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SUBJECT: Clips

TO: Scott R. Palmer (CN=Scott R. Palmer/OU=PIR/O=EOP [PIR])
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TO: peay_j (peay_j@A1.EOP.gov [UNKNOWN])
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TO: Schnur_J (schnur_J@A1.EOP.gov [UNKNOWN])
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TEXT:
Good afternoon,

Here are today's education clips.

Carlin Hertz

Education Department public affairs

401-1576

- 10211998.win - 10211998.w51===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:
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2xBZ! Online clips cover page

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The Holocaust as a Teaching Tool

8. Boston Globe

Bill targets privacy on the Web

9. The Washington Times

Character survey finds schoolchildren shoplift, cheat,
lie

10. Good Morning America (ABC)

SCHOOL MARKETING MANIA

11. Los Angeles Times

Higher Education Bill Targets Costs, Crime

12. New York Times

Harvard Seeks To Improve Support For Stressed
Students

13. New York Times

Ballooning Endowments Prompt Rich Universities To Loosen Their Belts

14. Associated Press

Support for school vouchers slips in poll

15. Associated Press

Safer schools a fringe benefit of smaller classes, U.S.
schools chief says

TRADE

16. Education Daily

Congress Expected To Fund \$210 Million Safety
Program

17. Education Daily

Number Of School Breakfast Recipients Doubles Over
Decade

18. Education Daily

Poll: More People Say They Support Public Schools

19. Education Daily

Nine States Choosing School Chiefs

20. Education Daily

Philosophies Clash In State Board Races

21. Education Daily

GOP Orders Watchdog To Tackle IDEA Discipline

22. Education Week

Budget Talks Go to Wire on Education

23. Education Week

Proposed Tax Credit Drawing Support In Colo.

24. Education Week

Deaths of Pivotal Figures in Brown Mark Passing of
Desegregation Era

25. Education Week

Milwaukee, State Battle Over Charter Schools

26. Education Week

Court Asked To Weigh Legality Of Grading System

27. Education Week

Pa. Doles Out \$10 Million To Reward Schools

28. LRP Publications

House Expected to Pass Budget Measure Today

29. Education Week

Financial Analysis Paints Bleak Picture For
Philadelphia

30. Education Week
President Seeks To Boost Federal Role In School Safety
31. Education Week
Discipline Problems Linked to Low Scores, Study Says
32. Education Week
Merged Unions in Minnesota Get Blessing Of National Organizations
33. Education Week
In Survey of 622 Superintendents, U.S. Schools Earn a B
34. American Banker
Spending Bill Includes Sallie, Freddie Clauses

LOCAL

35. Dallas Morning News
Pairing program gives teachers a friend in government
36. San Diego Union Tribune
Senator's schools proposal to be law
37. San Francisco Chronicle
Complex Prop. 8 Creates Divisions Teachers, GOP split over diverse items in proposal
38. Miami Herald
School treats deaf students unfairly, complaints allege
39. St. Petersburg Times
USF aid troubles plague students
40. The Washington Post
University Gives to Glendening, Gets a Niche in Md.
41. Detroit Free Press
Hightech facility envisioned for Detroit
42. Baltimore Sun
Public college presidents reveal complaints about university system
43. Boston Globe
State gets 35 proposals for charter schools
44. Chicago Tribune
GROUP PLANS BILINGUAL CHARTER SCHOOL
45. Riverside (Calif.) PressEnterprise
Up and doing
46. The Washington Post
Alexandria Lags on State Tests
47. The Washington Post
Enrollment Projections Do A Number on Schools' Plans
48. Los Angeles Times
Tutoring Program Called a Success
49. Los Angeles Times
Prop. 227 Funds May Help Teach English to Adults
50. Associated Press
Newest teachers face the least disciplined students, educators testify

COMMENTARY

51. Sacramento Bee

Some school choice " Status quo vs. the wrecking crew

52. Orlando Sentinel

SCHOOLTOWORK LINKS STUDENTS,
EMPLOYERS

53. Boston Herald Tutor program is one for the books

54. Cleveland Plain Dealer

CHARTER SCHOOLS MUST ACCOUNT FOR TAX
DOLLARS

55. The Washington Post

Educating Girls Benefits the Whole World

56. Los Angeles Times

Bilingual Education

EDITORIAL

57. The Atlanta Journal

Reduce class size for needy pupils

58. The Harrisburg Patriot

Large, impersonal schools place students at
educational disadvantage

59. The Detroit News

... and State Board of Education

60. The Detroit News

Education: Universities ...

61. St. Louis Post Dispatch

Casino taxes benefit education

Body type#:\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Associated Press"Public
ation" #:\ P#P#October 21, 1998

Headline#\ P\$P# House OKs \$520 Bil. Budget Bill Headline #:\ P%P#
By Jim Abrams Associated Press Writer

WASHINGTON (AP) " In the last legislative act of the 105th Congress, the Senat
e votes
on a massive budget package with political consequences that won't be f
ully known until
Americans go to the polls in two weeks.

Sen. Robert Byrd, D-W.Va., set the tone in the debate Tuesday when he called th
e
4,000-page bill a ``colossal monstrosity," but said he would reluctantly vot
e for it.

Money to hire teachers, build a missile defense, find medical cures and put mor
e cops on the
streets was part of the giant \$520 billion measure that, after Se
nate passage, goes to President
Clinton for his signature. It ends a congressio
nal session that celebrated the first budget surplus
in 30 years and initiated
for only the third time impeachment proceedings against a sitting

president.

The House on Tuesday, in its last day of work, approved the bill by 333-95. It funds almost one-third of the federal budget and combines eight of the 13 spending bills Congress must pass each year.

The 40-pound bill covers health, education, foreign aid, justice and transportation programs.

It meets a held-up administration request for \$17.9 billion for the International Monetary Fund and adds \$21 billion for emergencies ranging from natural disaster and farm relief to fixing the year 2000 computer problem.

Some Republican conservatives protested the spending levels, but House Speaker Newt

Gingrich, R-Ga., in a closing speech aimed mostly at the "perfectionist caucus" in his own party, reminded them that "if we don't work together (with Democrats) on big issues, nothing gets done."

The catch-all package was necessitated when Congress reached the beginning of the fiscal

year on Oct. 1 with most of the spending bills unfinished. Republican s were hobbled by disunity in the ranks, Democrats delayed some bills in protest and Clinton threatened vetoes over others.

In the end, it took more than a week of closed-door negotiations between the White House

and Republican leaders that gave Democrats some victories in education, the environment and heating aid for the poor and provided Republicans more money for defense and fighting drugs.

"We can take confidence in the fact that we have restored fiscal integrity to the United States

treasury for the first time in a generation. I think that's no mean accomplishment," House Appropriations Committee Chairman Bob Livingston, R-La., said in asking House members to support the bill.

But many who voted yes did so reluctantly, either because of spending levels co

nservatives
said were excessive or in protest of the way major decisions were l
eft in the hands of just a few
negotiators.

``Now we have this God-awful mess on the floor," said Rep. David Obey of Wisco
nsin,
ranking Democrat on the Appropriations Committee., ``While it contains a
number of needed
victories" for Democrats, he said, ``it still represents an i
ncredibly outrageous way to do the
country's business."

Obey noted that some 70 legislative measures are included in the package, rangi
ng from bills
that dealt with Internet pornography to a change in the duck-hunt
ing season for the state of
Mississippi.

The spending package was laced with policy measures such as banning needle exch
ange
programs in the District of Columbia, blocking a pay raise for members of
Congress, prohibiting
national educational testing and requiring health care pl
ans for federal workers to cover
prescription contraceptives.

House Democratic leader Dick Gephardt of Missouri took to the House floor with
the
16-inch-high package tied in rope. ``This bill is a symbol of the wasted ti
me and the misguided
priorities of a Republican Congress whose leadership consu
med our agenda with investigations
instead of legislation," he said, urging vo
ters to return Democrats to power.

``Send us more conservatives, send us more Republicans and next year we won't h
ave to go
through this process," countered Rep. David McIntosh, R-Ind.

In the Senate, Sen. Chuck Hagel, R-Neb., said he was voting against the bill be
cause ``no
one knows how many millions of dollars have been tucked away for spe
cial projects for
individual members, behind a curtain."

Republicans expressed begrudging admiration for the scandal-distracted presiden
t's ability

to win major concessions on programs to hire 100,000 more teachers,
create summer jobs and
give emergency aid to farmers. "The president and his
supporters in Congress have proven
extraordinarily resilient in treating every
federal spending program as a sacred cow," said Rep.
David Dreier, R-Calif.

"It is more of a Clinton budget than a Republican budget," said Republican pr
esidential
contender Steve Forbes. "If the GOP had been more forceful on issue
s like tax cuts and the
IMF, it would have had a wonderful platform" to run on
next month, he said.

But Republicans also took credit for a boost in anti-drug funding and more than
\$9 billion
in emergency defense spending they said would reverse a 14-year dec
line in real defense
spending, with money for military readiness and a national
missile defense system.

"The funding is critical to protect the lives of our soldiers, sailors and air
men who serve our
country overseas," said Rep. Gerald Solomon, R-N.Y.n

Publication#W\ P&P# 2. The Washington Post"Publication" #:\ P*P# 10/21/98; Ed
ition: FINAL; Section: A Section; Page A01

Headline#\ P(P# House Passes Spending BillHeadline #:\ P)P#Subhead#[\ P*P#
Massive Omnibus Measure Larded With Pet
Projects

Subhead#:\ P+P# By George Hager
Washington Post Staff Writer

The House approved a massive year-end spending measure last night, funding sco
res of federal
agencies, averting a government shutdown and leaving the members
who voted for it in the dark
about most of what it contained.

"Who among the rank-and-file members of the House can say they've read and unde
rstood
the entire package?" asked Rep. Peter A. DeFazio (D-Ore.). "Heck, half t
he members couldn't
even lift it, let alone read it."

The 40-pound, 16-inch-tall bill includes dozens of high-profile spending compro
mises on
issues such as funding the International Monetary Fund, hiring 100,000

new teachers, providing relief for hard-pressed farmers and ranchers and injecting billions more into the nation's armed forces.

At the same time, though, members honeycombed the bill with scores of smaller provisions to name post offices, extend Mississippi's duck hunting season, fund water projects and earmark money for local airports.

And as the last major legislation leaving Congress before the House and Senate adjourn, the measure became a vehicle for bills that members could not finish any other way, including measures to implement the international chemical weapons treaty and reorganize the nation's foreign policy agencies.

From the sublime to the ridiculous, the crucial to the arguably inconsequential, the bill's 3,825 pages included so many provisions that even members who helped draft it confessed to ignorance about exactly what was in it.

"Do I know what's in this bill?" asked Senate Appropriations Committee ranking Democrat Robert C. Byrd (W.Va.). "Are you kidding? No. Only God knows what's in this monstrosity."

The measure also includes a \$9.2 billion, nine-year package of tax provisions that extend eight expiring tax and trade items, including the research and development credit for business and an assistance program for workers harmed by the lowering of U.S. trade barriers.

Other tax provisions include one that will accelerate to 2003 previously enacted legislation to allow self-employed persons to deduct 100 percent of their health insurance costs. The measure was paid for with four changes to tax law, chiefly one that affects real estate investment trusts.

The Senate was expected to vote to approve the measure this morning, joining the House in

clearing the measure for President Clinton's signature and sending members home to campaign barely two weeks before the Nov. 3 elections.

Despite criticism from conservative Republicans that the bill broke budget discipline and was laden with special-interest projects, the House voted 333 to 95 to approve it. Sixty-four Republicans joined with 31 Democrats to oppose the bill.

The enormous measure allows Congress to finally finish an annual funding process that was badly hobbled this year by an election-shortened schedule, policy disputes between House and Senate Republicans, and a desire by GOP hard-liners to confront the president on fiscal issues. This was in sharp contrast with last year, when Republicans compromised with the White House to generate the first balanced budget in a generation.

The omnibus bill packaged eight spending measures Congress never finished, funding at least 10 Cabinet departments and scores of federal agencies for the rest of the fiscal year that began Oct. 1. The government has been kept open pending passage of this bill by a series of short-term funding measures.

In a bow to election-year spending pressure, the huge bill also permits \$21 billion of spending beyond legally imposed caps for measures that evade budget limits, on the grounds they are emergencies: Bosnia peacekeeping, anti-ballistic missile defense, embassy security, relief for farmers and ranchers, and other matters.

Congress in effect earmarked nearly a third of this year's surplus for such spending. Critics said most of the "emergencies" in the measure could have been foreseen and accommodated in the regular spending bills, had their colleagues been willing to cut other spending.

Estimates of the bill's size varied. The House Appropriations Committee pegged the measure at less than \$490 billion, but other calculations showed it to be r

oughly \$520 billion " nearly
one-third of all federal spending.

Members from both parties reviled the year-end negotiations that brought them t
he bill.

"We have this godawful mess on the floor [that] represents an incredibly outrag
eous way to
do the country's business," said Rep. David R. Obey (Wis.), the Hou
se Appropriations
Committee's ranking Democrat.

"I'm not going to stand here and defend the process because I think it has been
ugly," agreed
House Appropriations Chairman Bob Livingston (R-La.). But Living
ston defended the bill and
urged his colleagues to vote for it. "By adopting th
is bill we can show that we can govern," he
said. "It is important to vote for
this bill and go home to our districts to explain why we should
come back."

Republicans sold their colleagues on the measure's increases for defense, anti-
drug efforts
and other GOP priorities. Democrats touted big increases for educa
tion and other social
spending.

Negotiators jockeyed for almost two weeks to assemble the measure, and most of
the
high-profile additions and subtractions were measured in the billions " for
example, nearly \$18
billion for the IMF and more than \$1 billion each for hiri
ng teachers, providing disability
payments for Persian Gulf War veterans and al
lowing the Tennessee Valley Authority (TVA)
to refinance expensive federal loan
s.

But the battles were also won and lost down in the fiscal weeds, often for amou
nts smaller
than \$1 million.

For example, Senate Majority Leader Trent Lott (R-Miss.) led a successful effor
t to wedge
\$750,000 into the omnibus bill to pay half the cost of rebuilding a
flood-destroyed dam on

Archusa Lake in Quitman, Miss.

The money had been removed from an earlier Senate-passed supplemental appropriations bill, in part, critics said, because the lake is purely recreational and the dam is not the sort of flood control, navigation or shoreline protection project the U.S. Army Corps of Engineers normally performs.

While the Mississippians were winning, however, New York's delegation lost a battle to provide a tax exemption that would have been worth about \$370,000 to David Kaczynski, who plans to turn over to victims the \$1 million reward he got from the FBI for turning in his brother, Unabomber Theodore J. Kaczynski. The tax exemption would have increased the amount that could go to the victims.

Included in the spending measure at the last minute was a bill to bring the United States into compliance with a treaty "banning production, storage or use of chemical weapons" that was approved last year by the Senate. The treaty compliance bill had been held up earlier by maneuverings involving a variety of other issues, including payment of back dues to the United Nations and an unrelated antiabortion restriction.

The legislation authorizes inspection of American chemical facilities by international personnel but only under restrictions demanded by lawmakers as the price for approval of treaty. These restrictions give the president authority to block surprise inspections on national security grounds, require an FBI counterintelligence officer to attend inspections and mandate that samples from American inspection sites be tested in this country.

Without passage of the law, the United States would have been in technical violation of the treaty.

The bill also was expanded to include long-delayed legislation to reorganize foreign policy

agencies, including merging the U.S. Information Agency and the Arms Control and Disarmament Agency into the State Department.

Staff writers Charles R. Babcock and Helen Dewar contributed to this report.

Special Interests

Below are some of the more controversial provisions that were hashed out in the massive year-end spending measure.

Issue

Sponsor Outcome

Extend duck hunting season in Mississippi

Lott (R)/Cochran (R) In

Credits to Russia for chickens (\$350 million)

Lott (R)/Cochran (R) Out

Superfund liability exemption for scrap metal industry

Lott (R) Out

Unabomber reward tax break

Moynihan (D) Out

Alaska overflight tariff ban

Stevens (R) Out

Change patent extension process/Claritin

Lautenberg (D) Out

Mohair loan program

Stenholm (D)/Bonilla (R) Out

Military pension increase

Murtha (D) Out

Curtail federal prosecutors

Murtha (D)/McDade (R) In*

Tobacco export promotion (\$10 million)

Faircloth (R) Out

Home health care funding (\$1.7 billion)

Several members In

Tennessee Valley Authority loan refinancing

Thompson (R)/Frist (R) In

Funding for I-69 construction project in Arkansas

Dickey (R) In

Auto salvage bill

Lott (R) Out

Red Cross disaster relief (\$30 million)

Unknown In

Dole Institute at University of Kansas

Roberts (R) In

Provision doesn't take effect for six months.
n

Publication#W\ P,P# 3. New York Times "Publication" #:\ P-P# 10/21/98
Headline#\ P,P# House Overwhelmingly Approves New
Federal BudgetHeadline #:\
P/P#

By KATHARINE Q. SEELYE

WASHINGTON - In the face of conservative rebellion, House Republican leaders enlisted

Democrats on Tuesday night to win approval for a \$500 billion catchall spending package, an unwieldy 40-pound document of nearly 4,000 pages that virtually no one had time to read before the vote.

With the entire House up for re-election in just two weeks and most lawmakers anxious to get home to campaign, the House voted 333-95 to accept the colossal package, copies of which arrived on the House floor for review by members less than four hours before Tuesday night's vote. Republican leaders had to rely on Democrats to help pass the bill. In the end, 170 Democrats joined 162 Republican and one independent to support it, while 64 Republicans and 31 Democrats voted against it.

The biggest defection came from conservatives, who complained that the bill raised this year's anticipated budget surplus, provided no serious tax cut and expanded spending for social programs. They blamed President Clinton and liberals, but they held House Speaker Newt Gingrich accountable for what they said was his selling out his revolutionary fervor of 1994.

Just before the vote, Gingrich roared back, presenting himself on the House floor as a statesman and a consensus-builder. He denounced the conservative firebrands, his former allies for whom he was once their spokesman, as "perfectionists."

ts" who did not understand the art of compromise and who had become ``petty dictators" in their own little worlds.

``Surely those of us who have grown up and matured in this process understand a lot better the last four years we have to work together on big issues," he declared.
``If we don't work together on big issues, nothing gets done."

He said of the final cost of the package: ``Yes our liberal friends get a few things, and in a free society when you are sharing power between the legislative and executive branch, that is precisely the outcome you should expect to get.'

The omnibus bill, which allocates money for hundreds of programs large and small and incorporates numerous policy decisions that Congress never debated, now goes to the Senate.
Along with many House members, several senators expressed outrage on Tuesday at the final price tag and the 11th-hour wheeling and dealing among congressional leaders and the White House that brought the spending package to fruition. But the Senate is expected to act on it on Wednesday anyway, bringing down the curtain on the 105th Congress.

The package accounts for about one-third of the \$1.7-trillion budget. After a generation of deficits, it includes a surplus, but many members were infuriated that it spends about \$20 billion of the anticipated \$70 billion surplus for ``emergency" tasks, from immunizing the government's computers to the 2000 bug to helping farmers trying to cope with the loss of Asian export markets.

Anger at the Republican leaders for spending so much and for turning the budget into a free-form bazaar dominated by special-interest pleadings came from across the political spectrum.

Rep. Bob Livingston, R-La., who is chairman of the Appropriations Committee, called the

process ``ugly" and said, ``I hated it."

On the other side of the Capitol, Sen. Robert Byrd of West Virginia, the ranking Democrat on the Appropriations Committee who is famous for the huge amount of pork-barrel spending he directs to his home state, complained: ``This is a creation without a mother or father. It's more like a Frankenstein monster patched together from old legislative body parts that don't quite fit."

But those grievances, once aired, seemed to melt in the face of more money for most congressional districts and a widespread desire to get the whole thing over with and with Gingrich's impassioned plea for support.

And those Republicans who, like Livingston, reviled the process, still defended it. He said that this Congress was finishing ahead of the time finished by 10 of the last 15 sessions of Congress.

Gingrich went beyond his previous approach of trying to sell the bill on the basis of its smaller parts, such as the banning of needle-exchange programs in the District of Columbia. Instead, he belittled the conservatives as obstructionists who were unrealistic in their demands.

In defending the provision in the final bill for more than \$9 billion in money for defense projects, he invoked Ronald Reagan, a near-sainted figure to conservatives. ``Ronald Reagan said that protecting our young men and women in uniform was more important than the deficit," Gingrich declared.

The final vote showed that moderate Republicans and Democrats were the ones most pleased with the bill, although a handful of moderates, such as Rep. Christopher Shays, R-Conn., opposed it as a budget-buster.

``The moderates have really come into their own, and this package reflects it,' said a beaming Rep. Sherwood Boehlert, R-N.Y. ``We've ended up on the center

ground," he said, citing
funding for education programs, home-heating fuel for
low-income Americans, summer jobs
for disadvantaged students, full financing f
or the International Monetary Fund and more money
for Amtrak, a priority for me
mbers from the Northeast, who tend to be more moderate than
those from other pa
rts of the country.

Rep. Porter Goss, R-Fla., laughed at his colleagues who complained about not be
ing given
a chance to read the bill.

"People have been massaging this bill for the last two weeks," said Goss, cha
irman of the
Select Committee on Intelligence, an area of the budget that recei
ved a substantial increase.

"Where two or three people have gathered together,
this bill has been crafted," he said.

He said the final compromise was forced by a sensible desire by Republicans to
avoid a
government shutdown.

But the vote revealed a severe split in the Republican Party that may be hard t
o patch up.

Conservatives were hinting of future storms over this budget. "The
re's going to be an
accounting for this process," said Rep. Tom Coburn of Okla
homa.
n

Publication#W\ P0P# 4. Los Angeles Times"Publication" #:\ P1P#* 10/21/98; Edi
tion: Home Edition; Section: National Desk; Page A-1

Headline#\ P2P# \$500-Billion Budget OKd Decisively in
House Vote

Headline #:\ P3P#Subhead#[\ P4P# GOP conservatives rebuked in deal that was b
est
party could get and includes Republican priorities,
leaders say. Measure go
es to
Senate for action.

Subhead#:\ P5P# By JANET HOOK
TIMES STAFF WRITER

WASHINGTON " The House Tuesday night overwhelmingly passed the massive budget
d
eal struck by GOP congressional leaders and the White House, despite opposition

from dozens
of conservative Republicans who complained that the bill spends too much while cutting taxes too little.

The vote in favor of the \$500-billion-plus appropriations bill was 333 to 95. The Senate also debated the measure Tuesday and is expected to approve it today, wrapping up a stormy session of Congress destined to be best remembered for the impeachment inquiry launched against President Clinton.

The final House vote was a surprisingly bipartisan capstone to the highly partisan year in Congress, one in which Republicans and Democrats were consistently unable to agree on major issues. Ultimately, more Democrats voted for the spending bill than Republicans. And the GOP foes of the measure far outnumbered the Democrats voting against it 64 to 31.

To stem conservative defections, once-strident Republican leaders urged their troops to recognize that the deal was the best they could reach with a Democratic president. They also stressed that it contains such GOP priorities as a large increase in the defense budget and significantly more money for anti-drug initiatives than Clinton had sought.

"In a free society you have to have give and take," said House Speaker Newt Gingrich (R-Ga.). "There is no responsible vote except yes."

Gingrich directed sharp rebukes at the bill's GOP critics, saying that "perfect ionist" conservatives had no realistic alternative to compromise with a liberal Democratic president.

"It is easy to get up and say, 'Vote no,' " Gingrich said. "Then what would you do? Those of us who have grown up and matured . . . understand that we have to work together on the big issues."

Lawmakers from both parties and in both chambers given little time to review the

e
4,000-page, 40-pound bill produced in secret talks among a handful of top officials"howled
at the way the legislation emerged from the contemporary equivalent of a smoke-filled room.

"Anybody who tells me they have a handle on this bill is like the local weather forecaster:
They are either a fool or a newcomer," said Sen. Conrad R. Burns (R-Mont.).

Among California's 52 House members, Republicans voting against the bill were Reps. Brian P. Bilbray (San Diego), Tom Campbell (San Jose), Frank Riggs (Windso
r), Dana Rohrabacher
(Huntington Beach) and Ed Royce (Fullerton). Democrats voting no were Reps. Gary A. Condit
(Ceres), Bob Filner (San Diego), Barbara Lee (Oakland) and George Miller (Martinez).

The must-pass bill, needed to keep the government running for the next year, became a magnet for all manner of legislative desiderata"from major policy changes to parochial local projects. In this hodgepodge, legislation to carry out the Chemical Weapons Convention and a major public housing overhaul sit side-by-side with \$1.5 million for dredging in Marina del Rey and a measure to block restrictions on serving peanuts on airplanes. \$20 Billion Taken From Surplus

The bill, which combines eight unfinished appropriations bills for the fiscal year that began Oct. 1, provides money for a broad range of government operations, including funding for 10 Cabinet departments and the entire foreign assistance budget. It also dips into the projected \$70-billion budget surplus to provide \$20 billion for peacekeeping in Bosnia, aid to farmers and other activities deemed "emergencies" by Congress.

In appropriating this money, Republicans broke their pledge not to spend the surplus for anything but tax cuts. Democrats broke their promise to reserve it all for Social Security.

The overall bill's key elements include \$1.2 billion for the first installment

of Clinton's initiative to hire 100,000 new teachers, \$18 billion the president sought for the International Monetary Fund and the \$690 million anti-drug package pushed by Republicans.

Included in the bill are several provisions of importance to California and its key industries, such as a fatter defense budget, an increase in the ceiling for immigration of high-technology workers and millions of dollars for transportation projects.

Despite the efforts of GOP leaders to cast the agreement in its best light, some conservative Republicans cited a variety of reasons for opposing the deal. These included the decision to spend part of the budget surplus and the accord's failure to cut taxes significantly. Many of these Republican critics first were elected to Congress in 1994, part of that year's huge GOP victory.

"I came here four years ago talking about tax cuts, smaller government and doing the right thing," said Rep. Jon Christensen (R-Neb.). "This is not what I came to do, to vote for a bill that . . . has very little tax cuts in it. This is an embarrassment."

But, said Rep. Lois Capps (D-Santa Barbara), "this budget bill is a victory for the American people. It is a victory over mindless partisanship and it is a terrific victory for education."

Although the bill's basic outlines had been announced last week with great fanfare by White House and GOP leaders, lawmakers and their aides worked through the weekend to settle dozens of remaining disputes and to handle a stampede of requests by lawmakers to get pet projects included in the measure.

Typical of the major issues addressed at the last minute was the Chemical Weapons Convention. The treaty, which would ban chemical weapons around the world, had been ratified by the Senate more than a year ago but the House had not passed the legislation required to

implement it. That measure was tacked onto the budget bill at the last minute. Peanut-Free Zone Stymied

Typical of other issues addressed in the bill is the provision concerning peanuts on airliners.

Language added to the bill will block a Transportation Department directive requiring airlines to designate areas where peanuts will not be served. The rules were proposed to protect people who are allergic to peanuts. Critics said that it is an overreaction without scientific justification.

A particularly expensive last-minute addition to the bill would funnel \$1.7 billion into

Medicare to pay for home health care services. The proposal is designed to ease cuts made in payments in last year's budget-balancing agreement, which, critics said, have forced some home health agencies out of business.

Some of the eleventh-hour deals were aimed at helping lawmakers in tight races for

reelection. Sen. Alfonse M. D'Amato (R-N.Y.), facing a strong challenge from Rep. Charles E.

Schumer (D-N.Y.), won approval of a provision requiring health insurance companies to cover

reconstructive surgery after women have mastectomies. Like many Democratic candidates across the country, Schumer's equation for victory includes strong support from women voters and D'Amato's proposal clearly was designed to undercut that effort.

Not all the last-minute supplicants succeeded. The bill did not include a proposal from David

Kaczynski, the brother of Unabomber Theodore J. Kaczynski, to make tax-free the \$1-million reward he received for turning in his brother. David

Kaczynski sought the provision so he could have more money to give away to the victims of his brother's crimes.

Times staff writer Alissa J. Rubin contributed to this story.

Publication#W\ P6P# 5. Showbiz Today (CNN)"Publication" #:\ P7P#October 20, 1998

Headline#\ P8P# Steven Spielberg Educates Students

About the HolocaustHeadline

#: \ P9P#

MORET: Donny and Marie in just a moment, but first, Steven Spielberg was in New York today to talk about one of his greatest passions " educating young people about the Holocaust.

SYDNEY: The director, who won two Oscars for his 1993 Holocaust film, "Schindler's List," met with students to demonstrate a new CD- ROM featuring interviews with Holocaust survivors.

Jill Brooke spoke with him and has this report.

(BEGIN VIDEOTAPE)

JILL BROOKE, CNN CORRESPONDENT (voice-over): Steven Spielberg does not only see himself as an entertainer. He also see himself as a educator. That is why his foundation has produced a new CD-ROM called "Survivors: Testimonies of the Holocaust." STEVEN SPIELBERG, DIRECTOR: Kids should know about, you know, the greatest hate crime in world history, and I think that is a springboard for, you know, looking at television, not desensitized to the news, but suddenly re-sensitized to some of the things that are happening today.

BROOKE: Spielberg believes the technology his foundation has developed can invigorate the teaching of history in schools.

SPIELBERG: It draws you vertically into the subject matter, because it does move, and you're watching people who faced history, who belong to history.

BROOKE: Using his talent and clout, he was also able to attract stars that would appeal to a young audience.

(BEGIN VIDEO CLIP, "Survivors: Testimonies of the Holocaust")

LEONARD DiCAPRIO: This campaign resulted in the murder of millions of innocent human beings during World War II.

(END VIDEO CLIP)

BROOKE: Leonardo DiCaprio and Winona Ryder narrate the CD-ROM.

(BEGIN VIDEO CLIP, "Survivors: Testimonies of the Holocaust")

WINONA RYDER: Sylvia, Bert, Saul and Paula lived through this experience.

(END VIDEO CLIP)

BROOKE: Spielberg also believes that this technology is not limited to the Holocaust.

SPIELBERG: The history of slavery, the story of the American Indian and the genocide of the Native American, you know, gay-bashing, gay discrimination, everything that pretty much talks about racial hatred.

BROOKE: The CD-ROM is being made available to schools across the U.S., and will be made available to schools worldwide in the near future.

Jill Brooke, CNN Entertainment News, New York.n

Publication#W\ P:P# 6. CyberTimes (New York Times on the Web)"Publication" #:\ P;P#October 21, 1998

Headline#\ P<P# Distance Learning to Receive Some
Federal AidHeadline #:\ P=P

By PAMELA MENDELS

Students enrolled in conventional colleges and universities have long turned to Uncle Sam to help them pay for education. Their counterparts in many newly created virtual classrooms, however, have not been so lucky.

Now, that is about to change, at least for some distance learners. The catalyst is new federal legislation that establishes a five-year program to allow selected distance learning ventures " eventually up to 50 of them " to participate in major federal student aid programs.

Supporters of distance education are hoping the new program can help boost the popularity of what they believe is a promising new educational enterprise made possible by the Internet and other new communications technologies.

"It simply helps level the playing field, so just as full-time residential students have access to that aid, the part-time distance learner does, too," said Robert C. Albrecht, chief academic officer of Western Governors University, a new distance education venture and the only one specifically named in the law as eligible to become one of the program participants.

But for those who question whether virtual education can ever be more than a pale substitute for the real thing, the project is a worrisome development. "It legitimizes and sanctions what I'm calling 'digital diploma mills,'" said David F. Noble, a history professor at York University in Toronto and a critic of many distance learning efforts.

The new project was one small part of a 268-page piece of legislation known as the Higher Education Amendments of 1998, which was signed into law by President Clinton Oct. 7.

Under the new law, certain distance learning ventures, including those set up by universities, will be freed from various requirements that have prevented their students from taking part in important federal student grant and loan programs. Among other things, program participants may waive the "50 percent rule," which excludes from financial aid eligibility both students who take more than half of their courses remotely and those enrolled in institutions where more than half of the courses are taught by distance learning.

In its first year, the project is authorized to accept 15 institutions, and the legislation singles out Western Governors " a venture financed by public and private funds that was launched by a group of governors from 10 Western states " as automatically eligible. Another 35 institutions can be selected in the third year of the five-year program.

The Clinton Administration, which has emerged as a strong advocate of technology in education, considers the distance learning program one of the centerpieces of the higher education bill, said Maureen A. McLaughlin, a deputy assistant secretary in the Department of Education . She said the Administration is pushing for distance education because it believes these programs could be a boon to those who cannot easily travel to classes. "This is a way to broaden and offer additional opportunities to people," McLaughlin said.

J. Bernard Machen, the new president of the University of Utah, who has urged greater caution about distance education, said he nevertheless welcomed the financial aid program as an opportunity for educators to find out more about distance learning. "This removes another potential barrier, so we can get these projects up and running and see what we can develop with them," he said.

But other critics are less than happy with the plan.

One concern stems from the origin of the 50 percent rule. It was put into place by Congress in 1992 to prevent abuse that occurred at certain correspondence and other for-profit schools that offered education of questionable quality to students who later had high default rates on their federally backed loans. Given the history, the rule should be lifted only with caution, critics say.

McLaughlin called the worries about past federal financial aid loan abuse and fraud "a legitimate concern," but said the rules had been relaxed "in a careful and considered way."

In addition, said Terry W. Hartle, senior vice president of the American Council on Education, an association of 1,800 two- and four-year colleges and a supporter of the new federal project, the limit on the number of project participants could help minimize the possibility of abuse. "This will give people a controlled way to see if it can be done in a way that protects both students and taxpayers," he said.

Perhaps more important, critics say they are concerned about the quality of distance education programs, and question whether they merit support. Mark F. Smith, associate director of government relations for the American Association of University Professors, which represents about 45,000 faculty members, said ways to measure the programs' quality should have been built into the federal project. "Distance learning is moving so quickly that we are not convinced there are adequate quality standards in place," he said.

Moreover, Noble is disturbed that the program lends the imprimatur of the federal government to a form of education that he believes is suspect. "Essentially, it is extending the range of government support, through student aid, to distance learning and establishing its bona fides as higher education," he said.

McLaughlin asserts, however, that part of the reason for the project is to ensure that there are strong "mechanisms set up to deal with quality." She said distance education is important for those who simply cannot, for whatever reason, attend a conventional classroom. "This is a way to encourage and offer additional opportunities to people," she said.

Finally, Noble criticizes the program as an effort to boost enrollment at electronic universities that have yet to gain popularity on their own. "What these folks are trying to do," he said, "is get the federal government to help them create a market."

Noble added that according to one press account, Western Governors had enrolled only 10 people in the first two weeks after it opened for admission last month. Albrecht declined to discuss the university's current enrollment. He said the number was small, but also said this was intentional as the university got under way.

But, he added, any suggestion that university officials were looking to federal financial aid to help them attract students was wrong. The real issue, he said, was fairness, that adult learners and others who cannot go to conventional classes should have the same access to financial aid as residential students.

"The marketplace is demanding distance education for any number of reasons now,"

Albrecht said. "...And I think saying distance education is somehow bad or low quality is naïve." Publication#W\ P>P# 7. New York Times "Publication" #: \ P ?P#October 21, 1998

Headline#\ P@P# The Holocaust as a Teaching Tool Headline #: \ PAP#
By JACQUES STEINBERG

The two dozen high school students had been asked to define the word "struggle," and as the conversation bounced around the classroom like a rubber ball, they told how the word had visited their lives.

Two boys spoke of becoming "the man of the house" at an absurdly young age, their fathers having died suddenly. A girl said she was a mother of two. Several others said that just striving to graduate, after being thrown out of as many as four previous high schools, was struggle enough.

Their questioner, a redheaded, 80-year-old native of Vienna, listened intently from across the room but was unfazed.

"You must never give up," the woman, Silvia Grohs Martin, finally said. "The word 'giving up' doesn't even exist. Anywhere. The rewards will come. It just may

not be right in front of
you."

If the students at Satellite Academy High School on the Lower East Side, a last
-chance public
school for some of the system's most difficult learners, were skep-
tical about their guest's
perspective, it was not for long. Moments later, each
was sitting in front of a computer screen
as Mrs. Martin's electronic image
" flickering from a never-before-seen CD-ROM produced
by none other than Steve
Spielberg " recounted how she had outmaneuvered gunshots, gas
chambers and even
a British air strike in a nearly three-year odyssey through the concentra-
tion
camps of Auschwitz and RavensbrGck.

Quickly, the eyes of Arki Narvaez, 19, of the South Bronx, turned red with tears,
prompting
the real Mrs. Martin to wrap her arms around his shoulders from behind
and to cradle his right
hand in hers, as they listened to her story together. In his other palm,
Narvaez tightly gripped the
hand of his girlfriend, Lucy
Lawrence, 18, who sat at the next terminal.

If Spielberg has his way, the virtual, if not live, experience of the students
in Room 212 is
one that will be replicated hundreds of thousands of times across
the country and around the
world. On Monday, aides to Spielberg introduced the
disk, titled "Survivors: Testimonies of the
Holocaust," in a quiet world premiere
inside Satellite Academy, in the heart of a neighborhood
that was home to
so many Jewish refugees after the war.

Yesterday, Spielberg, 50, dressed in an oatmeal-colored cardigan, brown corduroys
and worn
running shoes, appeared at the school himself, officially unveiling
his latest production in a
century-old auditorium filled with dozens of students
and more than 70 invited reporters.
Though there was occasionally some light
talk of Hollywood " "Emote from your kishkas,"
the veteran director, using the
Yiddish word for guts, privately instructed a puzzled Narvaez,
who had button-
holed him for advice on a budding acting career " the tone of the day was

somb
er.

The CD-ROM, created for classroom use, has extensive, annotated excerpts from 4 of the nearly 50,000 interviews filmed by Spielberg's Survivors of the Shoah Visual Foundation " all since "Schindler's List" was released five years ago. I n a flourish of Hollywood savvy, the disk is improbably narrated by two teen ic ons, Leonardo DiCaprio and Winona Ryder.

Locking arms on stage with Mrs. Martin, two of the other survivors featured on the disk and the 49-year-old son of a fourth, who could not attend, Spielberg s aid, "These are my heroes."

"Their lives," he added, "represent millions of others that were snuffed out."

Spielberg traveled to the Lower East Side yesterday to make his point that only by hearing the voices of survivors, and seeing their faces, would the world's children be able to fathom the atrocities of World War II and to prevent the ho locausts of the future.

In addition to other forthcoming documentaries and CD-ROM's " school districts will be able to buy copies of the disk introduced yesterday for \$69 each, with proceeds going to the nonprofit Shoah foundation in Los Angeles " Spielberg e nvisions the survivors' interviews' being accessible at places like the United States Holocaust Memorial Museum in Washington and eventually on the Internet.

"There is nothing more compelling than hearing history from the individuals who lived it," Spielberg said in an interview. "And seeing is believing. Even more than reading."

For Mrs. Martin, the production has provided an unanticipated opportunity to te ll her story to a wide audience. "That CD-ROM will tell your children and grand children," she said. "Longafter I'm gone, you're going to see my face."

But to her surprise, someone in the classroom on Monday had a story for her. It was Peter Nelson, 46, the New York director of Facing History and Ourselves, the national education organization that developed the study guide that accompanies Spielberg's CD-ROM.

After learning from the study guide that Mrs. Martin had been an actress in Amsterdam at the outbreak of the war, Nelson approached her, introduced himself and asked if she might have known his grandfather, Rudolph Nelson, a composer in the Netherlands at the time.

"Yes," she said. "He was my father-in-law."

Thinking she had misheard him, Nelson then asked about his father, Herbert Nelson, who was a cabaret actor in Amsterdam.

"I was married to him," Mrs. Martin said simply.

As Nelson's face went pale, he learned that Mrs. Martin had been his father's first wife, immigrating to the United States with him in 1947. The couple soon divorced; Herbert Nelson remarried shortly thereafter, and Peter was born in 1952.

Peter Nelson also discovered that this was not the first time he had met his father's first wife: when he was 2, Mrs. Martin told him, she had taken him to a show at Radio City Music Hall.

"It's one of those little miracles," Nelson told a visitor yesterday, his head full of questions he wanted to ask about the young life of his father, who died 10 years ago.

There were plenty of emotions bubbling among the students, too, especially those who had spent 45 minutes on Monday clicking on a mouse and journeying through the lives of Mrs. Martin and the three other survivors. They then interviewed

Mrs. Martin and another woman,
Paula Lebovics, 65, who was interned in Auschwitz
at age 11.

"Did they brand you with ID codes?" one girl asked Mrs. Martin.

"This here is Auschwitz," Mrs. Martin responded, casually rolling up her left sleeve to reveal
a blurry blue tattoo.

"I'm '51,841,'" she said. "There were 51,840 before me. The needle they used was already
dull. But it wasn't the physical pain at all. It was the humiliation
."

Sensing she had brought her students too low, Mrs. Martin then related that when she moved
to New York after the war " she had been liberated from her second
concentration camp by
a Swedish Red Cross truck driven by an American soldier
" she would disarm anyone who
asked about the marks by saying, "I did that so
I wouldn't forget my telephone number."

As he weaved through the story of Mrs. Martin's life electronically, Narvaez, the student
whom Mrs. Martin had felt compelled to embrace, was transfixed.

After a browned photograph of her from the 1930's flashed on the screen, showing her in tap
shoes and tutu, Narvaez said to a visitor at his elbow: "Surprising. You never expect a person
to look so beautiful and go through ordeals like that."

Later, Narvaez, who is called Blue because it is his favorite color, talked of his and his
classmates' ordeals in a school that was founded two decades ago to
rescue those deemed almost
too tough to teach. Unlike one out of three of his
schoolmates, he is not a parent. But Narvaez
was briefly removed from his parents'
care by the city as a child, was lured into the world of a
gang and flunked
out of three high schools before enrolling in Satellite, where he now earns A's
and B's.

Yesterday, Narvaez was honored by his teachers with the plum job of introducing Spielberg to the audience. And he did, effortlessly. But a closer look revealed that the skin under his right eye was swollen, and his left cheek was scratched.

He had, he told a visitor, got into a fight with an old friend the night before, over the friend's erroneous accusation that Narvaez had stolen something from his home.

"See the struggles I still go through?" he said.

Publication#W\ PBP# 8. Boston Globe"Publication" #:\ PCP#October 21, 1998

Headline#\ PDP# Bill targets privacy on the Web Headline #:\ PEP#Subhead#[\ PFP# Law could curb collection of information from childrenSubhead#:\ PGP# By Ross Kerber, Globe Staff

Soon your kids may need a permission slip to surf some parts of the World Wide Web.

Tucked inside the giant federal spending bill approved by the House and sent to the Senate last night is a provision that would be one of the strongest steps yet taken by the government to protect privacy on the Internet: a law that would require commercial Web site operators to obtain approval from parents before they seek to collect information from children on line.

The bill, praised by businesses including IBM Corp., AT&T Corp., Netscape Communications Corp., and Microsoft Corp., marks a significant compromise in the often-contentious debate over just what privacy rights consumers should expect on the Internet.

To many marketers, on-line networks represent a revolutionary chance to tailor product pitches to individuals. But federal regulators say some Web site operators have been too nosy - particularly in their attempts to collect names and addresses from children, information that could be resold.

Though privacy advocates argue the bill doesn't go far enough, they praise the measure included in the spending act for establishing at least basic protections for the powerful medium.

"The Internet is the best selling tool that's ever been invented, and it's like putting that powerful salesman right in your house," says Jeff Chester, executive director of the Center for Media Education in Washington D.C., an advocacy group favoring the new law.

"Now we've put a parent in between the commercial marketers and the child," he says.

The new rules, sponsored by Massachusetts Democrat Edward J. Markey in the House, and Democrat Richard Bryan of Nevada and Republican John McCain of Arizona in the Senate, would require companies to obtain parental consent before asking children younger than 13 to reveal anything about themselves. In addition, the rules call for parents to have access to the data and the power to correct or withdraw it from company databases.

A combined version of the privacy rules is included in the federal spending legislation nearing final passage in Congress.

The privacy measures stem from recommendations by the Federal Trade Commission, which has criticized the on-line industry for failing to disclose enough about how consumer information could be recycled.

Unclear is just how parental consent might be granted. Aides to Markey say the F T C will study ways in which consent could be given via e-mail. But no standard is expected for at least another six months.

Still, the legislation represents an important agreement between privacy advocates and companies like America Online, which worry that consumer suspicion about

t leaky data on the
Internet might stall its growth.

In backing the new privacy rules, "I think the industry has stepped up and said, 'We know we can't build Internet commerce without the trust of our members,'" says Jill Lesser, AOL's director of law and public policy.

Whether children experience too many interactive sales pitches has been a hot topic since the summer, when the FTC reported that out of 212 Web sites aimed at children it surveyed, 189 sought to collect data. Often these sites require users to submit data before they may explore pages fully.

"Even more troubling," the agency reported, is that fewer than 10 percent of those sites told children to ask their parents before they shipped in their names, addresses, and other facts.

In addition, the FTC in August settled charges against GeoCities Inc., a popular Web site provider, which admitted that it had turned over to advertisers information it had promised to keep confidential, such as users' marital status and education. The agency also alleged GeoCities collected children's names and other information without properly notifying users.

GeoCities denied wrongdoing but agreed to delete its children's database. It also agreed to post a statement telling users how it will use the information it collects. The practice is becoming more common amid growing privacy concerns.

Now, the company also supports the parental consent measure, according to James Halpert, an attorney who represents GeoCities at the Washington firm of Piper & Marbury. Broadly, Halpert says, GeoCities agrees that chat rooms and on-line forums are able to capture children's attention far more effectively than traditional marketing gimmicks such as clubs inviting kids to mail in cereal box-tops.

“They recognize that the bill will curb some of the conversations with children, but children are different” than adult users, he says. “The way children experience the on-line medium, they require a different privacy model.”

Some privacy activists wanted an even stronger bill that would allow adult users of the Internet to restrict the re-use of any personal data they might submit as well.

“This is an issue that affects everybody, regardless of age,” says David Sobel, general counsel of the Electronic Privacy Information Center in Washington. “Everybody couches themselves in child protection, and all the other privacy concerns go out the window.”

Markey says some agreement with the industry was better than none, and that he will try to expand the privacy protections for adults in the next congressional session.

In addition to the children's privacy rules, several other new electronic commerce bills are expected to be part of the spending act. One would establish a three-year moratorium on new taxes aimed specifically at buyers and merchants on the Internet.

Another more contentious bill would require operators of sexually explicit commercial Web sites to verify that viewers are over 18. The bill defines these sites as those whose content is “harmful to minors.” The bill's Republican backers say the definition makes the law more limited than a similar law passed in 1996 against “indecent” material. That law, the Communications Decency Act of 1996, was struck down by the Supreme Court on constitutional grounds.

Free speech advocates say the latest anti-smut bill still uses too broad a definition, and they vow to sue if the law is passed.

But even some of these groups say that together the latest privacy and decency

measures
represent a more limited and realistic set of rules to govern electronic commerce when compared with proposals of years past.

"Congress has walked another step on the road to understanding the Internet as just another policy area," says Jonathan Zittrain, executive director at Harvard Law School's Berkman Center for Internet and Society. "That's a good thing, to the extent that there's no longer panic over what the Internet represents."
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Publication#W\ PHP# 9. The Washington Times"Publication" #:\ PIP# 10/20/98; Edition: 2; Section: A;NATION; Page A5

Headline#\ PJP# Character survey finds schoolchildren shoplift, cheat, lie
line #:\ PKP#

By Cheryl Wetzstein
THE WASHINGTON TIMES

Many of the nation's schoolchildren admit to shoplifting, cheating and lying, according to a survey taken by a group that works to promote good character in schools.

"People who develop the habit of cheating or stealing are going to continue to cheat and steal later in life," said Michael Josephson, president of the Josephson Institute of Ethics in Marina Del Ray, Calif.

And many of these same students who admit to unethical behavior say they are "satisfied" with their ethics and character, he said.

Mr. Josephson founded the institute in 1985 in honor of his parents, Joseph and Edna Josephson, with the goal of improving the ethical quality of American society.

The institute started the Character Counts! Coalition several years ago and works with schools and youth groups to promote the core values of trustworthiness, respect, responsibility, justice and fairness, caring, and civic virtue and citizenship.

The institute began collecting data on young people's attitudes on ethics in 1992, "when we found out not too many people had data on this," said Rosa Maulini, vice president of the institute.

For this year's "report card," the institute surveyed nearly 21,000 schoolchildren about lying, cheating, stealing, ethics and trust. The survey, which has a margin of error of 3 percentage points, found:

Ninety-one percent of the students said they were "satisfied with my own ethics and character."

Nearly 40 percent said they had stolen something from a store at least once in the past year. Roughly half of these students said they had shoplifted twice or more.

Twenty-eight percent said they had stolen something from a parent or relative, and 24 percent said they had stolen something from a friend. Half of these students agreed they had done it more than once.

Sixty-three percent of students said they had cheated on a test at least once in school. Conversely, 72 percent said that on at least one occasion, they had "refused to cheat even though others were cheating."

Ninety percent of students said they had lied to a parent in the past year, and 76 percent had lied to a teacher. Majorities of students admitted to lying more than once.

Eighty-two percent of students agreed that "it's not worth it" to lie or cheat. However, 43 percent said they "sometimes lie to save money," 39 percent said "a person has to lie or cheat sometimes in order to succeed" and 34 percent said they would "be willing to lie if it would help me get a good job."

Thirty-four percent of students said they did not answer all the survey questions honestly.

Publication#W\ PLP# 10. Good Morning America (ABC)"Publication" #:\ PMP# 10/20/98
Section: NEWS;

Headline#\ PNP# SCHOOL MARKETING MANIA
Headline #:\ POP#Subhead#[\ PPP# SOME PARENTS AGAINST ADVERTISING IN SCHOOL

Subhead#:\ PQP# By JANICE LIEBERMAN
KEVIN NEWMAN / LISA McREE

KEVIN NEWMAN: They spend \$24 billion a year, love to shop, and spend confined in a single building soaking up information. We're talking about our kids. And advertisers have discovered that the classroom is a really great place to deliver messages to a captive young audience. Our consumer editor, Janice Lieberman, has a report on why schools are welcoming this trend, even though some parents are protesting.

PARENT: This money is dirty money. This money is going to ruin kids' health.

JANICE LIEBERMAN: (voice-over) It's a hot topic that's touched off a contentious cola war.

Just this month in Seattle, concerned parents took on Coke at a recent school board meeting.

The deal? The school gets \$6 million. Coke gets a 10-year exclusive contract to sell its drink to students.

TREVOR NIELSON, Seattle Public Schools: The bottom line is that \$6 million can help buy things like textbooks and school supplies that students need.

JANICE LIEBERMAN: (voice-over) But some parents believe the school board is allowing advertisers to infiltrate classrooms.

SARAH LUTHENS, Parent: This isn't about selling Coke in the schools. This is about selling our schools to Coca-Cola.

JANICE LIEBERMAN: (voice-over) Despite the opposition, the financially strapped school system signed.

WOMAN ON PANEL: The contract is carried.

TREVOR NIELSON: If we had adequate funding to give our kids the education they deserve, we wouldn't be having this discussion.

JANICE LIEBERMAN: (voice-over) The marketing mania started slowly five years ago, but now has picked up steam nationwide. In just the last three months, the number of exclusive soft drink contracts has doubled. Now corporate logos adorn buses, textbooks. Even their mascots come to life in front of schoolchildren.

MARIANNE MANILOV Center for Commercial-Free Public Education: The bottom line is that they're able to get into schools, where students are and spend 20 percent of their day.

JANICE LIEBERMAN: (voice-over) Marianne Manilov is waging a national campaign to ban brands from entering schools.

MARIANNE MANILOV: They want students to think that teachers said, "Yes, you should drink this soft drink. This is the product that you should drink for the rest of your life." And it's worth a lot of money to them.

JANICE LIEBERMAN: (voice-over) Dallas' Grapevine-Colleyville school district inked a 10-year, \$3.5 million deal with Dr. Pepper and also has nine other contracts with local sponsors.

Now companies' ads are in gyms, on football scoreboards, even on the roof of one of their schools so passing planes can see. This school also takes a cut of the soda's sales in the cafeteria. In all, sponsorship dollars total about \$200,000 a year, which breaks down to just 15 bucks per student.

Still, Dallas' school superintendent feels that money is vital.

JIM THOMPSON, Superintendent, Grapevine-Colleyville Schools: We feel like we're trying to supplement the revenue to educate our kids in the school district and to provide them with unique opportunities to learn.

JANICE LIEBERMAN: (on camera) And that's just the beginning. Now savvy marketers actually provide schools with coupons, posters, even products to give away to lure young consumers. And teachers receive videotaped lessons straight from the corporations.

MARIANNE MANILOV: The message that's being sent out is that science is brought to you by Exxon and nutrition is sponsored by Burger King and Coke and Pepsi are good to drink.

JANICE LIEBERMAN: (voice-over) But what do the kids think? We asked teens in the Dallas school what message they're getting.

BRANDON MOODY, High School Senior: Kind of, like, back in your mind, you're, like, picturing, like, you know, "Hey, Dr. Pepper is, like, sponsoring us, so let's go drink a Dr. Pepper."

TREVOR NIELSON: In an absolutely perfect world, there probably would be no corporate products in a school. We wouldn't need them. But we don't live in a perfect world, and you can't build world-class schools without money.

KEVIN NEWMAN: Janice Lieberman joins us this morning from Los Angeles. Early morning there, Janice. Thanks for getting up.

JANICE LIEBERMAN: Sure.

KEVIN NEWMAN: When did all this start?

JANICE LIEBERMAN: Actually, Kevin, this has been called the decade of commercializing in the classrooms. And it all started about 10 years ago when schools received free audio-visual

equipment in exchange for airing Channel 1, which is a sponsor-driven program. So it really started 10 years ago.

But as we said in this report, soft drink contracts have doubled in the last few months, and now on Wednesday the Center For Science And The Public Interest is expected to come out with findings on nutrition and soda consumption with kids. So it's getting pretty serious.

And really the opposition is heating up now. Even Ralph Nader is weighing in and saying he's opposed to having ads in the classrooms.

KEVIN NEWMAN: Of course, the schools are in a tough position. Because as a parent if you say you don't want to have this, then they come back and say, "OK, well, we have to have fewer library books and fewer intermural sports." Is there anything that parents can do to help the situation?

JANICE LIEBERMAN: Actually, as long as there is a budget shortfall, which looks like that is going to be the case, there isn't a whole lot they can do unless they organize and go out and fund-raise and do big campaigns. But, you know, that's not all that realistic.

So what they really should do is educate their children and say "Hey, just because there are Coke machines or Snickers bars in the schools doesn't mean this is a product you have to buy or that the school endorses." It's the parents' duty to go through this. Kids are very impressionable.

KEVIN NEWMAN: Absolutely. And they love those corporate logos. Especially the swooshes. Thanks a lot, Janet. We appreciate it. Take care.

Lisa?

LISA McREE: Thanks, Kevin. Next, who says sports shows are only for guys? We'll meet

the gutsy men and women of the new ABC show "Sports Night" when Good Morning America continues.

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Publication#W\ PRP# 11. Los Angeles Times"Publication" #:\ PSP#* 10/21/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

Headline#\ PTP# Higher Education Bill Targets Costs, Crime

Headline #:\ PUP#Subhead#[\ PVP# In addition to easing rates on loans, Congress orders

agency to study what is making expenses rise. Colleges will also be r

equipped to report criminal offenses more fully.

Subhead#:\ PWP# By KENNETH R. WEISS
TIMES EDUCATION WRITER

Lowering interest rates on students loans captured most of the attention earlier this month when President Clinton signed a bill that revisited federal higher education programs for the first time since 1992.

But Congress tucked a few other things into the bill's 668 pages.

Take campus crime, for example. Congress stripped colleges of some of the artificial dodges used to keep criminal activity and the results of campus disciplinary proceedings from public view.

Or consider teacher training. Colleges and universities will now have to reveal how many of their education school graduates pass teacher licensing and certification exams.

And then there's the spiraling cost of higher education.

The new law instructs the National Center for Education Statistics to study all of the factors driving up costs: tuition, fees, faculty salaries, administrative salaries, research operations, technology and maintenance.

A few years from now, the U.S. secretary of education will begin to release an annual report that details the tuition and fees at all colleges in "an easily understandable form" so that students and parents can do comparison shopping.

"It's not done to try to embarrass the schools," said Rep. Howard P. "Buck" McKeon (R-Santa Clarita), who sponsored the bill. "But the fact that we are putting the spotlight on it may help keep costs down."

Making colleges more affordable was a major focus of the legislation officially called the Higher Education Amendments of 1998.

After all, the point of the bill was to update the Higher Education Act of 1965, which governs \$38 billion in federal student aid. That accounts for about 68% of all nonparental financial assistance to college students.

So the bill rejiggered the interest rate formula on student loans, based on treasury bill rates and added points. If T-bill rates remain low, an average student could save about \$700 in interest over a decade, repaying \$13,000 in debt at 7.46% interest.

"When grown-ups look at the numbers, it doesn't seem to make much difference," said Sandy Baum, an economist at Skidmore College. "But smaller payments for recent graduates can be quite significant on a starting salary."

If rates surge, the new formula caps interest rates at 8.25%—roughly the same rate that existed before the law changed.

The new law also authorizes an increase in the maximum per-student Pell Grant to \$4,500 next year and then raises the ceiling in annual \$300 increments until 2003.

"It's a step in the right direction," said USC economist Morton Owen Schapiro, who notes

that Pell Grants have not kept pace with escalating tuition.

But there is a hitch. Pell Grants can only reach these levels if Congress provides the money in its annual budget. This year, for instance, the budget restricted Pell Grants to \$3,000, even though they were authorized to go much higher.

Crime on Campus" Weighing in on a touchy issue, Congress agreed to some requests by victims rights groups to nudge colleges into more complete disclosure of campus crime.

"Most campuses are very safe," McKeon said. "That doesn't mean that if something happens on campus, it shouldn't be reported."

So colleges will now be required to maintain a public police log of most major crimes except when such reporting could jeopardize an ongoing investigation or the confidentiality of a victim of sexual assault.

Colleges also must add two new crimes "arson and manslaughter" to the list of offenses reported annually to the federal government. The others are murder, sexual assault, robbery, aggravated assault, burglary and motor vehicle theft.

The two most prevalent crimes on campus "petty theft and auto burglary" remain off the list.

In addition, colleges have newly expanded responsibilities for reporting crime that occurs on sidewalks, streets and parking lots contiguous to the campus and at off-campus locations related to the school: fraternities, college-run buildings and the like.

This expanded turf will result in some "real confusion" at some urban campuses, said Pete Sysak, president of the California College and University Policy Chiefs Assn. Some big-city campuses will have the burden of coordinating statistics with as many as half a dozen surrounding police agencies to make sure they co

mply with the law.

Victims rights and journalist organizations tried, but failed, to persuade Congress to force colleges to open up their secret campus courts.

Instead, Congress took one step in that direction. It repealed a federal privacy law that prohibited colleges from disclosing the "final results" of these secret proceedings.

Although college officials lobbied heavily against these changes, Congress was moved by the powerful testimony of parents who complained about being victimized twice: once when their child was raped or murdered, then a second time when their quest for justice was stymied by college administrations and secret disciplinary proceedings.

Sysak, police chief at Cuesta College, said he hopes the new law will encourage college administrations to be more straightforward about crime statistics so that students and parents can make informed decisions.

"Colleges don't want their academic environment to appear unsafe," Sysak said. "So sometimes there has been a motive to look at the statistics and say this was not really a sexual assault. . . . Congress wanted to take the leeway from the colleges to play with the statistics."

Teacher Training" Just as colleges are recognizing the need to help reform primary and secondary education, the new law aims to improve quality of teacher training programs.

It offers some carrots: An extra year of Pell Grants for students in California in their fifth year of college in a teacher training program; a program to for give \$5,000 in student loans for recent graduates who teach at schools that educate mostly the poor.

But there are some sticks too: Every teacher preparation program that receives federal funds

will have to report how many of its graduates pass state licensing and certification exams, and states will have to identify low-performing teacher training programs and then bar them from enrolling any student who receives federal aid.

"Congress is sending an important notice to teacher preparation programs," said Rep. George Miller (D-Martinez) who pushed the provisions. "We will hold you accountable for the billions in taxpayer dollars you get each year."

Jeanne Brennan of the Education Trust predicts that the law will "knock out the schools that are doing a terrible job."

"The higher ed community is horrified that this has come to pass," she said. "They fought against it. But everyone realizes that K-12 cannot improve until higher ed improves how it teaches the teachers."

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) Capitol Changes on Campus

The Higher Education Act Amendments of 1998, signed into law earlier this month by President Clinton, will boost federal financial aid and tinker with scores of federal programs. Most changes do not take effect until the next academic year. Here are some highlights of the new legislation

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Student Loans

Locks in a new interest rate formula that lowers rates to 7.46% from 8.23% for graduates starting to repay their federally subsidized loans. Students who want to refinance their loans must apply before Jan. 31.

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Pell Grants

Increases the maximum yearly grant for low-income students from \$3,000 this year to

\$4,500 for the 1999-2000 academic year and then gradually raises it to \$5,800 in 2003-04.

Revises the eligibility formula to let students who are supporting themselves through school keep more of their earnings and still qualify for federal grants and subsidized loans.

*

Special Grants

Two-year and four-year colleges with student bodies that are at least 25% Latino can compete for special grant money. Such grants have long been available to historically black colleges. Now they will be available to Native American schools, too.

*

Early Outreach

Colleges and community groups can compete for \$200 million in grants for "GEAR UP" early-intervention programs that help inspire poor children to get on track for college.

*

Work Study

Authorizes an increase in the College Work-Study Program to \$1 billion, up from current spending of \$830 million. Requires that some money go to community service, including one program that tutors children in reading and adults in literacy.

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Campus Crime

Requires colleges to maintain a public police log of all reported crimes. Opens the disciplinary records of students who have admitted to committing violent acts or have been found to have committed such acts. Allows colleges to inform parents about alcohol- and drug-related disciplinary violations by students under age 21. Students convicted of possession or selling of illegal drugs will lose their financial aid.

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Quality Teachers

Creates a program of incentives for states to recruit qualified teachers and to enhance certification procedures. Requires teacher preparation schools to disclose how many of their graduates pass certification exams. Provides grants to promote strong teachers and keep them up to date on new teaching technologies. Forgives up to \$5,000 in student loans for graduates who teach for five years in low-income communities.

Publication#W\ PXP# 12. New York Times "Publication" #:\ PYP# 10/21/98
Headline#\ PZP# Harvard Seeks To Improve Support
For Stressed StudentsHeadline

#:\ P[P#
By CAREY GOLDBERG
CAMBRIDGE, Mass. - Spurred on by the recent death of a star graduate student who killed himself with cyanide, Harvard is changing some of its policies to improve support through the stressful pre-doctoral years, university officials said Tuesday.

Jason Altom, a 27-year-old, fifth-year graduate student in chemistry, was the third Harvard graduate student to commit suicide since last year, and the one whose death carried the most pointed message to the university about the pain for some of graduate-school life.

In a suicide letter provided by his family to the Harvard Crimson, Altom said his death could have been avoided and wrote: "Professors here have too much power over the lives of their graduate students." He supported the idea of arranging for a group of professors to oversee students' thesis work, diluting the power of a student's direct adviser: "If I had such a committee now I know things would be different," he wrote.

That was back in August that Altom wrote the note and then killed himself using cyanide taken from his laboratory. In September, the Chemistry Department responded by announcing a nine-point plan that included creating just the kind of committee Altom had advocated, along with offering more counseling, more social mixing, lectures about coping with stress, and more advice on careers both in and out of academia.

Such a multiple-mentor plan had already been under consideration, Dr. Alan Long, director of graduate studies at Harvard's Chemistry Department, said Tuesday, but "thoughts about implementing such a system were certainly revived" by Altom's writings.

More broadly, Harvard's Graduate School of Arts and Sciences surveyed its students during registration this fall about their relationships with their advisers, and has been conducting a series of student-faculty talks on the issue. It has also begun a series of "Succeeding in Graduate School" lectures on topics from time management to the how-to's of communicating with an adviser, and added instruction to help foreign students adjust to America and Harvard.

"It's not that this recent student death has been the trigger for initiating these discussions," said Margot Gill, the administrative dean of the graduate school. "But we don't want to miss the opportunity now to be sure we have asked the question across all of our departments: 'Is there more we ought to be doing?'"

The recent suicides - by Altom; Fung Lam, a first-year graduate student who had just begun in the same lab as Altom last year; and Hailei Ge, a computer-science student who jumped from a building - have cast a spotlight on the difficulties for some of high-pressure graduate school life, especially at such a competitive university.

"This is not an isolated incident by any stretch," said Kevin Boyer, executive director of the National Association of Graduate-Professional Students, which represents the campuses of about half the country's 2 million graduate and professional students, about 400,000 of them doctoral candidates. "There are a lot of examples of students who react to the stress badly, and I think while the situation isn't typical, it's something more common than people will admit."

"Graduate school," he said, "is a highly stressful situation in that it's a kind of apprenticeship-slash-employment-slash-academic experience all rolled into one, and as a result you have students with significant financial pressures, significant research pressures, significant teaching obligations, and you have to layer on all of that the familial issues, because half the people in graduate school are married."

In research-oriented graduate school, a student's adviser can often take on particularly central importance as the provider of the student's grant money, instruction, guidance on thesis-writing and even selection of the thesis-approval committee.

Boyer said that his association advocates the kind of multiple-mentor system that at the Harvard Chemistry Department has just approved, and in particular, he said, it is important for students to have a faculty mentor other than their adviser - to whom they can complain if they have adviser problems, and who can encourage them to have a life outside the lab or library.

Eight graduate students have committed suicide at Harvard since 1980, officials said - not an unusual rate for a university. Of those, three have been in the laboratory of Altom's mentor, Nobel-Prize-winning chemist Elias J. Corey. But Long asserted Tuesday that by all indications, the first two deaths, one last year and one in 1987, had nothing to do with the students' work in Chemistry. One student, he noted, had been very successful in his work, and the other had barely begun.

Despite their efforts, Harvard officials said Tuesday, they expect no quick fix for the tricky adviser-advisee relationship, in large part because it depends so heavily on the particular human foibles of each teacher and student.

Experts agreed that such relationships tend naturally to be fraught with complexity, intensity and tension. "Students are interested in impressing their professors," said Anne Pruitt, scholar in residence at the Council of Graduate Schools in Washington, D.C. "They want to become scholars; they want to do a good job; they know their professors are the persons who are going to take the lead in their placement whenever they graduate, and so it's for many a high-pressure kind of experience. The student's future is on the line"

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Publication#W\ P\# 13. New York Times "Publication" #:\ P]P# 10/21/98
Headline#\ P^P# Ballooning Endowments Prompt Rich
Universities To Loosen Their
BeltsHeadline #:\ P_P#
By KAREN W. ARENSON

If there is a commonly followed barometer of the wealth of universities, it is surely Harvard's endowment, which, thanks to generous donors and the long stock market boom of the 1990s, stood close to \$13 billion at the end of June, more than the gross national product of most developing countries.

No other college or university comes close. Still, from the University of Texas system (the second richest, with \$7.6 billion) to Princeton to the University

of California, other wealthy colleges and universities have seen their endowments soar. A dozen now have \$3 billion or more, up from six just two years ago.

Despite the recent market slump - including losses taken on some hedge funds and other investments - many of these institutions are beginning to loosen their purse strings and spend some of their newly acquired bounty. Tuition increases are being moderated. Financial aid packages are being sweetened. Faculty members are getting more money for research. Academic initiatives are bursting forth, frequently with new laboratories or classrooms.

Harvard recently said it would give larger scholarships and reduce the size of its nonlecture classes. Yale is adding faculty slots for the first time in years. Washington University in St. Louis is creating a department of biomedical engineering. Rice University in Houston is adding majors in biophysics and bioengineering. The University of Chicago will spend about half a billion dollars on an athletic center, two dormitories and a center for the biological and physical sciences.

Hugo F. Sonnenschein, president of the University of Chicago, sums it up succinctly: "The world is much better for us now, as it is for colleges and universities everywhere."

For universities like Stanford, the new era is particularly welcome. "In the early 90s we had cost cutting," said John Ford, Stanford's vice president for development. "Now we have come around that corner and are making strategic investments."

Mindful of the public outcry over tuition costs, many private colleges and universities are using some of their extra revenue to moderate the growth in tuition - which is still rising faster than inflation - and to raise financial aid.

But wholesale tuition cuts are unlikely. For one thing, relatively few colleges and universities have any significant endowment, and most have established policies that restrict them to spending only a small part of their wealth each year.

"You don't want to pay out so much that you beggar future generations, or so little that you beggar the current one," said Dean Currie, vice president for finance and administration at Rice, which saw its endowment grow 51 percent to \$2.8 billion as of June, and is adding new buildings for the humanities and the biosciences.

Typically, universities try to even out the impact of booms and busts. They usually spend no more than about 4 or 5 percent of their assets a year - even if investment gains for the year equal 20 or 25 percent of their assets - and they base their calculation of average assets over three, four or five years.

This caution means that the market run-up of the last few years has translated into higher spending only very slowly, and in many places that spending is just becoming visible.

"We tend to be very careful," said Rebecca S. Chopp, the provost at Emory University in Atlanta, which has seen its endowment increase to \$5 billion in June from \$3 billion two years ago. "We want to be here for a long time."

Most universities are embracing a number of priorities, including old themes, like financial aid and salaries, and some newer ones, like bioengineering departments and international studies.

Mindful of the public outcry over tuition costs, many private colleges and universities are using some of their extra revenue to moderate the growth in tuition and to raise financial aid.

Williams College, for example, which raised its tuition by 4.6 percent last year, held its

increase to 3.5 percent this year - its lowest increase in about 25 years. Like many other colleges, Williams also decided to allow students to keep all outside scholarships, rather than partly reducing its own scholarship aid for each dollar they bring in from the outside.

"What the extra money has done is enabled us to respond to some pressures," said Stuart Crampton, the college's provost.

Building and maintenance, an area that colleges and universities often skimp on in tight years, is also getting new emphasis. Even universities like Columbia that are already in the middle of major building programs are beginning to dream about further building.

"The remarkable endowment returns of the past few years will allow us to continue projecting further investments in facilities," said George Rupp, Columbia's president. Columbia is expanding undergraduate housing, rehabilitating its library and building a new student center.

Emory has found that the added dollars from the market are helping it move faster on its strategic plan. Besides creating new scholarships, it has put \$1 million a year into improving teaching, and an additional \$250,000 a year into sending faculty members and graduate students overseas and to bring foreign visitors to its campus.

A few universities are liberalizing their spending formulas. Washington University, which saw its endowment increase 52 percent in the last two years, to \$3.5 billion, is permitting the spending of an extra \$7 million in its \$850 million budget.

The university is adding new buildings and has increased financial aid. "Perhaps we would have done the same things without this growth," said Mark S. Wrighton, Washington's chancellor, "but not as quickly."

Moreover, when financial crises shook Asia last year, the university was able to tell students it could help them if needed. About 600 of its 10,000 students are from Asia.

University officials caution that some of the changes may loom larger symbolically than in reality. At Yale, for example, the decision to add new faculty positions for the first time since 1992 seemed to represent a major policy shift. But Charles H. Long, the deputy provost, said the university made the decision because it saw a particular "opportunity to make a difference" by giving the political science department six new openings.

"There was a series of retirements over the last decade that had taken some of the luster off the department, and relative to student interest, it was very understaffed," Long said.

Even with larger endowments, not all universities feel richer.

At the Massachusetts Institute of Technology, the extra income from the higher endowment is helping to offset reductions in federal research money, said Glenn P. Strehle, the university's treasurer and vice president for finance.

"That's impacting everybody," he said, "but it is impacting us more, since a larger portion of our budget comes from sponsored research."

Strehle said MIT had to replace about \$55 million a year in revenue. "For us," he said, "the question is not how flush we are, but how tight the belt is."

00:03 EDT OCTOBER 21, 1998n

Publication#W\ P`P# 14. Associated Press"Publication" #:\ PaP#10-21 2:59a

Headline#\ PbP# Support for school vouchers slips in
pollHeadline #:\ PcP#
By ROBERT GREENE
AP Education Writer

WASHINGTON (AP) - Support by black Americans for using government money to help

children attend the public, private or parochial schools of their choice has fallen since last year, but black supporters still outnumber black opponents.

A poll released Tuesday by the Joint Center for Political and Economic Studies, found black support of school vouchers at 48.1 percent, down from 57.3 percent last year. Forty percent were opposed, and 12 percent said they didn't know. The margin of error in the poll, which was taken last month, was 3.5 percentage points.

White opposition to school vouchers became even stronger, however, dimming the chances that national voucher legislation can become law.

So far, opposition by the Clinton administration, teacher unions, school boards and parent-teacher organizations has thwarted voucher legislation. State-sponsored voucher experiments are under way in Cleveland and Milwaukee, and privately supported vouchers are expanding.

Last year's poll by the center was widely cited by voucher advocates who argued that support was not limited to conservatives who want to turn education and other government services private.

The center is a national nonprofit institution that conducts research on issues of special concern to blacks. Whites were also interviewed in the random telephone survey of 1,606 adults.

There was a similar decline of support for vouchers among whites, from 47 percent to 41.3 percent. Suburban whites and senior citizens were the biggest opponents.

Among blacks, the greatest supporters were baby boomers and those living in the Northeast and Midwest - parents and those living in areas with large numbers of

f troubled urban schools.

Opponents of vouchers were delighted with the results.

"These findings add to the growing body of research suggesting that the more the public knows about the impact of voucher proposals, the less inclined they are to support them," said Bob Chase, president of the National Education Association, the nation's largest teachers union.

David A. Bositis, senior political analyst for the center, said there is a danger of reading too much into the findings. Most of the debate, he said, has been rhetorical rather than substantive.

"I've always considered the voucher findings to be at least somewhat ephemeral," he said. The findings last year, to a large extent, reflected "black dissatisfaction with the status quo more than support for vouchers."

But some of the decline in support for vouchers may be transitory, as people respond to activity and increased rhetoric.

"I don't think the issue's over," Bositis said. "I believe there's been a lot of activity on the educational front. The degree to which that necessarily represents progress remains to be seen."

Publication#W\ PdP# 15. Associated Press"Publication" #:\ PeP#10-21 3:30a

Headline#\ PfP# Safer schools a fringe benefit of smaller classes, U.S. school chief saysHeadline #:\ PgP#
By HANS GREIMEL
Associated Press Writer

PORTLAND, Ore. (AP) - The last-minute budget deal in Congress that gives schools \$1.2 billion to cut class sizes across the country could mean safer schools, including Oregon.

The budget agreement, which Congress is expected to pass, calls for hiring 100,000 new teachers for grades 1 through 3 over the next seven years. This would reduce the average class size to 18 pupils across the nation.

U.S. Secretary of Education Richard Riley said during a visit to Oregon Tuesday that smaller classes make it easier for teachers to combat violence by identifying troubled children, working with them one-on-one or by getting them help.

"When I asked school security personnel what schools need to be safe, I assumed they were going to talk about more metal detectors," Riley told 1,500 educators at a Portland conference. "But surprisingly, they told me, 'If you want safer schools, give kids more attention in the early grades.'"

Despite last spring's Thurston High School shooting and other high-profile rampages, Riley said it is a misconception that the nation's classrooms are becoming more violent.

Pointing to a report released last week by the departments of education and justice, Riley said that while multiple homicides and gang activity are slightly up, overall levels of violence are actually decreasing.

Oregon State Superintendent of Public Instruction Norma Paulus applauded the budget proposal and its call for smaller classes.

"I want to do something rarely done - praise the federal government," she said. "We know from the Thurston situation, there are early warning signs and it would be easier to pick up on them if the classes were smaller. Common sense tells you that."

Oregon schools could see an infusion of more than \$11.5 million in federal funds and an increase of perhaps 300 teachers in the first year.

Paulus also praised the budget's funding for Head Start and After-School Programs. The Head Start program would see an increase of \$313 million and would dovetail with Oregon's efforts to derail the causes of violence early on.

The budget proposal also calls for a \$200 million expansion of after-school programs that would take 250,000 students off the street and keep them busy with arts, computers and other activities.

Educators say these programs will block out the hours of 3-6 p.m., a time during which idle kids typically get into trouble.

"Children's brains don't shut down at 3 or 3:30 p.m., and neither should their schools," Riley said.

"The most important thing is to make sure that every young person is connected to a responsible adult and that we are all aware of the early warning signs of trouble."

Publication#W\ PhP# 16. Education Daily"Publication" #:\ PiP#October 21, 1998

Headline#\ PjP# Congress Expected To Fund \$210
Million Safety ProgramHeadline
#:\ PkP#
by Darren Goode

Tucked inside Congress's fiscal 1999 omnibus spending package is \$210 million for a safe schools initiative that would help school districts hire law enforcement personnel and create violence prevention programs.

The safe schools funding includes \$167.5 million to hire police officers and school resource officers to deter school violence. That funding is authorized under the recently passed Community Oriented Policing Service (COPS) program, S. 235, which President Clinton has pledged to sign (ED, Oct. 16).

The measure also includes \$42.5 million for schools, including \$2.5 million for in-school programs, and \$10 million for school safety technology, such as metal detectors.

The House was expected to vote on the omnibus spending package yesterday evening, and the Senate was scheduled to follow.

Publication#W\ PIP# 17. Education Daily"Publication" #:\ PmP#October 21, 1998

Headline#\ PnP# Number Of School Breakfast
Recipients Doubles Over DecadeHeadl
ine #:\ PoP#
by Darren Goode

A record 6.1 million children participated in the National School Breakfast Program this spring, nearly twice as many as in 1988, according to a new report.

Also, a record 68,000 schools nationwide offered the program this spring, according to data released yesterday by the Food Research and Action Center (FRAC), a nutrition advocacy group. It was the eighth consecutive year the number of students in the program has risen.

More than 73 percent of schools participating in the National School Lunch Program now serve breakfast as well. And nearly 41 percent of the 15 million low-income children participating in the lunch program are also in the breakfast program, the largest percentage ever, the report says.

Down South

Four Southern states "West Virginia (98.8 percent), South Carolina (98.6 percent), Texas (96.7 percent) and Arkansas (96.4 percent) "were the top participants in the breakfast program. Wisconsin (29.8 percent) and New Jersey (35.3 percent) have the fewest.

Southern states "have done a better job in making resources available," said study co-author Michele Tingling-Clemmons, FRAC's senior field organizer.

But those same states traditionally do not spend vast amounts of state dollars on social

programs, so many compensate by taking greater advantage of federal resources, she said.

Most Southern states are among the 23 with laws mandating that schools with a certain percentage of low income students offer a lunch and breakfast program.

The school breakfast program was permanently authorized by Congress in 1975, after being introduced as a temporary measure in the Child Nutrition Act of 1966.

The program is intended primarily for low-income students, although middle and upper-income children can participate by paying additional charges.

Spending for both the breakfast and lunch programs was folded into a massive \$500 billion omnibus spending bill that Congress was expected to pass late yesterday.

Congress is expected to approve substantial funding increases in the programs, as requested by President Clinton.

The lunch program likely will get a \$1.1 billion boost in fiscal 1999, to \$5.4 billion, while the breakfast program is slated for a \$157 million increase, to roughly \$1.4 billion next year.

Publication#W\ PpP# 18. Education Daily"Publication" #:\ PqP#October 21, 1998

Headline#\ PrP# Poll: More People Say They Support
Public SchoolsHeadline #:\
PsP#
by William J. Cahir

While satisfaction with public schools is growing, support for voucher programs is declining, according to a new poll.

The survey of 1,606 adults conducted last month found that 57.4 percent of whites and 45.8 percent of blacks rate their local schools either as excellent or good, the Joint Center for Political and Economic Studies reported yesterday.

While the poll found an 11-point difference in the public school satisfaction rate among whites and blacks, the poll said that gap had narrowed by 14 percentage points in 1998.

"The only reason that I can think of: The economy appears to be better," said Benjamin Ginsburg, a Washington, D.C. lawyer and former general counsel to the Republican National Committee, who participated in the center's news conference yesterday.

He was referring to a separate poll of political attitudes in which the center found that 51 percent of blacks and 31.5 percent of whites claim they are better off financially now than they were one year ago.

Muddy Voucher Waters

The poll also found that support for school vouchers declined from 57.3 percent in 1997 to 48.1 percent in 1998 among blacks, and from 47 percent in 1997 to 41.3 percent in 1998 among whites.

"Younger people were more supportive of vouchers than those over 50, and surprisingly, liberals (50.7 percent) were more supportive than moderates or conservatives," the center said.

The analysis showed that most adults do not think vouchers are a possibility for their local school districts.

A large proportion of blacks, 33.6 percent, and a bigger cross-section of whites, 46.4 percent, said they didn't know how much money would be needed to ensure vouchers have their intended effect and expand educational choice.

Among blacks, 19.7 percent said the voucher would have to be worth \$10,000, while 18.2 percent of whites said \$5,000.

However, 57.6 percent of blacks and 67.1 percent of whites said they either didn't know how much they could spend to supplement a voucher, or they didn't have children and didn't care.

Mixed Messages?

The center's findings contradict a poll released in August by Phi Delta Kappa (PDK) and the Gallup polling organization; they found growing support for school choice programs in which the government would finance either all or part of the cost (ED, Aug. 26).

The PDK-Gallup poll found that 59 percent of nonwhites "strongly support" government vouchers that would pay the full cost of private and religious schools.

David Bositis, the center's senior research associate, said the discrepancy could be explained by the polls' differing survey populations, including the larger proportion of blacks in his sample. He added that his possible margin of error was 3.5 percent.

School choice "is an issue of great uncertainty," Bositis said. "It is an issue that has only been debated on the broadest philosophical levels."

"These findings add to the growing body of research suggesting that the more the public knows about the impact of voucher proposals, the less inclined they are to support them," said National Education Association President Bob Chase.

Publication#W\ PtP# 19. Education Daily"Publication" #:\ PuP#October 21, 1998

Headline#\ PvP# Nine States Choosing School Chiefs Headline #:\ PwP#
by Rob Jennings

Although most state superintendent races are supposed to be apolitical, educators can dish up politics as well as any lawmaker.

In California, Gloria Matta Tuchman, a first-grade teacher who shot to fame battling bilingual education, says the state's education department may have misused adult education program funds.

She is running against incumbent Superintendent Delaine Eastin, who wants to raise per-pupil spending to the national average.

South Carolina voters are following a hotly contested race between newcomers David Eckstrom and Inez Tenenbaum, who are duking it out over how best to implement a new state law that overhauls academic and curriculum standards.

Oregon voters must replace Superintendent Norma Paulus, who is retiring, in a nonpartisan race between Stan Bunn and Margaret Carter.

And in Georgia, challenger Joe Martin is suggesting that his state lacks an "education culture," which he wants the voters to correct by tossing out Superintendent Linda C. Schrenko.

While many of the races are technically non-partisan, politics certainly do play a role, said Virginia Roach, a policy expert for the National Association of State Boards of Education.

"State superintendents can have a pretty significant impact on state policy. In some states, they work very closely with the governor and the state board of education," Roach said. "In others, they're very independent."

Outgoing Florida superintendent, Frank Brogan, is running for lieutenant governor. Republican Tom Gallagher and Democrat Peter Wallace are vying for his job.

"With the elected superintendents, as opposed to those that are appointed, you're much more likely to see someone with gubernatorial aspirations," Roache added.
Publication#W\ PxP# 20. Education Daily"Publication" #:\ PyP#October 21, 1998

Headline#\ PzP# Philosophies Clash In State Board
Races Headline #:\ P{P#
by Gina Farrell

As GOP leaders in Congress continue their push to transfer more federal funding directly to state and local education leaders, fights for state school boards have intensified.

Although relatively few states have popularly elected state schools boards, several races will be critical this year.

The National Association of State Boards of Education (NASBE) plans to look at trends in election results rather than at individual races, because any winners will be part of that group, said spokesman David Kysilko. Still, there are some pivotal races in several states, including Texas and Kansas.

"There certainly are some active races, and we could see a lot of turnover," Kysilko said.

While turnover isn't necessarily bad, it can thwart educators' long-term planning efforts, he said: "It has a lot of implications for trying to keep a handle on reform when we have a lot of new faces."

Brenda Welburn, NASBE's executive director, said several key state board elections focus on beefing up student standards, teacher and student accountability and school safety.

A Fight As Big As Texas

One of the biggest races is for two open seats on Texas' 15-member board.

Christian conservatives aim to capture two seats for a one-vote majority on the board "a board that some say has become much more radical than Republican Gov. George Bush. Moderates warn that a Religious Right majority would be a blow to state education reform efforts. Conservatives say that is just a scare tactic.

Traditionally, Christian conservative candidates stress divisive cultural issues that moderates fear takes away from other reform efforts, such as increasing standards.

Some education watchers predict state lawmakers will attempt to curb the board's authority or make it an appointed board if conservatives win control in November. There are five races, four of them contested and three with conservative candidates.

Kansas 'Gridlock'

Kansas' state board is locked in a similar election battle with Christian conservatives pitted against more moderate Republicans.

There, candidates are vying for two critical seats on the state's 10-member board. The board is currently deadlocked with five Christian conservatives and five moderates.

Craig Grant, chief lobbyist for the Kansas Education Association, said it appears the election could give moderates a 6-4 advantage, and break the stalemate the board has had for two years.

Having an even divide between the two sides has been difficult, Grant said.

"One meeting, they couldn't even adopt the agenda," he said. "We've been in gridlock."

Top campaign issues have focused on vouchers, charter schools and the validity of state standardized tests, Grant said.

A Few Less Boards?

In fact, there could be fewer faces after the November elections.

Currently, New Mexico's state board is a combination of elected and appointed members.

When Republican Gov. Gary Johnson was elected four years ago, he vowed to eliminate the state board of education.

That never happened, but Johnson is running for reelection this year, Kysilko said.

A similar measure to dissolve the state education board has been attempted in Minnesota "

although that state board is appointed, not elected. The legislature attempted to dissolve the

board last year, but opposition has stalled that plan.

Publication#W\ P\ P# 21. Education Daily"Publication" #: \ P} P#October 21, 1998

Headline#\ P~P# GOP Orders Watchdog To Tackle
IDEA DisciplineHeadline #:\ PP#

by Rob Jennings

Congressional Republicans have ordered a major study of federal special education discipline

policies, part of a recent deal with Democrats not to alter the current special education law during budget negotiations.

The General Accounting Office "the investigative arm of Congress "will submit a report

on the dual discipline components of the Individuals with Disabilities Education Act to the Senate and House appropriations committees by March 1.

GAO's findings could provide further ammunition for Republicans to revamp IDEA and

make it easier for school administrators to remove disruptive disabled students from classrooms.

The law places 10-day limits on suspensions and 45-day li

mits on alternative placements for disruptive special ed students.

For months, Rep. Bob Livingston, R-La., chairman of the House Appropriations Committee, sought to tack an amendment onto the education spending bill to rescind those provisions. Livingston and his GOP allies backed off late last week after Sen. Tom Harkin, D-Iowa "one of the major supporters of the current disciplinary standards" agreed to the broad GAO inquiry.

The report will address four key issues, according to Livingston's office:

- * To what extent are special ed students who behave violently, possess drugs or carry weapons being disciplined differently than nondisabled students?
- * How much does IDEA limit schools in disciplining disruptive special ed students?
- * What impact is special ed student misconduct having on schools, parents, teachers and other students? And
- * Are there situations in which schools consider themselves unable to provide a safe and orderly environment because of IDEA's discipline provisions?

Michael Resnick, associate executive director for advocacy issues and management at the National School Boards Association, applauded the multi-tiered study.

"It's important to know how many instances, but also what they mean and what their impact is," Resnick said. "Sure, you can have just one incident, but that one incident can affect a whole classroom of people."

A source familiar with the negotiations said Harkin initially sought to limit GAO merely to compiling a list of disruptive episodes involving special ed students, prompting an internal skirmish with Sen. Slate Gorton, R-Wash., who wanted a broader assessment.

"You need [to see] incidents where disabled and non-disabled students commit the same offenses and are treated differently," the source said. "That's the real story. Get the answers to these questions, and we'll have a pretty good handle on IDEA."

Slanted Study?

Livingston's spokesman, Mark Corallo, said of the GAO study: "Basically, it was a compromise agreement, that we want to at least keep [the issue] on the radar screen by having a study, and if the study shows, hey, it's a problem, we can bring this back next year."

Patti Smith, director of the National Parent Network on Disabilities, which lobbied against the Livingston amendment, suggested the study is a move to stack the deck.

"They have slanted the study by the way they have posed the questions," said Smith, noting that she had been told in advance that she "wouldn't like" the initiative. "The schools and others who are fighting so hard [on this] should spend their time and energy implementing IDEA," Smith said. "The problem is treating [disabled students] fairly."

A Lack of Records

Having separate disciplinary standards for disabled and nondisabled students "even when the offenses are the same" has been a major headache for school administrators, many of whom unabashedly supported Livingston's call for change.

Sally McConnell, director of government relations for the National Association of Elementary School Principals, noted that GAO faces roadblocks in conducting an accurate assessment.

"During [last year's] IDEA reauthorization, one of the problems we found is that districts don't often keep records about this sort of thing," she said. "In terms of suspensions, etc., they don't indicate whether it was a special ed student" who was involved.

McConnell, whose group strongly backed the Livingston amendment, added that the GAO study "while welcomed" is unlikely to change any minds. "If you asked our members, they know these answers already."

Resnick noted that "the purpose of the study should be to get the facts so that policy can be made. It should not be used as a means of delaying action. With that in context, the study is asking the kinds of meaningful questions we believe we can support what we've asked for all along."

GAO must complete the study by July 1.

McConnell is among those who have criticized attempts to define the debate as strictly a disability issue. "Something that the disability community hasn't been willing to acknowledge is that IDEA is a law that affected everyone, not just people with disabilities," she said.

Publication#W\ PP# 22. Education Week"Publication" #: \ PP#October 21, 1998

Headline#\ PP# Budget Talks Go to Wire on Education
Headline #:\ PP#
By Joetta L. Sack

Washington

Congress was expected late last week to send President Clinton a budget plan that included \$1.2 billion to hire teachers and reduce class sizes. But the omnibus spending package did not fund pilot-testing of new national tests or school construction aid, both of which the GOP had opposed.

Last Thursday's agreement carved out \$32.9 billion in fiscal 1999 for the Department of Education, an 11.9 percent increase from fiscal 1998's \$29.4 billion

appropriation and \$600 million more than President Clinton requested.

The House and the Senate were close to voting on the spending plan at press time Friday.

The package had taken much longer to negotiate than anticipated, and education issues were repeatedly cited as sticking points between the Clinton administration and congressional Republicans.

The hard-fought deal for the fiscal year that began Oct. 1 meshed several Clinton priorities with goals of the GOP-led Congress. For instance, the plan to hire new teachers focuses on local decisionmaking, a new Republican-backed literacy plan emphasizes teacher training instead of volunteer tutors, and special education and block grant programs receive significant funding increases.

"We don't mind helping with resources, but I'd rather have the local people pick up the tune,"

Rep. Mark E. Souder, R-Ind., one of the more conservative members of the House Education and the Workforce Committee who helped craft the deal, said in an interview.

In the end, time became Mr. Clinton's greatest asset, as negotiators worked overtime to cut deals in order to recess and hit the campaign trail for the Nov. 3 midterm elections.

"There isn't a member of Congress who wants to go home having voted against education,"

said Mary Elizabeth Teasley, the director of government relations for the 2.4 million-member National Education Association.

The future of Mr. Clinton's proposal for voluntary national tests for 4th grade students in reading and 8th graders in mathematics, the centerpiece of his 1997 education agenda, remained a question mark late last week.

Rep. Bill Goodling, the Pennsylvania Republican who chairs the Education and the

Workforce Committee, said he and Speaker of the House Newt Gingrich, R-Ga., insisted that the final appropriations bill contain a ban on federal funding for the development of such tests.

But the final language appeared to ban only pilot and field-testing while allowing limited development efforts, according to both sides.

Republican negotiators refused to consider Mr. Clinton's proposal to help districts pay interest on bonds for school construction and modernization, a plan that would have cost \$10 billion over two years. Democrats and education groups, citing what they consider a crucial need, have vowed to continue the fight next year.

But by allowing big funding increases, the conservatives who had hoped to keep a tight rein on education spending made their job more difficult in coming years. Despite scandal and a pending impeachment investigation, Mr. Clinton repeatedly negotiated increases for his pet programs by rallying public support over the past few weeks.

Under the fiscal 1999 budget plan, after-school programs would see a 400 percent increase in fiscal 1999, from \$40 million to \$200 million for the 21st Century Community Learning Centers. Title I grants would get an additional \$301 million, for \$7.68 billion in this funding year. Goals 2000, Mr. Clinton's first-term school reform program, which many GOP members had hoped to cut back sharply, was slated to continue receiving its current funding of \$491 million.

Two Republican spending priorities were favored with large increases. Impact Aid was set at \$864 million, up 7 percent from \$808 million in fiscal 1998, and the Chapter 6 school reform block-grant program was to be funded at \$375 million, up 7 percent from this year's allocation of \$350 million.

"It's easy to take these negotiations "they just keep giving us more funding," said Edward

R. Kealy, the executive director of the Committee for Education Funding, a Washington-based coalition of education groups.

Some Republicans and education lobbyists said districts would be wary of the \$1.2 billion initiative to hire new teachers unless they were assured that they would receive federal funding past next year. "It's the \$1 billion question: How do you hire teachers based on a one-time appropriation?" asked one lobbyist who requested anonymity.

But education groups and one group that studies teacher hiring, Recruiting New Teachers Inc. of Belmont, Mass., believe the job market will be responsive.

While shortages will plague some regions and some teaching fields "particularly special education and bilingual education "there are "reserve" pools of teachers who can be lured back and enough new teachers who are qualified to meet the new demand, said Elizabeth Fideler, the vice president for policy and research for Recruiting New Teachers. "We should be able to find 100,000 qualified individuals," she said.

Mr. Smith called the \$1.2 billion a "downpayment" on a multi-year program and said it will help hire 30,000 teachers in fiscal 1999.

Publication#W\ PP# 23. Education Week"Publication" #: \ PP#October 21, 1998

Headline#\ PP# Proposed Tax Credit Drawing Support
In Colo. Headline #: \ PP

By Mark Walsh

Colorado Springs, Colo.

So far, school voucher advocates in Colorado haven't had much luck with state ballot initiatives.

Voters rejected one in 1992 by a 2-to-1 margin, and an effort to place a similar measure on

the ballot in 1996 got bogged down in the courts.

But this could be their year, supporters of private school choice believe.

They have dropped the idea of a voucher in favor of a state income-tax credit that would accomplish the same goal: providing up to \$2,500 to poor families who move their children from public schools to private schools, including religious schools.

"In the short term, this gives kids in bad public schools an immediate escape," said Steve Schuck, a real-estate developer here who is one of the principal organizers behind Amendment 17, as it will be known on the Nov. 3 ballot. "This makes it so that they don't have to wait around for the system to improve."

Supporters of the so-called Educational Opportunity Tax Credit have amassed a \$1 million war chest, a significant sum for a ballot measure in this state. They are flooding the state with radio ads and a few television commercials.

And the measure appears to have a real chance of being approved. An independent survey of 600 Colorado voters set for release this past weekend showed that 52 percent of respondents supported it, 41 percent were opposed, and 7 percent were undecided. The margin of error was plus or minus 4 percentage points.

The amendment is designed to appeal not only to low-income families but also to the suburban middle class with provisions that could make the tax credit available to current private school parents, to families who keep their children in public schools, and to those who home-school their children.

In short, the measure claims to have benefits for every taxpayer with a school-age child, and thus would go well beyond existing private-school-choice programs in a handful of states.

But opponents call the proposed tax credit a voucher-in-disguise, and say it is

so complex and leaves so many questions to the legislature that is hard to predict its fiscal and educational ramifications.

"This is Frankenstein," said John Britz, the campaign manager for Coloradans for Public Schools, a coalition of groups opposing the initiative. "They don't know what they are creating."

The opposition campaign's treasury is about half the size of the proponents', with \$400,000 coming from the National Education Association and about \$100,000 from its state affiliate, the Colorado Education Association.

Minnesota First

Colorado is the only state with a school choice initiative on the November ballot, so Amendment 17 has attracted nationwide attention.

The state would not be the first to use tax policy to help finance families' private school tuition and other educational expenses. Minnesota has had a tax deduction for such expenses since 1955. The deduction was relatively modest until last year, when that state's lawmakers approved a refundable tax credit of up to \$1,000 per student or \$2,000 per family. Only families with an income below \$33,500 are eligible.

The credits cover such expenses as tutoring, academic camps, music lessons, and school supplies, but they do not include private school tuition.

According to the Denver-based Education Commission of the States, Iowa has a \$250 tax credit for private school expenses, and Arizona has a \$500 credit for donations to groups that provide scholarships for private school tuition.

Both Ohio and Wisconsin have private-school-voucher programs targeted at low-income children in Cleveland and Milwaukee, respectively. The two voucher programs

s as well as the
Arizona tax credit are all being challenged in the courts as government aid to religion that violates the U.S. Constitution.

Minnesota's original tax-deduction policy was upheld by the U.S. Supreme Court in 1983.

In a 5-4 ruling, the court said the deduction for private school expenses did not violate the Constitution because money reached private religious schools only as a result of the decisions of parents.

Todd Ziebarth, a policy analyst at the ECS, said the Colorado proposal appears to go beyond the education-related tax benefits offered by other states.

"This is the first tax-credit ballot initiative, and it appears to be unique," he said. "The word 'voucher' has a lot of negative connotations attached to it, so the Colorado sponsors may have wanted to take a different approach."

Competition Sought

Mr. Schuck of the Amendment 17 campaign admitted as much as he explained the ballot measure earlier this month. "In every sense operationally, it is a voucher," he said.

As the 1986 Republican candidate for governor, Mr. Shuck lost to Democrat Roy Roemer, who is retiring this January after serving three terms.

Mr. Schuck, a lean man with a full head of graying hair, became agitated at the mere mention of the teachers' unions.

"I am anti-system, although I am not anti-people in the system," he said. "Public education is not going to reform itself unless it is pressured by competition."

He also winced when asked about the criticism that the measure is too complex and full of

uncertainties.

"If we worked out every detail, it would be 100 pages," he said. "Only a professional educator would say you have to resolve every question before you even start."

The tax credit would work like this: For each child who leaves the public school system, his roughly \$5,000 in per-pupil state aid would leave the local district and go into a new Educational Opportunity Fund.

Half the per-pupil amount, \$2,500, would go for that family's tax credit. The other half would help fund tax credits for families whose children are already in private schools, who stay in public schools, and who are home-schooled.

Opponents say they doubt there would be enough money to provide a credit to parents who keep their children in public schools.

"They refer to this as a public-private tax credit, but this is not going to benefit public schools at all," said Mr. Britz of the public school coalition, which has its war room on the ground floor of the Colorado Education Association headquarters in Denver.

Since parents who keep their children in public school would be at the bottom of the priority list for receiving money available for the refundable credits, more students would be encouraged to leave the public system, he argued.

Catholic Support

Deborah Fallin, the spokeswoman for the CEA and the "No on 17" campaign, said opponents are counting on support among a core group of dissatisfied black parents in Denver and on parents who send, or hope to send, their children to Roman Catholic schools.

In a letter to Catholic school parents last month, Archbishop Charles J. Chaput

of Denver
called the tax credit "a vital first step toward education reform in
our state."

But Colorado is not a heavily Catholic state, Ms. Fallin noted.

"It's like they have brought this Eastern [U.S.] debate to a state with a low p
ercentage of
Catholic schools," she said.

Gov. Romer recently expressed concern about the nearly \$1 million contributed b
y several
prominent Colorado businessmen in support of Amendment 17.

"I'm very worried that if this passes, we'll see the beginning of erosion of th
e public school
system in this state," he told local reporters last week.

Opponents also worry that so many of the details would be left to the legislatu
re. Parents
might not know how much the credit is worth from one year to the ne
xt, the opponents say, and
they would have to pay tuition bills without knowing
how much would be reimbursed at the end
of the year.

In addition, the foes argue, low-income families would have to find a way to pa
y tuition up
front and get their reimbursement later.

But Mr. Schuck said that hurdle could be addressed. Minnesota has a loan progra
m that helps
low-income families pay tuition before they receive their tax-cred
it check, Mr. Ziebarth of the
ECS said.

Floyd Ciruli, the Denver pollster who conducted the survey for the Denver Post,
KOA Radio,
and KUSA-TV, said he was surprised that Amendment 17 still had rela
tively strong support
with less than a month to go before the election. The sur
vey was conducted Oct. 1-10.

School choice ballot measures in the past, such as the 1992 Colorado voucher in
itiative,

traditionally start out with strong support but drop after opposition
is mobilized by the teachers'
unions and other public education groups, Mr. Ci
ruli said.

"The assumption here was that the proponents would have some out-of-state money
, but they
would be dramatically outspent by the unions," he said. But the \$1 m
illion in contributions from
Colorado businessmen has given Amendment 17 more c
redibility, he said.

The notion that the electorate has a "fear of vouchers and tax credits has lost
some of its
saliency," Mr. Ciruli said.n

Publication#W\ PP# 24. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Deaths of Pivotal Figures in Brown
Mark Passing of Desegregatio
n Era Headline #:\ PP#
By Anjetta McQueen

Forty-eight years ago, Homer Minus was one of nine black Delaware State College
students
who followed a young lawyer named Louis L. Redding down the path of r
acial equality.

"We knew that he was the person who could make things OK for us," said Dr. Minu
s, now
a Felton, Del., dentist, who joined the successful 1950 Parker v. Univer
sity of Delaware suit
because the medical-technology classes he needed were at
the all-white university. "He not only
spoke to us as a teacher in the world of
civil rights, he spoke to us as a friend."

Mr. Redding, the driving force behind the subsequent battle to desegregate Dela
ware's public
schools, died late last month at age 96. Then last week, mourners
in Richmond, Va., buried
retired Chief Judge Spottswood W. Robinson III of the
U.S. Court of Appeals for the District
of Columbia Circuit. Judge Robinson, 82
, was another of the lawyers who transformed the
racial landscape of elementary
and secondary education in the United States.

Along with the death last month of Eliza Briggs, a parent who challenged segregated schools in South Carolina, those deaths mark the passing "over just four weeks" of leading players in three of the lawsuits that made up Brown v. Board of Education of Topeka. In its historic ruling in those consolidated cases, the U.S. Supreme Court struck down school segregation in 1954.

"One by one, we're losing the pioneers of the most important and significant legal campaign in American history," Gary Orfield, a Harvard University professor of education and social policy and the director of the Harvard Project on School Desegregation, said last week. "When they started out this campaign, it looked absolutely impossible to accomplish what they did."

"They had to educate the country, work without resources, do things that made them ostracized in their profession," he said of the desegregation lawyers. "These are real revolutionaries."

And though less well-known, several other figures in America's desegregation struggle died this year: a parent-plaintiff from California; a journalist; a U.S. Department of Education investigator; and an Urban League leader.

Since the 1993 death of Thurgood Marshall, the retired Supreme Court justice who shepherded the Brown case as the top lawyer for the NAACP, desegregation advocates have been struck by the closing of an era and the question of how to sustain what they see as a vital inheritance.

"We are seeing our legal fathers pass, and with them their legacy," said John C. Brittain, a University of Connecticut law professor and the lead counsel in Sheff v. O'Neill, an 8-year-old state case charging that the mostly minority students in Hartford, Conn., are not getting an equitable education compared with their peers in the wealthier suburbs. "It feels like a child whose parents are dying, and now must assume their roles in the struggle."

'Particular Kind of Courage'

Brown v. Board of Education involved five cases that were argued in tandem before the Supreme Court. (One of them "Bolling v. Sharpe" was decided separately because it dealt with the District of Columbia schools.)

Mrs. Briggs and her husband were the lead plaintiffs in Briggs v. Elliott, out of Clarendon County, S.C. Judge Robinson was the lead lawyer in Davis v. County School Board of Prince Edward County, Va., and Mr. Redding argued Gebhart v. Belton, the Delaware school desegregation case.

Theodore M. Shaw, the associate director-counsel of the NAACP Legal Defense and Educational Fund, which helped lawyers such as Mr. Robinson and Mr. Redding in their home battles, called their deaths a time for reflection.

"Brown stands as a legal monument, but desegregation itself is by and large being abandoned by the courts, by policymakers, and by many Americans of all races," Mr. Shaw said.

Supreme Court decisions of the 1990s have released major cities such as Cleveland and Nashville, Tenn., from decades-old court orders. But the lawyers, plaintiffs, and activists who worked on the handful of school suits in the 1950s are remembered for their success in changing the law, inspiring black communities to challenge their place in society, and prompting a nation to question its consciousness.

Mr. Robinson was a part-time law professor and a lawyer in Richmond when Barbara Johns, a high school junior, called his office complaining that nothing at her legally segregated black school "buses, textbooks, classrooms" was as good as what the white schools had. He and his partner, Oliver Hill, filed suit on behalf of 450 students at Moton High School in Prince Edward County, Va., persuading

ng parents that this case needed to go before the Supreme Court.
Ms. Johns died
in 1991.

Faustine C. Jones-Wilson, the editor-in-chief emerita of the Howard University-based Journal of Negro Education in Washington, remembers what those cases meant to the black community:
"As an older person, I went to legally segregated schools, and while we had excellent teachers, we were treated as second-class citizens in that the buildings were in disrepair and the materials and books were not as up-to-date."

The desegregation movement was "our chance to realize the American dream," she said last week.

Dr. Minus, the Delaware dentist, recalls a sympathetic, understanding lawyer in Mr. Redding, who became a lifelong mentor and role model for the African-American students. "When you're young and inexperienced and see an older person, you feel their problems can't be the same," said Dr. Minus, 67. "We all looked up to him because we saw him as a person of power, but he never set himself apart. He had a way of making you feel he was with you."

Others believe these lawyers changed the country as a whole.

"What they did lives on," said Jack Greenberg, a former director-counsel of the NAACP Legal Defense Fund, who worked with Mr. Redding and Mr. Robinson in the 1950s. "It took a particular kind of courage to bring these cases in those days. Now, you have blacks and whites all over the country working on these cases," said Mr. Greenberg, who teaches civil rights law at Columbia University.

Mr. Orfield added: "You are not just putting a legal argument together. You must also be able to persuade a court, and the public to some extent, that the world really needs to be very different from how it is."

Common, Courageous People

Lawyers were not the only ones to shape the success of the school desegregation movement. The roles of the plaintiffs are being recalled in the wake of recent deaths.

The history books focus on the Topeka, Kan., case filed on behalf of Linda Brown and other students as the hammer that broke legal segregation, but South Carolinians point to *Briggs v. Elliott*, filed in Charleston in 1949, as the catalyst. Eliza Briggs, a Summerton, S.C., domestic worker, and her farmer husband, Harry, were sending their five children to the same blacks-only school they had attended when they realized the white school had buses, new books, and a nicer building. The Briggses' case eventually went to the Supreme Court as part of *Brown*.

In a precursor to the Brown cases, Felicitas Mendez, a farmer's wife, sued the Westminster, Calif., school district in 1945, paving the way for Latino children to attend Orange County schools alongside Anglos. She died at age 82 in April.

Mr. Orfield of Harvard said he attended a memorial service in her honor last spring and met one of the Mendez daughters.

"I told her daughter about Linda Brown, and that they were the same sort of folks, not only for having their names on these cases, but for deeply understanding their role in society," he said.

Racism is much more subtle now, and thus, far fewer parents and children are willing to continue fighting for school equality and integration, maintains Mr. Brittain, who cites his Connecticut case and recent filings in Rochester, N.Y., and St. Paul, Minn.

"The Briggses of the world had to have tremendous courage. They were vulnerable to

economic, social, and even physical retaliation. But they were certainly fed up, so they decided to stand up," Mr. Brittain said.

Mr. Orfield believes that younger people trying to understand desegregation's past and future can relate better to the parents and children who took such stands. "The people who led marches or refused to sit on the back of buses, their actions are much easier to understand than court decisions, constitutional debate, or researching information," he said. "One of the reasons young black and Latino students are pessimistic is because they don't know how much people really accomplished, and they don't realize their generation has a similar kind of mission."

Mr. Greenberg knows his colleagues were "sick to their hearts" watching what integration advocates see as the dismantling of Brown in the past few years. The Supreme Court's rulings in Board of Education of Oklahoma City v. Dowell in 1991 and in Freeman v. Pitts in 1992 made it easier for districts to win release from desegregation orders. Districts have complained of excessive costs and lack of control over housing patterns that create racial imbalance.

"School desegregation is dead, and these legal legends are dying with that dream," Mr. Brittain said.

But others suggest that the means of desegregation simply need to be rethought.

"It's not really the schools, it's housing," said Alfred Lindseth, a lawyer with the Atlanta-based firm of Sutherland, Asbill & Brennan, who has been designing desegregation plans for schools since 1978.

"Most of the intention nowadays in these cases is going toward improving educational opportunity "special programs, smaller classes, teacher training," he said. "You rarely see a district advocating forced busing."

Whatever the methods, work still needs to be done, Mr. Brittain said.

"We need to train a new cadre of lawyers to continue," he argued, "because racial segregation and inequality for black and brown schoolchildren is just as great today as it was in the 1950s."

Publication#W\ PP# 25. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Milwaukee, State Battle Over Charter Schools Headline #:\ PP

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By Lynn Schnaiberg

Milwaukee is on its way to becoming the site of yet another nationally watched school choice tussle. But this time the issue is not private school vouchers; it's charter schools.

The city has been the scene of legal battles over a pioneering, state-financed voucher program "the target of a lawsuit that is now on appeal to the U.S. Supreme Court. Now the city-sponsored charter schools, which were approved last summer, may be in for a court fight of their own.

While other cities have formed partnerships with districts to set up charters, Milwaukee is thought to be the first municipality to sponsor charter schools on its own. Generally, charter schools are public schools that are publicly funded and operate free from many rules and regulations in exchange for greater accountability for student results. Typically, charter sponsors include local districts and state school boards, as well as some colleges and universities.

In Milwaukee, the city and the state education department have butted heads over competing interpretations of how the new city charter schools fit into a complex array of state and federal charter school and special education laws. At issue is who is responsible for providing what level of services to students with special needs and who must pay the tab.

Federal special education law requires that an entity known as a local education agency, or LEA, be designated to meet program and civil rights obligations.

City officials say the LEA for its charters is the Milwaukee public school district; the state disagrees.

"The city's position is akin to saying Milwaukee has to go into a neighboring district and do its job for them," said Sheila C. Ellefson, an assistant legal counsel for the Wisconsin education department. "We see no authority to pin this obligation on MPS."

State Superintendent John T. Benson argues that the city and the autonomous charter schools it sponsored are shirking the responsibility public schools have for special education.

Interpretations Collide

The city last summer approved four charter schools, all of which were private schools operating within the Milwaukee Parental Choice Program. That program provides state vouchers to poor children that allow them to attend private schools in the city.

But the state agency has refused to give the city's charter schools the \$6,100 per student that other Wisconsin charter schools receive. Instead, the state is continuing to pay them \$4,950 per eligible student under the voucher program because the state says the schools are not complying with disability laws as public schools.

Students with disabilities in private schools are not entitled to the same level of special education services as they are in public schools under federal law.

The city's Common Council has voted to file a lawsuit against the state agency if the two sides cannot agree; as of late last week, the council had not yet filed.

led suit.

Throughout Wisconsin, charter schools are sponsored by local school districts; typically, the districts function as the special education LEA.

Milwaukee officials say the city-sponsored charter schools are a new animal "neither wholly public nor private. But, they say, it is still the district that fits the definition of an LEA "a function it serves for students in the private-school-choice program and other students in private schools.

"These [charters] are a hybrid. They get public funding and comply with certain public requirements and have a contract with a public entity. But they're private in other aspects," said Susan D. Bickert, an assistant city attorney. "The way we look at it, the city contracted with private schools. This is a novel issue."

John W. Matthews, the chief of staff for Gov. Tommy G. Thompson, said the governor nor did not intend for the city charters to be treated as if they were district schools for overseeing and providing special education.

The Republican governor included the provision granting the city of Milwaukee the authority to create charter schools in last year's state budget bill. That authority already is being challenged in state court on another front by the Milwaukee Teachers Education Association; a hearing is expected early next year.

'Too Uncertain'

The city and the state earlier this fall asked the U.S. Department of Education for guidance, which came Oct. 8 in the form of a nonbinding letter from Marshall S. Smith, the department's acting deputy secretary. The city charter schools must meet their obligations as public schools, the department said, adding that ideally the issue should be resolved within Wisconsin.

Gerald N. Tirozzi, the assistant secretary for elementary and secondary education, said last week that the department was "a long way" from cutting off any federal aid to the city or state. Mr. Tirozzi noted that while Milwaukee is somewhat unusual in its role with charter schools, the department has received other questions about charter schools and special education. The agency plans to issue further guidance in the next year.

But the uncertainty proved too much for Bruce Guadalupe Community School, which serves roughly 500 students in grades K-8 in a predominantly Hispanic Milwaukee neighborhood. Although it received city approval for a charter, the school decided not to use it this year, said Walter Sava, the school's director.

"All these questions were coming up; it was just too uncertain for us," he said.

Publication#W\ PP# 26. Education Week"Publication" #: \ PP#October 21, 1998

Headline#\ PP# Court Asked To Weigh Legality Of
Grading System Headline #:\
PP#
By Andrew Trotter

An Oklahoma mother who says her children have been ridiculed by classmates has asked a federal court to end the practice of having students grade each other's papers and then calling the grades aloud.

Although the practice is common in schools around the country, Kristja J. Falvo said it has embarrassed three of her children, who attend schools in grades 6, 7, and 8 in the Owasso district near Tulsa.

Ms. Falvo asked a federal district court in Tulsa last week to halt the practice immediately, claiming it violates students' constitutional rights under the 14th Amendment by disclosing private information.

Her lawsuit against the district also contends that the practice violates the federal Family Educational Rights and Privacy Act by releasing student records without authorization.

The suit asked the court to declare the practice illegal and order the district to pay compensatory damages, including the cost of counseling Ms. Falvo's 12-year-old son, Philip Pletan.

At press time last week, U.S. District Judge Terry C. Kern had not ruled on the request for a preliminary injunction.

The 6,300-student district, in a brief submitted for last week's hearing, rejected Ms. Falvo's claims and stated that when such peer grading is used, papers are returned afterward to students, who then have the option of reporting their scores confidentially at the teacher's desk or reading them aloud from their seats.

"A test or grade does not become part of a student's educational record until it is turned into the teacher," said Jim Bradshaw, a spokesman for the U.S. Department of Education. "That may sound like hairsplitting, but unfortunately that's the way we've had to interpret the [FERPA] act."

The district argued also that individual grades fall outside the protection of the 14th Amendment.

Learning Disability

The district maintained that Ms. Falvo's children never objected to the grading practice, they did not generally use the option of reporting their grades in confidence, and they suffered no harm.

Ms. Falvo officially complained to school personnel only about her son Philip, now a 7th

grader at the Owasso 7th Grade Center who is classified as having a learning disability, the district said.

After she complained to the principal in April, Ms. Falvo said, she was told that Philip could bring his papers forward individually. But that accommodation still singled him out, she contends.

She claimed that her children suffered embarrassment from the grading custom since the family moved to the state in January 1997 from Nebraska, where the schools did not use that method.

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Publication#W\ PP# 27. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Pa. Doles Out \$10 Million To Reward
Schools Headline #:\ PP#

By Julie Blair

Pizza parties are trite. A trip to McDonald's is pass).

Pennsylvania has expanded on a grand scale the notion of rewarding schools for high performance, using a tried-and-true incentive "cash. The state last month gave \$10 million to 994 schools that scored exceptionally well on statewide tests.

In doing so, Pennsylvania joined a growing trend among states toward making monetary rewards part of an overall accountability system designed to provide real benefits for academic success. Fourteen states now offer some sort of financial rewards or bonuses to schools or teachers.

Supporters say such payments foster teacher collaboration and encourage districts to set clear goals. Critics contend they simply force educators to teach to

state tests.

Pennsylvania's funds, allocated in the 1997-98 budget, were paid to schools that improved their scores on the Pennsylvania System of School Assessment by at least 50 points.

The test measures reading and mathematics skills in grades 5, 8, and 11. Vocational schools that increased their PSSA scores and job placements also received rewards.

In addition, money was paid to schools where attendance increased by at least 0.75 percent.

"This is an incentive program that says to individual schools, 'Do better than you did last year,' Gov. Tom Ridge, a Republican, said in a statement. "This way, the competition is internal, and the teachers and students know they're competing against themselves. That's a very rewarding kind of competition."

The average doled out to each school for improved achievement was \$9,211, officials said.

The average reward for attendance was \$9,005.

The payments were based on the number of students in a school, and schools were eligible to receive both types of awards. The largest payment went to Edison/Fareira High School in Philadelphia, which received \$107,737 for achievement on the PSSA.

'Clear Goals'

The state requires that at least 50 percent of each school's award go toward improving

instructional programs, while up to 25 percent can be paid to teachers.

A school committee chaired by principals and composed of parents, teachers, and community and business leaders will determine the allocation of the remaining money.

Experts say it is not surprising that Pennsylvania schools raised their achievement. Some research shows that such incentive programs can boost test scores.

In North Carolina, for example, 84 percent of students in grades K-8 met state standards in 1998, compared with 57 percent in 1997, following implementation of that state's incentive plan, officials said.

The North Carolina program, first tested during the 1995-96 school year, pays teachers bonuses of as much as \$1,500 for improved scores.

"The biggest pro is that [incentive programs] provide really clear goals for teachers and the entire system," said Carolyn Kelley, an associate professor of education at the University of Wisconsin-Madison who is studying the effectiveness of incentive and reward programs. "They seem to promote collaboration among teachers and provide a better focus for that collaboration."

Overemphasis on Tests?

But some critics believe the high test scores produced can be deceiving.

Teachers and principals may end up so preoccupied with tests that "they may not provide the kind of time it takes to give students a comprehensive education," said John I. Wilson, the executive director of the North Carolina Association of Educators.

Schools may feel pressure to raise their scores year after year and may become frustrated when they can't reach the mark, Mr. Wilson argued. Some will be labeled as low-performing, which can create a stigma and lead to an exodus of teachers.

Moreover, schools that are already performing at a high level may be content to rest on their laurels and be rewarded for maintaining the status quo, Mr. Wilson said.

Incentive programs are also criticized for focusing on the performance of schools rather than the successes of individual students. Many principals, though, disregard the criticism and view the extra dollars as a welcome perk earned for a job well done.

In Pennsylvania, the real goal is ensuring success on the PSSA, said Robert A. Anderson, the principal of Wissashickon High School in the Wissashickon district. The school, in the Philadelphia suburb of Ambler, earned \$46,912 for raising its scores 280 points on the 1,600-point test.

And, of course, an extra bundle of cash doesn't hurt, either.

The school tried to encourage a serious attitude among students last year, Mr. Anderson said, by requiring that test results be recorded on transcripts, which are sent to colleges.

Teachers were trained in testing procedures, and administrators ensured that students enjoyed a quiet environment while taking the exam.

"The question is, 'Will we be able to duplicate [significant gains] again next year?' " Mr. Anderson said. "I don't think so."

Publication#W\ PP# 28. LRP Publications"Publication" #:\ PP#October 20, 1998

Headline#\ PP# House Expected to Pass Budget
Measure Today Headline #:\ PP#

Just weeks away from congressional elections, the House was expected to vote tonight on the \$500 billion budget agreement that gives education a \$3 billion boost over last year's funding.

The Senate, however, has pushed its vote on the Omnibus Conference Report (H.R. 4238) to Wednesday. Congress approved a sixth temporary spending measure Monday to keep the government in operation until midnight Wednesday.

Except for a \$100,000 million hike in a teacher improvement initiative, education funding totals in the conference report remain largely unchanged since budget negotiators reached a tentative agreement on Oct. 15. The windfall for teacher improvement increases funding for training, testing, recruiting and hiring teachers from \$1.1 billion to \$2.2 billion.

"Other than the new teacher initiative, we feel certain that there will be no major jumps, maybe just some shifting of smaller things," said a House spokesman.

Education programs will receive \$35.6 billion, an increase of \$3.4 billion over 1998 and \$2 billion over the Clinton administration's budget request.

The Reading Excellence Act, a provision to help every child read independently and well by the end of the third grade will receive \$260 million. The measure also includes significant increases in Title I funding for schools with large populations of disadvantaged children.

The new Gaining Early Awareness and Readiness for Undergraduate Programs partnership grants will be \$121 million. The GEAR UP program appropriates funds for early intervention and college awareness activities at the local and state levels.

In addition, funding for after-school programs will receive an additional \$160 million in FY 1999. The administration said the increase will allow for a total of 250,000 children to take part in after school activities.

Lawmakers matched President Clinton's request for a hike in Head Start spending by doling out an extra \$313 million, for a total of \$4.7 billion, to fund the early childhood intervention and education program.

House staffers expect the budget agreement to send \$5.1 billion to special edu

cation
programs. Differences in educational ideology scuttled proposals to amend IDEA discipline language (see D.C. Daily, Oct. 16) and diminish federal action against states refusing to serve students with disabilities housed in adult prisons. Lawmakers ordered the General Accounting Office to study the discipline issue, but the prison language was dropped entirely and is now in limbo.

Another side issue, national testing, died in the budget agreement. Under the bill, the administration is prohibited from developing, planning or implementing such tests.

"This should once and for all put an end to the national testing program," said a House spokesman.

Other expected appropriation totals: \$491 million for Goals 2000, \$698 million for educational technology, \$8.4 billion for Title I, \$380 million for bilingual education programs, and \$125 million for School-To-Work.

Look for an update tomorrow morning on tonight's House action.
Publication#W\ PP# 29. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Financial Analysis Paints Bleak
Picture For Philadelphia Head
line #:\ PP#
By Julie Blair

An analysis of financial operations in the Philadelphia public schools commissioned by state lawmakers warns that the district is on a "hazardous course" that could lead to a takeover.

In 1996, the school board agreed to a four-year teachers' contract that board members knew they could not afford, Irvin R. Davis, the district's former managing director, writes in his report. The analysis for the state House of Representatives, released Oct. 5, is the latest salvo in a long-running battle between officials in Philadelphia and Harrisburg over funding for the

nation's fifth-largest district.

The district spends too much to pay for teacher preparation time and administrative staff, Mr.

Davis maintains in the report. And he concludes that the teacher contract, not scheduled to be renewed until August 2000, will push the district deep into debt.

"Without accounting for it," Mr. Davis writes, "the district assumed it would find the revenue to cover the final years' increased costs of the teachers' contract."

Big Deficit Projected

Teacher preparation time, mandated in educators' contracts, cost more than \$112 million in the 1998-99 fiscal year, the report says, enough money to pay for more than 1,800 teaching positions.

Administrative staffing is also expensive. The district has reduced the number of administrative employees by 15 percent since 1994 in a pledge to commit more money to instruction. But rising salaries and other costs "such as teacher-recruitment efforts" have caused administrative costs to rise 28.3 percent over five years, according to the report.

Funding for instruction, it says, increased by only 18.1 percent.

The district's projected \$55.2 million deficit in its \$1.5 billion budget for 1998-99 could be avoided by reallocating resources and eliminating some appropriations, Mr. Davis argues. Even though a small surplus could be generated this school year, financing the teacher contract would still leave a deficit of \$358.3 million in 2000-01, he projects.

The report shows "an obvious need to get finances in order," said state Rep. Dwight Evans, the ranking Democrat on the House appropriations committee and a ma

yoral candidate this year
in Philadelphia.

But school leaders in Philadelphia say the report fails to put the numbers in context.

Though the deficit is real and imposing, "we believe it is a revenue problem, not an expenditure problem," said Clarence D. Armbrister, the district's managing director.

Superintendent David W. Hornbeck and other Philadelphia officials have long maintained that Pennsylvania does not provide adequate funding to meet the needs of its largest district.

Mr. Armbrister described the teacher contract as "reasonable." He said the district has already identified 40 percent of the funding needed to pay for the services called for in it.

A second state report on the district's finances is expected to be completed in January.

Publication#W\ PP# 30. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# President Seeks To Boost Federal Role
In School Safety Headline #:\ PP#
By Jessica Portner

Washington

The federal government must play a greater role in making schools safer, President Clinton said last week as he announced plans to create a federal crisis-intervention team to respond to violent incidents at schools. The president also announced the creation of a special fund to increase the ranks of school police nationwide.

"The vast majority of our schools are safe, and students are learning in peace and security,"

Mr. Clinton said to an audience of more than 200 educators, law-enforcement personnel, counselors, and parents attending a White House conference on school safety. "But in many schools, there's too much disrespect for aut

hority. ... Our schools must be sanctuaries."

About 10 percent of the nation's public schools reported at least one serious violent crime in the 1996-97 school year, and most of those incidents were concentrated in large, urban districts, according to the "Annual Report on School Safety," which was released on the eve of the Oct. 15 conference.

The report, prepared by the U.S. departments of Education and Justice, is the first from what will be a yearly study intended to create a database to track school crime nationally. The report says that one-third of schools with 1,000 or more students reported at least one serious incident a year, compared with 0.1 percent of smaller schools. Urban schools are more than twice as likely as rural schools to report serious violent crimes, the report says.

Students are far safer at school than in the community at large, the report stresses, but it also notes that the presence of gangs at schools has escalated sharply. Between 1989 and 1995, the percentage of 12- to 19-year-old students who reported gang activity at their schools jumped from 15 percent to 28 percent. Increases were evident in all geographical regions, in large cities, suburbs, and nonmetropolitan areas.

Quick Response

Mr. Clinton vowed to establish a federal response team that would be available to aid schools in the aftermath of violent incidents. Just as the Federal Emergency Management Agency helps communities cope with such natural disasters as hurricanes and earthquakes, the president proposed that a team of crisis-intervention experts be made ready to offer mental-health services to schools coping with violent incidents.

Many districts already have crisis-intervention plans for dealing with traumatic events in and around their schools.

Under Mr. Clinton's plan, which requires congressional approval, \$12 million would be used to help communities "such as Jonesboro, Ark.; Springfield, Ore.; West Paducah, Ky.; and Pearl, Miss., where school shootings occurred last year "to pay for immediate crisis counseling and long-term mental-health needs. The money could also be used to train state law-enforcement agencies to provide crisis-counseling services to districts, administration officials said.

"What we currently do is send support for the very short term. With this plan, we will have a continuous team working on shooting response and have dollars for counseling," Joseph Cerda, President Clinton's special assistant for crime policy, said last week.

Cops in Schools

In addition to the call for speedy reaction to violent school crime, Mr. Clinton proposed that the federal government help bolster the nation's school police forces.

Drawing on the model of his community-policing effort aimed at putting 100,000 additional police on the streets, Mr. Clinton plans to set aside \$65 million in the current Justice Department budget to hire up to 2,000 police officers to work in schools. About \$5 million in the budget would be set aside to train municipal officers to work in school environments.

The money would be targeted to the 10 percent of school systems with the most serious crime problems. Administration officials said they hoped that districts could begin applying for the money by January.

Most districts that have security teams in place pay for their own police officers. Dick Van Der Laan, the spokesman for the 90,000-student Long Beach, Calif. district, said that while his district spent 3 percent of this year's budget

on school security, officials there would welcome the federal financial aid if the district is eligible.

"Many districts have beefed up security, and those costs have come out of education funds,"

he said. "In an ideal world, you would spend the money on instruction instead."

Publication#W\ PP# 31. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Discipline Problems Linked to Low Scores, Study Says Headline

#:\ PP#

School discipline problems have a clear, negative impact on academic achievement, and traditional ways of keeping order in the classroom seem to work best, a report released last week says.

In what they describe as the first study of its kind, researchers at the Educational Testing

Service found that students with discipline problems have lower test scores.

The researchers analyzed a database of 16,000 students nationwide who were surveyed between 1988 and 1994. They reviewed the discipline records and test scores of the students as they progressed from 8th to 12th grade.

They found that students who had committed minor or more serious offenses scored 10 percent lower on achievement tests in mathematics, reading, social science, and science than students who didn't have such discipline problems. Serious offenses included fighting or physically abusing a teacher; minor infractions included cutting class or being late. Students with drug and alcohol problems scored 10 percent lower on math and science tests.

The report says that a clearly defined discipline code with consistently administered consequences, including suspension and expulsion, is the most successful way to avoid discipline problems. Relatively new approaches such as anti-gang

policies and school uniforms didn't work on their own to foster order in the classroom, said Harold Wenglinsky, an associate research scientist at the ETS and an author of the report, "Order in the Classroom."

The American Federation of Teachers, which has made school discipline one of its major emphases, praised the report last week.

"Just sticking uniforms on kids doesn't solve the problem," said Donna Fowler, a spokeswoman for the union. "But when you institute a range of punishments and make them stick, kids respond."

Publication#W\ PP# 32. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Merged Unions in Minnesota Get Blessing Of National Organizations
Headline #:\ PP#
By Ann Bradley

Education Minnesota, the merged state teachers' union formed Sept. 1, is now officially affiliated with both national unions.

Members of the National Education Association's board of directors voted 141-25 this month to approve guidelines allowing the new union to affiliate with the nea.

Following that action, the American Federation of Teachers' 37-member executive council last week unanimously approved a charter granting Education Minnesota affiliate status.

The merger of the 42,000-member Minnesota Education Association and the 20,000-member Minnesota Federation of Teachers had been in the works for more than two

years. State union leaders had hoped that NEA members would approve a set of principles last summer for a national merger that would smooth the way for the planned Minnesota unification.

("Minn. Unions Eagerly Await Merger Voting," April 29, 1998.)

But the national delegates balked at the proposed "principles of unity" hammered out by NEA and AFT leaders. Instead, the delegates approved a policy calling on the NEA board to draft guidelines to allow state-level mergers. No state mergers were to take place until such rules were in place.

For political and financial reasons, however, the Minnesota merger proceeded on schedule and without national guidelines, leaving Education Minnesota technically unaffiliated with the NEA. Because it has less stringent rules, the AFT regarded the union as an affiliate even before the national officers signed off on the deal.

Sandra Peterson, one of the two co-presidents of Education Minnesota, said the state officers forged ahead because the fiscal year was starting, the union would have had to reopen contract negotiations with its staff, and leaders wanted to make a joint political endorsement in Minnesota's gubernatorial election next month.

"We were determined and pretty passionate about it," she said. "Merger itself is only a strategy. The goal here is to have all of us united to do what we need to do for public education."

Education Minnesota is backing Hubert H. "Skip" Humphrey III, a Democrat who is the state attorney general, over St. Paul Mayor Norm Coleman, a Republican.

The candidates are vying to succeed Gov. Arne Carlson, a Republican who earned the enmity of the teachers' unions for his initial support of school vouchers, and later for tax credits and deductions that Minnesotans could use to help pay for private school tuition.

Loan Agreement

NEA bylaws require that all members of a state affiliate belong to the national organization and pay full national dues "\$125 this year.

Members of Education Minnesota are active members of both national unions, but each member pays only one set of national dues. That leaves the state union short of money to pay the NEA for the 22,000 members whose dues go to the AFT, or about \$2 million to \$2.5 million for 1998-99.

To make up for the shortfall, the NEA board of directors approved a long-term loan arrangement to permit Education Minnesota to pay those dues over 10 years, with interest. The written loan agreement will be subject to approval by the NEA executive committee.

Members of the NEA board objected to a suggestion from the executive committee that delegates be asked next summer to forgive all or part of the loan.

Instead, any such request would have to come from Education Minnesota itself, rather than the executive committee, said Bob Chase, the president of the NEA.

The guidelines approved for Education Minnesota cover only this year. In the meantime, NEA board members will begin discussions in December on policies to guide future state mergers. The Minnesota affiliate would have to abide by those arrangements.

Guidelines for future mergers would have to be approved in February in order to be put before delegates to the NEA national convention next summer, Mr. Chase said.

The question of dues is likely to be a sticking point. The NEA has an extensive legal-services program and provides money to its affiliates to pay for UniServ staff members, who provide bargaining expertise and other services to local affiliates.

"It raises the question of who provides what services when you have two national organizations rather than a single one," Mr. Chase said. "How to do this fina

ncially so that
everybody pays their fair share and at the same time meets their
obligation "those are not easy
questions to answer. But I'm sure that we'll come
up with a response that is acceptable to the
majority."

Publication#W\ PP# 33. Education Week"Publication" #:\ PP#October 21, 1998

Headline#\ PP# In Survey of 622 Superintendents, U.S.
Schools Earn a B Headli
ne #:\ PP#
By Jeff Archer

Giving the public schools a B for overall quality, the country's top district administrators are
banking on class-size reduction and educational technology to
push their schools to the head of
the class, an opinion poll shows.

But the extensive survey of 622 superintendents and their views on issues from uniforms to
national testing also reveals skepticism about many of the other reform initiatives now being
promoted. The Gordon S. Black Corp., a market research company, planned to release the
results of the survey this week.

"I don't think this is a voice that is heard as much as it should be," said the
firm's John Geraci,
who oversaw the study, "The Survey of American School Leadership."

"But these people are in as good a position as anyone to evaluate these things,"
he said.
"They're the ones on the front lines."

In general, the survey shows, the view of public education from the superintendent's office
is a favorable one. When asked to give a grade to both the nation's schools and those in their own district, in both cases more superintendents chose a B than any other grade.

Respondents were more likely, though, to hand out A's to their own schools than to the
education system as a whole, a pattern other pollsters have seen in surveys of the general public.
"Everyone thinks their local schools are better than

n the nation," Mr. Geraci said.

Tools Needed, Not Tests

The superintendents also believe American schools are doing better than is suggested by recent international comparisons, such as the Third International Mathematics and Science Study, which showed the performance of high school seniors in the United States ranking near the bottom among 21 participating countries.

Nearly 80 percent of the superintendents polled agreed that such comparisons do not present a fair picture.

When it comes to improving the schools, most district chiefs found much to like in President Clinton's education agenda. More than 70 percent said they "strongly supported" the White House proposals to help subsidize the costs of building and modernizing schools and of reducing student-teacher ratios in the early grades by hiring more teachers.

Nearly 90 percent agreed that reducing class sizes would boost achievement. A little more than half said they've had difficulty recruiting qualified teachers. And among urban superintendents, almost two-thirds said it was a challenge to fill teaching positions.

Mr. Clinton's call for voluntary new national tests in reading and mathematics drew less overwhelming support, however. Just under two-thirds liked the idea of such tests. The superintendents were split, 52 percent to 48 percent, over whether the country should also adopt national performance standards to rate schools' achievement on such exams.

"I think a lot of people in education have had enough of imposing the rules or setting the expectations and then withholding the resources needed for meeting those expectations," said Gary Marx, a spokesman for the Arlington, Va.-based A

merican Association of School Administrators. "I think what we have here are people saying, 'Let's give them the tools to get the job done.' "

Training Sought

One of the tools the superintendents have great faith in is technology. Nearly 84 percent said they believed their schools' investments in educational technology would pay off in achievement gains.

But only about half thought their teachers had enough training to properly integrate the technology into their instruction. The concern was even greater among urban chiefs, just 40 percent of whom said their teachers had enough professional development in technology.

The superintendents were less enthusiastic about plans for increasing teacher accountability. Fewer than 9 percent thought it would be an "excellent" idea to give teachers competency tests every five years. They were similarly unimpressed by proposals to link teacher tenure and salaries more closely to student performance.

A section of the survey on safety portrays the administrators as cautious, but not fearful, following the series of school shootings that made national news last school year.

About 72 percent said the incidents had forced their districts to reconsider their safety policies. A quarter of suburban superintendents said they "worry a lot" that such violence could take place in their schools, as did nearly a third of urban superintendents.

But 65 percent believed their schools are as safe as they have been in the past, and 28 percent said they are safer.

"Each incident is a great tragedy," Mr. Marx said. "But still, in comparison to

the number of schools there are, they are very few, and schools remain one of the safest havens in society."

The survey involved telephone interviews last month with superintendents from districts of various sizes in urban, suburban, and rural areas. It has a margin of error of about 4 percentage points. The poll also included proprietary questions posed by private organizations that commissioned the Rochester, N.Y.-based company to carry out their research.

Results from the nonproprietary questions are available free by calling (800) 866-7655.

Publication#W\ PP# 34. American Banker"Publication" #:\ PP# 10/21/98Section: Washington; Page 2

Headline#\ PP# Spending Bill Includes Sallie, Freddie
ClausesHeadline #:\ PP#

WASHINGTON " A provision buried in the giant spending bill that Congress is set to approve today would let Sallie Mae's parent affiliate with a financial institution.

The measure would exempt Sallie Mae, the secondary market maker for student loans, from a 1996 law that prevents joint ownership of government-sponsored enterprises and financial institutions. Though Sallie Mae converted to a private company last year, it still has a GSE subsidiary that must be phased out by 2008.

Under the provision, the secretary of the Treasury would have to approve the affiliation and could impose conditions on it. Sallie Mae's parent, SLM Holding Corp., also would have to dissolve its GSE arm within two years after completion of any deal.

The company could receive as many as two one-year extensions if the Treasury chief deems the extra time to be in the public interest.

House Banking Committee Chairman Jim Leach-who had opposed efforts to attach a similar exemption to other bills-did not object because of the limits in the latest version and a desire not to block the spending legislation, his spokesman said.

Banking industry officials said that they did not view the possibility of Sallie Mae's parent buying or being bought by a bank as a major threat because the company has found other ways to originate loans.

"They are already pretty much doing it," said Joe Belew, president of the Consumer Bankers Association. "Now they are going to private label it.

It's a branding issue."

Also, the nearly \$500 billion appropriations legislation includes a provision that would prevent Freddie Mac from offering an alternative to private mortgage insurance for low-down-payment loans.

Lobbyists and Capitol Hill sources said that the spending bill does not contain any other banking-related provisions. The House was expected to approve the catchall bill Tuesday night, and the Senate planned to vote today

before Congress adjourns for the year.

-Dean Anasonn

Publication#W\ PP# 35. Dallas Morning News"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Pairing program gives teachers a friend in government Headline

#:\ PP#

Subhead#[\ PP# Subhead#:\ PP# By Karel Holloway
The Dallas Morning News

Dr. Sharon Sikora, a top teacher from Colorado, said she felt an instant chemistry with her adopter from the U.S. Department of Education .

"It was almost magical," Dr. Sikora said. "From my end it is going to be very nice, almost educational."

That's exactly what Education Department officials had in mind when they started the Adopt-A-Teacher program five years ago, said Mary Beth Blegen, the department's teacher in residence and a former National Teacher of the Year. Each year an Education Department worker is paired with a Teacher of the Year or runner-up from each of the states. Department adopters range from administrative assistants to department heads to assistant secretaries.

The point is to let department officials know what is going on in real schools and to give teachers a connection with the Washington bureaucracy.

"It's a way for teachers to know this stuff is there, to know that this [Education Department] is not just a building," she said.

It also means that department officials have the teachers' points of view when they discuss

federal education policy, she said.

The teachers and their adopters met over lunch during the National Teacher Forum earlier this month in Washington, D.C. The pairs will communicate every few weeks, either by phone or Internet e-mail. The department official will help the teacher find government materials such as research reports or available grants. The teacher will provide the department official with information about what goes on every day in classrooms.

Pointing to her heart, Eulada Watt said: "It's something that hits me here that there is this love."

"It gets me in the room with the cr)me de la cr)me of teachers," said Ms. Watt, who works with regional Education Department offices. "It's so energizing. It's reinforcing to hear teachers talk about teaching."

This year she is paired with a teacher from Kansas. She said she is looking forward to the correspondence because she knows so little about Kansas.

Last year, Ms. Watt said, she was paired with a teacher from North Carolina and felt at home with her because she worked in education there earlier in her career.

"Her [the teacher's] expertise was in middle school, and I learned some things about scheduling," Ms. Watt said.

Dr. Sikora said she got valuable information from Ursula Lord, her adopter who works with the department's bilingual education program, before their Washington lunch was over.

Ms. Lord told her about two committees that she might be interested in speaking to: one concerning science education and the other about charter schools. Dr. Sikora teaches science at Summit Middle Charter School in Boulder, Colo.

"It felt like I wouldn't be spinning my wheels," she said.

Publication#W\ PP# 36. San Diego Union Tribune"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Senator's schools proposal to be lawHeadline #:\ PP#
By Bill Ainsworth STAFF WRITER

SACRAMENTO " For the last year, Sen. Barbara Boxer has been promoting her
legislation to encourage innovative after-school programs nationwide.

Yesterday, surrounded by schoolchildren and teachers from a program that served as a model for her proposal, Boxer announced that her bill " perhaps her biggest achievement of the year " was going to become law. She credited President Clinton.

"Bill Clinton decided that kids were really important and that he would not sign a budget that did not make education a priority," she said.

Boxer planned to fly back to Washington so she could cast a vote for a budget that includes \$200 million in federal grants for her after-school program, called the "After School Safety and Education Act." She had initially requested \$50 million, but Clinton insisted on expanding the program.

"I'm going to cast my vote for this budget because this budget invests in children," she said.

Originally, Boxer was going to spend the day persuading others to invest in her re-election, but Clinton bowed out of their joint fund-raising effort because of the extension of the Middle East peace talks.

Boxer, a Democrat locked in a tight race with Republican state Treasurer Matt Fong, said the president plans to fly out this weekend to headline her fund-raising events.

At an elementary school yesterday, Boxer told students, teachers and local officials from START, a program that provides tutoring for low-income students after school, that their success at helping improve students' test scores helped her bill become a reality.

"You were the program that . . . people could point to and say 'This isn't pipe-in-the-sky. This is about real children who are getting real benefits,' " she said.

Officials from the Sacramento program said that once federal grants become available through Boxer's bill, they hope to use the money to serve more students.

"A lot of them go to homes that are empty or homes where they don't speak English so they don't get the help they need," said Maria Elena Nevarez, site director of the program.

Publication#W\ PP# 37. San Francisco Chronicle"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Complex Prop. 8 Creates Divisions
Teachers, GOP split over diverse items
in proposalHeadline #:\ PP#
Nanette Asimov, Chronicle Staff Writer

An education proposal on the November ballot would permanently lower elementary class size and require expulsion for drug possession, yet the measure is drawing strong opposition from every major state school group, from parents to principals.

Few complain about smaller classes. Their opposition centers on three other pieces of Proposition 8 they say would erode local control, jeopardize statewide academic standards and increase the state bureaucracy.

Proposition 8 was sponsored by Governor Pete Wilson after state lawmakers rejected his proposed education legislation last year. It is endorsed by nearly every Republican organization