private schools, according to a 1997 Harvard survey. Students seem happy, too. The Edison Project - a company that manages public and charter schools - sees its pupil attendance at 94 percent and turnover below 10 percent, levels better

than at most public campuses.

But what about teachers? Evidence grows that those in America's choice schools enjoy their jobs and prefer such schools to public campuses. For reformers, these teachers seem like natural allies in the struggle against the unions, bureaucrats and politicians who impede school choice.

TD Charter school teachers seem especially content. Last year, the Hudson Institute surveyed 521 teachers at 36

charter schools. Among its findings: 93.2 percent of those surveyed were "very satisfied" or "somewhat satisfied" with their schools' educational philosophies. 94.4 percent are similarly pleased with their fellow teachers.

Many teachers also have voted on school choice with their children's feet. 18.9 percent of Los Angeles public school teachers send their children to private schools, for example. This also occurs in major cities with chaotic

schools such as New York, (21.4 percent), Boston (24.4 percent) and Miami (35.4 percent). Only 13.1 percent of the general public has children in private classrooms.

Compensation quickly enters any story on teachers and school choice. But despite the claims of teachers' unions, higher pay doesn't always produce broader smiles.

"Despite making 52 percent more money on average than their counterparts in private schools, public school teachers are only one-third as likely to be highly satisfied in their profession," says Paul Steidler of the Alexis de Tocqueville Institution in Arlington, Virginia. According to a July 1996 **Education Department** report, 36.2 percent of

Miss Foster also sees fewer discipline headaches. "With small class size, there's less time off-task and less opportunities for things to happen," she says. "I'm not saying the children are perfect in every way, but it's a lot easier to handle things."

Miss Foster says the school has experienced growing pains as teachers and an "extremely supportive" administration incorporated planning time into teachers' schedules and decided which faculty members would handle cafeteria duty. Nonetheless, Miss Foster calls her time at three-year-old Community Day "a really positive experience. It's great to work where everyone is motivated, the teachers, the parents and the children themselves."

private school teachers were "highly satisfied" at work while only 11.2 percent of public school teachers could say so.

School reform also could improve teachers incomes. "Were government schools to become as efficient as private schools, teacher pay could increase substantially," Mr. Steidler says. If public schools could match the 46 cents-per-dollar that private schools spend on teacher pay, Mr. Steidler estimates, average public instructors' salaries would grow from \$38,509 per-year today to \$54,421.

Statistics and salaries only tell part of the story. Surveys cannot capture the enthusiasm choice teachers display. After three years in the Prince George's County, Maryland public schools,

Just two miles from where LAPD officers beat Rodney King, the Vaughn Next Century Learning Center is helping kids stay in school and out of trouble. This charter school serves 1,140 pre-kindergarten to fifth-grade students. They are 95 percent Hispanic, five percent black and 99.4 percent eligible for federal school lunches.

"I personally feel I have more freedom. I feel more empowered. I feel more in control," says first-grade teacher Rebecca Camacho. She began in the LA public schools in 1989 and was at Vaughn when it switched from public to charter status in 1993. Since then, her classes have shrunk from 32 students to 20. Teachers do much of the

Christina Foster joined Community Day Charter School in Lawrence, Massachusetts. It educates 196 students from kindergarten through sixth grade.

Smaller classes are among the most dramatic changes she's witnessed. In Maryland, Miss Foster taught 33 first graders without help. Now, she and a full-time assistant teach 22 students.

"We decided the best way to spend our money was to get assistants for all our teachers," Miss Foster says. She adds that the teachers and administrators reached this decision quickly. "In the charter schools, you don't have to put everything through a school board and all that bureaucracy."

administrative work and save the school money. Last June, they paid themselves three percent more than what their counterparts earned in the LA public schools.

Miss Camacho misses her public-school colleagues and finds the extra hours tiring. But even here she sees a bright side. "It's like people who work at a factory who own the factory," she says. "You really work harder because you have a vested interest. You want it to work, so you're going to put a little extra into it."

Deroy Murdock is a senior fellow of the Atlas Economic Research Foundation and a correspondent with Headway Magazine from which this is adapted. ■

91. Cleveland Plain Dealer

05/19/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

SUBSIDIZING IRONY AT PRIVATE SCHOOLS

Arguments supporting subsidizing private schools, such as those presented in the April 28 headline story, take a simplistic view of a complicated issue.

Looking at the money public schools save by having fewer pupils is one side of the coin. There is another side of the cost issue that never seems to make the news. What is the cost of educating students that the private schools discard or will not accept?

The private schools skim off the best students. Those who are accepted but

cannot make the grade or turn out to have learning disabilities get dumped. The party line is, "We are not equipped to handle your child's special needs." What does it cost for the special educational needs of these students? What does it cost for counseling, damage control and cleanup for students with behavioral problems? The upside of this is that the public schools are managing to do an excellent job in special education with poor support from taxpayers.

One of the biggest ironies is the

religious aspect of many private schools. They offer the teachings of Jesus, exclude "the least of his brethren" from their schools, spend millions educating people in foreign countries and ask the government for subsidies. Go figure.

ANTHONY WEISHAR
Vermilion

Weishar is a graduate of St. Ignatius High School and John Carroll University. ■

92. The Manchester (N.H.) Union-Leader

May 20, 1998

Don't Ask, Don't Tell

[Tape Restoration Project Hex-Dump Conversion]

Sytek-Shaheen ABC Compromise: The Fix Is In

The conventional wisdom all along was that at some point the New Hampshire Supreme Court would rule on the constitutionality of Gov. Jeanne Shaheen's ABC scheme. Ditto the ABC "compromise" devised by House Speaker Donna Sytek, the erstwhile Republican. Either the House or the Senate would seek the court's advisory opinion. Failing this, the Claremont plaintiffs would fly into court to challenge the scheme — which nearly everyone recognizes does not come close to meeting the requirements of the court's Claremont decision, misguided though it is. Not so fast. As part of her sellout to Gov. Shaheen, Speaker Sytek reneged on her pledge to seek the court's views. And in the Senate, three turncoat Republicans

— Sens. King, Russman and Fraser — reportedly have defected to the Democrats and are prepared to block any move to send the ABC scheme up to the court. Ah, but this leaves the Claremont plaintiffs. Surely Lawyer Andru Volinsky, who already has recorded his opinion that ABC fails the court's Claremont test, is poised to take the scheme to the justices. Right? Maybe not. Gov. Shaheen reportedly is working over the Claremont towns pretty hard, promising them big, immediate windfalls from the Sytek compromise scheme, and even more dough when the full ABC boondoggle kicks into effect after a year. Can the Claremont plaintiffs be bought off? Will they be tempted to grab the money and run? Don't be surprised. This

is old-time, bare-knuckled, raw politics. The fix is in: Don't ask the court and the court won't tell. Everyone will just pretend that ABC is constitutional, go home for vacation and gear up for reelection. Whee! Meanwhile, conservative critics of Claremont are busy squabbling over arcane points of constitutional law, debating high-minded principles and parsing the separation of powers doctrine — important matters but ultimately irrelevant. Politicians Sytek, Shaheen and accomplices are pitching old-fashioned hardball. Not having principles, you see, imparts a decided advantage. Politics, at bottom, rarely has much to do with principle.

—Richard Lessner■

93. Philadelphia Inquirer

May 20, 1998

Something's missing in the classroom

By Kathryn J. Spaziani

Mr. Gusick was an enthusiastic, energetic guy whose excitement over world history continuously baffled me during my sophomore year at Conestoga High School.

He would bound back and forth between the blackboard and the class, sleeves rolled up and tie swinging. He talked with his hands and used words that teachers weren't supposed to use, such as um and like. We listened to music, threw tennis balls around the room, and in general had about the best time I've ever had in a class.

To this day I can still explain the decline of the Roman Empire, the rise of industrialism, and the causes of the Second World War. I admired and respected Mr. Gusick more than he probably ever knew. At the time I thought he was crazy — he had recently graduated from the University of Pennsylvania, and, of all things, chose to teach — but I deeply respected him.

Growing up in the Tredyffrin-Easttown School District on the Main Line, I was lucky enough to attend one of the best schools in the country and likewise some of the best teachers. All of them had a formative role in my life, one that could not be filled by my peers. There is, however, something else that they had in common, beyond their homework assignments and lesson

plans — they were all white.

I had my first black teacher when I was 19 years old and a sophomore at Duke University. Marion Orr was a dynamic, eloquent, somewhat intimidating man whose passion for the course, Urban Politics, made me address the racial inequality I witnessed growing up in the suburbs of Philadelphia. My experience in his class has made me reconsider my own education.

Fourteen years — elementary school, junior high and high school — passed without a single black teacher. Growing up, I didn't even notice it. And I bet I'm not alone. I graduated in 1995 from Conestoga, which then had a student body numbering some 1,200 students, but with a black professional staff, as I recall, numbering only three — an attendance secretary, a football coach and an industrial arts instructor.

Amplify that ratio to the entire Philadelphia area. Or compare it to national statistics showing that only 7 percent of this country's teachers are black. Is it not disturbing that there are thousands of white children growing up today without ever having one black teacher? Without ever adoring and admiring a black individual? Without ever associating all of these feelings of respect and awe with a black face?

Had I not chosen to take a course cross-listed with the African American

Studies Department at Duke, it's entirely possible that I could have graduated from one of this country's premier universities without ever having addressed a black individual as "professor." Is it right that a student should have to seek out such interracial academic contact?

The answer is no. And it should not be acceptable. If schools like Conestoga are truly committed to preparing students for "the real world," they aren't fulfilling their duties. The world does not look like the Main Line.

Universities bear similar responsibility. If Duke, and for that matter our entire country, is so concerned about race relations, it seems to me that it is taking the wrong approach to the matter. Black professors need to be part of mainstream academic fields rather than concentrated in specialty departments such as African American studies. They need to be part of the group of the people who educate this country. At Duke University, they are not. Black professors constitute a mere 3.1 percent of the Duke faculty.

Do not underestimate the enormous amount of influence that a teacher has on a child. In the eyes of the third grader — or, for that matter, of a college junior — there is something awe-inspiring about teachers. Having a black teacher is an experience beneficial to both black and white children. It is not about being

taught a "black" point of view or a "black" way of thinking. It's about teaching children to respect black individuals — people who are not

Michael Jordan or Tiger Woods — and to eliminate racial stereotypes by associating a name, a face and an experience with a color of skin.

Kathryn J. Spaziani just finished her junior year as a major in public policy at Duke University. ■

94. Philadelphia Inquirer

May 20, 1998

Hope comes to class

An interview with Joe Klein Joe Klein is perhaps best known as the (initially) anonymous author of the novel *Primary Colors*. But he probably should be just as well known for his crusading journalism about new approaches to our social problems.

Now Washington correspondent for the New Yorker, for years Klein has cast an incisive and sometimes emotional eye on inner-city society, including the role of faith-based schools. He spoke with Commentary Page editor John Timpane about what's working, what's not and what remains to be done.

Question: How did you first become interested in faith-based institutions and urban problems?

Answer: I've been a journalist for 30 years, and I've always written about urban issues. That topic is one of the reasons I'm still a journalist and one of the things I care about the most.

My point of view has been radically influenced, not by political party lines, but by what I saw that worked or didn't work. My original impulse, which people will call liberal, was that we should do more. But I've found that the programs supported by liberals just haven't done the right things. I've been seeing this for decades. Heck, I covered busing in Boston in the 1970s and couldn't find any blacks in favor of it because it didn't work.

I was really slow to discover faith-based institutions because I'm a classic secular sort. But then I started seeing some of the numbers on what Catholic schools were doing and decided to check it out.

I went to a school in Chicago called St. Elizabeth's. It was the week of the Democratic convention in 1996, in the shadow of the Robert Taylor homes, the largest housing development in the country.

In this school, most of the kids are

black, most from a female-only-head-of-household family. But in this school, you walk into any classroom, and you see hands up in the air. I think you can always tell when a school is healthy and when it isn't. One of the signs is just the mere number of hands in the air. And here these kids were, working as hard as they could. To say the least, I was startled.

So I started traveling. I spent two or three months going to faith-based programs, lots of them, different faiths, different groups. Southern Baptists, Evangelicals in Detroit, Catholics, even schools run by black apostolic street preachers — and it was a great experience. It's the kind of thing I'd much rather do than cover campaigns. There's a gorgeous spirituality that these people demonstrate, and it's the kind of thing really needed in neighborhoods where families have been shattered.

Q: Some people worry that faith-based institutions, vouchers and other experiments will endanger our public education system. What can you say to them?

A: A voucher system will only tinker at the margins. What it might do is improve public education by forcing it to be competitive. And choice is an American theme. Would anyone in this country say your kid shouldn't have a choice?

I'm all for experimentation. What we need is more schools, not fewer. We also need to redefine what a school is. I discovered a public school choice experiment in Harlem in which they redefined a school as a concept rather than a building. So, they put up some drywall, created different rooms in this building and declared each of the different spaces a different kind of school. You can have five schools in one building. Hey, why not?

Q: So what's working and what isn't?

A: That's a really difficult question because with social programs it's hard to tell what working means. What is working? The Catholic schools are.

Q: Are Americans receptive to doing what it takes?

A: The most depressing aspect of this is the conundrum of American politics. First of all, conservatives do not care. They don't want to spend the money. The folks who live out in the burbs have a lot to answer for. I've spoken to a lot of people involved in inner-city, faith-based social programs, and while they avoid criticizing, it's clear that one of their big frustrations is with the suburban faith communities. The suburban megachurches aren't doing anything.

Q: There are conservatives quite prominent in the movement.

A: Sure. You do have people like [U.S. Sen.] Dan Coates [R., Ind.], [U.S. Sen.] John Ashcroft [R., Mo.], and there's Bill Bennett [codirector of Empower America]. But the vast majority of conservatives do not care.

On the other side, the Democrats are in thrall to the public employees unions, who have been the most actively negative force when it comes to creating new programs for the poor. Neither Ed Rendell nor [New York mayor] Rudy Giuliani, the latter not a Democrat, of course, have touched the teachers' unions. They're a very, very powerful force. I have yet to hear a reasonable argument from them as to why we shouldn't experiment with our schools.

But I think it's really good to have this debate. Over the years, I've become really cautious about grand solutions; I'm a real incrementalist. These things work when they have inspired individuals to do more. That's happening right now, and it can happen more often. ■

EDITORIAL

95. Santa Rosa Press Democrat

05/19/98; Edition: FINAL; Section: LOCAL; Page B4

PRINCIPALS IN DEMAND

The job is grueling and demanding and never will pay what a comparable position would draw in the private sector. It also is incredibly rewarding and can pay dividends that last for generations.

We're talking about school principals — one of the most important jobs in society, and one that is becoming increasingly hard to fill.

On Sunday, staff writer Sheri Graves reported that a recent spate of resignations by Sonoma County

principals reflect state and nationwide trends. Although Sonoma County will fare better in attracting replacements because of the region's quality of life, local officials still are concerned.

There is no simple remedy, but one possibility can be found at El Molino High School in west Sonoma County, where two educators have served as co-principals for the past eight years.

That makes Frank Anderson and Dori Trombetta the longest-serving of any

high school principals in the county, in part because they share duties that can overwhelm a single administrator.

An effective principal is a crucial component in creating a good public school. Finding ways to attract and retain good administrators is just another of the many things California schools must do if public school students are to get the education they deserve. ■

96. Miami Herald

May 20, 1998

Hear students' voices

Miami-Dade's policies on student expression should be left as they are.

Public education is a big business, but who are its customers? Students? Parents? Taxpayers?

All of the above. That's why the folks who run this enterprise — school boards, superintendents, administrators — should seek as much feedback as possible from all of them, especially the students, the direct recipients of school services.

Moreover, students are such a diverse group that no single voice can speak for them. So it doesn't suffice to allow one "student adviser" without a vote to sit with the School Board, as Miami-Dade commendably does. Rather, the board should seek out many and varied voices — including those of the students who disseminate information and express their views through campus newspapers.

Unfortunately, several School Board members are voicing only tepid support for Miami-Dade's laudable policy on

student publications. Passed in 1981 and strengthened in 1994, it holds student journalists and their faculty advisers accountable for the content of student publications.

That rule, like more than 500 other board rules, is under review. A proposal would involve principals directly in supervising student publications.

Is this ensuing fuss all that serious? After all, many high-school newspapers today are but a shadow of what they once were. At some schools the problem is money. Budget cuts have reduced many newspapers' frequency of publication; some are now lucky to publish four or five times a year. At other schools the problem is advice; principals too often assign the chore of advising publications to inexperienced teachers with little or no journalism training.

Still, against all odds, there are

examples of excellence where students are putting out publications of substance dealing with issues relevant to today's teens, from alcohol, tobacco, pregnancy, and AIDS to racism, homophobia, sexism, suicide, and other problems.

From time to time these enterprising students even publish material constructively criticizing the way things are run. When that happens, the reactions are revealing: Confident and secure school officials commend the students for spotlighting problems and venting their feelings in a nondestructive way.

Insecure officials, however, try to censor, intimidate, or silence critics. When the revised publications policy reaches the Miami-Dade School Board — probably this summer — the discussion and vote may well reveal who's who. ■

97. Boston Globe

May 20, 1998

Renaissance School's new leader

Supporters of Boston's independent charter schools view the city's public school system as hidebound. In turn, public school enthusiasts see the charter school movement as a threat to union protections for teachers and a drain on school budgets. The appointment of Roger Harris, a respected public school

administrator, to head the Boston Renaissance Charter School — the state's largest, with 1,100 students from kindergarten through eighth grade — is an opportunity to move beyond these hardened images.

Since 1989 Harris has been principal of the Timilty Middle School in Roxbury,

one of the system's strongest. His public school credentials include teaching, coaching, and administrative positions at several Boston high schools. Harris's contacts should make it easier to introduce some of the best academic practices at the Renaissance School, such as the Success for All reading curriculum,

to the wider public system. Students and faculty at the Renaissance would benefit from teacher training programs and stronger ties with the rest of the Boston system in athletics and arts.

Even with such potential, the Boston public schools cannot escape the fact that one of their top performers is decamping. Like most principals who are serious about school improvement, Harris needs more control over budgets and hiring, and that goal remains easier to reach in

the flexible charter school model, where work rules are, by design, secondary to student improvement.

Still, Harris can't expect a walk in the park. No matter how strong his desire to establish consistency by expanding the school to 12th grade, that decision rests with the inspector general's office and the Legislature, which have yet to approve a deal so the Renaissance School can buy and expand the Park Square building it leases from the state. Additionally,

problems with student discipline have marred the Renaissance School's early attempts to implement a first-rate curriculum despite extraordinary effort by the staff.

The greatness of the European Renaissance was seen in its spread from Italy to other countries. The challenge to Harris, among several, is to unfurl education reform across Boston. ■

98. Chicago Tribune

05/20/98; Edition: NORTH SPORTS FINAL; N; Section: EDITORIAL; Page 14

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. ■

99. Lancaster New Era

05/19/98; Section: COMMENTARY; Page A-12

Teachers must first teach

Thirty-six states require middle-school teachers to be certified to teach young adolescents. That usually means taking college courses designed to explore the emotional life of middle-school students.

Pennsylvania is not one of those states.

In the wake of the deadly shootings at middle schools in Jonesboro, Ark., and Edinboro, some Pennsylvania educators are discussing the need for such certification here.

We hope they proceed with caution.

Yes, middle school teachers need to know something about the volatile age group they work with. But modern teacher education already includes several courses on the emotional well-being of students. Adding more can only subtract from academic training.

If Pennsylvania must follow the latest trend, let teachers bound for middle school substitute courses in adolescent psychology for similar courses now

designed to address the emotional health of students of all ages.

Do not reduce academic requirements. A teacher's first job must remain instructional. If necessary, middle schools can boost their counseling staffs.

Educating students today is a more complex job than ever before. No Teacher can do everything. Let teachers concentrate on teaching, and give them the tools to do that job properly. ■

100. Worcester Telegram & Gazette

05/19/98; Edition: ALL; Section: EDITORIAL; Page A8

Pell incentives

Bright, needy students would get extra aid

A bill, recently passed by the U.S. House of Representatives, to boost federal Pell college aid to students who graduate in the top 10 percent of their high school classes is welcome.

The proposal by U.S. Rep. James P. McGovern, D-Worcester, approved as an amendment to a higher education bill, offers an extra incentive to high achievement for students who qualify for the federal grant program.

There are two advantages over other college aid proposals under consideration: The expanded Pell grants will reward excellence and, unlike tax credits, would funnel federal aid to low-

and middle-income students who need it most.

However, enactment of the bill is far from certain.

The House leadership has expressed legitimate concerns about the impact on the balanced budget agreement. Perhaps the scope will have to be narrowed to pass this hurdle.

There is no equivalent provision in the Senate version of higher education legislation, making inclusion of the House amendment dicey. Perhaps Massachusetts' vaunted Senate contingent could be of use in this regard.

No less critical, the Pell incentives

differ from the White House tax credit approach, which promises to reap a richer political harvest. Moreover, the surprise passage of McGovern's amendment seems to have miffed some powerful House members who are inclined to take umbrage at any legislation that moves ahead without their imprimaturs.

A proposal to expand the Pell grant program was the first legislation McGovern filed after taking office in January 1997. Offering an incentive for excellence to needy students remains a good idea that deserves to become law. ■

101. The Wall Street Journal

05/21/98

School Shell Games

One of the mega-battles of American politics is over "equalization" of spending on schools. Eighteen states — including populous New Jersey and Texas — have seen their property-tax-based funding systems for schools declared unconstitutional as unfairly penalizing students in poorer districts. While the courts have likely overstepped their boundaries, they do

For now, Ohio's political leaders seem to have gotten the message. "A lot of them voted no because they believe the schools aren't doing enough with the money they already have, and I understand that," said GOP Governor George Voinovich, who pushed the tax hike. Lee Fisher, the Democratic candidate for governor, said the lesson was clear: "More spending, without improved accountability, will not add up to better education." He then pledged never to seek a "broad-based tax increase" without a vote of the people.

All this post-election quarterbacking is welcome, and Ohio Republicans would be wise to pay attention to Mr. Fisher's solicitude for taxpayers. Governor Voinovich, who is running for the U.S. Senate, gave up three out of 10 votes in the GOP primary to a substitute teacher who spent less than \$1,000. He received fewer votes than 14 other statewide candidates on the ballot. Bob Taft, the GOP candidate running to succeed Mr. Voinovich, has seen his lead over Democrat Mary Boyle shrink to seven points in part because he backed the tax

have the last word. And so the states are trying to come up with new ways of "equalizing" funding among public schools. Ohio has just shown exactly the wrong way to do it. It's an instructive story.

This month, voters rejected a \$1.1 billion education proposal that would have raised the sales tax to 6% from 5% and devoted half the extra money to increase.

Mr. Taft says he will pay for the court-ordered equalization of school funding by imposing a hiring freeze on state employees and deferring projects such as sports stadiums. While helpful, that's hardly a long-term solution. The reason that taxpayers are so unwilling to pay more for mediocre schools is that they think the money is rarely spent the way parents, teachers or even principals want it allocated. That's because our education system is focused on the needs of school districts, not students.

The Dayton-based Buckeye Institute, Ohio's leading think tank, has a better idea: child-centered education in which money would follow the wishes of parents, not bureaucrats. "Opportunity grants" of some \$4,000 in state and local funds would be provided to every child and would follow students to the schools of their choice. Districts would be allowed to supplement the grant, parental choice would be enhanced and educational equity assured. Instead of equal funding for schools or school districts, it would provide equal funding

schools and half to property tax cuts. Politicians thought it was a very attractive solution. Well, the idea wasn't just rejected, it cratered. It lost in all 88 of Ohio's counties, and got only 20% of the vote. Clearly, voters don't believe that simply pouring more money into education is going to solve anything, not even a court mandate.

for each student.

The Buckeye proposal has been embraced by State Rep. Jim Jordan and Ohio Treasurer Ken Blackwell. They would have the state provide an annual grant to allow parents to choose a public, private or religious school for their children. If the school they chose had a lower tuition, the money would be held in an Education Savings Account for future expenses. A district's school board could vote with a supermajority vote to opt out of the program and remain with the status quo.

The notion of child-centered education has been denounced as radical, but variations of it have been in use around the country. In Minnesota, Governor Arne Carlson has pushed through a \$1,000 state income tax credit that can be used by parents for expenses in both public and private schools. Arizona allows any taxpayer — individual or corporate — to claim a \$500 a year tax credit for any student's education expenses.

The idea isn't even new to Ohio. Last year, Governor Voinovich proposed to

build on the successful school voucher program in Cleveland with a statewide tax credit of up to \$1,000 that would offset the cost of sending a child to either a public or private school. In a sense, he's already gone part way toward embracing the Buckeye proposal.

Alternative approaches, whether in

Ohio or in other states, aren't attractive. Voters are rejecting tax increases to comply with court-ordered equalization mandates. Political resistance is equally intense to "Robin Hood" proposals to simply reallocate money from wealthy to poor districts. Cutting public education funding is a non-starter. For states

trapped between the courts and angry taxpayers, it may turn out that for all of its supposed "radicalism," a system of child-centered education may make the most sense both politically and economically. Ohio's voters, in any event, have shown what won't fly. ■

102. The Washington Post

05/21/98; Edition: FINAL; Section: Editorial; Page A26

Charters: Unsettled Issues

THIS WEEK'S closing of the Marcus Garvey Charter School by the D.C. Board of Education hardly settles questions that are being raised about charter school accountability in the District of Columbia. If — as the school board has charged — Garvey officials were not complying with the requirements of their charter, including the duty to properly manage all public funds entrusted to them, then the school's charter should have been revoked. The long-running Marcus Garvey controversy cannot be viewed in isolation, however. It underscores simmering concerns about the nationwide experimental charter school movement that is now receiving a full-blown trial in the District.

In less than five months, more than a Charter school advocates contend that the success of their schools will inspire the school system to get cracking and that the Public Charter School Board is demanding high standards and goals that can be measured. Gen. Becton's concerns, however, should not be taken lightly. A

dozen new public charter schools in the District will open for business, reports Post staff writer Valerie Strauss. These are schools that will be operated with D.C. public school funds — calculated on a per-pupil cost basis — but independent of the school superintendent's oversight and regulation. That means charter schools get to pretty much decide for themselves what to teach, whom to hire and how much to spend. They differ from all other D.C. public schools in another key respect: They are chartered by either the elected school board (which the financial control board has prevented from doing anything else) or the D.C. Public Charter School Board, a virtually unknown creature of Congress.

great deal of money will be following students out of resource-starved regular classrooms to experimental schools.

The cost of the Marcus Garvey failure can be measured in the alleged mismanagement of appropriated school funds. But the school's young students

School Superintendent Arlene Ackerman, a supporter of parental choice, probably spoke for other educators and parents when she expressed concerns about the growing number of charter schools popping up in the District. She worries that there may not be enough accountability. Former superintendent Julius Becton expressed similar reservations in a *Close to Home* piece last Sunday. "While the two chartering agencies — the D.C. Board of Education and the D.C. Public Charter School Board — compete to grant charters, no one is taking responsibility for ensuring certification, validation, compliance with accreditation requirements etc.," he wrote.

will have suffered too, if it turns out they have fallen behind. The District does not need any more Marcus Garvey experiences. Who is ensuring it won't happen again? ■