

in the state.

The measure comes at a time when voters seem enthusiastic about using the ballot box to change the direction of public education. In June, for example, nearly two-thirds of voters ignored teachers' pleas to retain and repair bilingual education, and instead outlawed the 30-year-old system.

Now, polls show Wilson and other Republican leaders promoting Proposition 8 are again finding

a sympathetic jury in the court of public opinion.

One reason is the politicians know how to whet voters' appetites for improving schools.

``Smaller classes, drug-free schools, educational account-

ability" is the appealing mantra of the Yes on 8 Committee. In campaign literature, as in the name of the measure itself " the Permanent Class Size Reduction and Educational Opportunities Act of 1998 " the most enticing piece is highlighted and listed first.

``Public education in California has been erratic in its quality," said Wilson . ``We're simply saying that these reforms, which have been opposed by the teachers union and could not get through the Legislature for that reason, nonetheless have polled as being of great appeal to parents. The idea is to preserve the advantage that we have achieved with class-size reduction."

That is a pure sales job, say opponents, who accuse backers of talking up the obvious selling points of Proposition 8 while avoiding serious debate on other key parts of the hefty measure that would significantly change school governance across California.

It would create 8,000 parent-teacher councils, one per school, whose authority over curriculum and school budgets would exceed California's 1,000 elected sch

ool boards. It also  
would create a new state school inspector appointed by the  
governor and change the rules for  
getting a teaching credential.

A review of the measure by EdSource, an educational resource center in Palo Alto,  
underscores the potential problems such a complex measure poses for voters.

“With six different provisions bundled into one ballot initiative, voters must  
approve or  
disapprove the entire package, with no picking and choosing among them. This will create a  
dilemma for those who support some but not all of the concepts,” the study said.

“This measure is what my dad used to call a dog's breakfast,” said state Superintendent  
Delaine Eastin. “It's a hodgepodge that leads with attractive items  
that are popular in polls, but  
it has a bunch of poorly conceived, counterproductive land mines.”

In a strange alliance with public educators and parent groups like the PTA, some  
conservatives have joined in opposing the measure — including the Conservative School Board  
Caucus, the Howard Jarvis Taxpayer Association, Waste Watchers,  
and members of the  
Christian right.

Supporters say the measure is carefully crafted to improve public education. The new  
councils, for example, are intended to increase parent involvement in school administration.

“Parents become partners in their children's schools,” Wilson said.

Opponents say the system would actually reduce public participation by restricting council membership to one-third teachers and two-thirds parents of children enrolled at the school.

“Other community members, such as business and senior citizens, would be precluded from  
serving on school site councils,” says an analysis by the California

School Boards Association.

“Their only avenue of influence would be through the local school board that would have no authority to approve or disapprove of (council) decisions under any circumstances.”

A recent study of a similar system in Chicago shows that most parent councils there operate well after six years, but many suffer from serious problems at schools with mainly low-income and African American children.

According to the Consortium on Chicago School Research, councils at more than 100 schools, about 20 percent, “defer responsibility for budget setting and monitoring to the principal.” An additional 10 to 15 percent of councils “are not viable governing entities” at all.

At least 50,000 students are enrolled in schools with ineffective councils, the researchers found. The councils suffered from infighting, apathy, poor training and inability to agree on priorities. In some instances, corruption and nepotism were uncovered.

In Chicago, 540 schools rely on parent councils. California would have 15 times as many.

California PTA members are “very concerned with the authority (that would be) given to parents . . . without adequate training or identified funding,” said Rosaline Thurnbull, president of the statewide parent group.

Wilson's education adviser, Marian Bergeson, discounted the possibility that Chicago's problems would occur in California, hinting that critics who focus on low-income black children are being unfair to those students.

“You write off certain populations, assuming these kids can't learn,” she said. “But they can be very successful. The school site council gives parents the ability to be meaningfully involved.”

Bergeson also praised Proposition 8's proposed office of chief inspector of schools, noting that the governor's appointee would visit each school every two years and produce a data-filled report about each campus. The inspector would serve a 10-year term.

Critics of the chief inspector come from the left and right alike.

"We already have school boards and PTAs that oversee education now," said David Spady, executive director of the Christian Coalition of California. "To add another layer of bureaucracy would compound the problem."

Other opponents say the inspector idea is part of a continuing attempt by Wilson to undermine the office of the elected state superintendent, whose Department of Education would give up half its budget, \$15 million to \$20 million, to pay for the new inspector's office.

"This is a pattern," said Doug Stone, spokesman for Eastin, who noted that Wilson has slashed Eastin's budget by 20 percent over six years, while tripling the hat of his appointed state Board of Education.

Proposition 8 is part of "an effort by the governor's office to eviscerate the superintendent's constitutional authority," he said.

Not so, said campaign spokesman Mitch Zak, who called the idea for an inspector a "useful tool" for evaluating schools. He compared the role with that of the state's independent legislative analyst, who evaluates the cost and benefit of ballot measures and bills.

"This will empower the superintendent, the governor and the Legislature," Zak said.

The third battle is over a change in teacher credentialing. Now, applicants can show competency by passing courses or taking a test. Proposition 8 would end the courses and also

require existing teachers to pass the competency test to teach a different subject.

Backers say this would raise the bar and improve teaching.

Opponents say that eliminating the courses would reduce diversity among teachers. And they say the rules would also worsen the severe teacher shortage and result in more people entering classrooms under "emergency permits."

## PROPOSITION 8: PUBLIC EDUCATION POLICY

### " WHAT It WOULD DO

Proposition 8 is based on legislation proposed by Governor

Pete Wilson and rejected by lawmakers. It would change public

school operations in six key ways:

#### " Decisions about

curriculum and finances for each school would shift from elected,

districtwide school boards to councils of parents and teachers

created on each campus. Two-thirds of the seats would be held

by parents of children at the school.

#### " A state office

of the Chief Inspector of Public Schools would be created from

half the budget of the state Department of Education. The inspector,

appointed by the governor to a 10-year term, would visit all

8,000 schools every two years and report on their progress.

" Applicants for teaching credentials would no longer have the option of passing a course to show competency in a subject, but would have to take a subject-matter test. Existing teachers would have to pass a similar test before receiving a teaching assignment.

" All teachers would have to submit lesson plans for approval by administrators before receiving a class assignment.

" The state's financial incentive program to cap classes at 20 students in kindergarten through third grade would continue indefinitely.

" School boards would have to expel students found with drugs, except for a first-time offense with a small amount of marijuana. Currently, the boards may decide whether to expel the 17,000 students caught with drugs each year.

" WHO'S FOR It

Key backers include

Governor Wilson, Attorney General Dan Lungren, Assembly Republican

Leader Bill Leonard, the California Republican party, California

Congress of Republicans and the California Federation of Republican

Women.

The California Business Roundtable and various law

enforcement groups also support it.

" WHO'S AGAINST IT

Opponents include all major statewide education groups, such

as the California Teachers Association and Association of California

School Administrators, and many minor ones, as well as state

Superintendent Delaine Eastin.

The California Democratic

Party, the League of Women Voters, several law enforcement groups,

tax watchdogs and members of the religious right also oppose

it.

" MAJOR CONTRIBUTORS

Yes on 8 has collected \$1.3

million, mainly from the California Republican Party and business executives and corporations.

No on 8 has raised \$3.5 million

from the two large statewide teacher unions and a school employee lobbying group.

## PRO

State Republicans view Proposition

8 as a comprehensive education reform package that would address school quality inside the classroom and out.

## CON

Teachers, principals and school board members say the size of Proposition

8 is intended to fool voters by wrapping questionable changes in the cloak of popular programs like smaller classes and zero tolerance for drugs.

## BOTTOM LINE

Proposition 8 is

easily seen as the measure for smaller elementary classes, stronger teaching requirements, and zero tolerance for drugs. But it

is also about a major change in how school finance and curriculum

decisions are made at every school. And it's also a referendum

on the power of the state's top elected school official to continue

shaping and evaluating schools, or whether that role should

shift to an appointee of the governor, with a 10-year term.n

Publication#W\ PP# 38. Miami Herald"Publication" #:\ PP#October 21, 1998

Headline#\ PP# School treats deaf students unfairly,  
complaints allegeHeadline

#:\ PP#

By JOHN BARRY Herald Staff Writer

The protest began with one deaf student's refusal to attend the first nine days  
of his senior  
year at Southwest High School because he had no chance of making  
the basketball team.

Now three complaints alleging that the high school prevents its 42 deaf student  
s from  
competing equally with hearing students in both sports and scholastics h  
ave been filed with the  
U.S. Office of Civil Rights in Atlanta.

Southwest, one of five Miami-Dade high schools that offers special classes for  
deaf students,  
acknowledges problems, but says most are beyond the school's con  
trol.

Among the allegations contained in the complaints:

Deaf students at Southwest High are segregated from others in portable classroo  
ms and  
denied access to computers.

They are usually steered to a special-education track, rather than an academic  
one.

Not all their teachers are proficient in sign language and sign-language interp

reters are rarely available for after-school clubs and sports. In addition, the complaints charge, deaf students cannot attend their neighborhood schools because of a lack of interpreters.

The first complaint was filed by the parents of Roberto Jacomino Jr., a deaf senior desperate to make the basketball team in his final year. He has played in community leagues since he was 10, but has been cut by Southwest's basketball coach Tom Moore as a freshman, sophomore and junior. This year, Moore told Roberto to not

bother coming to tryouts because he didn't have the ability.

Roberto and his parents say Roberto's deafness is the main reason the coach doesn't want him on the team, and for nine days he boycotted classes. They point out that Moore has never put a deaf student on his teams, even though Southwest's junior varsity squad went winless last year.

Moore denies Roberto's disability was a factor.

"His deafness has nothing to do with it," the coach says. "I cut Roberto only because he lacks basketball skills - left-handed dribbling, layups, defense, all of it. I hate cutting kids - it's the hardest part of the job. But I have 115 kids try out. I have to be fair to the best players."

The other two complaints against Southwest were filed by Lilliam Rangel-Diaz, an advocate for the disabled who sits on the National Council on Disabilities; and by the parents of Cheylla Silva, another senior who is deaf.

Southwest principal George Montada says his school works hard to accommodate deaf students, noting that Southwest has the nation's only deaf-ROTC program, and last year, one of its star football players was deaf.

But the parents of the football player, Larry Agüero, who this year is a freshman at Guilford College in Greensboro, N.C., say the complaints are legitimate. They say the academic help Larry got was minimal and that he focused on football because he also was cut from the basketball team.

"You have to learn how to fight in Dade schools. If you're quiet, you're a statistic," said Larry's father, Jorge Agüero.

Montada and Ana Pazas, who heads the deaf education program at Southwest, acknowledge that deaf students take most of their classes in separate portables, but say that teachers believe it lends cohesiveness to the program.

A chronic shortage of sign-language interpreters and teachers proficient in sign, they say, isn't the school's fault. The school is budgeted for six interpreters, but they are one short. Countywide, five of 37 positions are unfilled.

But the shortage of sign-language interpreters is nationwide. "We graduate only six to 10 a year," says Jeffery Davis, linguistics professor in the sign-language training program at Miami-Dade Community College, "They are immediately consumed by the national market."

Southwest parents also complain that one of the three full-time teachers of deaf students knows little sign language and must write lessons on the blackboard.

But under state law, teachers of the deaf are required to study American Sign Language only for one year, even though, as in any foreign language, at least three years of study are needed for proficiency.

"We have to abide by what the state tells us," Montada says.

Regarding lack of access to computers, Montada says the machines have been locked up pending completion of a security plan to prevent theft.

Enrique Silva, who filed one of the complaints in behalf of his daughter Cheylla, says the school has now allowed her to take all hearing classes, accompanied by an interpreter, and also invited her to play on the girls basketball team. But Silva has not withdrawn his complaint, saying services to other deaf students are deficient.

Roberto Jacomino Jr. only wants out. His parents had a meeting with top Miami-Dade school officials, seeking a transfer for Roberto to G. Holmes Braddock High School, his neighborhood school.

The school district said no: "Program modifications and delivery of services require sign-language interpreter and speech language pathologist and other supports not available at Braddock."

Rangel-Diaz believes the district has violated the U.S. Individuals with Disabilities Education Act of 1997. But such complaints take months to investigate, and Roberto may graduate before his complaint is decided.

No civil rights complaints have been brought against the other four schools that serve deaf students: Miami Central, William H. Turner, Robert Morgan and Barbara Goleman High Schools.

Publication#W\ PP# 39. St. Petersburg Times"Publication" #:\ PP#October 21, 1998

Headline#\ PP# USF aid troubles plague studentsHeadline #:\ PP#Subhead#[\ PP# Problems with computers and NationsBank's merger with Barnett Bank leave many scrambling. Subhead#:\ PP# By BARRY KLEIN

TAMPA " It's been a tough semester for University of South Florida students who receive financial aid.

Many " perhaps thousands " had to wait weeks for their money because of problems with a new USF computer system that was supposed to simplify the process.

Others learned just before the semester began that USF's estimate of their financial aid award was incorrect, leaving some high and dry.

At least a few students have had to drop out. Others have reduced their class load to find jobs.

But for Claudia Sanchez, a 22-year-old senior, the final indignity came last weekend.

That's when she called her bank to check on her balance, only to discover she was \$800 in the hole.

Checks she had written were bouncing because NationsBank, where USF keeps its money, was refusing to cash the financial aid payment mailed to her after the university subtracted its tuition and fees.

NationsBank has taken responsibility for the error " which officials said is a result of its recent merger with Barnett Banks " and is paying the penalties and fees incurred by any student caught in the mess.

Sanchez isn't mollified.

"This was the worst weekend of my life," she said. "Financial aid is supposed to help students. How can I concentrate on classes when I'm panicking over my bills?"

Leonard Gude, USF's director of financial aid, said Tuesday that he thinks the worst is over.

All but a few hundred of the students eligible for financial aid have received their money, he said. And many who had to suffer through delays received tuition deferments, emergency loans,

or both.

"There was a combination of problems," he said. "Especially at the beginning of the term, the office was somewhat overwhelmed."

One of the problems involved USF's new Oasis computer system, which integrates the university's financial aid records with other critical data bases.

The idea is to smooth the application process by putting all relevant information in one place.

But first you have to teach people how to use the system.

"There was a learning curve involved," Gude said. "It took people a while to get the hang of it."

Heidi Gagnon, one of the more than 20,000 USF students who receive financial aid, experienced that learning curve first-hand.

"Every time I called to find out what was delaying my loan, I got a different answer," said the 25-year-old mass communications major. "I don't know if it was training or what, but people weren't very helpful."

Matters were made worse by the state's problems in processing Bright Futures scholarships, a lottery-backed award received by 3,900 USF students.

Gude said the state didn't send final eligibility data until mid-August "just a few weeks before the fall semester began.

USF officials wanted the information by March or April so they could mail out financial aid packages and award letters to students before they chose a college.

Gude said the university had no choice except to estimate award packages. Some were

incorrect.

The unlucky students could appeal to the state, but most were left scrambling to make up the difference.

Gude said he doesn't know how many students were affected by the state's delay.

"We didn't have time to determine that," he said. "We were too focused on every thing else."

That included verifying the financial aid applications of more than 5,000 students. Under federal law, universities must verify one of every three applications.

It's akin to an IRS audit.

The students or their families must provide documentation of their financial need. USF then has to check it all by hand.

With all the problems involving Bright Futures and the new computer system, the office quickly fell behind.

For some students, that was a serious hardship.

Colleen Green, a USF senior, recently married Joseph Green, another USF student

. Both had their financial aid money delayed for several weeks, said Betty Murphy, Colleen's mother. That forced the couple to use money given to them as wedding gifts to pay their tuition.

Murphy said she considers the university's delay "a financial abuse of children."

"It's just ridiculous," she said. "The university isn't even trying to help those kids."

Finally, there was the mess with NationsBank, which everyone agrees was not USF's mistake.

The problem began when someone began forging checks on USF's account. USF officials discovered the fraud shortly before NationsBank merged with Barnett Banks earlier this month.

At the time, the university's account was with Barnett. Barnett officials told USF they were putting a "block watch" on the account, which meant checks would be reviewed before being cleared to ensure they weren't fraudulent.

But after the Oct. 9 merger, said USF controller Eric Walden, NationsBank put a "hard block" on the account.

As a result, none of the financial aid checks recently deposited by students were honored.

NationsBank could not be reached for comment Tuesday. USF officials say they believe only 50 to 100 students were denied funds.

Publication#W\ PP# 40. The Washington Post "Publication" #: \ PP# 10/21/98; Edition: FINAL; Section: A Section; Page A16

Headline#\ PP# University Gives to Glendening, Gets a Niche in Md. Headline #: \ PP#

By Charles Babington  
Washington Post Staff Writer

Why would Apollo Group Inc., based in Phoenix, care enough about the Maryland governor's race to send \$2,000 to Parris N. Glendening in 1994 and \$2,500 more as the governor seeks reelection this fall?

Because its subsidiary "the University of Phoenix, the nation's largest for-profit college" was angling to open shop in Maryland, where it would need the approval of a commission

appointed by the governor.

State officials say the campaign contributions made no difference when the Maryland Higher Education Commission approved Apollo's application last March. The commission overrode strong objections from many state universities and community colleges.

Still, the Apollo story illustrates how corporations and candidates often come together in Maryland. The donations didn't clinch the commission's vote, an Apollo Group spokesman said, but they are part of the political game that can open doors in an unfamiliar state.

"It doesn't affect the decision," said Charles Seigel, an Apollo vice president. "It affects the ability to get to talk to people."

Seigel was previously active in Maryland Democratic politics, having worked for Rep. Steny H. Hoyer (D-Md.). Seigel said a friend, whom he declined to identify, invited him to a Glendening fund-raiser on Sept. 27, 1994, hosted by friends of running mate Kathleen Kennedy Townsend and attended by John F. Kennedy Jr. Seigel donated \$2,000 on behalf of Apollo and told Glendening "then the Democratic gubernatorial nominee" that his company was contemplating a possible expansion into Maryland, among other states.

"I discussed it briefly with him then," Seigel said. "He told me he was open" to the philosophy of the University of Phoenix, which has grown rapidly by catering to older students with full-time jobs.

Last year, Apollo hired two of Annapolis's best-known lobbyists: Joel Rozner, a former top aide to Glendening, and Gerard E. Evans, a major fund-raiser for Glendening and other Democrats. On Sept. 4, 1997, Apollo formally applied to the Maryland Higher Education Commission for permission to operate in the state. Three months later, Apollo gave \$2,500 to Glendening's reelection campaign.

The higher education commission is appointed by the governor and significantly influenced by Patricia S. Florestano, a longtime friend of Glendening's whom the governor named state secretary of higher education. Leaders of 11 colleges and universities in the state urged Florestano and the commission to reject Phoenix, arguing that it would rob them of students.

Florestano said she told staff members reviewing the application process to "take extra care" and "not cut any corners." In the end, she said, Phoenix clearly was qualified to offer certain courses and degrees on three campuses in Maryland. She said that with so many schools and students now using "distance learning," a Phoenix specialty that relies heavily on computers, the state colleges' objections were unsupportable.

Florestano said she had been unaware of Apollo's campaign contributions to Glendening. Merit, not politics, she said, led to the March decision to grant the application of Phoenix, which hopes to begin classes early next year.

At one point during the application process, she said, Glendening asked her for a progress report.

"He asked me what was happening on it, I briefed him and that was it," Florestano said. She said there was no pressure from Glendening or anyone else to approve the application.

Glendening said the University of Phoenix is just one of many colleges that back him because of his interest in expanding education opportunities and spending. "Higher education across the board has supported us," he said.

Rozner said Apollo gave money to Glendening because the governor supports wider access to education. "If they called and asked me if they should [contribute], I would say, 'Sure, yeah,'" Rozner said. "It had nothing to do with their pending application."

Publication#W\ PP# 41. Detroit Free Press"Publication" #:\ PP#October 21, 1998

Headline#\ PP# High-tech facility envisioned for  
Detroit Headline #:\ PP#  
BY PEGGY WALSH-SARNECKI  
Free Press Education Writer

Officials from Wayne State University and the New Center Council Inc., which includes Henry Ford Hospital and General Motors Corp., are looking into creating a research and technology center in the heart of Detroit.

The idea is to create an urban research park in the New Center or Detroit Medical Center areas to attract companies interested in cutting-edge technology.

"If Detroit is really going to make big strides, it's going to need to make a concerted effort in areas like software development and research and development in things like biotechnology and new engineering concepts," Wayne State University President Irvin Reid said Monday.

Reid sees the university forming joint ventures with businesses through its science and engineering departments, the medical school, the Automotive Research Center, or research-oriented groups such as the Kresge Eye Institute.

Locating the park on land already owned by Wayne State or other New Center businesses such as Henry Ford Hospital or GM solves the biggest impediment to such a development "the lack of large, open tracts of land, Reid said.

"While the intellectual capacity is here at the university, the other compelling advantages of coming to Detroit are not here," Reid said.

GM is in the process of moving its headquarters from the New Center to the Renaissance Center.

The next step is for the university and the council to make a date for more for

mal talks. No one can say how soon that might happen, but the New Center Council is interested in talking, said Kurt Weigle, director of economic development and planning for the council.

"We certainly think there is a market demand for it and a need for technology-oriented jobs in Detroit," Weigle said.

In 1994 and 1995, the New Center Council and Wayne State discussed a plan of putting a research park on former Burroughs Co. land that had been acquired by Henry Ford Hospital.

But the plan was never publicized to avoid land speculation, said Jeff Stoltman, WSU vice president of marketing and communications.

"It was just timing," Weigle said. "They just weren't ready to push it forward at that point."

This time, however, there is a new leader at Wayne State who is interested in the project. In fact, a research park is mentioned in the new strategic plan that Reid had drawn up shortly after he arrived.

And there appears to be governmental interest in fostering such a plan. In September, Gov.

John Engler urged more cooperation between universities and businesses, especially in research, to create high-tech jobs.

Engler made his remarks as he unveiled the results of a survey that found a third of the businesses responding said they expect their collaboration with universities to increase in the next five years.

Publication#W\ PP# 42. Baltimore Sun"Publication" #:\ PP#October 21, 1998

Headline#\ PP# Public college presidents reveal complaints about university system

Headline #:\ PP#Subhead#[\ PP# Not all schools stay within rules, they claim  
Subhead#:\ PP#  
By Michael Hill Sun Staff

The task force charged with studying the way Maryland public colleges have been governed for the past 10 years heard its first round of testimony yesterday from college presidents whose main complaint about the system was that not everybody stays within its rules.

"What's frustrating is when everything becomes a matter of politics," Freeman A. Hrabowski III, president of the University of Maryland, Baltimore County, said at the hearing in Annapolis. "The system works when everyone knows what the rules of the game are and lives by those rules."

The ire of the presidents was directed at a \$7 million appropriation handed out by the legislature this year to the University of Maryland, College Park.

The grant did not come through the University System of Maryland, which dispenses funding to 11 of the state colleges and universities "all except St. Mary's College and Morgan State University" according to agreed-upon formulas.

"The system should not permit end runs," said H. Mebane Turner of the University of Baltimore. "We are all in this together."

The task force, chaired by Charles R. Larsen, the admiral who was superintendent of the Naval Academy until his retirement in June, was created this year by Senate President Thomas V. Mike Miller and House Speaker Casper R. Taylor Jr. It is to issue a report by the end of the year for possible action by the state legislature in its next session.

Many observers suspect that the reason for the task force is Miller's desire to get the University of Maryland, College Park in his Prince George's County district out of the university system.

"I would not be pleased if the university system broke up in any way," said William Merwin,

president of Salisbury State University. "But if College Park secedes, I might want to reconsider that."

Merwin also said that the system should re-emphasize undergraduate education in its funding formulas now that the children of the baby boomers are swelling the population of undergraduates.

David Ramsey, president of the University of Maryland, Baltimore, an exclusively graduate institution, said graduate students need more funding.

The task force should hear more stringent criticisms of the structure today from C. D. "Dan" Mote Jr., who became president of the University of Maryland, College Park last month. He told his faculty senate last week that his campus needs the ability to lobby the governor directly and greater freedom from the governing bureaucracy.

Hoke Smith, longtime president of Towson University, is expected to complain about the funding for his institution under the current structure.

Publication#W\ PP# 43. Boston Globe"Publication" #:\ PP#October 21, 1998

Headline#\ PP# State gets 35 proposals for charter schools  
Headline #:\ PP#  
By Jordana Hart, Globe Staff

A regional, alternative high school, two international schools, a public policy school, and two media and technology schools are among applicants vying for charter school status in Massachusetts.

Thirty-five parent, teacher, and education organizations are seeking five available regular charters and eight of the so-called Horace Mann charters, which bestow a less independent status, said state officials. There are 10,000 students now enrolled in 34 charter schools, and three more are scheduled to open next fall. As many as 13 new schools may open next fall.

“This is proof that there is still great interest in creating innovative public schools,” said interim state Education Commissioner David Driscoll. Still, a new statewide study shows that one of the main goals behind charters, that they share new ideas and practices with traditional public schools, is not being met.

“There is no significant sharing or disseminating of practices from charter schools to district schools at this school system that precludes sharing,” said Scott Hamilton, state associate commissioner for charter schools, in a letter introducing the study.

Hamilton said the lack of sharing is sometimes because charter schools are new. But he noted “there is a sense of competition and even hostility toward the charter school system that precludes sharing.”

The state Board of Education will award up to 13 new charters in February.

Regular charter schools are publicly funded yet independent of the traditional school committee and teacher union restraints. These schools are designed to be laboratories for innovative techniques.

Horace Mann charters, first given out last year, have been awarded to existing programs within school districts, so that they become schools in their own right. They are less independent than the regular charters, with some union and other bureaucratic oversight.

The state Department of Education received applications to start 14 elementary schools, three middle schools, 14 high schools, and four K-12 schools. Twenty-five proposals are for city schools, including 14 in Boston, one in Cambridge, one in Lawrence, two in Lowell, one in Malden, two in Quincy, three in Springfield, and one in Fitchburg.

Headline#\ PP# GROUP PLANS BILINGUAL  
CHARTER SCHOOLHeadline #:\ PP#

A group known as Evanston Advantage presented its plan to the District 65 school board Monday to open a school next year serving 540 kindergarten through 5th-grade students.

Organizers say Evanston Advantage would add a new grade each year until it is teaching kindergarten through the 12th grades, with 90 students in each grade, using a teaching program designed by Advantage Schools Inc. The Boston-based educational management firm provided the model for the Octavio Paz Charter School, which opened this fall in Chicago.

The proposal is the second presented to the board this year.

The Dual-Language Charter School Initiative organization announced in February that it wants to open a charter school in 1999 called Sin Fronteras ("Without Borders.")

Its organizers say they would offer a Spanish-English program for up to 280 students in kindergarten through 6th grade. The goal, they say, is to have bilingual pupils from both English-speaking and Spanish-speaking families.

Charter schools are independently run public schools free from most local and state regulations. Because they divert tax dollars from existing districts, however, many school officials view them as competition and oppose them.

Publication#W\ PP# 45. Riverside (Calif.) Press-Enterprise "Publication" #:\ PP# 10/20/98Section: HEALTH & FITNESS; Page D01

Headline#\ PP# Up and doing  
Headline #:\ PP#Subhead#[\ PP# As physical education declines in public schools, more and more parents are paying personal trainers to help their young children and teen-agers exercise more (and properly), lose weight, become stronger, build self-esteem, and play better in sports.  
Subhead#:\ PP# By Laurie Lucas

The Press-Enterprise

When Tahir Yusufaly started working out with a certified personal trainer 11/2 years ago, he couldn't make a shot three feet from a basketball hoop.

"Now he can score from 15 feet away," says Mike Iasparro, who goes twice a week to his client's Corona home.

Tahir is 10 years old, a fifth-grader at the Riverside Garden Elementary School. He's one of a small but growing number of children and teens training with fitness professionals at home or in health clubs.

"We've found the trend has been on the rise since it started about six years ago," says Ken Baldwin, president of Premier Fitness Inc. in Cambridge, Mass. He's national chairman of the personal training committee for the San Diego-based IDEA, a membership group of more than 23,000 fitness professionals.

Fitness experts say kids are working with trainers to lose weight, build self-esteem, become stronger, perform better in sports and simply pack in more exercise.

The niche for kids' trainers is partly a response to public school cutbacks in physical education classes and recreational sports programs, says Avery Faigenbaum, a professor of exercise physiology at the University of Massachusetts in Boston.

So where's a kid to play? "Many parks and playgrounds are too unsafe, and even assuming you can afford a health club membership, some don't let anyone work out who's under 18," he says.

Of course, there's always the neighborhood, but motivation seems to be lacking. Once physical activity and youth went hand in glove, but recent surveys and reports present a disturbing portrait: a nation of increasingly sedentary kids hooked on malls, MTV, video games and the Internet instead of outdoor play and sports.

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Studies also show today's youths are fatter. One-quarter of all school-age kids are 20 percent or more above a healthy body weight.

### Workouts at home

Among his 20 clients, Iasparro is training four young people, ages 5 to 16. "Parents want to make sure their kids are exercising properly or (want to) give them an extra competitive edge," says Iasparro. "I've had some kids who weren't even in PE because in some schools, it's optional after 9th grade."

Iasparro, a former elementary school PE teacher, also coaches soccer and basketball at a Riverside park. He's certified through two organizations, the International Medical Fitness Trainer Association and the American Fitness Aerobic Association.

Iasparro customizes each child's program and sets goals after testing his or her flexibility, endurance, balance, coordination, strength and heart rate. He'll conduct workouts at the child's home, a studio or health club.

Riversider Odile Lapidus says her son Michael, 5, started working with Iasparro in April to improve coordination and motor skills. "Coach Mike motivates our son enough to work on his own," she says. "We've seen tremendous change."

Through games and make-believe, Iasparro makes exercise fun. In fact, that's the name of his program, Fitness United with Nutrition (FUN). Iasparro takes to Michael's home such paraphernalia as balls, a small trampoline and hula hoops. For upper body strength, together they crawl like crabs on all fours, racing to catch the "fish." They lie flat like lizards and do modified bent-knee push-ups. They run across the yard and roar, beating their chests, yelling, "I'm George of the Jungle."

As for Tahir, his program is tailored to his goals, abilities and needs. During a typical workout, he runs 10 laps around his backyard to warm up, jumps rope and does push-ups, modified pull-ups, abdominal crunches and squats. He dribbles and shoots a basketball, bats and catches a baseball, kicks a soccer ball, whacks tennis balls.

"I think Mike is a great coach," says Tahir. "The most important thing I've learned is to focus, practice, have fun and always be positive."

His mother, Dr. Yasmin Yusufaly, an internist, says the sessions have helped build Tahir's confidence and morale. "It's good for the mind and body and gets him away from the TV," she says.

She and her husband Imdad, a neurologist, are from Pakistan. Athletics are downplayed there, she says. "In this country, if your child is not that good in sports, it can mess up his self-esteem," she says.

To encourage more physical activity, she says, the family is now biking and hiking together.

Old beliefs debunked

Resistance training - repetitive motions with weights, machines or other muscle-building equipment - has also become increasingly popular with kids and personal trainers.

The major reason is that studies over the last eight years have debunked old beliefs that this type of strength conditioning is worthless and dangerous to kids and stunts their growth.

"If carefully supervised with light weights and lots of repetitions, it's much safer than organized sports," says Faigenbaum, who has co-authored studies on resistance training for youths.

In fact, two organizations that certify personal trainers - the American College of Sports Medicine in Indianapolis and the National Strength and Conditioning Association in Colorado Springs, Colo., recommend preteen and adolescent strength training programs to promote fitness and prevent injuries. Both groups stress properly designed, safe and supervised programs with age-specific guidelines

Although studies have shown strength training beneficial to children as young as 6, many professionals, including Iasparro, draw the line at 12 or 13. "Any younger, they should be playing and climbing," he says. High cost and 'elitism'

Critics of personal trainers for children complain about high costs and elitist aspects. Iasparro charges \$50 an hour, as do many of his colleagues, with the price dropping to \$30 for long-term packages.

"This is only accessible to very affluent people," says Judy Young, executive director of the National Association for Sport & Physical Education in Reston, Va.

Bill Mabry, a certified personal trainer, makes his strengthening program affordable by working with small groups of up to eight kids. He instructs them three times a week at a gym called The Club in Temecula, charging each one \$60 a month. Typically, they warm up on stationary bikes, then pair off with partners under Mabry's close scrutiny.

He follows a 12-week program that starts with a month of conditioning exercises. His charges use resistance machines and free weights with more repetitions before Mabry determines they're ready to progress to heavier free weights.

"My philosophy is not how much weight you do, but how you perform the motion correctly to get results," says Mabry.

Mabry, a former high school coach certified through the National Strength and Conditioning Association, says about a dozen of his 35 clients are teens.

After Nick Maglio, now 17, broke his ankle playing football two years ago, he went to Mabry to get back in shape.

"When he started out, he was very shy," says Nick's mother, Peggy Hallinan of Murrieta. "He became part of this group working out with Bill and started to shine. And he looks fabulous."

Judy Freeman, a personal trainer in Temecula certified through the American Fitness Aerobic Association, says most of her teen clients are girls. Although she tries for a month's commitment, three months, she says, is ideal.

"The biggest reason they come is to feel confident and know what they're doing," Freeman says. "The second biggest reason is to improve in sports." Regimentation a concern

Besides the cost, some fitness experts question why a child or teen needs a personal trainer.

Young, with the National Association for Sport & Physical Education, says children need to play with each other and make up games. She doesn't recommend for elementary school children a regimented program and precise movements, such as how to throw exactly right.

"Unless the children have special problems," she says, "I wouldn't recommend a personal trainer for children under 12."

However, Young says older youths could benefit from learning safe, proper techniques of strength training. "But I hate to see personal trainers becoming the solution to children's physical activity needs," she says.

Faigenbaum, the exercise physiologist who has studied the merits of youth resistance training, believes that every child could profit from a personal trainer. The problem, he admits, is finding a good one.

"Personal training is not a very regulated field," says Young.

As paraprofessionals, personal trainers don't need to have degrees or professional licenses.

To make the field more confusing, says Faigenbaum, there are dozens of certifying organizations for personal trainers, some more respected than others. The two with the most rigorous standards, he maintains, are the National Strength and Conditioning Association and the American College of Sports Medicine.

Faigenbaum says that the worst thing a personal trainer can do, besides giving everyone the identical program, is applying an adult exercise model to kids.

"Trainers have to be very, very careful supervising children," he says.

The ideal personal trainer should be an educator and motivator who aims to spark an interest in lifestyle changes and lifelong physical activity, Faigenbaum says. "Kids have to view the trainer as a caring, fun person, someone they can trust, a good role model."

Strength-training techniques for children

Generally speaking, basic strength-training principles, as recommended by the American College of Sports Medicine, are the same for youths and adults.

The prescribed program for youths:

- o Special care must be given to technique and form. Qualified supervision, safe equipment and age-specific guidelines are mandatory.

- o Training is recommended two or three times a week for 20- to 30-minute period

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o No resistance should be applied until the child demonstrates proper form, as instructed by the trainer. Six to 15 repetitions equal one set; one to three sets per exercise should be done.

o Weight or resistance should be increased in 1- to 3-pound increments after 15 repetitions are completed in good form. Other considerations:

o A physical exam is mandatory.

o The child must have the emotional maturity to accept coaching and instruction.

o Coaches must be knowledgeable about strength training and the special problems of preteens. They must supervise the child at all times.

o Strength training should be part of an overall program designed to increase motor skills and level of fitness.

o Strength training should be preceded by a warm-up period and followed by a cool-down.

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Publication#W\ PP# 46. The Washington Post"Publication" #: \ PP# 10/21/98; Edition: FINAL; Section: Metro; Page B04

Headline#\ PP# Alexandria Lags on State TestsHeadline #:\ PP#Subhead#[\ PP#  
City's Students Score Below Va. Average on All 27  
Exams  
Subhead#:\ PP# By Victoria Benning  
Washington Post Staff Writer

Alexandria students scored below the state average on each of the 27 new Virginia exams that eventually will determine who graduates and which schools are accredited, according to figures released yesterday.

The tests, which were given for the first time last spring, cover basic academic subjects and will be administered each year to students in third, fifth and e

ighth grades and in high school.

Passing the high school tests will become a graduation requirement beginning with the Class of 2004, and schools where fewer than 70 percent of students pass the exams could lose their state accreditation by 2007.

The figures released yesterday by Alexandria school officials do not show how many of the city's students passed the exams " the Virginia Board of Education will not decide until next week what constitutes a passing score on each of the tests.

But the average scores of Alexandria students show that the school system's failure rate on some exams could be high.

For example, Alexandria students on average answered 53 percent of the questions correctly on a high school English test, compared with the statewide average of 66 percent. On a world history and geography test, Alexandria high school students answered 34 percent of the questions correctly, compared with the statewide average of 52 percent.

On the high school earth science test, the Alexandria average was 47 percent of questions answered correctly, and the statewide average was 62 percent.

The gaps between the city's scores and the statewide scores tended to be widest at the high school level.

Alexandria School Board Chairman Stephen J. Kenealy said his district's relatively low scores reflect the fact that more than half of the city's students are poor enough to qualify for federally subsidized school lunches. He cited research showing that low-income students generally do not perform as well as other students on standardized tests, in part because of factors over which schools have little control.

Kenealy said he has no problem with holding every student to the same standard.

But he said  
he will urge the state board at a public hearing tomorrow to change its plans to use the same benchmark for assessing each school. In deciding whether a school keeps its accreditation, officials should make special allowances for schools with large numbers of students who are low-income or whose native language is not English, he said.

"The fact of the matter is we may be doing a tremendous job [with] children who come to us as some of the most needy and ill-prepared," he said.

State board members have said, however, that they believe their plan is fair. They have noted that schools have several years to improve test scores before penalties take effect.

Fairfax is the only other Northern Virginia district that has released its scores on the Standards of Learning exams. Fairfax students scored above the state average on each test. Officials in other school districts in the area say they will not release their scores until the state board has set the passing marks.

Publication#W\ PP# 47. The Washington Post"Publication" #:\ PP# 10/21/98; Edition: FINAL; Section: Prince William Extra; Page V01

Headline#\ PP# Enrollment Projections Do A Number  
on Schools' PlansHeadline #:  
\ PP#

By Ann O'Hanlon  
Washington Post Staff Writer  
The good news about the enrollment estimates for Prince William County schools is that the planning staff estimated just 32 students more than the 51,585 who showed up Sept. 30, the official day to count enrollment for state and federal aid.

The bad news is Marshall Elementary School won't be getting the new copying machine the staff had hoped for and the science laboratory at Mullen Elementary School is being converted into a classroom.

In other words, although the overall estimate nearly hit the bull's-eye, projections for a few schools were off, as is expected annually. And when projections are off, so is the draft budget each principal creates to prepare for the year, meaning principals suddenly scramble to hire new teachers or figure out how to get by with less money than anticipated.

This year, projections for 13 schools were off by 10 percent or more. All but one of those are smaller schools, such as special education, alternative or elementary schools, where a fairly small number of students can throw percentages off significantly. For example, at Woodbine Special School, which serves preschoolers with special needs, 124 students were expected, based on estimates. The official enrollment is 83, or 33 percent fewer.

Despite the change, said Principal Patrice Malloy, the budget adjustment is less than the school had to make in past years, when one or more staff members lost their jobs because of a lack of students.

At high schools, the estimates were not off by more than 5 percent. And only one middle school, Rippon, was off by more than 9 percent. Rippon anticipated 1,112 students and has 994 enrolled.

That kind of change means that there's more elbow room in the school and that the preliminary budget put together by the principal needs downsizing.

"Basically what's happened to us is we are meeting our obligations, but we don't have any frosting on the cake," said Otelia Frazier, principal of Marshall Elementary, which has 69 fewer students than projected. That translates, Frazier said, to about \$2,700 per student, or nearly \$200,000 less in the budget than anticipated. "We were going to buy a Xerox machine, and now we're not," Frazier said.

That speaks for about \$12,000, she said. The rest of the projected money would have gone to "more good things, more things for the kids, more library books, more computer programs, more resources for the teachers," she said. "But now you have to remember I have a very, very competent staff and they are able to provide."

Over at Mullen Elementary, the situation is the opposite. The projection called for 639 students, and the place is jammed with 727. The school's capacity is 586, so it would have been crowded even with the projected number of students. As it is, said Principal Michael Mondak, the science lab will become a classroom, the parent waiting area in the lobby is an instructional area for English for Speakers of Other Languages, and the book room is used for speech therapy.

"Our cafeteria staff is strained; our custodial staff is strained," he said. "We're well over where we should be."

The influx leaves the school with more money than it counted on and brings enormous needs that weren't anticipated. To handle the crunch of students, Mondak has hired two more teachers since the school year started and still plans to hire another fourth-grade teacher. The two new teachers are "excellent candidates," he said, but the candidate pool is much smaller in fall, making it a bad hiring season from the employer's perspective.

Furthermore, he said, it is tough on the children who will have to switch teachers after a month or two of school. But all those disadvantages don't outweigh the importance of class size, he said.

"It's better, I think, than swallowing that and going with a large group of students that one teacher has difficulty getting around to," he said.

The Look of County Schools

As the student population in Prince William schools changes, so should the demographics of the personnel, especially teachers, say many educators. The county school staff said it has tried to increase the percentage of minority employees to mirror more closely the makeup of students. From September 1997 to September 1998, the percentage of minority teachers in county schools increased from 13.5 percent to 14 percent.

#### Makeup of students

##### By school year

1997-98

White 64.7%

Black 22.8%

Hispanic 7.4%

Asian 3.6%

Other minorities 1.5%

1998-99

White 62.2%

Black 24%

Hispanic 8.2%

Asian 3.8%

Other minorities 1.8%

Makeup of all employees, including teachers

By school year

1997-98

White 82.8%

Black 11.8%

Hispanic 2.6%

Asian 1.6%

Other minorities 1.3%

1998-99

White 81.9%

Black 11.9%

Hispanic 3%

Asian 1.7%

Other minorities 1.5%

\*Hispanics can be of any race.

NOTE: Totals may not add up to 100 percent because of rounding.

SOURCE: Prince William County Schools  
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Publication#W\ PP# 48. Los Angeles Times"Publication" #:\ PP#\* 10/21/98; Edit  
ion: Ventura County Edition; Section: Metro; Zones Desk; Page B-4

Headline#\ PP# Tutoring Program Called a SuccessHeadline #:\ PP#

OXNARD " School officials are calling a tutoring program that gives extra help with reading and writing to students in grades 3 through 8 a success.

Now in its second year, the program is being taught by 38 teachers trained to meet the needs of remedial students, said Martha Hernandez, the Oxnard Elementary School District's interim administrator for curriculum and instruction.

Hernandez said that 88% of students in grades 3 to 6 and 14% of those in junior high school have shown improvement as a result of the tutoring.

"Classroom teachers have given testimonials about how a child's entire life is changed by learning to read," Hernandez said. "Students gain self-confidence and are better able to participate in all aspects of their educational experience."

The district has had an early literacy intervention program for at-risk first-graders since 1996, according to Hernandez.  
Publication#W\ PP# 49. Los Angeles Times"Publication" #:\ PP#\* 10/21/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PP# Prop. 227 Funds May Help Teach English to Adults

Headline #:\ PP#Subhead#\ PP# Little-known clause in June ballot initiative earmarks money for school tutoring programs for parents, so they could then help their kids with homework.

Subhead#:\ PP# By KATE FOLMAR  
TIMES STAFF WRITER

Ventura County schools could soon start educating a more mature group of students"adults who don't speak English fluently"through a little-known clause in the anti-bilingual-education Proposition 227.

County educators have until the end of the month to apply for upward of \$1.5 million

million  
earmarked annually for the "community-based English tutoring" program created by the  
landmark ballot initiative. Approved by voters in June, the measure  
seeks to all but eliminate  
bilingual education in California classrooms.

Although local educators are not certain how they will spend the new money, they have  
planned a Monday meeting to discuss snagging every cent possible.

"If anything is positive from Proposition 227, this is a positive spinoff," said Cliff Rodrigues,  
director of bilingual programs for the Ventura County schools office. "The potential is we'll be  
able to reach a lot more adults than we are currently reaching through [English as a Second  
Language] classes. The big question is how many. How far can we go with that million  
dollars?"

The money, due to arrive by the end of this calendar year, will be used to teach  
both parents and  
other adults to speak and read English for free or at reduced rates.

School officials could receive \$60 or more for each of Ventura County's 26,033  
limited-English-speaking children to spend on adult literacy classes, tutoring,  
background checks  
for instructors, transportation and more, said Olga C. Uribe  
, a consultant with the California  
Department of Education.

When the first pot of money arrives, it will represent two years' worth of funds because  
Proposition 227 passed last fiscal year and a new fiscal year has begun.

The only strings attached are that thorough records be kept for the community-based tutoring  
programs and that adults who participate pledge to use their newfound skills to help children  
learn English.

Several Ventura County adult educators said they were unfamiliar with the program but  
intrigued.

"We're always looking at how we, as an adult school, can provide assistance to that little guy or gal who doesn't speak English," said Pete Ortega, director of Oxnard Union High's adult education program.

"If we can give services to their parents, my gosh, we can be a huge benefit to the young children who live in Ventura County," he said. "We can give these kids an even start, for heaven's sake, if their parents can help them at home with their homework."

That's the whole idea, said Sheri Annis, the spokeswoman for English for the Children, which backed Proposition 227.

"Prior to writing the initiative, we heard a lot of concerns about placing children in 'sheltered English' classes and then sending them home with their English homework to parents who know no English," Annis said. "This allows parents to be involved in their children's education."

Only a few weeks into the implementation of Proposition 227, Ventura city schools' adult education program has already seen an influx of new students, said program coordinator Judy Perkins.

"We've seen a large number of students in the ESL program who weren't there before because they want to help their kids," she said. "With the new money, I'd like to see parents actually helping the kids with English as part of the program in a cross-age situation. I don't know if that's practical or not yet, but that would be an ideal situation."

When Ventura County educators meet later this month, they are expected to consider partnerships between large districts with established ESL programs and smaller districts that don't provide those services.

Small school districts could also work with community organizations to create t

utoring  
programs.

"We are more than amenable to collaboration," said Ortega of Oxnard's adult education program, which is near the Rio, Hueneme and Ocean View school districts.

"I think each of the big four" Ventura, Conejo, Oxnard and Simi "has an adult school program that provides services to smaller districts."

Publication#W\ PP# 50. Associated Press"Publication" #:\ PP#10-21 4:38a

Headline#\ PP# Newest teachers face the least-disciplined students, educators testifyHeadline #:\ PP#

ATLANTA (AP) - New teachers in Georgia often are tossed into the biggest and unruliest classrooms with little assistance, the result of a school system that favors teachers with seniority, educators told the state student discipline panel.

The panel held a hearing Tuesday at the Capitol on student discipline.

"First-year teachers are typically given the largest classrooms and the worst students," said Mary Edwards, director of the teacher education program for the State University of West Georgia.

To help correct the problem, the Professional Standards Committee is seeking money from the Legislature to fund a one-year experiment in which first-year teachers would be offered professional support.

Most education colleges and teacher-certification programs have no involvement with teachers once they begin working in the classroom full time.

Peggy Torrey, executive secretary of the PSC, which certifies teachers and accredits teacher-education programs in Georgia, said she is seeking \$200,000 to provide expert support for 123 new high school teachers.

Her proposal differs from an earlier one, which would have given new teachers a one-year provisional certificate. Teachers would have been required to prove themselves to three educators to receive full certification.

The state's major teacher's union, the Georgia Association of Educators, objected to the proposal on the grounds that it did not involve enough of the educational system in deciding which teachers receive certification, said Drew Albright, executive of the association.

Ms. Torrey said she eventually would like to see such assistance provided by regional teams made up of the teacher's principal, a master teacher and an education professor.

Nationally, the idea of trial periods for teachers is gaining popularity. One-year trial "inductions" for teachers have been started in South Carolina, California, Minnesota and Indiana.

The student discipline panel is focusing on disruptive students, especially in lower grades, because teachers report that those students are a far more serious problem than violence or weapons in school, said Rep. Brooks Coleman, R-Duluth, one of the panel's organizers.

Publication#W\ PP#51. Sacramento Bee"Publication"#:\ PP#October 21, 1998

Headline#\ PP# Some school choice " Status quo vs. the wrecking crew Headline #:\ PP# by Peter Schrag

Delaine Eastin, running for re-election as state superintendent of public instruction, faces a simple problem. Everyone and his brother is beating up on the schools that she is supposed to be in charge of, and while she controls almost nothing, she has that mind-numbing title.

Right now she leads her opponent by a shrinking margin of 28 percent to 18 percent in the

Field Poll " some polls have the margin even slimmer " with "dunno  
" far ahead of both. For  
an incumbent, that is nothing to cheer about.

Running against her is an Orange County schoolteacher, Gloria Matta Tuchman, who has  
embraced virtually every conservative shibboleth about public education ever conceived, but has  
done nothing to show that she could run a major state agency.

Tuchman likes vouchers, opposes social promotion and, as the co-author of Proposition 227,  
the anti-bilingual initiative passed in June, doesn't want to let schools teach kids in their primary  
language, even if they know no English. Tuchman, candidata para jefe de las escuelas estatales,  
has a bilingual Web site on the Internet.

Eastin's biggest source of money is the California Teachers Association and other elements  
of the school establishment; most of Tuchman's comes from the voucher crowd. The status quo  
vs. the wrecking crew. What a choice.

Compounding the problem for everyone is an upside-down school governance structure that  
invites controversy and sabotage. Tuchman accuses Eastin " correctly  
in many cases " of  
getting in the way of the curricular reform decisions of the appointed state school board. She  
says she would implement the board's policies.

But what would she do if the board were appointed, not by a Republican such as Gov. Pete  
Wilson, but by a wholly owned subsidiary of the CTA such as Gray Davis, which, given Davis'  
lead in the polls, is highly likely? Suppose the board revised the controversial State Testing and  
Research (STAR) program test to make it fuzzier and friendlier? Would she, as the bearer of  
tougher standards, cheerfully implement that decision? Could she work any better with Davis  
than Eastin has with Wilson?

Eastin claims that she was pushing for class-size reduction and a longer school year well before Wilson wrapped himself in these things. But he's the governor and has the power " and thus the ability to claim credit, if credit is deserved. And if truth be told, a lot of people were there before Eastin. Nor did she lead the push for the reform of the state's reading program, as she claims; she was dragged to it.

Still, when a politically appointed board is supposed to make policy for an independently elected superintendent, conflict is inevitable. And since California's 1,000 elected district boards are supposed to set local school policy, accountability becomes even more confused. If politics were rational, this election would be about abolishing the state superintendent as an elected office, not about picking yet another one, much less adding yet another bureaucracy, as proposed by Proposition 8.

But that's only part of the confusion. While voters say they're interested in education, few have any idea of what's going on in the schools; they don't know that California's school funding is far below the national average, and the lowest among the major industrial states. And if they believe the rhetoric coming from the politicians and most of the media, they're certain that they're in a great educational wasteland producing graduates none of whom can read or get a decent job.

That's hardly the whole picture, either in this state or nationally. Far more students than ever are taking the core academic courses required for admission to the University of California; many more are taking and passing advanced placement courses. And while SAT verbal scores for graduating seniors preparing to enter selective colleges are up only slightly in the past decade, math scores are at their highest point since 1973-74, despite the fact that many more students are taking the test. UC President Richard Atkinson says today's entering UC freshmen are far better prepared than their predecessors.

None of those things mitigates the dismal performance of California fourth- and eighth-graders on the National Assessment of Educational Progress, or the state's worrisome dropout rate, which, as The Bee's Deb Kollars recently reported, is a good deal higher than the phony numbers touted by Eastin and the state Department of Education. Nor does it mitigate the rigidity and bureaucratic arrogance of many schools and districts.

But given the high concentrations of limited-English-speaking kids in the state's classrooms "roughly one of every four California students; given the chronically high child poverty rate; given the high rates of transiency; and given a 20-year history of underfunding and public indifference, it's surprising that California does as well as it has been doing.

For 20 years we've systematically starved the schools "of facilities, books, libraries, laboratories, counselors, nurses. We've let buildings rot, watched the quality of the teaching force decline and, in the face of general indifference, allowed teachers unions and deadbeats to run many of our districts. For nearly a decade, we were without a statewide test. Why are we surprised that we sink in so many areas?

In the end, Eastin will probably win, in part because she has more money for last-minute TV time and slate mailers, in part because Tuchman's only real strength is that she's not the incumbent. Who in her right mind would want this office?

The best course would be to abolish it, turn the superintendent into a gubernatorial appointee and thus make clear to all that the governor has the accountability that his power already gives him. Eastin deserves to take the rap for a lot of things. But most of those now looking for a target to blame for our 20-year record of neglect ought to look in the mirror first.

Headline#\ PP# SCHOOL-TO-WORK LINKS  
STUDENTS, EMPLOYERSHeadline #:\ PP#

By John Bersia of The Sentinel Staff

Some years ago, a student of mine sought advice about careers. One of my first questions was,  
"Have you had or are you planning an internship?"

His response astounded me. Essentially, he said that he didn't have time, if he was to finish his degree on schedule. I told him, as I've told more than a thousand students, that he couldn't afford not to include an internship with his studies. Why?

Because real-life exposure to the workplace - whether through an internship, an apprenticeship, a job-shadowing experience or some similar activity - provides invaluable insights that simply can't be gleaned in any other way.

Sometimes the workplace visit affirms a student's interest in a field providing motivation and reassurance.

Other times, a student turns toward a different field because the experience fails to deliver as expected.

But either way the result is positive because the student develops a clearer sense of direction.

Host organizations also benefit by establishing direct links with young people who will make up the work force of tomorrow. It gives those organizations a chance to show young people the rewards and opportunities that can result from working in their industries.

Those are some of the reasons that I volunteer to oversee the "Shadows Know" job-shadowing program for public schools in Lake, Osceola, Orange, Seminole and Volusia counties.

That program - sponsored by the Georgetown Club of Metro Orlando, on whose board

d I  
serve, and supported by more than 100 organizations - allows high-school seniors a direct view of the work world.

The next job-shadowing day is planned for Nov. 10. Organizations in Central Florida will host about 500 students in a variety of fields. It's one of the biggest programs of its kind in the country.

Students will spend the day in the company of architects, bankers, lawyers, municipal and county government workers, journalists, health-care specialists, educators, college and university administrators, police, tourism and entertainment workers, high-technology whizzes, airport administrators, economic-development planners, accountants, computer engineers, advertisers, marketing specialists, builders, shopkeepers, space-industry workers ... . The list goes on.

Opportunities abound for organizations to volunteer to take a student or two, whether for the upcoming job-shadowing day or for future programs. Those who are interested should call me at (407) 420-5517.

Back to the student who neglected to consider an internship. I have no idea what became of him. Perhaps in these good economic times he has had no trouble finding a job.

But I do know what has become of some of my other students who took advantage of school-to-work opportunities. Those experiences drew attention to the students' resumes, inducing prospective employers to consider them more seriously.

And those students have fared well, as a few examples underscore.

One student used her school-to-work experience to propel her toward a choice job with a financial-services business in New York City.

Another found his internship to be an ideal stepping-stone to a spot on the sta

ff of a member  
of the U.S. Congress.

A third so impressed her supervisors that she parlayed her school- to-work stin  
t into a full-time job at the same Orlando organization.

A fourth used his internship as a ticket to an exciting international career be  
cause a foreign  
client of the organization where he interned offered him a job  
that sends him throughout the  
United States and abroad.

Those students' success started with a simple choice to pursue a school-to-work  
opportunity.  
They're glad they did.

The high-school seniors who will fan out across Central Florida on Nov. 10 will  
enjoy a  
similar experience, a taste of what it's like to be in the work world.

The organizations that already participate in the program know that building ti  
es between  
schools and the workplace strengthens the region's economy. Others s  
hould feel welcome to join  
them. The community will come out a winner.n

Publication#W\ PP# 53. Boston Herald"Publication" #:\ P P# 10/19/98Section: E  
DITORIAL; Page 033

Headline#\ P

P# Tutor program is one for the booksHeadline #:\ PP#

By James A. Peyser

It is a truism in education that first one learns to read and then one reads t  
o learn. By  
implication, the longer it takes a child to achieve competence in r  
eading, the longer his general  
academic progress will be delayed. If the delay  
is long enough, the child may never fulfill his  
intellectual potential.

This is not to say that future academic success depends on achieving proficienc  
y in reading  
by the end of first or even second grade. Reading deficiencies tha  
t persist through the third or  
fourth grades, however, are a cause for serious  
concern.

It is for this reason that the commonwealth requires all third- graders to take the reading portion of the Iowa Tests of Basic Skills, and requires all fourth -graders to take a reading exam as part of the Massachusetts Comprehensive Assessment System (MCAS) test. The Board of Education and the Department of Education have now taken the additional step of allocating \$2 million for tutoring children who performed poorly on this year's Iowa reading test, in hopes of improving their performance on next years MCAS.

The \$2 million will be distributed as grants to districts and charter schools that commit to offering tutoring in reading to all students who scored in the "poor reader" category on the 1998 Iowa reading test. A unique feature of the program is that parents who are not satisfied with the tutoring services offered by their child's school or district will have the option of choosing a qualified private tutor, paid for out of the state grant.

Tutors are to be paid \$20 per hour for up to 50 hours, with a \$500 bonus available to tutors who are able to significantly improve a student's reading skill, as measured by next spring's MCAS test.

This grant program has several advantages over more traditional approaches. It puts substantial resources directly in the service of those students who need the most help, without filtering the funds through layers of administrators, specialists and consultants. It sends a powerful message about the state's commitment to reading proficiency as the non-negotiable outcome of an elementary school education.

It is preventative, rather than remedial, in that it helps students avoid failure on the MCAS, instead of helping them recover after the fact. And it places new decision-making power in the hands of parents, rather than vesting all control with the institutions that for various reasons, not all within their control, weren't able to teach these children to read adequately in the first place.

Some school officials may interpret the private tutor option as a vote of no confidence in the quality of their reading programs and, therefore, they may not apply for the grant. That would be a mistake and a disservice to those children who could use the extra help. The first obligation of educators at all levels is to meet the needs of students and parents, not to burnish the image of their institutions. To the extent private tutoring helps students become proficient readers, public school officials should applaud.

Critics of tutoring grants suggest that they divert resources away from systemic reforms that address all subject areas and grade levels. But this argument ignores the fact that substantial resources have already been made available for such efforts.

For example, millions of dollars have been allocated annually to Massachusetts schools through the federal Title I program and the state's Essential Skills and Restructuring grants. Moreover, the dramatic increase in state spending on education under the foundation aid formula (including funds specifically earmarked for professional development) was intended to provide adequate resources for all districts to undertake broad reform initiatives. Sadly, there is little evidence to date that these sweeping reforms have produced measurable gains in student achievement, although such improvement may be on the horizon. In the meantime, there are thousands of students who need help now.

One of the challenges of this program will be to recruit enough tutors to support all the eligible students. In Boston alone, almost 700 third-graders scored in the "pre-reader" category on the 1998 Iowa reading test. Fortunately, the city's ReadBoston program has already attracted over 500 volunteer tutors. A state grant could serve as a catalyst for expanding the city's cadre of reading tutors even further. Such an outcome would give hope to the many children who can't afford to let another year go by without learning to read.

James A. Peyser is executive director of the Pioneer Institute and a member of the state Board of Education.

Publication#W\ P P# 54. Cleveland Plain Dealer "Publication" #:\ P  
P# 10/20/  
98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

Headline#\ PP# CHARTER SCHOOLS MUST  
ACCOUNT FOR TAX DOLLARSHeadline #:\ PP#

In his letter of Oct. 11, Richard C. Leonardi, president of the Buckeye Institute, makes a serious error when he states that only parents should determine student standards in community schools.

The fact is that community schools are public schools funded by public tax dollars. Thus, they are not accountable to parents only. They are accountable to the public, and taxpayers have the right to know how their funds are being spent.

Chester Finn and Mike Petrilli of the Fordham Foundation are no friends of public education, but they are correct in recognizing that community schools need to have high standards of accountability in order to survive.

For example, David Brennan and his Hope Academy community schools already have given the charter school movement in Ohio a black eye. In their original application to the state, the Hope Academy schools did not provide a social studies or science curriculum. Further, Brennan would not allow visitors to enter his school and would not allow teachers and administrators to be interviewed by the news media, despite the fact that public schools are open to the public. Additionally, his recruitment literature clearly indicated handicapped students were not welcome, despite the fact that public schools are open to all.

If Leonardi wants only parents to be accountable for community school standards, then he should start a private school funded by private dollars.

RONALD E. MAREC - Cleveland

Marec is president of the Ohio Federation of Teachers.n

Publication#W\ PP# 55. The Washington Post"Publication" #:\ PP# 10/21/98; Edition: FINAL; Section: Style; Page D16

Headline#\ PP# Educating Girls Benefits the Whole WorldHeadline #:\ PP#

By Judy Mann

I am looking at one of those rare charts that make their argument so forcefully that you'd have to be a fool " or an unreconstructable sexist " not to understand it.

It is a chart that shows an almost eerie connection between the percentage of girls who have a secondary education and a country's teenage birthrate. There is no mystery in what is going on here: The more education girls have, the later they marry and the lower the teen birthrate. In Togo, one in six girls with no education gives birth each year, while only one in 100 with some secondary education does.

This is one international competition in which the United States lags behind other industrialized nations, so we've not got a lot to crow about. Our birthrate among girls 15 to 19 is 64 per 1,000 " the same as in India, Indonesia and Pakistan and higher than in Uruguay, Burundi, Rwanda, Haiti, Bulgaria, Chile, Turkey and many others.

Belgium has the highest rate of secondary enrollment among girls and one of the lowest birthrates: 10 per 1,000 girls. The United States rank 19th.

The charts are part of a study done by Population Action International, an advocacy organization that seeks to expand family planning and educational options for women and girls. PAI ranked gender gaps in education and gains in girls' education in 132 countries.

What makes the study's findings particularly important is that this is the largest generation

of young people the world has ever seen, and it is moving toward the childbearing years. From 1985 to 1995, the population of children younger than 15 grew by 160 million, to a total of nearly 1.8 billion, according to Amy Coen, president of PAI.

In the 51 countries where there is a significant gap between the percentage of boys being educated and the percentage of girls, 75 million fewer girls than boys are enrolled in school.

Most of those countries are in South Asia, the Arab world and sub-Saharan Africa, areas where about 600 million young people attend school, but where 42 million fewer girls than boys are enrolled at the primary level and 33 million fewer at the secondary level.

International efforts by the World Bank and the U.S. Agency for International Development, among others, to improve access to school for girls have paid off handsomely in some countries.

The winner overall is Oman, where secondary school enrollment for girls went from 17 percent to 64 percent in a decade. Enrollment of girls at the secondary level soared in Lebanon, Iran, Saudi Arabia and Egypt, and their enrollment at the primary level increased significantly in Nepal and Togo. Enrollment of girls increased in 65 of 87 developing countries and in 26 of 29 developed countries surveyed.

"One of the things I am most excited about in the report is that it shows educating girls has a profound impact on changing their lives, their children, their families, their neighborhood, their society and culture," Coen said. "What we do know is when girls get education of at least seven or eight years, they choose to have fewer children, they are able to make money, it enhances their status. The whole quality of their life and health and their children's health is greatly increased. It is really important that we understand that educating girls globally will change the globe."

"Where governments have made a serious effort to address the gender gap, they have met

with good results," said Shanti Conly, co-author of the study and the director of policy research at PAI. "This is something that is eminently doable with political will, but because there are so many barriers to educating girls, there is no magic bullet. You have to do a number of things, depending upon the country. In Egypt, when I was living there in the '80s, the government embarked on a major project to build schools close to communities to get more girls enrolled. There had not been enough space in schools to accommodate girls."

Some cultures have rigid rules against exposing girls to men or boys, rules that become barriers to educating girls. Conly tells of a village in Pakistan where the elders bought a bus so that girls could go to school, chaperoned and protected.

Ghana's first lady has made schooling for girls a major issue, and the government has set a goal of making sure that 50 percent of school positions go to girls. Government officials are also reversing policy and allowing pregnant girls to stay in school and providing sex education, Conly said.

USAID has spent \$45 million in a seven-year effort in Malawi that has eliminated the gender gap and more than doubled the enrollment of girls to achieve universal primary education. Secondary education rates for girls, however, remain low.

"What we are talking about here is access to reading, writing and doing arithmetic," Coen said. "It's that fundamental. We forget how powerful it is to read, write and do numbers. My quest is to help Americans understand that basic fundamentals we assume everyone has is not the case, and that it revolutionizes life when they can read and write."

"We are at a crucial juncture in the population story," she said. "In the past 25 years, we've had a 2 billion-person increase, to almost 6 billion. We're expecting another 2 billion over the next 25 years. When girls are educated, they

marry later, which means there is spacing in generations that slows this population momentum. This has profound impact on the economics and the infrastructure of the society. It eases pressure on the environment, land use, water use, natural resources."

Investing in girls' education, in other words, is an investment in global security, and the need for it could never be more pressing.

Publication#W\ PP# 56. Los Angeles Times"Publication" #:\ PP#\* 10/21/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-7

Headline#\ PP# Bilingual EducationHeadline #:\ PP#

Re "Word Getting Out on Bilingual Class Waivers," Oct. 8.

Not six months ago, Ron Unz was very effective in saying that children were in bilingual education against their parents' will. For many it may have seemed natural to not willfully want a child in this "failing" program. The Latino community, like all other segments of society, was said to support this proposition.

Unz repeatedly tried to show compassion by saying that a waiver would protect the will of the few parents who wanted their children in a bilingual program. Spokesperson Jaime Escalante argued the point of parental choice by saying that Proposition 227 "doesn't eliminate choice or impose a single approach. California's schools are forced to use bilingual education despite parental opposition. We give choice to parents, not administrators."

Today we are being told that English for the Children always expected that only 1% to 2% of the parents would want to waiver their children into this "failing" program. Was English for the Children's research so off that they didn't expect the current demand of waivers by parents of immigrant children?

Did the 63% Latino vote against Proposition 227 reflect all the Latinos who were affected

by this bad law? Only the parents of students who were in bilingual educational programs know this answer.

This law will be repealed in our democratic government's judicial branch. Yes, a majority vote of blind force must yield to blind reason! Any popular law must follow basic democratic principles, which are upheld by our court system. Once again, students will be able to learn academics while they are learning academic-quality English.

In the meantime, this student will be able to stand and recite with pride and conviction: "Una nacion, bajo Dios, indivisible, con libertad y justicia para todos."

DENIS O'LEARY

President

Ventura County chapter, California Assn. for Bilingual Education

Venturan

Publication#W\ PP# 57. The Atlanta Journal"Publication" #:\ PP# 10/19/98Section: Editorial; Page A;06

Headline#\ PP# Reduce class size for needy pupilsHeadline #:\ PP# STAFF

AS WITH baseball and apple pie, it's hard to be against all-American education proposals such as those being offered by gubernatorial candidates Guy Millner and Roy Barnes to reduce class size in Georgia's public schools. Millner, the Republican, is proposing to reduce class sizes by 20 percent in grades K-5 by hiring 7,500 teachers; Barnes, the Democrat, speaks about the need to make classes smaller, but offers no specific plan.

There's little doubt that reducing class size is politically popular, as evidenced by the fact that President Clinton proposed to hire 100,000 additional teachers. But the issue belongs on the state and local level, not in Washington.

There's little doubt, too, that there's some academic value to reductions. To do any real good in Georgia, however, the state would have to reduce class size by 20 percent or more. Doing that just in lower elementary grades will cost hundreds of millions of dollars. Reducing student-teacher ratios in kindergarten to the level experts suggest would cost \$360 million, exclusive of classrooms, equipment and other facilities.

Recent studies conducted in Tennessee and California show that reducing class size works best in the elementary grades. In a 10-year study conducted by Tennessee State University, students in classes of 13 to 17 outperformed students in "regular" classes of 22 to 25 students or "regular" classes with a teacher's aide. The greatest benefits were to minorities, particularly in urban school systems. They continued to outperform their peers for several years, even after moving on to larger classes in higher grades.

The Tennessee research project also had some other important conclusions. Students in smaller classes tend to be better behaved, more motivated, have higher self-esteem and are less withdrawn. Teachers say they can give students more individual attention, pick up on specific problems quicker, can move faster through the curriculum and have more time for creativity. Note that special education, remedial and gifted programs all have much smaller class sizes for those very reasons.

In Georgia, the maximum class size is 21 in kindergarten with no teacher's aide or 28 with an aide. In grades 1-3, the maximum is 25 or 33 with a teacher's aide. Reducing class size in elementary grades would be an overwhelming prospect for metro Atlanta schools, where crowding forces students into trailers. It would also be overwhelming for taxpayers.

The proposals offered by Millner and Barnes would be more practical if they were refocused.

Since smaller classes help minority and academically weak students

the most, the next governor should pursue reducing class sizes in those struggling classrooms and schools. For example, extra state funds could be funneled to some of Atlanta's worst-performing schools to help children stay focused and learn. One Cobb County school did just that, with terrific results.

At Belmont Hills Elementary School in Smyrna, the principal applied for and received federal grants to reduce class sizes in all grades last year. Belmont Hills is a school with low test scores, and 80 percent of the students are on free or reduced lunch. With the funds, kindergarten classes, for example, were dropped from 26 to 18 pupils. Test scores went up in all grades.

Reducing class size is a wonderful idea. But since it is cost-prohibitive in all grades or even in all elementary grades, the next governor would be wise to target the plan for schools that need it most.

Publication#W\ PP# 58. The Harrisburg Patriot"Publication" #: \ PP# 10/19/98;  
Edition: FINAL; Section: EDITORIAL; Page A06

Headline#\ PP# Large, impersonal schools place students at educational disadvantage  
Headline #:\ PP#  
Patriot News

A U.S. government report on violence in schools should be required reading for local school boards with building plans.

As Education Secretary Richard Riley noted, experts believe the most important means of avoiding serious violence is with 'smaller schools and smaller classrooms so you can have that personal contact with students.'

The study found serious crime takes place most frequently in big-city schools with over 1,000 students.

Keeping violence in check is but one of a range of reasons that argue in behalf of smaller schools, certainly below 1,000, with some experts saying 600 students should be the limit.

Harrisburg School District, which abandoned a huge and unmanageable middle school only to contemplate building a high school on an even larger scale, is wisely reassessing its building needs. Last week, new Superintendent Lucian Yates II unveiled a new and radically different building plan for the consideration of the school board and community.

Central Dauphin School District, however, continues to pursue plans, over the protests of a significant number of district parents, to merge its two high schools into one huge school of two buildings housing 3,900 students.

Though large schools presumably offer the benefits of economies of scale and the opportunity to provide a broader array of instruction, those advantages "to the extent they are actually realized" are achieved at a stiff price. Big schools are impersonal institutions where many children flounder in anonymity, capturing attention only when they cause trouble.

Smaller schools, to the contrary, provide students with a greater sense of belonging. Students aren't lost in the crowd. They are recognized and known to teachers and administrators. They have greater opportunities to participate and excel in extracurricular activities.

Super-large schools are attempts at mass producing education on something of an assembly-line basis.

While they can work, under such ideal conditions as when parents are involved and students are highly motivated and don't pose disciplinary problems, large institutions become unproductive and unsuccessful when confronted with an array of students from different backgrounds, with all the problems and baggage that many of today's students bring with them to the schoolhouse.

Try as they might, it is very difficult for large institutions to provide the human touch on a

consistent basis that many students require if they are to succeed in school.

Large schools not only create conditions in which the students remain foreign to teachers and administrators, but also to each other, defeating any sense of unity and common purpose that can lead to gangs and fights.

Dealing with the bullying that is increasingly recognized as conduct that must be identified and dealt with to control violence, is made far more difficult in situations in which too many children are little more than names, if that, to school authorities.

Building schools to accommodate smaller numbers of students may cost more in the short run, but there is no efficiency in constructing schools on a scale that virtually guarantees educational problems and failure.

We need to recognize, both at the local and state level, that if we don't invest in educational success, society and taxpayers will end up paying a heavy price down the road in graduates who are unprepared to enter college or the workforce, and whose eventual education may well come from the prison system.

Prudence and common sense should dictate in education, as it does in most other things, that it pays to get it right the first time. That means ensuring that the educational systems we put in place, which are going to be built at great cost no matter what, are designed for success.

As the all-important first step, that means providing schools that are designed to function on a human scale, that connect with students at the individual level.

That's a lesson school officials everywhere should have absorbed.

Headline#\ P"P# ... and State Board of EducationHeadline #:\ P#P#

Leading state Democrats and Republicans have called for the State Board of Education to be abolished. They have a point: It has no power of the purse, is virtually ignored by the public and mostly decides policy minutiae that could be settled by the Legislature or an appointed superintendent. But no one seems up to striking it from the state Constitution.

So what can the board do? The Constitution charges it with "leadership and general supervision" over primary, secondary and adult education. Given limited powers, the board's best moments have come when it vetted cutting-edge ideas.

Trailblazing requires creativity, awareness of the terrain, and a thick skin. Of these, board member Gary Wolfram is the modern prototype. The current proposal to let schools secede from moribund school districts and receive their money directly from the state "now tagged 'freedom schools' by Gov. John Engler" was drawn up last year by Mr. Wolfram, a Republican who balks at the idea of a state takeover of local schools. Mr. Wolfram has long championed school choice. Agree with him or not, he is a spark plug the board needs, and he has remained on amiable terms with opposing board members since Gov. Engler appointed him to fill a board vacancy in 1993.

Members of the eight-person board typically serve eight-year terms. Mr. Wolfram is one of 10 candidates vying for two seats on the board.

Six are from small political parties. One candidate stood out during our interviews: Diane Barnes of the Libertarian Party. She is well acquainted with board issues and an articulate proponent of school choice and local control. But her small party affiliation and skepticism about public education per se are likely to limit her effectiveness.

Both of the Democratic candidates are refreshingly disinclined to criticize school choice, long a Democratic Party bugaboo. Still, Barbara Roberts Mason, a Mi

Michigan Education Association employee and 24-year member of the board, seems unwilling to truly discipline poor schools and predisposed to spend more money.

State Rep. Sharon L. Gire is chair of the state House Education Committee, but must leave the House because of term limits. She is thoroughly familiar with education policy, but given to selectively criticizing charter schools.

Our second endorsement goes to Republican Eileen Weiser. A member of the Michigan Council for Arts and Cultural Affairs and a former substitute teacher, Ms. Weiser has recently been involved in school curriculum reform as executive director of a Michigan charitable foundation. She favors school choice and local control of curriculum, which she hopes will become diverse enough to create more innovative arts education. Her sound views, polish, and unusual background suggest that she will be a new and effective voice on the state board.

Publication#W\ P&P# 60. The Detroit News"Publication" #:\ P%P# 10/20/98; Edition: Final; Section: Editorial; Page A8

Headline#\ P&P# Education: Universities ...Headline #:\ P'P# Michigan is one of few states in the country that elects "not appoints" the boards of its three largest public universities "Michigan, Michigan State and Wayne State. Elected boards are designed to provide external oversight and public accountability to institutions accorded a great deal of governing autonomy under the state Constitution.

Two seats are up for grabs in each of the three races. All three boards are currently split 5-3 in favor of Democrats.

Holding the line on tuition is an issue for all three universities. However, the tuition increase at the University of Michigan was nearly double the rate of inflation this year.

Democrat Phil Power, publisher of metro Detroit's Observer & Eccentric chain of newspapers and board member for 12 years, has the most detailed ideas on controlling costs at

U-M. But he has had ample time to make this case. And he and fellow Democrat Kathy White, a Wayne State law professor, appear to have a deep sympathy for racial preferences " although Ms. White more than Mr. Power.

Our choices for Michigan are Central Michigan University trustee David Brandon, a former U-M football player who is now chairman of Valassis Communications, and State Representative Jessie Dalman. Both are Republicans.

Mr. Brandon's experience as a trustee and a successful businessman who has headed a Fortune 500 firm would prove invaluable as the university tries to streamline operations and cut costs. As a U-M alumnus, Mr. Brandon is deeply devoted to the university's mission of maintaining academic and athletic excellence.

Rep. Dalman, who is retiring from the Legislature because of term limits, has served as chair of the House higher education subcommittee; her presence would inject a much needed dose of budgetary reality in an administration that believes that no cost to taxpayers is too large to maintain U-M's world class reputation. Both Mr. Brandon and Ms. Dalman share the view that discrimination based on race in admissions is offensive. Thus their perspective will be important as the university steers through the difficult legal challenges against its admissions policies.

Michigan State University President Peter McPherson's pledge not to raise tuition above inflation is producing interesting challenges. The university must maintain educational quality and raise faculty salaries " which are the among the lowest in the Big Ten " while still holding down costs. A harmonious board that shares the president's vision, something that has eluded MSU in the past, is critical at this juncture.

Our endorsements go to GOP nominees Dolores M. Cook, who is seeking re-election, and David Porteous, a Reed City attorney, who served a one-year term on the board in 1996. Both

know the university well. They understand the importance of limiting the board's role to making policy instead of micromanaging the university. They will be judicious supporters of President McPherson's efforts to contain costs.

Wayne State University is under the new leadership of recently appointed President Irvin Reid. His predecessor, David Adamany, left Wayne State in sound financial health while enhancing its status as a major research university. But last year the university implemented a significant tuition hike and also imposed new student fees, part of which will be used to carry out President Reid's proposed expansion of the athletic program. The university in the last few years has also been facing declining enrollments. At this time, it needs a board that will maintain the Adamany legacy while allowing President Reid to make his mark.

We give the nod for this task to Republican incumbents Elizabeth Hardy, a successful attorney, and Vernice Davis-Anthony, a former state health director who is now a hospital administrator. Ms. Hardy is a hard-nosed realist who is acutely aware of Wayne State's mission as an urban university that must remain affordable to a wide strata of the city population. Her critical "though friendly" voice is important for the board as it mulls the initiatives of the new president. Ms. Anthony is an able consensus builder who favors pegging tuition increases

to inflation.  
Publication#W\ P(P# 61. St. Louis Post Dispatch"Publication" #:\ P)P#October 21, 1998

Headline#\ P\*P# Casino taxes benefit educationHeadline #:\ P+P#  
By James R. Moody

The issue of gaming continuing on "boats in moats" will appear on the Nov. 3 ballot. Many Missouri voters who will cast their ballots are unclear about the relationship between gaming and Missouri education funding. The Missouri Constitution is very clear that gaming revenues must go to education. Article III, Section 39 (d) of the Missouri Constitution states that all gaming revenues approp

riated beginning July 1, 1993, must go to elementary, secondary and higher education. Since gaming began in Missouri in May 1994, the 18 percent tax collected by the state on adjusted gross receipts of gaming operations has been earmarked for education and only education. In 1995, Senate Bill 301 was introduced and passed in the Missouri General Assembly. This bill further defined the priority of gaming revenues for education. Under this law, up to the first \$7 million of gaming tax revenues each year may be appropriated to the School District Bond Fund. This money is used by school districts that have voter-approved general obligation bond issues to pay for the cost of issuing the bonds and to improve their bond ratings. After the first \$7 million, the remaining annual gaming tax revenues go entirely to help fund the school foundation formula. This earmarking of gaming funds for the bond fund and for the foundation formula began on July 1, 1996. The school foundation formula is the basic state aid program that helps local schools. The school foundation formula in large part helps to pay salaries and also helps to pay the operating costs of school districts. Larger than anticipated tax revenues from riverboat gaming have been a significant contributor to fully funding the new school foundation formula adopted in 1993. In the fiscal year just completed, the gaming industry, through the 18 percent tax collected by the state, generated \$137 million to the school foundation formula in addition to the \$7 million for the School District Bond Fund. Gaming has also provided positive economic benefits for Missouri. In April 1992, an independent economic impact study was conducted and published by Charles Leven and Don Phares. Leven is a professor emeritus of economics at Washington University. Phares is a professor of economics and public policy at the University of Missouri at St. Louis, as well as director of the North American Institute for Comparative Urban Studies. Leven and Phares concluded in their study: "In 1997, the casino gaming industry in Missouri directly and indirectly generated more than three-quarters of a billion dollars of new spending in the state's economy. Because of casino gaming, personal income grew by over \$500 million. State and local governments

received over \$225 million in new tax revenues. Almost 18,000 new jobs were added to the economy. For almost any other industry, these statistics would be hailed without question as an economic bonanza." Given the positive impact that gaming has had on education funding in Missouri, it is instructive to ask what will happen if Amendment 9 does not pass. The answer is that the revenue generated by the affected facilities will be gone. Up to \$92 million currently devoted to the school foundation formula will be lost. To replace this lost revenue, the state of Missouri will have two options: (1) Increase taxes to replace these funds or (2) Divert money from other state programs to fill the gap in education funding created by these lost funds. Neither of these alternatives is very attractive. The passage of Amendment 9 will leave these important funds for education in place. It will also fairly allow these facilities that received all necessary state and local approvals prior to beginning construction to remain in operation.

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# Daily Education News



Wednesday, October 21, 1998

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## *What Follows*

### NATIONAL

1. Associated Press  
***House OKs \$520 Bil. Budget Bill***
2. The Washington Post  
***House Passes Spending Bill***
3. New York Times  
***House Overwhelmingly Approves New Federal Budget***
4. Los Angeles Times  
***\$500-Billion Budget OKd Decisively in House Vote***
5. Showbiz Today (CNN)  
***Steven Spielberg Educates Students About the Holocaust***
6. CyberTimes (New York Times on the Web)  
***Distance Learning to Receive Some Federal Aid***
7. New York Times  
***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***

Automated Records Management System  
Hex-Dump Conversion

## 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***
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***Philosophies Clash In State Board Races***
21. Education Daily  
***GOP Orders Watchdog To Tackle IDEA Discipline***
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***Court Asked To Weigh Legality Of Grading System***
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***Discipline Problems Linked to Low Scores, Study Says***
32. Education Week  
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33. Education Week  
***In Survey of 622 Superintendents, U.S. Schools Earn a B***
34. American Banker  
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35. Dallas Morning News  
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36. San Diego Union Tribune  
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37. San Francisco Chronicle  
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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  
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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.) Press-Enterprise  
*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  
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49. Los Angeles Times  
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50. Associated Press  
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# NATIONAL

## 1. Associated Press

October 21, 1998

### *House OKs \$520 Bil. Budget Bill*

By Jim Abrams Associated Press Writer

WASHINGTON (AP) — In the last legislative act of the 105th Congress, the Senate votes on a massive budget package with political consequences that won't be fully 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 the 4,000-page bill a "colossal monstrosity," but said he would reluctantly vote for it.

Money to hire teachers, build a missile defense, find medical cures and put more cops on the streets was part of the giant \$520 billion measure that, after Senate passage, goes to President Clinton for his signature. It ends a congressional 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. Republicans 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 conservatives said were excessive or in protest of the way major decisions were left in the hands of just a few negotiators.

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

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

The spending package was laced with policy measures such as banning needle exchange programs in the District of Columbia, blocking a pay raise for members of Congress, prohibiting national educational testing and requiring health care plans 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 time and the misguided priorities of a Republican Congress whose leadership consumed our agenda with investigations instead of legislation," he said, urging voters to return Democrats to power.

"Send us more conservatives, send us more Republicans and next year we won't have 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 because "no one knows how many millions of dollars have been tucked away for special projects for individual members, behind a curtain."

Republicans expressed begrudging admiration for the scandal-distracted president'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 presidential contender Steve Forbes. "If the GOP had been more forceful on issues 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 decline 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 airmen who serve our country overseas," said Rep. Gerald Solomon, R-N.Y. ■

## 2. The Washington Post

10/21/98; Edition: FINAL; Section: A Section; Page A01

# House Passes Spending Bill

## Massive Omnibus Measure Larded With Pet Projects

By George Hager

Washington Post Staff Writer

The House approved a massive year-end spending measure last night, funding scores 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 understood the entire package?" asked Rep. Peter A. DeFazio (D-Ore.). "Heck, half the members couldn't even lift it, let alone read it."

The 40-pound, 16-inch-tall bill includes dozens of high-profile spending compromises 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

While the Mississippians were winning, however, New York's

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 delegation lost a battle to provide a tax exemption that would have been worth

the measure at less than \$490 billion, but other calculations showed it to be roughly \$520 billion — nearly one-third of all federal spending.

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

"We have this godawful mess on the floor [that] represents an incredibly outrageous way to do the country's business," said Rep. David R. Obey (Wis.), the House 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 Livingston defended the bill and urged his colleagues to vote for it. "By adopting this 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 education 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 hiring teachers, providing disability payments for Persian Gulf War veterans and allowing the Tennessee Valley Authority (TVA) to refinance expensive federal loans.

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

For example, Senate Majority Leader Trent Lott (R-Miss.) led a successful effort 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.

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.

■

### 3. New York Times

10/21/98

## House Overwhelmingly Approves New Federal Budget

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 Republicans 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 raided this year's anticipated budget surplus, provided no serious tax cut and Anger at the Republican leaders for

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" 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 after 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 spending so much and for turning the

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 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.

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 for the International Monetary Fund and more money for Amtrak, a priority for members from the Northeast, who tend to be more moderate than those from other parts of the country.

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

"People have been massaging this bill for the last two weeks," said Goss, chairman of the Select Committee on Intelligence, an area of the budget that received 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 to patch up. Conservatives were hinting of future storms over this budget. "There's going to be an accounting for this process," said Rep. Tom Coburn of Oklahoma.

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#### 4. Los Angeles Times

\* 10/21/98; Edition: Home Edition; Section: National Desk; Page A-1

### ***\$500-Billion Budget OK'd Decisively in House Vote*** **GOP conservatives rebuked in deal that was best party could get and includes Republican priorities, leaders say. Measure goes to Senate for action.**

By JANET HOOK  
 TIMES STAFF WRITER

WASHINGTON — The House Tuesday night overwhelmingly passed the massive budget deal 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

Among California's 52 House members, Republicans voting against the

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 "perfectionist" conservatives had no bill were Reps. Brian P. Bilbray (San Diego), Tom Campbell (San Jose), Frank

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 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.).

Riggs (Windsor), 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. ■

## 5. Showbiz Today (CNN)

October 20, 1998

### *Steven Spielberg Educates Students About the Holocaust*

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.

BROOKE: Spielberg believes the technology his foundation has developed

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 sees himself as an educator. That is why his foundation has produced a new CD-ROM called "Survivors: Testimonies of the can invigorate the teaching of history in schools.

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.

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. ■

## 6. CyberTimes (New York Times on the Web)

October 21, 1998

### *Distance Learning to Receive Some Federal Aid*

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

Perhaps more important, critics say they are concerned about the quality of distance education programs, and question whether they merit support.

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 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,"

Mark F. Smith, associate director of government relations for the American Association of University Professors, which represents about 45,000 faculty

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 the protects both students and taxpayers," he said.

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 naive." ■

## 7. New York Times

October 21, 1998

### *The Holocaust as a Teaching Tool*

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 skeptical 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 Steven Spielberg — recounted how she had outmaneuvered gunshots, gas chambers and even a British air strike in a nearly three-year odyssey through the concentration camps of Auschwitz and

For Mrs. Martin, the production has provided an unanticipated opportunity to

Ravensbrück.

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 buttonholed him for advice on a budding acting career — the tone of the day was somber.

The CD-ROM, created for classroom use, has extensive, annotated excerpts tell her story to a wide audience. "That CD-ROM will tell your children and

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. In a flourish of Hollywood savvy, the disk is improbably narrated by two teen icons, 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 said, "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 holocausts 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 envisions 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."

grandchildren," she said. "Long after 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. ■

## 8. Boston Globe

October 21, 1998

### *Bill targets privacy on the Web*

#### **Law could curb collection of information from children**

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 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." ■

## 9. The Washington Times

10/20/98; Edition: 2; Section: A; NATION; Page A5

### *Character survey finds schoolchildren shoplift, cheat, lie*

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

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.

said they were "satisfied with my own ethics and character."

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. ■

## 10. Good Morning America (ABC)

10/20/98Section: NEWS;

# SCHOOL MARKETING MANIA

## SOME PARENTS AGAINST ADVERTISING IN SCHOOL

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 this rest of your life." And it's worth a lot 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 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

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,

program. So it really started 10 years "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

ago.

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.

■

## 11. Los Angeles Times

\* 10/21/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-2

### *Higher Education Bill Targets Costs, Crime*

**In addition to easing rates on loans, Congress orders agency to study what is making expenses rise. Colleges will also be required to report criminal offenses more fully.**

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 artful 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

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 comply 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 forgive \$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

crime that occurs on sidewalks, streets and parking lots contiguous to the campus and at off-campus locations 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.

related to the school: fraternities, college-run buildings and the like.

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#### 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.

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#### 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.

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#### 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.

\*

#### Quality Teachers

Creates a program of incentives for states to recruit qualified teachers and toughen 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.

■

## 12. New York Times

10/21/98

# Harvard Seeks To Improve Support For Stressed

Automated Records Management System  
Hex-Dump Conversion

## Students

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 grad 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 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"

■

### 13. New York Times

10/21/98

## Ballooning Endowments Prompt Rich Universities To Loosen Their Belts

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.

"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

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 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

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.

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, 1998■

## 14. Associated Press

10-21 2:59a

### *Support for school vouchers slips in poll*

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 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."■

## 15. Associated Press

10-21 3:30a

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

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 be pass, calls for hiring 100,000 new teachers for grades 1

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

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.

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

"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.'"

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."■

## TRADE

### 16. Education Daily

October 21, 1998

## *Congress Expected To Fund \$210 Million Safety Program*

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. 2235, 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.■

### 17. Education Daily

October 21, 1998

## *Number Of School Breakfast Recipients Doubles Over Decade*

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

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

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 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

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.

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.■

### 18. Education Daily

October 21, 1998

Automated Records Management System  
Hex-Dump Conversion

## ***Poll: More People Say They Support Public Schools***

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. ■

## **19. Education Daily**

October 21, 1998

### ***Nine States Choosing School Chiefs***

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.

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.

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.

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

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.

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. ■

## **20. Education Daily**

October 21, 1998

Automated Records Management System  
Hex-Dump Conversion

## Philosophies Clash In State Board Races

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. ■

## 21. Education Daily

October 21, 1998

## GOP Orders Watchdog To Tackle IDEA Discipline

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

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

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 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

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 limits on alternative placements for disruptive special ed students.

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 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. ■

## 22. Education Week

October 21, 1998

# *Budget Talks Go to Wire on Education*

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

The future of Mr. Clinton's proposal for voluntary national tests for 4th graders 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

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. 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,

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.

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 funding 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 Fiderer, 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. ■

## 23. Education Week

October 21, 1998

### *Proposed Tax Credit Drawing Support In Colo.*

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."

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

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 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

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.

at low-income children in Cleveland and Milwaukee, respectively. The two voucher programs 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. Schuck lost to Democrat Roy Romer, 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 proponents 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 percentage of Catholic schools," she said.

Gov. Romer recently expressed concern about the nearly \$1 million contributed by 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 the 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 legislature. Parents might not know how much the credit is worth from one year to the next, 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 pay tuition up front and get their reimbursement later.

But Mr. Schuck said that hurdle could be addressed. Minnesota has a loan program that helps low-income families pay tuition before they receive their tax-credit 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 relatively strong support with less than a month to go before the election. The survey was conducted Oct. 1-10.

School choice ballot measures in the past, such as the 1992 Colorado voucher initiative, traditionally start out with strong support but drop after opposition is mobilized by the teachers' unions and other public education groups, Mr. Ciruli 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 million in contributions from Colorado businessmen has given Amendment 17 more credibility, he said.

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

## 24. Education Week

October 21, 1998

# *Deaths of Pivotal Figures in Brown Mark Passing of Desegregation Era*

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 racial equality.

"We knew that he was the person who could make things OK for us," said Dr. Minus, now a Felton, Del., dentist, who

joined the successful 1950 Parker v. University 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 Delaware'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

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

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 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

had. He and his partner, Oliver Hill, filed suit on behalf of 450 students at Moton High School in Prince Edward County, Va., persuading 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 unexperienced 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.

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." ■

## 25. Education Week

October 21, 1998

### *Milwaukee, State Battle Over Charter Schools*

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

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 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 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 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

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

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 did not intend for the city charters to be treated as if they were districts 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. ■

## 26. Education Week

October 21, 1998

### *Court Asked To Weigh Legality Of Grading System*

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.

■

## 27. Education Week

October 21, 1998

### *Pa. Doles Out \$10 Million To Reward Schools*

By Julie Blair

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

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." ■

## 28. LRP Publications

October 20, 1998

# House Expected to Pass Budget Measure Today

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 get \$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 education 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. ■

## 29. Education Week

October 21, 1998

### *Financial Analysis Paints Bleak Picture For Philadelphia*

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

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 mayoral candidate this year in Philadelphia.

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

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

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

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.

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. ■

## 30. Education Week

October 21, 1998

### *President Seeks To Boost Federal Role In School Safety*

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 authority. ... 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," Jos, 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."■

## 31. Education Week

October 21, 1998

### *Discipline Problems Linked to Low Scores, Study Says*

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."■

## 32. Education Week

October 21, 1998

### *Merged Unions in Minnesota Get Blessing Of National*

Automated Records Management System  
Hex-Dump Conversion

## Organizations

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.

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.

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

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.

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.

"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 financially 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." ■

## 33. Education Week

October 21, 1998

## *In Survey of 622 Superintendents, U.S. Schools Earn a B*

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

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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 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

"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

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 American 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 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

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.

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. ■

## 34. American Banker

10/21/98Section: Washington; Page 2

### *Spending Bill Includes Sallie, Freddie Clauses*

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 Anason■

## LOCAL

### 35. Dallas Morning News

October 21, 1998

## *Pairing program gives teachers a friend in government*

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

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.

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

"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

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 crème de la crème 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."

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.■

### 36. San Diego Union Tribune

October 21, 1998

## *Senator's schools proposal to be law*

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 pie-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. ■

## 37. San Francisco Chronicle

October 21, 1998

# *Complex Prop. 8 Creates Divisions Teachers, GOP split over diverse items in proposal*

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 "Public education in California has been erratic in its quality," said Wilson. "We're simply saying that these reforms, which have been opposed by the teachers union and could not get through the Legislature for that reason, nonetheless have polled as being of great appeal to parents. The idea is to preserve the advantage that we have achieved with class-size reduction."

That is a pure sales job, say opponents, who accuse backers of talking up the obvious selling points of Proposition 8 while avoiding serious debate on other key parts of the hefty measure that would significantly change school governance across California.

It would create 8,000 parent-teacher councils, one per school, whose authority over curriculum and school budgets would exceed California's 1,000 elected school boards. It also would create a new state school inspector appointed by the governor and change the rules for getting a teaching credential.

A review of the measure by EdSource, an educational resource center in Palo Alto, underscores the potential problems such a complex measure poses for voters.

"With six different provisions bundled into one ballot initiative, voters must approve or disapprove the entire package, with no picking and choosing among them. This will create a dilemma for those who support some but not all of

Governor Pete Wilson after state lawmakers rejected his proposed education legislation last year. It is endorsed by nearly every Republican organization in the state.

The measure comes at a time when voters seem enthusiastic about using the ballot box to change the direction of public education. In June, for example, nearly two-thirds of voters ignored teachers' pleas to retain and repair bilingual education, and instead outlawed the 30-year-old system.

Now, polls show Wilson and other Republican leaders promoting the concepts," the study said.

"This measure is what my dad used to call a dog's breakfast," said state Superintendent Delaine Eastin. "It's a hodgepodge that leads with attractive items that are popular in polls, but it has a bunch of poorly conceived, counterproductive land mines."

In a strange alliance with public educators and parent groups like the PTA, some conservatives have joined in opposing the measure — including the Conservative School Board Caucus, the Howard Jarvis Taxpayer Association, Waste Watchers, and members of the Christian right.

Supporters say the measure is carefully crafted to improve public education. The new councils, for example, are intended to increase parent involvement in school administration.

"Parents become partners in their children's schools," Wilson said.

Opponents say the system would actually reduce public participation by restricting council membership to one-third teachers and two-thirds parents of children enrolled at the school.

"Other community members, such as business and senior citizens, would be precluded from serving on school site councils," says an analysis by the California School Boards Association. "Their only avenue of influence would be through the local school board that

Proposition 8 are again finding

a sympathetic jury in the court of public opinion.

One reason is the politicians know how to whet voters' appetites for improving schools. "Smaller classes, drug-free schools, educational accountability" is the appealing mantra of the Yes on 8 Committee. In campaign literature, as in the name of the measure itself — the Permanent Class Size Reduction and Educational Opportunities Act of 1998 — the most enticing piece is highlighted and listed first.

would have no authority to approve or disapprove of (council) decisions under any circumstances."

A recent study of a similar system in Chicago shows that most parent councils there operate well after six years, but many suffer from serious problems at schools with mainly low-income and African American children.

According to the Consortium on Chicago School Research, councils at more than 100 schools, about 20 percent, "defer responsibility for budget setting and monitoring to the principal." An additional 10 to 15 percent of councils "are not viable governing entities" at all.

At least 50,000 students are enrolled in schools with ineffective councils, the researchers found. The councils suffered from infighting, apathy, poor training and inability to agree on priorities. In some instances, corruption and nepotism were uncovered.

In Chicago, 540 schools rely on parent councils. California would have 15 times as many.

California PTA members are "very concerned with the authority (that would be) given to parents . . . without adequate training or identified funding," said Rosaline Thurnbull, president of the statewide parent group.

Wilson's education adviser, Marian Bergeson, discounted the possibility that Chicago's problems would occur in

California, hinting that critics who focus on low-income black children are being unfair to those students.

"You write off certain populations, assuming these kids can't learn," she said. "But they can be very successful. The school site council gives parents the ability to be meaningfully involved."

Bergeson also praised Proposition 8's proposed office of chief inspector of schools, noting that the governor's appointee would visit each school every two years and produce a data-filled report about each campus. The inspector would serve a 10-year term.

Critics of the chief inspector come from the left and right alike.

"We already have school boards and PTAs that oversee education now," said David Spady, executive director of the Christian Coalition of California. "To add another layer of bureaucracy would compound the problem."

Other opponents say the inspector idea is part of a continuing attempt by Wilson to undermine the office of the elected state superintendent, whose **Department of Education** would give up half its budget, \$15 million to \$20 million, to pay for the new inspector's office.

"This is a pattern," said Doug Stone, spokesman for Eastin, who noted that Wilson has slashed Eastin's budget by 20 percent over six years, while tripling that of his appointed state Board of Education.

percent over six years, while tripling that of his appointed state Board of Education.

Proposition 8 is part of "an effort by the governor's office to eviscerate the superintendent's constitutional authority," he said.

Not so, said campaign spokesman Mitch Zak, who called the idea for an inspector a "useful tool" for evaluating schools. He compared the role with that of the state's independent legislative analyst, who evaluates the cost and benefit of ballot measures and bills.

"This will empower the superintendent, the governor and the Legislature," Zak said.

The third battle is over a change in teacher credentialing. Now, applicants can show competency by passing courses or taking a test. Proposition 8 would end the courses and also require existing teachers to pass the competency test to teach a different subject.

Backers say this would raise the bar and improve teaching.

Opponents say that eliminating the courses would reduce diversity among teachers. And they say the rules would also worsen the severe teacher shortage and result in more people entering classrooms under "emergency permits."

#### PROPOSITION 8: PUBLIC Women.

The California Business Roundtable and various law

enforcement groups also support it.

#### — WHO'S AGAINST IT

Opponents include all major statewide education groups, such

as the California Teachers Association and Association of California

School Administrators, and many minor ones, as well as state

Superintendent Delaine Eastin.

The California Democratic Party, the League of Women Voters, several law enforcement groups, tax watchdogs and members of the religious right also oppose it.

#### — MAJOR CONTRIBUTORS

Yes on 8 has collected \$1.3 million, mainly from the California Republican Party and business executives and corporations.

No on 8 has raised \$3.5 million from the two large statewide teacher unions and a school employee lobbying group.

#### PRO

State Republicans view Proposition

#### EDUCATION POLICY

##### — WHAT IT WOULD DO

Proposition 8 is based on legislation proposed by Governor

Pete Wilson and rejected by lawmakers. It would change public school operations in six key ways:

##### — Decisions about

curriculum and finances for each school would shift from elected, districtwide school boards to councils of parents and teachers

created on each campus. Two-thirds of the seats would be held

by parents of children at the school.

##### — A state office

of the Chief Inspector of Public Schools would be created from

half the budget of the state Department of Education. The inspector,

appointed by the governor to a 10-year term, would visit all

8,000 schools every two years and report on their progress.

— Applicants for teaching credentials would no longer have

the option of passing a course to show competency in a subject,

but would have to take a subject-matter test. Existing teachers

8 as a comprehensive education reform package that would address school quality inside the classroom and out.

#### CON

Teachers, principals and school board members say the size of Proposition

8 is intended to fool voters by wrapping questionable changes

in the cloak of popular programs like smaller classes and zero

tolerance for drugs.

#### BOTTOM LINE

Proposition 8 is easily seen as the measure for smaller elementary classes, stronger

teaching requirements, and zero tolerance for drugs. But it

is also about a major change in how school finance and curriculum

decisions are made at every school. And it's also a referendum

on the power of the state's top elected school official to continue

shaping and evaluating schools, or whether that role should

shift to an appointee of the governor, with a 10-year term. ■

— All teachers would have to submit lesson

plans for approval by administrators before receiving a class

assignment.

— The state's financial incentive program

to cap classes at 20 students in kindergarten through third

grade would continue indefinitely.

— School boards would

have to expel students found with drugs, except for a first-time

offense with a small amount of marijuana. Currently, the boards

may decide whether to expel the 17,000 students caught with

drugs each year.

— WHO'S FOR IT

Key backers include

Governor Wilson, Attorney General Dan Lungren, Assembly Republican

Leader Bill Leonard, the California Republican party, California

Congress of Republicans and the California Federation of Republican

## 38. Miami Herald

October 21, 1998

### *School treats deaf students unfairly, complaints allege*

By JOHN BARRY Herald Staff Writer

The protest began with one deaf student's refusal to attend the first nine days of his senior year at Southwest High School because he had no chance of making the basketball team.

Now three complaints alleging that the high school prevents its 42 deaf students from competing equally with hearing students in both sports and scholastics have been filed with the U.S. Office of Civil Rights in Atlanta.

Southwest, one of five Miami-Dade high schools that offers special classes for deaf students, acknowledges problems, but says most are beyond the school's control.

Among the allegations contained in the complaints:

Deaf students at Southwest High are segregated from others in portable classrooms and denied access to computers.

They are usually steered to a special-education track, rather than an academic one.

Not all their teachers are proficient in sign language and sign-language. "You have to learn how to fight in Dade schools. If you're quiet, you're a statistic," said Larry's father, Jorge Aguero.

Montada and Ana Pazas, who heads the deaf education program at Southwest, acknowledge that deaf students take most of their classes in separate portables, but say that teachers believe it lends cohesiveness to the program.

A chronic shortage of sign-language interpreters and teachers proficient in sign, they say, isn't the school's fault. The school is budgeted for six interpreters, but they are one short. Countywide, five of 37 positions are unfilled.

But the shortage of sign-language interpreters is nationwide. "We graduate only six to 10 a year," says Jeffery Davis, linguistics professor in the sign-language training program at Miami-Dade Community College. "They are immediately consumed by the national market."

interpreters are rarely available for after-school clubs and sports. In addition, the complaints charge, deaf students cannot attend their neighborhood schools because of a lack of interpreters.

The first complaint was filed by the parents of Roberto Jacomino Jr., a deaf senior desperate to make the basketball team in his final year. He has played in community leagues since he was 10, but has been cut by Southwest's basketball coach Tom Moore as a freshman, sophomore and junior. This year, Moore told Roberto not

to bother coming to tryouts because he didn't have the ability.

Roberto and his parents say Roberto's deafness is the main reason the coach doesn't want him on the team, and for nine days he boycotted classes. They point out that Moore has never put a deaf student on his teams, even though Southwest's junior varsity squad went winless last year.

Moore denies Roberto's disability was a factor.

"His deafness has nothing to do with it," the coach says. "I cut Roberto only

Southwest parents also complain that one of the three full-time teachers of deaf students knows little sign language and must write lessons on the blackboard.

But under state law, teachers of the deaf are required to study American Sign Language only for one year, even though, as in any foreign language, at least three years of study are needed for proficiency.

"We have to abide by what the state tells us," Montada says.

Regarding lack of access to computers, Montada says the machines have been locked up pending completion of a security plan to prevent theft.

Enrique Silva, who filed one of the complaints in behalf of his daughter Cheylla, says the school has now allowed her to take all hearing classes, accompanied by an interpreter, and also invited her to play on the girls basketball team. But Silva has not withdrawn his complaint, saying services to other deaf students are deficient.

because he lacks basketball skills — left-handed dribbling, layups, defense, all of it. I hate cutting kids — it's the hardest part of the job. But I have 115 kids try out. I have to be fair to the best players."

The other two complaints against Southwest were filed by Lilliam Rangel-Diaz, an advocate for the disabled who sits on the National Council on Disabilities; and by the parents of Cheylla Silva, another senior who is deaf.

Southwest principal George Montada says his school works hard to accommodate deaf students, noting that Southwest has the nation's only deaf-ROTC program, and last year, one of its star football players was deaf.

But the parents of the football player, Larry Aguero, who this year is a freshman at Guilford College in Greensboro, N.C., say the complaints are legitimate. They say the academic help Larry got was minimal and that he focused on football because he also was cut from the basketball team.

Roberto Jacomino Jr. only wants out. His parents had a meeting with top Miami-Dade school officials, seeking a transfer for Roberto to G. Holmes Braddock High School, his neighborhood school.

The school district said no: "Program modifications and delivery of services require sign-language interpreter and speech language pathologist and other supports not available at Braddock."

Rangel-Diaz believes the district has violated the U.S. Individuals with Disabilities Education Act of 1997. But such complaints take months to investigate, and Roberto may graduate before his complaint is decided.

No civil rights complaints have been brought against the other four schools that serve deaf students: Miami Central, William H. Turner, Robert Morgan and Barbara Goleman High Schools. ■

## 39. St. Petersburg Times

October 21, 1998

## ***USF aid troubles plague students***

**Problems with computers and NationsBank's merger with Barnett Bank leave many scrambling.**

By BARRY KLEIN

TAMPA — It's been a tough semester for University of South Florida students who receive financial aid.

Many — perhaps thousands — had to wait weeks for their money because of problems with a new USF computer system that was supposed to simplify the process.

Others learned just before the semester began that USF's estimate of their financial aid award was incorrect, leaving some high and dry.

At least a few students have had to drop out. Others have reduced their class load to find jobs.

But for Claudia Sanchez, a 22-year-old senior, the final indignity came last weekend.

That's when she called her bank to check on her balance, only to discover she was \$800 in the hole.

Checks she had written were bouncing because NationsBank, where USF keeps its money, was refusing to cash the financial aid payment mailed to her after the university subtracted its tuition and fees.

NationsBank has taken responsibility for the error — which officials said is a

The unlucky students could appeal to the state, but most were left scrambling to make up the difference.

Gude said he doesn't know how many students were affected by the state's delay.

"We didn't have time to determine that," he said. "We were too focused on everything else."

That included verifying the financial aid applications of more than 5,000 students. Under federal law, universities must verify one of every three applications.

It's akin to an IRS audit.

The students or their families must provide documentation of their financial need. USF then has to check it all by hand.

With all the problems involving Bright Futures and the new computer

result of its recent merger with Barnett Banks — and is paying the penalties and fees incurred by any student caught in the mess.

Sanchez isn't mollified.

"This was the worst weekend of my life," she said. "Financial aid is supposed to help students. How can I concentrate on classes when I'm panicking over my bills?"

Leonard Gude, USF's director of financial aid, said Tuesday that he thinks the worst is over.

All but a few hundred of the students eligible for financial aid have received their money, he said. And many who had to suffer through delays received tuition deferments, emergency loans, or both.

"There was a combination of problems," he said. "Especially at the beginning of the term, the office was somewhat overwhelmed."

One of the problems involved USF's new Oasis computer system, which integrates the university's financial aid records with other critical data bases.

The idea is to smooth the application process by putting all relevant information in one place.

But first you have to teach people how system, the office quickly fell behind.

For some students, that was a serious hardship.

Colleen Green, a USF senior, recently married Joseph Green, another USF student.

Both had their financial aid money delayed for several weeks, said Betty Murphy, Colleen's mother. That forced the couple to use money given to them as wedding gifts to pay their tuition.

Murphy said she considers the university's delay "a financial abuse of children."

"It's just ridiculous," she said. "The university isn't even trying to help those kids."

Finally, there was the mess with NationsBank, which everyone agrees was not USF's mistake.

The problem began when someone

to use the system.

"There was a learning curve involved," Gude said. "It took people a while to get the hang of it."

Heidi Gagnon, one of the more than 20,000 USF students who receive financial aid, experienced that learning curve first-hand.

"Every time I called to find out what was delaying my loan, I got a different answer," said the 25-year-old mass communications major. "I don't know if it was training or what, but people weren't very helpful."

Matters were made worse by the state's problems in processing Bright Futures scholarships, a lottery-backed award received by 3,900 USF students.

Gude said the state didn't send final eligibility data until mid-August — just a few weeks before the fall semester began.

USF officials wanted the information by March or April so they could mail out financial aid packages and award letters to students before they chose a college.

Gude said the university had no choice except to estimate award packages. Some were incorrect.

began forging checks on USF's account. USF officials discovered the fraud shortly before NationsBank merged with Barnett Banks earlier this month.

At the time, the university's account was with Barnett. Barnett officials told USF they were putting a "block watch" on the account, which meant checks would be reviewed before being cleared to ensure they weren't fraudulent.

But after the Oct. 9 merger, said USF controller Eric Walden, NationsBank put a "hard block" on the account.

As a result, none of the financial aid checks recently deposited by students were honored.

NationsBank could not be reached for comment Tuesday. USF officials say they believe only 50 to 100 students were denied funds.■

### **40. The Washington Post**

10/21/98; Edition: FINAL; Section: A Section; Page A16

## ***University Gives to Glendening, Gets a Niche in Md.***

Automated Records Management System  
Hex-Dump Conversion

By Charles Babington  
Washington Post Staff Writer

Why would Apollo Group Inc., based in Phoenix, care enough about the Maryland governor's race to send \$2,000 to Parris N. Glendening in 1994 and \$2,500 more as the governor seeks reelection this fall?

Because its subsidiary — the University of Phoenix, the nation's largest for-profit college — was angling to open shop in Maryland, where it would need the approval of a commission appointed by the governor.

State officials say the campaign contributions made no difference when the Maryland Higher Education Commission approved Apollo's application last March. The commission overrode strong objections from many state universities and community colleges.

Still, the Apollo story illustrates how corporations and candidates often come together in Maryland. The donations didn't clinch the commission's vote, an Apollo Group spokesman said, but they are part of the political game that can open doors in an unfamiliar state.

"It doesn't affect the decision," said Charles Seigel, an Apollo vice president. "It affects the ability to get to talk to people."

Seigel was previously active in Maryland Democratic politics, having worked for Rep. Steny H. Hoyer.

Rozner said Apollo gave money to Glendening because the governor supports wider access to education. "If

(D-Md.). Seigel said a friend, whom he declined to identify, invited him to a Glendening fund-raiser on Sept. 27, 1994, hosted by friends of running mate Kathleen Kennedy Townsend and attended by John F. Kennedy Jr. Seigel donated \$2,000 on behalf of Apollo and told Glendening — then the Democratic gubernatorial nominee — that his company was contemplating a possible expansion into Maryland, among other states.

"I discussed it briefly with him then," Seigel said. "He told me he was open" to the philosophy of the University of Phoenix, which has grown rapidly by catering to older students with full-time jobs.

Last year, Apollo hired two of Annapolis's best-known lobbyists: Joel Rozner, a former top aide to Glendening, and Gerard E. Evans, a major fund-raiser for Glendening and other Democrats. On Sept. 4, 1997, Apollo formally applied to the Maryland Higher Education Commission for permission to operate in the state. Three months later, Apollo gave \$2,500 to Glendening's reelection campaign.

The higher education commission is appointed by the governor and significantly influenced by Patricia S. Florestano, a longtime friend of Glendening's whom the governor named state secretary of higher education. Leaders of 11 colleges and universities in the state called and asked me if they should [contribute], I would say, 'Sure, yeah,' " Rozner said. "It had nothing to do with

the state urged Florestano and the commission to reject Phoenix, arguing that it would rob them of students.

Florestano said she told staff members reviewing the application process to "take extra care" and "not cut any corners." In the end, she said, Phoenix clearly was qualified to offer certain courses and degrees on three campuses in Maryland. She said that with so many schools and students now using "distance learning," a Phoenix specialty that relies heavily on computers, the state colleges' objections were unsupportable.

Florestano said she had been unaware of Apollo's campaign contributions to Glendening. Merit, not politics, she said, led to the March decision to grant the application of Phoenix, which hopes to begin classes early next year.

At one point during the application process, she said, Glendening asked her for a progress report.

"He asked me what was happening on it, I briefed him and that was it," Florestano said. She said there was no pressure from Glendening or anyone else to approve the application.

Glendening said the University of Phoenix is just one of many colleges that back him because of his interest in expanding education opportunities and spending. "Higher education across the board has supported us," he said.

their pending application."■

## 41. Detroit Free Press

October 21, 1998

### *High-tech facility envisioned for Detroit*

BY PEGGY WALSH-SARNECKI  
Free Press Education Writer

Officials from Wayne State University and the New Center Council Inc., which includes Henry Ford Hospital and General Motors Corp., are looking into creating a research and technology center in the heart of Detroit.

The idea is to create an urban research park in the New Center or Detroit Medical Center areas to attract companies interested in cutting-edge technology.

"If Detroit is really going to make big strides, it's going to need to make a concerted effort in areas like software development and research and development in things like biotechnology and new engineering concepts," Wayne

State University President Irvin Reid said Monday.

Reid sees the university forming joint ventures with businesses through its science and engineering departments, the medical school, the Automotive Research Center, or research-oriented groups such as the Kresge Eye Institute.

Locating the park on land already owned by Wayne State or other New Center businesses such as Henry Ford Hospital or GM solves the biggest impediment to such a development — the lack of large, open tracts of land, Reid said.

"While the intellectual capacity is here at the university, the other compelling advantages of coming to Detroit are not

here," Reid said.

GM is in the process of moving its headquarters from the New Center to the Renaissance Center.

The next step is for the university and the council to make a date for more formal talks. No one can say how soon that might happen, but the New Center Council is interested in talking, said Kurt Weigle, director of economic development and planning for the council.

"We certainly think there is a market demand for it and a need for technology-oriented jobs in Detroit," Weigle said.

In 1994 and 1995, the New Center Council and Wayne State discussed a

Automated Records Management System  
Hex-Dump Conversion

plan of putting a research park on former Burroughs Co. land that had been acquired by Henry Ford Hospital.

But the plan was never publicized to avoid land speculation, said Jeff Stoltman, WSU vice president of marketing and communications.

"It was just timing," Weigle said. "They just weren't ready to push it forward at that point."

This time, however, there is a new leader at Wayne State who is interested in the project. In fact, a research park is mentioned in the new strategic plan that Reid had drawn up shortly after he arrived.

And there appears to be governmental interest in fostering such a plan. In September, Gov. John Engler urged more cooperation between universities and

business, especially in research, to create high-tech jobs.

Engler made his remarks as he unveiled the results of a survey that found a third of the businesses responding said they expect their collaboration with universities to increase in the next five years. ■

## 42. Baltimore Sun

October 21, 1998

### *Public college presidents reveal complaints about university system*

#### **Not all schools stay within rules, they claim**

By Michael Hill Sun Staff

The task force charged with studying the way Maryland public colleges have been governed for the past 10 years heard its first round of testimony yesterday from college presidents whose main complaint about the system was that not everybody stays within its rules.

"What's frustrating is when everything becomes a matter of politics," Freeman A. Hrabowski III, president of the University of Maryland, Baltimore County, said at the hearing in Annapolis. "The system works when everyone knows what the rules of the game are and lives by those rules."

"I would not be pleased if the university system broke up in any way," said William Merwin, president of Salisbury State University. "But if College Park secedes, I might want to reconsider that."

Merwin also said that the system should re-emphasize undergraduate education in its funding formulas now that the children of the baby boomers are

The ire of the presidents was directed at a \$7 million appropriation handed out by the legislature this year to the University of Maryland, College Park.

The grant did not come through the University System of Maryland, which dispenses funding to 11 of the state colleges and universities — all except St. Mary's College and Morgan State University — according to agreed-upon formulas.

"The system should not permit end runs," said H. Mebane Turner of the University of Baltimore. "We are all in this together."

The task force, chaired by Charles R. swelling the population of undergraduates.

David Ramsey, president of the University of Maryland, Baltimore, an exclusively graduate institution, said graduate students need more funding.

The task force should hear more stringent criticisms of the structure today from C. D. "Dan" Mote Jr., who became president of the University of Maryland,

Larsen, the admiral who was superintendent of the Naval Academy until his retirement in June, was created this year by Senate President Thomas V. Mike Miller and House Speaker Casper R. Taylor Jr. It is to issue a report by the end of the year for possible action by the state legislature in its next session.

Many observers suspect that the reason for the task force is Miller's desire to get the University of Maryland, College Park in his Prince George's County district out of the university system.

College Park last month. He told his faculty senate last week that his campus needs the ability to lobby the governor directly and greater freedom from the governing bureaucracy.

Hoke Smith, longtime president of Towson University, is expected to complain about the funding for his institution under the current structure. ■

## 43. Boston Globe

October 21, 1998

### *State gets 35 proposals for charter schools*

By Jordana Hart, Globe Staff

A regional, alternative high school, two international schools, a public policy school, and two media and technology schools are among applicants vying for charter school status in Massachusetts.

Thirty-five parent, teacher, and education organizations are seeking five available regular charters and eight of the so-called Horace Mann charters, which

bestow a less independent status, said state officials. There are 10,000 students now enrolled in 34 charter schools, and three more are scheduled to open next fall. As many as 13 new schools may open next fall.

"This is proof that there is still great interest in creating innovative public schools," said interim state Education Commissioner David Driscoll. Still, a

new statewide study shows that one of the main goals behind charters, that they share new ideas and practices with traditional public schools, is not being met.

"There is no significant sharing or disseminating of practices from charter schools to district schools at this school system that precludes sharing," said Scott Hamilton, state associate commissioner

for charter schools, in a letter introducing the study.

Hamilton said the lack of sharing is sometimes because charter schools are new. But he noted "there is a sense of competition and even hostility toward the charter school system that precludes sharing."

The state Board of Education will award up to 13 new charters in February.

Regular charter schools are publicly

funded yet independent of the traditional school committee and teacher union restraints. These schools are designed to be laboratories for innovative techniques.

Horace Mann charters, first given out last year, have been awarded to existing programs within school districts, so that they become schools in their own right. They are less independent than the regular charters, with some union and other bureaucratic oversight.

The state Department of Education received applications to start 14 elementary schools, three middle schools, 14 high schools, and four K-12 schools. Twenty-five proposals are for city schools, including 14 in Boston, one in Cambridge, one in Lawrence, two in Lowell, one in Malden, two in Quincy, three in Springfield, and one in Fitchburg. ■

#### 44. Chicago Tribune

10/20/98; Edition: NORTH SPORTS FINAL; N; Section: METRO CHICAGO; Page 3

### GROUP PLANS BILINGUAL CHARTER SCHOOL

A group known as Evanston Advantage presented its plan to the District 65 school board Monday to open a school next year serving 540 kindergarten through 5th-grade students.

Organizers say Evanston Advantage would add a new grade each year until it is teaching kindergarten through the 12th grades, with 90 students in each grade, using a teaching program designed by Advantage Schools Inc. The Boston-based educational management

firm provided the model for the Octavio Paz Charter School, which opened this fall in Chicago.

The proposal is the second presented to the board this year.

The Dual-Language Charter School Initiative organization announced in February that it wants to open a charter school in 1999 called Sin Fronteras ("Without Borders.")

Its organizers say they would offer a Spanish-English program for up to 280

students in kindergarten through 6th grade. The goal, they say, is to have bilingual pupils from both English-speaking and Spanish-speaking families.

Charter schools are independently run public schools free from most local and state regulations. Because they divert tax dollars from existing districts, however, many school officials view them as competition and oppose them. ■

#### 45. Riverside (Calif.) Press-Enterprise

10/20/98Section: HEALTH & FITNESS; Page D01

### Up and doing

**As physical education declines in public schools, more and more parents are paying personal trainers to help their young children and teen-agers exercise more (and properly), lose weight, become stronger, build self-esteem, and play better in sports.**

By Laurie Lucas

The Press-Enterprise

When Tahir Yusufaly started working out with a certified personal trainer 11/2 years ago, he couldn't make a shot three feet from a basketball hoop.

"Now he can score from 15 feet away," says Mike Iasparro, who goes twice a week to his client's Corona home.

Tahir is 10 years old, a fifth-grader at the Riverside Garden Elementary School. He's one of a small but growing number of children and teens training with fitness professionals at home or in health clubs.

"We've found the trend has been on the rise since it started about six years ago," says Ken Baldwin, president of Premier Fitness Inc. in Cambridge, Mass. He's national chairman of the personal training committee for the San Diego-based IDEA, a membership group

of more than 23,000 fitness professionals.

Fitness experts say kids are working with trainers to lose weight, build self-esteem, become stronger, perform better in sports and simply pack in more exercise.

The niche for kids' trainers is partly a response to public school cutbacks in physical education classes and recreational sports programs, says Avery Faigenbaum, a professor of exercise physiology at the University of Massachusetts in Boston.

So where's a kid to play? "Many parks and playgrounds are too unsafe, and even assuming you can afford a health club membership, some don't let anyone work out who's under 18," he says.

Of course, there's always the neighborhood, but motivation seems to be lacking. Once physical activity and

youth went hand in glove, but recent surveys and reports present a disturbing portrait: a nation of increasingly sedentary kids hooked on malls, MTV, video games and the Internet instead of outdoor play and sports.

Studies also show today's youths are fatter. One-quarter of all school-age kids are 20 percent or more above a healthy body weight.

Workouts at home

Among his 20 clients, Iasparro is training four young people, ages 5 to 16. "Parents want to make sure their kids are exercising properly or (want to) give them an extra competitive edge," says Iasparro. "I've had some kids who weren't even in PE because in some schools, it's optional after 9th grade."

Iasparro, a former elementary school PE teacher, also coaches soccer and

basketball at a Riverside park. He's certified through two organizations, the International Medical Fitness Trainer Association and the American Fitness Aerobic Association.

Iasparro customizes each child's program and sets goals after testing his or her flexibility, endurance, balance, coordination, strength and heart rate. He'll conduct workouts at the child's home, a studio or health club.

Riversider Odile Lapidus says her son Michael, 5, started working with Iasparro in April to improve coordination and motor skills. "Coach Mike motivates our son enough to work on his own," she says. "We've seen tremendous change."

Through games and make-believe, Iasparro makes exercise fun. In fact, that's the name of his program, Fitness United with Nutrition (FUN). Iasparro takes to Michael's home such paraphernalia as balls, a small trampoline and hula hoops. For upper body strength, together they crawl like crabs on all fours, racing to catch the "fish." They lie flat like lizards and do modified bent-knee push-ups. They run across the yard and roar, beating their chests, yelling, "I'm George of the Jungle."

As for Tahir, his program is tailored to his goals, abilities and needs. During a typical workout, he runs 10 laps around

"This is only accessible to very affluent people," says Judy Young, executive director of the National Association for Sport & Physical Education in Reston, Va.

Bill Mabry, a certified personal trainer, makes his strengthening program affordable by working with small groups of up to eight kids. He instructs them three times a week at a gym called The Club in Temecula, charging each one \$60 a month. Typically, they warm up on stationary bikes, then pair off with partners under Mabry's close scrutiny.

He follows a 12-week program that starts with a month of conditioning exercises. His charges use resistance machines and free weights with more repetitions before Mabry determines they're ready to progress to heavier free weights.

"My philosophy is not how much weight you do, but how you perform the motion correctly to get results," says Mabry.

Mabry, a former high school coach certified through the National Strength and Conditioning Association, says about a dozen of his 35 clients are teens.

After Nick Maglio, now 17, broke his ankle playing football two years ago, he

his backyard to warm up, jumps rope and does push-ups, modified pull-ups, abdominal crunches and squats. He dribbles and shoots a basketball, bats and catches a baseball, kicks a soccer ball, whacks tennis balls.

"I think Mike is a great coach," says Tahir. "The most important thing I've learned is to focus, practice, have fun and always be positive."

His mother, Dr. Yasmin Yusufaly, an internist, says the sessions have helped build Tahir's confidence and morale. "It's good for the mind and body and gets him away from the TV," she says.

She and her husband Imdad, a neurologist, are from Pakistan. Athletics are downplayed there, she says. "In this country, if your child is not that good in sports, it can mess up his self-esteem," she says.

To encourage more physical activity, she says, the family is now biking and hiking together.

#### Old beliefs debunked

Resistance training - repetitive motions with weights, machines or other muscle-building equipment - has also become increasingly popular with kids and personal trainers.

The major reason is that studies over the last eight years have debunked old beliefs that this type of strength went to Mabry to get back in shape.

"When he started out, he was very shy," says Nick's mother, Peggy Hallinan of Murrieta. "He became part of this group working out with Bill and started to shine. And he looks fabulous."

Judy Freeman, a personal trainer in Temecula certified through the American Fitness Aerobic Association, says most of her teen clients are girls. Although she tries for a month's commitment, three months, she says, is ideal.

"The biggest reason they come is to feel confident and know what they're doing," Freeman says. "The second biggest reason is to improve in sports." Regimentation a concern

Besides the cost, some fitness experts question why a child or teen needs a personal trainer.

Young, with the National Association for Sport & Physical Education, says children need to play with each other and make up games. She doesn't recommend for elementary school children a regimented program and precise movements, such as how to throw exactly right.

"Unless the children have special problems," she says, "I wouldn't recommend a personal trainer for

conditioning is worthless and dangerous to kids and stunts their growth.

"If carefully supervised with light weights and lots of repetitions, it's much safer than organized sports," says Faigenbaum, who has co-authored studies on resistance training for youths.

In fact, two organizations that certify personal trainers - the American College of Sports Medicine in Indianapolis and the National Strength and Conditioning Association in Colorado Springs, Colo., recommend preteen and adolescent strength training programs to promote fitness and prevent injuries. Both groups stress properly designed, safe and supervised programs with age-specific guidelines.

Although studies have shown strength training beneficial to children as young as 6, many professionals, including Iasparro, draw the line at 12 or 13. "Any younger, they should be playing and climbing," he says.

#### High cost and 'elitism'

Critics of personal trainers for children complain about high costs and elitist aspects. Iasparro charges \$50 an hour, as do many of his colleagues, with the price dropping to \$30 for long-term packages.

children under 12."

However, Young says older youths could benefit from learning safe, proper techniques of strength training. "But I hate to see personal trainers becoming the solution to children's physical activity needs," she says.

Faigenbaum, the exercise physiologist who has studied the merits of youth resistance training, believes that every child could profit from a personal trainer. The problem, he admits, is finding a good one.

"Personal training is not a very regulated field," says Young.

As paraprofessionals, personal trainers don't need to have degrees or professional licenses. To make the field more confusing, says Faigenbaum, there are dozens of certifying organizations for personal trainers, some more respected than others. The two with the most rigorous standards, he maintains, are the National Strength and Conditioning Association and the American College of Sports Medicine.

Faigenbaum says that the worst thing a personal trainer can do, besides giving everyone the identical program, is applying an adult exercise model to kids.

"Trainers have to be very, very careful

supervising children," he says.

The ideal personal trainer should be an educator and motivator who aims to spark an interest in lifestyle changes and lifelong physical activity, Faigenbaum says. "Kids have to view the trainer as a caring, fun person, someone they can trust, a good role model."

Strength-training techniques for children

Generally speaking, basic strength-training principles, as recommended by the American College of Sports Medicine, are the same for youths and adults.

The prescribed program for youths:

- o Special care must be given to technique and form. Qualified supervision, safe equipment and age-specific guidelines are mandatory.

- o Training is recommended two or three times a week for 20- to 30-minute periods.

- o No resistance should be applied until the child demonstrates proper form, as instructed by the trainer. Six to 15 repetitions equal one set; one to three sets per exercise should be done.

- o Weight or resistance should be increased in 1- to 3-pound increments after 15 repetitions are completed in good form. Other considerations:

- o A physical exam is mandatory.

- o The child must have the emotional maturity to accept coaching and instruction.

- o Coaches must be knowledgeable about strength training and the special problems of preteens. They must supervise the child at all times.

- o Strength training should be part of an overall program designed to increase motor skills and level of fitness.

- o Strength training should be preceded by a warm-up period and followed by a cool-down. ■

## 46. The Washington Post

10/21/98; Edition: FINAL; Section: Metro; Page B04

### *Alexandria Lags on State Tests*

#### **City's Students Score Below Va. Average on All 27 Exams**

By Victoria Benning

Washington Post Staff Writer

Alexandria students scored below the state average on each of the 27 new Virginia exams that eventually will determine who graduates and which schools are accredited, according to figures released yesterday.

The tests, which were given for the

But the average scores of Alexandria students show that the school system's failure rate on some exams could be high.

For example, Alexandria students on average answered 53 percent of the questions correctly on a high school English test, compared with the statewide average of 66 percent. On a world history and geography test, Alexandria high school students answered 34 percent of the questions correctly, compared with the statewide average of 52 percent.

On the high school earth science test, the Alexandria average was 47 percent of questions answered correctly, and the statewide average was 62 percent.

The gaps between the city's scores and the statewide scores tended to be widest at the high school level.

Alexandria School Board Chairman

first time last spring, cover basic academic subjects and will be administered each year to students in third, fifth and eighth grades and in high school.

Passing the high school tests will become a graduation requirement beginning with the Class of 2004, and schools where fewer than 70 percent of Stephen J. Kenealy said his district's relatively low scores reflect the fact that more than half of the city's students are poor enough to qualify for federally subsidized school lunches. He cited research showing that low-income students generally do not perform as well as other students on standardized tests, in part because of factors over which schools have little control.

Kenealy said he has no problem with holding every student to the same standard. But he said he will urge the state board at a public hearing tomorrow to change its plans to use the same benchmark for assessing each school. In deciding whether a school keeps its accreditation, officials should make special allowances for schools with large numbers of students who are low-income

students pass the exams could lose their state accreditation by 2007.

The figures released yesterday by Alexandria school officials do not show how many of the city's students passed the exams — the Virginia Board of Education will not decide until next week what constitutes a passing score on each of the tests.

or whose native language is not English, he said.

"The fact of the matter is we may be doing a tremendous job [with] children who come to us as some of the most needy and ill-prepared," he said.

State board members have said, however, that they believe their plan is fair. They have noted that schools have several years to improve test scores before penalties take effect.

Fairfax is the only other Northern Virginia district that has released its scores on the Standards of Learning exams. Fairfax students scored above the state average on each test. Officials in other school districts in the area say they will not release their scores until the state board has set the passing marks. ■

## 47. The Washington Post

10/21/98; Edition: FINAL; Section: Prince William Extra; Page V01

### *Enrollment Projections Do A Number on Schools' Plans*

By Ann O'Hanlon

Washington Post Staff Writer

The good news about the enrollment estimates for Prince William County

schools is that the planning staff estimated just 32 students more than the 51,585 who showed up Sept. 30, the official day to count enrollment for state

and federal aid.

The bad news is Marshall Elementary School won't be getting the new copying machine the staff had hoped for and the

Automated Records Management System  
Hex-Dump Conversion

science laboratory at Mullen Elementary School is being converted into a classroom.

In other words, although the overall estimate nearly hit the bull's-eye, projections for a few schools were off, as is expected annually. And when projections are off, so is the draft budget each principal creates to prepare for the year, meaning principals suddenly scramble to hire new teachers or figure out how to get by with less money than anticipated.

This year, projections for 13 schools were off by 10 percent or more. All but one of those are smaller schools, such as special education, alternative or elementary schools, where a fairly small number of students can throw percentages off significantly. For example, at Woodbine Special School, which serves preschoolers with special needs, 124 students were expected, based on estimates. The official enrollment is 83, or 33 percent fewer.

Despite the change, said Principal Patrice Malloy, the budget adjustment is less than the school had to make in past years, when one or more staff members lost their jobs because of a lack of students.

At high schools, the estimates were not off by more than 5 percent. And only

As the student population in Prince William schools changes, so should the demographics of the personnel, especially teachers, say many educators. The county school staff said it has tried to increase the percentage of minority employees to mirror more closely the makeup of students. From September 1997 to September 1998, the percentage of minority teachers in county schools increased from 13.5 percent to 14 percent.

Makeup of students  
By school year  
1997-98  
White 64.7%

one middle school, Rippon, was off by more than 9 percent. Rippon anticipated 1,112 students and has 994 enrolled.

That kind of change means that there's more elbow room in the school and that the preliminary budget put together by the principal needs downsizing.

"Basically what's happened to us is we are meeting our obligations, but we don't have any frosting on the cake," said Otelia Frazier, principal of Marshall Elementary, which has 69 fewer students than projected. That translates, Frazier said, to about \$2,700 per student, or nearly \$200,000 less in the budget than anticipated. "We were going to buy a Xerox machine, and now we're not," Frazier said.

That speaks for about \$12,000, she said. The rest of the projected money would have gone to "more good things, more things for the kids, more library books, more computer programs, more resources for the teachers," she said. "But now you have to remember I have a very, very competent staff and they are able to provide."

Over at Mullen Elementary, the situation is the opposite. The projection called for 639 students, and the place is jammed with 727. The school's capacity is 586, so it would have been crowded even with the projected number of

Black 22.8%  
Hispanic 7.4%  
Asian 3.6%  
Other minorities 1.5%  
1998-99  
White 62.2%  
Black 24%  
Hispanic 8.2%  
Asian 3.8%  
Other minorities 1.8%  
Makeup of all employees, including teachers  
By school year  
1997-98  
White 82.8%  
Black 11.8%

students. As it is, said Principal Michael Mondak, the science lab will become a classroom, the parent waiting area in the lobby is an instructional area for English for Speakers of Other Languages, and the book room is used for speech therapy.

"Our cafeteria staff is strained; our custodial staff is strained," he said. "We're well over where we should be."

The influx leaves the school with more money than it counted on — and brings enormous needs that weren't anticipated. To handle the crunch of students, Mondak has hired two more teachers since the school year started and still plans to hire another fourth-grade teacher. The two new teachers are "excellent candidates," he said, but the candidate pool is much smaller in fall, making it a bad hiring season from the employer's perspective.

Furthermore, he said, it is tough on the children who will have to switch teachers after a month or two of school. But all those disadvantages don't outweigh the importance of class size, he said.

"It's better, I think, than swallowing that and going with a large group of students that one teacher has difficulty getting around to," he said.

The Look of County Schools

Hispanic 2.6%  
Asian 1.6%  
Other minorities 1.3%  
1998-99  
White 81.9%  
Black 11.9%  
Hispanic 3%  
Asian 1.7%  
Other minorities 1.5%

\*Hispanics can be of any race.

NOTE: Totals may not add up to 100 percent because of rounding.

SOURCE: Prince William County Schools  
ART ch.,twp■

## 48. Los Angeles Times

\* 10/21/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-4

### *Tutoring Program Called a Success*

OXNARD — School officials are calling a tutoring program that gives extra help with reading and writing to students in grades 3 through 8 a success.

Now in its second year, the program is being taught by 38 teachers trained to meet the needs of remedial students, said

Martha Hernandez, the Oxnard Elementary School District's interim administrator for curriculum and instruction.

Hernandez said that 88% of students in grades 3 to 6 and 14% of those in junior high school have shown improvement as a result of the tutoring.

"Classroom teachers have given testimonials about how a child's entire life is changed by learning to read," Hernandez said. "Students gain self-confidence and are better able to participate in all aspects of their educational experience."

The district has had an early literacy

## 49. Los Angeles Times

\* 10/21/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

### ***Prop. 227 Funds May Help Teach English to Adults***

**Little-known clause in June ballot initiative earmarks money for school tutoring programs for parents, so they could then help their kids with homework.**

By KATE FOLMAR  
TIMES STAFF WRITER

Ventura County schools could soon start educating a more mature group of students—adults who don't speak English fluently—through a little-known clause in the anti-bilingual-education Proposition 227.

County educators have until the end of the month to apply for upward of \$1.5 million earmarked annually for the "community-based English tutoring" program created by the landmark ballot initiative. Approved by voters in June, the measure seeks to all but eliminate bilingual education in California classrooms.

Although local educators are not certain how they will spend the new money, they have planned a Monday meeting to discuss snagging every cent possible.

"If we can give services to their parents, my gosh, we can be a huge benefit to the young children who live in Ventura County," he said. "We can give these kids an even start, for heaven's sake, if their parents can help them at home with their homework."

That's the whole idea, said Sheri Annis, the spokeswoman for English for the Children, which backed Proposition 227.

"Prior to writing the initiative, we heard a lot of concerns about placing children in 'sheltered English' classes and then sending them home with their English homework to parents who know no English," Annis said. "This allows

"If anything is positive from Proposition 227, this is a positive spinoff," said Cliff Rodrigues, director of bilingual programs for the Ventura County schools office. "The potential is we'll be able to reach a lot more adults than we are currently reaching through [English as a Second Language] classes. The big question is how many. How far can we go with that million dollars?"

The money, due to arrive by the end of this calendar year, will be used to teach parents and other adults to speak and read English for free or at reduced rates.

School officials could receive \$60 or more for each of Ventura County's 26,033 limited-English-speaking children to spend on adult literacy classes, tutoring, background checks for instructors, transportation and more, said Olga C. Uribe, a consultant with the California Department of Education.

parents to be involved in their children's education."

Only a few weeks into the implementation of Proposition 227, Ventura city schools' adult education program has already seen an influx of new students, said program coordinator Judy Perkins.

"We've seen a large number of students in the ESL program who weren't there before because they want to help their kids," she said. "With the new money, I'd like to see parents actually helping the kids with English as part of the program in a cross-age situation. I don't know if that's practical or not yet, but that would be an ideal situation."

When the first pot of money arrives, it will represent two years' worth of funds because Proposition 227 passed last fiscal year and a new fiscal year has begun.

The only strings attached are that thorough records be kept for the community-based tutoring programs and that adults who participate pledge to use their newfound skills to help children learn English.

Several Ventura County adult educators said they were unfamiliar with the program but intrigued.

"We're always looking at how we, as an adult school, can provide assistance to that little guy or gal who doesn't speak English," said Pete Ortega, director of Oxnard Union High's adult education program.

When Ventura County educators meet later this month, they are expected to consider partnerships between large districts with established ESL programs and smaller districts that don't provide those services.

Small school districts could also work with community organizations to create tutoring programs.

"We are more than amenable to collaboration," said Ortega of Oxnard's adult education program, which is near the Rio, Hueneme and Ocean View school districts. "I think each of the big four—Ventura, Conejo, Oxnard and Simi—has an adult school program that provides services to smaller districts."■

## 50. Associated Press

10-21 4:38a

### ***Newest teachers face the least-disciplined students, educators testify***

ATLANTA (AP) - New teachers in Georgia often are tossed into the biggest

and unruliest classrooms with little assistance, the result of a school system that favors teachers with seniority,

educators told the state student discipline panel.

The panel held a hearing Tuesday at

the Capitol on student discipline.

"First-year teachers are typically given the largest classrooms and the worst students," said Mary Edwards, director of the teacher education program for the State University of West Georgia.

To help correct the problem, the Professional Standards Committee is seeking money from the Legislature to fund a one-year experiment in which first-year teachers would be offered professional support.

Most education colleges and teacher-certification programs have no involvement with teachers once they begin working in the classroom full time.

Peggy Torrey, executive secretary of the PSC, which certifies teachers and

accredits teacher-education programs in Georgia, said she is seeking \$200,000 to provide expert support for 123 new high school teachers.

Her proposal differs from an earlier one, which would have given new teachers a one-year provisional certificate. Teachers would have been required to prove themselves to three educators to receive full certification.

The state's major teacher's union, the Georgia Association of Educators, objected to the proposal on the grounds that it did not involve enough of the educational system in deciding which teachers receive certification, said Drew Albritton, executive of the association.

Ms. Torrey said she eventually would

like to see such assistance provided by regional teams made up of the teacher's principal, a master teacher and an education professor.

Nationally, the idea of trial periods for teachers is gaining popularity. One-year trial "inductions" for teachers have been started in South Carolina, California, Minnesota and Indiana.

The student discipline panel is focusing on disruptive students, especially in lower grades, because teachers report that those students are a far more serious problem than violence or weapons in school, said Rep. Brooks Coleman, R-Duluth, one of the panel's organizers. ■

## COMMENTARY

### 51. Sacramento Bee

October 21, 1998

## *Some school choice — Status quo vs. the wrecking crew*

by Peter Schrag

Delaine Eastin, running for re-election as state superintendent of public

Right now she leads her opponent by a shrinking margin of 28 percent to 18 percent in the Field Poll — some polls have the margin even slimmer — with "dunno" far ahead of both. For an incumbent, that is nothing to cheer about.

Running against her is an Orange County schoolteacher, Gloria Matta Tuchman, who has embraced virtually every conservative shibboleth about public education ever conceived, but has done nothing to show that she could run a major state agency.

Tuchman likes vouchers, opposes social promotion and, as the co-author of Proposition 227, the anti-bilingual initiative passed in June, doesn't want to let schools teach kids in their primary language, even if they know no English. Tuchman, candidata para jefe de las escuelas estatales, has a bilingual Web site on the Internet.

Eastin's biggest source of money is the California Teachers Association and other elements of the school establishment; most of Tuchman's comes from the voucher crowd. The status quo vs. the wrecking crew. What a choice.

Compounding the problem for everyone is an upside-down school governance structure that invites controversy and sabotage. Tuchman

instruction, faces a simple problem. Everyone and his brother is beating up on the schools that she is supposed to be in. Accuses Eastin — correctly in many cases — of getting in the way of the curricular reform decisions of the appointed state school board. She says she would implement the board's policies.

But what would she do if the board were appointed, not by a Republican such as Gov. Pete Wilson, but by a wholly owned subsidiary of the CTA such as Gray Davis, which, given Davis' lead in the polls, is highly likely? Suppose the board revised the controversial State Testing and Research (STAR) program test to make it fuzzier and friendlier? Would she, as the bearer of tougher standards, cheerfully implement that decision? Could she work any better with Davis than Eastin has with Wilson?

Eastin claims that she was pushing for class-size reduction and a longer school year well before Wilson wrapped himself in these things. But he's the governor and has the power — and thus the ability to claim credit, if credit is deserved. And if truth be told, a lot of people were there before Eastin. Nor did she lead the push for the reform of the state's reading program, as she claims; she was dragged to it.

Still, when a politically appointed board is supposed to make policy for an

charge of, and while she controls almost nothing, she has that mind-numbing title.

independently elected superintendent, conflict is inevitable. And since California's 1,000 elected district boards are supposed to set local school policy, accountability becomes even more confused. If politics were rational, this election would be about abolishing the state superintendent as an elected office, not about picking yet another one, much less adding yet another bureaucracy, as proposed by Proposition 8.

But that's only part of the confusion. While voters say they're interested in education, few have any idea of what's going on in the schools; they don't know that California's school funding is far below the national average, and the lowest among the major industrial states. And if they believe the rhetoric coming from the politicians and most of the media, they're certain that they're in a great educational wasteland producing graduates none of whom can read or get a decent job.

That's hardly the whole picture, either in this state or nationally. Far more students than ever are taking the core academic courses required for admission to the University of California; many more are taking and passing advanced placement courses. And while SAT verbal scores for graduating seniors

preparing to enter selective colleges are up only slightly in the past decade, math scores are at their highest point since 1973-74, despite the fact that many more students are taking the test. UC President Richard Atkinson says today's entering UC freshmen are far better prepared than their predecessors.

None of those things mitigates the dismal performance of California fourth- and eighth-graders on the National Assessment of Educational Progress, or the state's worrisome dropout rate, which, as The Bee's Deb Kollars recently reported, is a good deal higher than the phony numbers touted by Eastin and the state Department of Education. Nor does it mitigate the rigidity and bureaucratic arrogance of many schools and districts.

But given the high concentrations of limited-English-speaking kids in the state's classrooms — roughly one of every four California students; given the chronically high child poverty rate; given the high rates of transiency; and given a 20-year history of underfunding and public indifference, it's surprising that California does as well as it has been doing.

For 20 years we've systematically starved the schools — of facilities, books, libraries, laboratories, counselors, nurses. We've let buildings rot, watched the quality of the teaching force decline and, in the face of general indifference, allowed teachers unions and deadbeats to run many of our districts. For nearly a decade, we were without a statewide test.

Why are we surprised that we stink in so many areas?

In the end, Eastin will probably win, in part because she has more money for last-minute TV time and slate mailers, in part because Tuchman's only real strength is that she's not the incumbent. Who in her right mind would want this office?

The best course would be to abolish it, turn the superintendent into a gubernatorial appointee and thus make clear to all that the governor has the accountability that his power already gives him. Eastin deserves to take the rap for a lot of things. But most of those now looking for a target to blame for our 20-year record of neglect ought to look in the mirror first.■

## 52. Orlando Sentinel

10/19/98; Edition: METRO; Section: EDITORIAL; Page A13

# SCHOOL-TO-WORK LINKS STUDENTS, EMPLOYERS

By John Bersia of The Sentinel Staff

Some years ago, a student of mine sought advice about careers. One of my first questions was, "Have you had or are you planning an internship?"

His response astounded me. Essentially, he said that he didn't have. Sometimes the workplace visit affirms a student's interest in a field providing motivation and reassurance.

Other times, a student turns toward a different field because the experience fails to deliver as expected.

But either way the result is positive because the student develops a clearer sense of direction.

Host organizations also benefit by establishing direct links with young people who will make up the work force of tomorrow. It gives those organizations a chance to show young people the rewards and opportunities that can result from working in their industries.

Those are some of the reasons that I volunteer to oversee the "Shadows Know" job-shadowing program for public schools in Lake, Osceola, Orange, Seminole and Volusia counties.

That program — sponsored by the Georgetown Club of Metro Orlando, on whose board I serve, and supported by more than 100 organizations — allows high-school seniors a direct view of the work world.

The next job-shadowing day is planned for Nov. 10. Organizations in

time, if he was to finish his degree on schedule. I told him, as I've told more than a thousand students, that he couldn't afford not to include an internship with his studies. Why?

Because real-life exposure to the workplace — whether through an Central Florida will host about 500 students in a variety of fields. It's one of the biggest programs of its kind in the country.

Students will spend the day in the company of architects, bankers, lawyers, municipal and county government workers, journalists, health-care specialists, educators, college and university administrators, police, tourism and entertainment workers, high-technology whizzes, airport administrators, economic-development planners, accountants, computer engineers, advertisers, marketing specialists, builders, shopkeepers, space-industry workers ... The list goes on.

Opportunities abound for organizations to volunteer to take a student or two, whether for the upcoming job-shadowing day or for future programs. Those who are interested should call me at (407) 420-5517.

Back to the student who neglected to consider an internship. I have no idea what became of him. Perhaps in these good economic times he has had no trouble finding a job.

internship, an apprenticeship, a job-shadowing experience or some similar activity — provides invaluable insights that simply can't be gleaned in any other way.

But I do know what has become of some of my other students who took advantage of school-to-work opportunities. Those experiences drew attention to the students' resumes, inducing prospective employers to consider them more seriously.

And those students have fared well, as a few examples underscore.

One student used her school-to-work experience to propel her toward a choice job with a financial-services business in New York City.

Another found his internship to be an ideal stepping-stone to a spot on the staff of a member of the U.S. Congress.

A third so impressed her supervisors that she parlayed her school-to-work stint into a full-time job at the same Orlando organization.

A fourth used his internship as a ticket to an exciting international career because a foreign client of the organization where he interned offered him a job that sends him throughout the United States and abroad.

Those students' success started with a simple choice to pursue a school-to-work opportunity. They're glad they did.

The high-school seniors who will fan out across Central Florida on Nov. 10 will enjoy a similar experience, a taste of what it's like to be in the work world.

The organizations that already participate in the program know that building ties between schools and the workplace strengthens the region's

economy. Others should feel welcome to join them. The community will come out a winner.■

### 53. Boston Herald

10/19/98 Section: EDITORIAL; Page 033

## *Tutor program is one for the books*

By James A. Peyser

It is a truism in education that first one learns to read and then one reads to learn. By implication, the longer it takes a child to achieve competence in reading, the longer his general academic progress will be delayed. If the delay is long enough, the child may never fulfill his intellectual potential.

This is not to say that future academic success depends on achieving proficiency in reading by the end of first or even second grade. Reading deficiencies that persist through the third or fourth grades, however, are a cause for serious concern.

It is for this reason that the commonwealth requires all third-graders to take the reading portion of the Iowa Tests of Basic Skills, and requires all fourth-graders to take a reading exam as part of the Massachusetts Comprehensive Assessment System (MCAS) test. The Board of Education and the Department

Some school officials may interpret the private tutor option as a vote of no confidence in the quality of their reading programs and, therefore, they may not apply for the grant. That would be a mistake and a disservice to those children who could use the extra help. The first obligation of educators at all levels is to meet the needs of students and parents, not to burnish the image of their institutions. To the extent private tutoring helps students become proficient readers, public school officials should applaud.

Critics of tutoring grants suggest that they divert resources away from systemic reforms that address all subject areas and grade levels. But this argument ignores the fact that substantial resources have already been made available for such

of Education have now taken the additional step of allocating \$2 million for tutoring children who performed poorly on this year's Iowa reading test, in hopes of improving their performance on next years MCAS.

The \$2 million will be distributed as grants to districts and charter schools that commit to offering tutoring in reading to all students who scored in the "pre-reader" category on the 1998 Iowa reading test. A unique feature of the program is that parents who are not satisfied with the tutoring services offered by their child's school or district will have the option of choosing a qualified private tutor, paid for out of the state grant.

Tutors are to be paid \$20 per hour for up to 50 hours, with a \$500 bonus available to tutors who are able to significantly improve a student's reading skill, as measured by next spring's MCAS efforts.

For example, millions of dollars have been allocated annually to Massachusetts schools through the federal Title I program and the state's Essential Skills and Restructuring grants. Moreover, the dramatic increase in state spending on education under the foundation aid formula (including funds specifically earmarked for professional development) was intended to provide adequate resources for all districts to undertake broad reform initiatives. Sadly, there is little evidence to date that these sweeping reforms have produced measurable gains in student achievement, although such improvement may be on the horizon. In the meantime, there are thousands of students who need help now.

test.

This grant program has several advantages over more traditional approaches. It puts substantial resources directly in the service of those students who need the most help, without filtering the funds through layers of administrators, specialists and consultants. It sends a powerful message about the state's commitment to reading proficiency as the non-negotiable outcome of an elementary school education.

It is preventative, rather than remedial, in that it helps students avoid failure on the MCAS, instead of helping them recover after the fact. And it places new decision-making power in the hands of parents, rather than vesting all control with the institutions that for various reasons, not all within their control, weren't able to teach these children to read adequately in the first place.

One of the challenges of this program will be to recruit enough tutors to support all the eligible students. In Boston alone, almost 700 third-graders scored in the "pre-reader" category on the 1998 Iowa reading test. Fortunately, the city's ReadBoston program has already attracted over 500 volunteer tutors. A state grant could serve as a catalyst for expanding the city's cadre of reading tutors even further. Such an outcome would give hope to the many children who can't afford to let another year go by without learning to read.

*James A. Peyser is executive director of the Pioneer Institute and a member of the state Board of Education.■*

### 54. Cleveland Plain Dealer

10/20/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 8B

## **CHARTER SCHOOLS MUST ACCOUNT FOR TAX DOLLARS**

In his letter of Oct. 11, Richard C. Leonardi, president of the Buckeye

Institute, makes a serious error when he states that only parents should determine

student standards in community schools. The fact is that community schools are

public schools funded by public tax dollars. Thus, they are not accountable to parents only. They are accountable to the public, and taxpayers have the right to know how their funds are being spent.

Chester Finn and Mike Petrilli of the Fordham Foundation are no friends of public education, but they are correct in recognizing that community schools need to have high standards of accountability in order to survive.

For example, David Brennan and his

Hope Academy community schools already have given the charter school movement in Ohio a black eye. In their original application to the state, the Hope Academy schools did not provide a social studies or science curriculum. Further, Brennan would not allow visitors to enter his school and would not allow teachers and administrators to be interviewed by the news media, despite the fact that public schools are open to the public. Additionally, his recruitment literature

clearly indicated handicapped students were not welcome, despite the fact that public schools are open to all.

If Leonardi wants only parents to be accountable for community school standards, then he should start a private school funded by private dollars.

*RONALD E. MAREC - Cleveland*

*Marec is president of the Ohio Federation of Teachers. ■*

## 55. The Washington Post

10/21/98; Edition: FINAL; Section: Style; Page D16

# *Educating Girls Benefits the Whole World*

By Judy Mann

I am looking at one of those rare charts that make their argument so forcefully that you'd have to be a fool — or an unreconstructable sexist — not to understand it.

It is a chart that shows an almost eerie connection between the percentage of girls who have a secondary education and a country's teenage birthrate. There is no mystery in what is going on here: The more education girls have, the later they

What makes the study's findings particularly important is that this is the largest generation of young people the world has ever seen, and it is moving toward the childbearing years. From 1985 to 1995, the population of children younger than 15 grew by 160 million, to a total of nearly 1.8 billion, according to Amy Coen, president of PAI.

In the 51 countries where there is a significant gap between the percentage of boys being educated and the percentage of girls, 75 million fewer girls than boys are enrolled in school. Most of those countries are in South Asia, the Arab world and sub-Saharan Africa, areas where about 600 million young people attend school, but where 42 million fewer girls than boys are enrolled at the primary level and 33 million fewer at the secondary level.

International efforts by the World Bank and the U.S. Agency for International Development, among others, to improve access to school for girls have paid off handsomely in some countries. The winner overall is Oman, where secondary school enrollment for girls went from 17 percent to 64 percent in a decade. Enrollment of girls at the secondary level soared in Lebanon, Iran, Saudi Arabia and Egypt, and their enrollment at the primary level increased

marry and the lower the teen birthrate. In Togo, one in six girls with no education gives birth each year, while only one in 100 with some secondary education does.

This is one international competition in which the United States lags behind other industrialized nations, so we've not got a lot to crow about. Our birthrate among girls 15 to 19 is 64 per 1,000 — the same as in India, Indonesia and Pakistan and higher than in Uruguay, Burundi, Rwanda, Haiti, Bulgaria, Chile, significantly in Nepal and Togo. Enrollment of girls increased in 65 of 87 developing countries and in 26 of 29 developed countries surveyed.

"One of the things I am most excited about in the report is that it shows educating girls has a profound impact on changing their lives, their children, their families, their neighborhood, their society and culture," Coen said. "What we do know is when girls get education of at least seven or eight years, they choose to have fewer children, they are able to make money, it enhances their status. The whole quality of their life and health and their children's health is greatly increased. It is really important that we understand that educating girls globally will change the globe."

"Where governments have made a serious effort to address the gender gap, they have met with good results," said Shanti Conly, co-author of the study and the director of policy research at PAI. "This is something that is eminently doable with political will, but because there are so many barriers to educating girls, there is no magic bullet. You have to do a number of things, depending upon the country. In Egypt, when I was living there in the '80s, the government embarked on a major project to build schools close to communities to get

Turkey and many others.

Belgium has the highest rate of secondary enrollment among girls and one of the lowest birthrates: 10 per 1,000 girls. The United States rank 19th.

The charts are part of a study done by Population Action International, an advocacy organization that seeks to expand family planning and educational options for women and girls. PAI ranked gender gaps in education and gains in girls' education in 132 countries.

more girls enrolled. There had not been enough "space" in schools to accommodate girls."

Some cultures have rigid rules against exposing girls to men or boys, rules that become barriers to educating girls. Conly tells of a village in Pakistan where the elders bought a bus so that girls could go to school, chaperoned and protected.

Ghana's first lady has made schooling for girls a major issue, and the government has set a goal of making sure that 50 percent of school positions go to girls. Government officials are also reversing policy and allowing pregnant girls to stay in school and providing sex education, Conly said.

USAID has spent \$45 million in a seven-year effort in Malawi that has eliminated the gender gap and more than doubled the enrollment of girls to achieve universal primary education. Secondary education rates for girls, however, remain low.

"What we are talking about here is access to reading, writing and doing arithmetic," Coen said. "It's that fundamental. We forget how powerful it is to read, write and do numbers. My quest is to help Americans understand that basic fundamentals we assume everyone has is not the case, and that it revolutionizes life when they can read

and write.

"We are at a crucial juncture in the population story," she said. "In the past 25 years, we've had a 2 billion-person increase, to almost 6 billion. We're expecting another 2 billion over the next

25 years. When girls are educated, they marry later, which means there is spacing in generations that slows this population momentum. This has profound impact on the economics and the infrastructure of the society. It eases pressure on the

environment, land use, water use, natural resources."

Investing in girls' education, in other words, is an investment in global security, and the need for it could never be more pressing.■

## 56. Los Angeles Times

\* 10/21/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-7

### *Bilingual Education*

Re "Word Getting Out on Bilingual Class Waivers," Oct. 8.

Not six months ago, Ron Unz was very effective in saying that children were in bilingual education against their parents' will. For many it may have seemed natural to not willfully want a child in this "failing" program. The Latino community, like all other segments of society, was said to support this proposition.

Unz repeatedly tried to show compassion by saying that a waiver would protect the will of the few parents who wanted their children in a bilingual program. Spokesperson Jaime Escalante argued the point of parental choice by saying that Proposition 227 "doesn't  
*Ventura County chapter, California*

eliminate choice or impose a single approach. California's schools are forced to use bilingual education despite parental opposition. We give choice to parents, not administrators."

Today we are being told that English for the Children always expected that only 1% to 2% of the parents would want to waiver their children into this "failing" program. Was English for the Children's research so off that they didn't expect the current demand of waivers by parents of immigrant children?

Did the 63% Latino vote against Proposition 227 reflect all the Latinos who were affected by this bad law? Only the parents of students who were in bilingual educational programs know this  
*Assn. for Bilingual Education*

answer.

This law will be repealed in our democratic government's judicial branch. Yes, a majority vote of blind force must yield to blind reason! Any popular law must follow basic democratic principles, which are upheld by our court system. Once again, students will be able to learn academics while they are learning academic-quality English.

In the meantime, this student will be able to stand and recite with pride and conviction: "Una nacion, bajo Dios, indivisible, con libertad y justicia para todos."

DENIS O'LEARY

*President*

*Ventura*■

## EDITORIAL

### 57. The Atlanta Journal

10/19/98Section: Editorial; Page A;06

### *Reduce class size for needy pupils*

STAFF

AS WITH baseball and apple pie, it's hard to be against all-American education proposals such as those being offered by gubernatorial candidates Guy Millner and Roy Barnes to reduce class size in Georgia's public schools. Millner, the Republican, is proposing to reduce class sizes by 20 percent in grades K-5 by hiring 7,500 teachers; Barnes, the Democrat, speaks about the need to make classes smaller, but offers no specific plan.

There's little doubt that reducing class size is politically popular, as evidenced by the fact that President Clinton proposed to hire 100,000 additional teachers. But the issue belongs on the state and local level, not in Washington.

There's little doubt, too, that there's some academic value to reductions. To

do any real good in Georgia, however, the state would have to reduce class size by 20 percent or more. Doing that just in lower elementary grades will cost hundreds of millions of dollars. Reducing student-teacher ratios in kindergarten to the level experts suggest would cost \$360 million, exclusive of classrooms, equipment and other facilities.

Recent studies conducted in Tennessee and California show that reducing class size works best in the elementary grades. In a 10-year study conducted by Tennessee State University, students in classes of 13 to 17 outperformed students in "regular" classes of 22 to 25 students or "regular" classes with a teacher's aide. The greatest benefits were to minorities, particularly in urban school systems. They continued to outperform their peers for several

years, even after moving on to larger classes in higher grades.

The Tennessee research project also had some other important conclusions. Students in smaller classes tend to be better behaved, more motivated, have higher self esteem and are less withdrawn. Teachers say they can give students more individual attention, pick up on specific problems quicker, can move faster through the curriculum and have more time for creativity. Note that special education, remedial and gifted programs all have much smaller class sizes for those very reasons.

In Georgia, the maximum class size is 21 in kindergarten with no teacher's aide or 28 with an aide. In grades 1-3, the maximum is 25 or 33 with a teacher's aide. Reducing class size in elementary grades would be an overwhelming

prospect for metro Atlanta schools, where crowding forces students into trailers. It would also be overwhelming for taxpayers.

The proposals offered by Millner and Barnes would be more practical if they were refocused. Since smaller classes help minority and academically weak students the most, the next governor should pursue reducing class sizes in those struggling classrooms and schools.

For example, extra state funds could be funneled to some of Atlanta's worst-performing schools to help children stay focused and learn. One Cobb County school did just that, with terrific results.

At Belmont Hills Elementary School in Smyrna, the principal applied for and received federal grants to reduce class sizes in all grades last year. Belmont Hills is a school with low test scores, and

80 percent of the students are on free or reduced lunch. With the funds, kindergarten classes, for example, were dropped from 26 to 18 pupils. Test scores went up in all grades.

Reducing class size is a wonderful idea. But since it is cost-prohibitive in all grades or even in all elementary grades, the next governor would be wise to target the plan for schools that need it most. ■

## 58. The Harrisburg Patriot

10/19/98; Edition: FINAL; Section: EDITORIAL; Page A06

# *Large, impersonal schools place students at educational disadvantage*

Patriot News

A U.S. government report on violence in schools should be required reading for local school boards with building plans.

As **Education Secretary Richard Riley** noted, experts believe the most important means of avoiding serious violence is with 'smaller schools and smaller classrooms so you can have that personal contact with students.'

Central Dauphin School District, however, continues to pursue plans, over the protests of a significant number of district parents, to merge its two high schools into one huge school of two buildings housing 3,900 students.

Though large schools presumably offer the benefits of economies of scale and the opportunity to provide a broader array of instruction, those advantages — to the extent they are actually realized — are achieved at a stiff price. Big schools are impersonal institutions where many children flounder in anonymity, capturing attention only when they cause trouble.

Smaller schools, to the contrary, provide students with a greater sense of belonging. Students aren't lost in the crowd. They are recognized and known to teachers and administrators. They have greater opportunities to participate and excel in extracurricular activities.

Super-large schools are attempts at mass producing education on something of an assembly-line basis.

While they can work, under such ideal conditions as when parents are involved

The study found serious crime takes place most frequently in big-city schools with over 1,000 students.

Keeping violence in check is but one of a range of reasons that argue in behalf of smaller schools, certainly below 1,000, with some experts saying 600 students should be the limit.

Harrisburg School District, which abandoned a huge and unmanageable and students are highly motivated and don't pose disciplinary problems, large institutions become unproductive and unsuccessful when confronted with an array of students from different backgrounds, with all the problems and baggage that many of today's students bring with them to the schoolhouse.

Try as they might, it is very difficult for large institutions to provide the human touch on a consistent basis that many students require if they are to succeed in school.

Large schools not only create conditions in which the students remain foreign to teachers and administrators, but also to each other, defeating any sense of unity and common purpose that can lead to gangs and fights.

Dealing with the bullying that is increasingly recognized as conduct that must be identified and dealt with to control violence, is made far more difficult in situations in which too many children are little more than names, if that, to school authorities.

Building schools to accommodate

middle school only to contemplate building a high school on an even larger scale, is wisely reassessing its building needs. Last week, new Superintendent Lucian Yates III unveiled a new and radically different building plan for the consideration of the school board and community.

smaller numbers of students may cost more in the short run, but there is no efficiency in constructing schools on a scale that virtually guarantees educational problems and failure.

We need to recognize, both at the local and state level, that if we don't invest in educational success, society and taxpayers will end up paying a heavy price down the road in graduates who are unprepared to enter college or the work force, and whose eventual education may well come from the prison system.

Prudence and common sense should dictate in education, as it does in most other things, that it pays to get it right the first time. That means ensuring that the educational systems we put in place, which are going to be built at great cost no matter what, are designed for success.

As the all-important first step, that means providing schools that are designed to function on a human scale, that connect with students at the individual level.

That's a lesson school officials everywhere should have absorbed. ■

## 59. The Detroit News

10/20/98; Edition: Final; Section: Editorial; Page A8

# *... and State Board of Education*

Leading state Democrats and Republicans have called for the State Board of Education to be abolished. They have a point: It has no power of the purse, is virtually ignored by the public and mostly decides policy minutiae that could be settled by the Legislature or an appointed superintendent. But no one seems up to striking it from the state Constitution.

So what can the board do? The Constitution charges it with "leadership and general supervision" over primary, secondary and adult education. Given limited powers, the board's best moments have come when it vetted cutting-edge ideas.

Trailblazing requires creativity, awareness of the terrain, and a thick skin. Of these, board member Gary Wolfram is the modern prototype. The current proposal to let schools secede from moribund school districts and receive their money directly from the state — now tagged "freedom schools" by Gov. John Engler — was drawn up last year by

Mr. Wolfram, a Republican who balks at the idea of a state takeover of local schools. Mr. Wolfram has long championed school choice. Agree with him or not, he is a spark plug the board needs, and he has remained on affable terms with opposing board members since Gov. Engler appointed him to fill a board vacancy in 1993.

Members of the eight-person board typically serve eight-year terms. Mr. Wolfram is one of 10 candidates vying for two seats on the board.

Six are from small political parties. One candidate stood out during our interviews: Diane Barnes of the Libertarian Party. She is well acquainted with board issues and an articulate proponent of school choice and local control. But her small party affiliation and skepticism about public education per se are likely to limit her effectiveness.

Both of the Democratic candidates are refreshingly disinclined to criticize school choice, long a Democratic Party bugaboo. Still, Barbara Roberts Mason, a

Michigan Education Association employee and 24-year member of the board, seems unwilling to truly discipline poor schools and predisposed to spend more money.

State Rep. Sharon L. Gire is chair of the state House Education Committee, but must leave the House because of term limits. She is thoroughly familiar with education policy, but given to selectively criticizing charter schools.

Our second endorsement goes to Republican Eileen Weiser. A member of the Michigan Council for Arts and Cultural Affairs and a former substitute teacher, Ms. Weiser has recently been involved in school curriculum reform as executive director of a Michigan charitable foundation. She favors school choice and local control of curriculum, which she hopes will become diverse enough to create more innovative arts education. Her sound views, polish, and unusual background suggest she will be a new and effective voice on the state board. ■

## 60. The Detroit News

10/20/98; Edition: Final; Section: Editorial; Page A8

### *Education: Universities ...*

Michigan is one of few states in the country that elects — not appoints — the boards of its three largest public universities — Michigan, Michigan State and Wayne State. Elected boards are designed to provide external oversight and public accountability to institutions accorded a great deal of governing autonomy under the state Constitution.

Two seats are up for grabs in each of the three races. All three boards are currently split 5-3 in favor of Democrats.

Holding the line on tuition is an issue for all three universities. However, the tuition increase at the University of Michigan was nearly double the rate of inflation this year.

Democrat Phil Power, publisher of metro Detroit's *Observer & Eccentric* chain of newspapers and board member for 12 years, has the most detailed ideas on controlling costs at U-M. But he has had ample time to make this case. And he and fellow Democrat Kathy White, a Wayne State law professor, appear to have a deep sympathy for racial preferences — although Ms. White more than Mr. Power.

Our choices for Michigan are Central Michigan University trustee David Brandon, a former U-M football player

who is now chairman of Valassis Communications, and State Representative Jessie Dalman. Both are Republicans.

Mr. Brandon's experience as a trustee and a successful businessman who has headed a Fortune 500 firm would prove invaluable as the university tries to streamline operations and cut costs. As a U-M alumnus, Mr. Brandon is deeply devoted to the university's mission of maintaining academic and athletic excellence.

Rep. Dalman, who is retiring from the Legislature because of term limits, has served as chair of the House higher education subcommittee; her presence would inject a much needed dose of budgetary reality in an administration that believes that no cost to taxpayers is too large to maintain U-M's world class reputation. Both Mr. Brandon and Ms. Dalman share the view that discrimination based on race in admissions is offensive. Thus their perspective will be important as the university steers through the difficult legal challenges against its admissions policies.

Michigan State University President Peter McPherson's pledge not to raise

tuition above inflation is producing interesting challenges. The university must maintain educational quality and raise faculty salaries — which are the among the lowest in the Big Ten — while still holding down costs. A harmonious board that shares the president's vision, something that has eluded MSU in the past, is critical at this juncture.

Our endorsements go to GOP nominees Dolores M. Cook, who is seeking re-election, and David Porteous, a Reed City attorney, who served a one-year term on the board in 1996. Both know the university well. They understand the importance of limiting the board's role to making policy instead of micromanaging the university. They will be judicious supporters of President McPherson's efforts to contain costs.

Wayne State University is under the new leadership of recently appointed President Irvin Reid. His predecessor, David Adamany, left Wayne State in sound fiscal health while enhancing its status as a major research university. But last year the university implemented a significant tuition hike and also imposed new student fees, part of which will be used to carry out President Reid's proposed expansion of the athletic

program. The university in the last few years has also been facing declining enrollments. At this time, it needs a board that will maintain the Adamany legacy while allowing President Reid to make his mark.

We give the nod for this task to

Republican incumbents Elizabeth Hardy, a successful attorney, and Vernice Davis-Anthony, a former state health director who is now a hospital administrator. Ms. Hardy is a hard-nosed realist who is acutely aware of Wayne State's mission as an urban university that

must remain affordable to a wide strata of the city population. Her critical — though friendly — voice is important for the board as it mulls the initiatives of the new president. Ms. Anthony is an able consensus builder who favors pegging tuition increases to inflation.■

## 61. St. Louis Post Dispatch

October 21, 1998

### *Casino taxes benefit education*

By James R. Moody

The issue of gaming continuing on "boats in moats" will appear on the Nov. 3 ballot. Many Missouri voters who will cast their ballots are unclear about the relationship between gaming and Missouri education funding. The Missouri Constitution is very clear that gaming revenues must go to education. Article III, Sec. 39 (d) of the Missouri Constitution states that all gaming revenues appropriated beginning July 1, 1993, must go to elementary, secondary and higher education. Since gaming began in Missouri in May 1994, the 18 percent tax collected by the state on adjusted gross receipts of gaming operations has been earmarked for education and only education. In 1995, Senate Bill 301 was introduced and passed in the Missouri General Assembly. This bill further defined the priority of gaming revenues for education. Under this law, up to the first \$7 million of gaming tax revenues each year may be appropriated to the School District Bond Fund. This money is used by school districts that have voter-approved general obligation bond issues to pay for the cost of issuing the bonds and to improve their bond ratings. After the first \$7 million, the remaining annual gaming tax revenues go entirely to help fund the school foundation

formula. This earmarking of gaming funds for the bond fund and for the foundation formula began on July 1, 1996. The school foundation formula is the basic state aid program that helps local schools. The school foundation formula in large part helps to pay salaries and also helps to pay the operating costs of school districts. Larger than anticipated tax revenues from riverboat gaming have been a significant contributor to fully funding the new school foundation formula adopted in 1993. In the fiscal year just completed, the gaming industry, through the 18 percent tax collected by the state, generated \$137 million to the school foundation formula in addition to the \$7 million for the School District Bond Fund. Gaming has also provided positive economic benefits for Missouri. In April 1992, an independent economic impact study was conducted and published by Charles Leven and Don Phares. Leven is a professor emeritus of economics at Washington University. Phares is a professor of economics and public policy at the University of Missouri at St. Louis, as well as director of the North American Institute for Comparative Urban Studies. Leven and Phares concluded in their study: "In 1997, the casino gaming industry in Missouri

directly and indirectly generated more than three-quarters of a billion dollars of new spending in the state's economy. Because of casino gaming, personal income grew by over \$500 million. State and local governments

received over \$225 million in new tax revenues. Almost 18,000 new jobs were added to the economy. For almost any other industry, these statistics would be hailed without question as an economic bonanza." Given the positive impact that gaming has had on education funding in Missouri, it is instructive to ask what will happen if Amendment 9 does not pass. The answer is that the revenue generated by the affected facilities will be gone. Up to \$92 million currently devoted to the school foundation formula will be lost. To replace this lost revenue, the state of Missouri will have two options: (1) Increase taxes to replace these funds or (2) Divert money from other state programs to fill the gap in education funding created by these lost funds. Neither of these alternatives is very attractive. The passage of Amendment 9 will leave these important funds for education in place. It will also fairly allow these facilities that received all necessary state and local approvals prior to beginning construction to remain in operation.■