

ARMS Email System

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:22-APR-1998 15:30:19.00

SUBJECT: Clips

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

READ:UNKNOWN

TO: Tanya E. Martin@eop (Tanya E. Martin@eop [OPD])

READ:UNKNOWN

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: Michael Cohen@EOP (Michael Cohen@EOP [OPD])

READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

*** *** ***

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

*** *** ***

To unsubscribe to this list, e-mail "OPA."

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

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

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

To repeat the search, click somewhere on the screen to deselect the text. Then press F3. That will search for the same text again.

To print a single story:

1. Copy the document into a directory by selecting (clicking) the attachment, press F2 (Save As), press "Selected Item," and enter a

destination filename and path.

2. Open the file through WordPerfect and find the story you want.
3. In WP/Windows, press Ctrl-P, choose Current Page and print the item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a single page.

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

Carlin Hertz
OPA

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

TEXT:
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===== END ATTACHMENT 1 =====

===== ATTACHMENT 2 =====
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P# Daily Education News

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NATIONAL

1. Associated Press

Senate rejects school construction proposal

2. The New York Times

Clinton Derides G.O.P. TaxBreak Plan as Boon for
Rich and Threat to Schools

3. Los Angeles Times

U.S. School Repair Bill Voted Down in Senate

4. Dow Jones News Service

Clinton, Democrats Hits GOP Education Plan

5. Reuters

Clinton Attacks Republican Education Plan

6. Chicago Tribune

ON SCHOOLS, CONGRESS A QUICK STUDY

7. All Things Considered(NPR)

Gingrich Says House Will Pass Tobacco Bill

8. The Washington Post

Clinton Assails Gingrich Stance On Big Tobacco

9. Associated Press

Clinton and top Democrats press Capitol Hill GOP on
tobacco, education

10. The New York Times

Young Blacks Link Tobacco Use to Marijuana

11. Boston Globe

Democrats mark spot on tobacco, schools

12. Philadelphia Inquirer

Gingrich offers tobacco plan

13. Ft. Lauderdale SunSentinel

CLINTON: DON'T WEAKEN ANTISMOKING

MEASURE

14. Minneapolis Star T

ribune

Educators irked about Take Our Daughters to Work Day Timing

- 15. Baltimore Sun
 - Gangs may lose right to loaf, loiter
- 16. The New Republic
 - Assembly of God
- 17. Austin AmericanStatesman
 - DeLay bill cuts bilingual education
- 18. Houston Chronicle
 - DeLay to target bilingual classes
- 19. Washington Times
 - U.S. judge compels teacher training on prayer
- 20. Associated Press
 - Rising grade averages a sign of inflation, educators say
- 21. Daily Illini(University of Illinois)
 - Fewer students finish on time
- 22. CyberTimes (New York Times on the web)
 - Schools Train Students to Staff Computer Help Desks
- 23. Newsweek
 - Do You Know Where Your Kids Are?
- 24. The New York Times
 - Georgetown President Ends Push to Replace Law School Dean
- 25. The Washington Times
 - Daschle warns Clinton not to veto highway bill
- 26. The New York Times
 - Questions of Excellence In Consortium Ranking
- 27. Forbes
 - McKinsey 101

TRADE

- 28. Education Week
 - 'A Single Garment of Destiny'
- 29. Education Week
 - Districts React Slowly To Charter Schools
- 30. Education Week
 - Experts Urge Bigger Role for Preschools in Literacy Development
- 31. Education Week
 - Reborn 'Hooked on Phonics' Switches Strategy
- 32. Education Week
 - Many Children Struggling To Adjust to Kindergarten
- 33. Education Week
 - Study Finds Violence Is Prevalent In Children's TV Shows
- 34. LRP Publications
 - CEC Groups Want Revisions to IDEA Regs, New Comment Period
- 35. LRP Publications
 - Correction
- 36. Education Week
 - In the Golden State, Schools' Space Needs Translate Into Big Business
- 37. LRP Publications
 - School Construction Plan Shot Down in Coverdell Debate
- 38. Chronicle of Higher Education
 - Congressman Will Push for House Vote to Ban Racial Preferences in Admiss
- 39. Associated Press
 - Student expelled for pulling gun in school

- 40. LRP Publications
Gorton Withdraws IDEA Discipline Amendment From Coverdell Bill

LOCAL

- 41. San Francisco Chronicle
No Public School for Checchi's Kids
- 42. Sacramento Bee
SF high school students plan walkout to protest poor facilities
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97. The Providence JournalBulletin
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99. Washington Times
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Body type#\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Associated Press"Public
ation" #:\ P#P#04-22 3:13a

Headline#\ P\$P# Senate rejects school construction proposalHeadline #:\ P%P#
By ROBERT GREENE

AP Education Writer

ddWASHINGTON (AP) - President Clinton's proposal to federally subsidize local s
chool construction fell by the wayside as the
Senate moved forward with legisla

tion creating tax-free savings accounts for school expenses.

ddThe 56-42 vote rejecting the proposal came Tuesday despite an appeal by the president for Congress to be as generous with schools as it is with favorite highway projects.

ddBut the school construction proposal was offered as a substitute for the largely Republican measure to give the tax breaks to parents of students. Debate resumes on the bill today, as lawmakers consider more amendments intended to highlight party differences over education.

ddAmong the amendments is one by Sen. Slade Gorton, R-Wash., to convert about \$10.3 billion worth of education programs into block grants for states that want them. One by Sen. Patty Murray, D-Wash., would urge Congress to support the hiring of 100,000 teachers to reduce class size.

ddBecause Clinton will veto any bill giving the tax breaks, the measure is being seen more as a political sounding board this congressional election year. The school construction measure's chief sponsor is Sen. Carol Moseley-Braun, D-Ill.

ddClinton weighed in Tuesday at a Rose Garden appearance with Vice President Al Gore, Senate Democratic leader Tom Daschle of South Dakota and House Minority Leader Dick Gephardt, D-Mo.

dd"They believe it's OK for Congress to invest money in highly specific, local transportation projects, but not to give even the most general kind of support for our education infrastructure," Clinton said of the Republican-controlled Congress, referring to a \$217 billion transportation bill passed by the House, 337-80.

ddThe building proposal would use \$11 billion over 10 years for interest rate subsidies, enabling local school districts to reduce their capital costs significantly. The subsidies, in the form of tax credits to investors, would permit the issuance of \$22 billion in bonds to build or repair 5,000 schools.

ddThe construction bill was needed because of burgeoning enrollments in some areas and decaying school buildings in cities, the administration said.

ddBut Republicans argued that school construction is a local issue, and a federal program to boost education would let the Education Department decide who gets money, while financiers received the breaks.

dd"This legislation is putting control of school construction in the hands of Washington, of a federal bureaucracy," said Sen. William V. Roth Jr., R-Del., chairman of the Senate Finance Committee, which has jurisdiction over tax bills.

ddOpponents, including Clinton, charge that the savings bill would benefit mostly well-off taxpayers sending their children to private schools.

ddUnder the proposal, costing \$1.6 billion over five years, interest buildup and

d withdrawals from the tuition accounts would be tax-free, although the contributions of up to \$2,000 a year would be made with money already taxed. The measure builds upon one signed into law last year that would permit tax-free savings of \$500 a year for college.

Publication#W\ P&P# 2. The New York Times"Publication" #:\ P'P# 04/22/98Section: National Desk; Section A; Page 22, Column 1

Headline#\ P(P# Clinton Derides G.O.P. Tax-Break Plan as Boon for Rich and Thr eat to SchoolsHeadline #:\ P)P# By LIZETTE ALVAREZ

WASHINGTON, April 21 " President Clinton lambasted the Senate Republicans' centerpiece proposal on education today, calling the plan for tax breaks a hollow gesture that would favor the rich and ignore the poor. "The proposal is bad education policy and bad tax policy," the President said today at a Rose Garden news conference, using the opportunity to highlight a series of Democratic measures, including one on school construction that was later defeated in the Senate, in addition to attacking the Republican plan. "It won't do anything to strengthen our schools, and, in fact, would weaken public

education by siphoning limited Federal resources away from public schools." After weeks of wrangling and preparation, the Senate is poised to vote on a bill that offers new tax breaks to parents with children in private as well as public schools, as long as they use the money for education-related expenses, including tuition.

The bill, which would cost \$1.6 billion over 10 years, is expected to pass, ushering in the first clear-cut victory for Republicans in Congress in their push to free up Federal dollars for private schools. The House has already passed a similar measure.

The victory would be strictly symbolic, however. In a letter to the two Senate leaders on Monday, President Clinton said he planned to veto the bill, which is being sponsored by Senator Paul Coverdell, Republican of Georgia, and Senator Robert G. Torricelli, Democrat of New Jersey.

For parents, the tax savings in the bill are relatively modest, \$7 to \$37 a year. But for Republicans and Democrats, the special savings accounts are at the

center of a raging election-year debate over how best to address the nation's education problems, one that crystallizes the two parties' divergent visions.

The issue boils down to a relatively simple choice: Should Congress permit Federal dollars to flow, no matter how indirectly, into private schools, as Republicans would have it? Or should the line between public schooling and a private education remain clearly and deeply marked, as the Democrats believe?

ddTo get their message out, Democratic leaders joined Mr. Clinton and took turns elaborating on the party's mission to help public schools. Soon afterward, nearly two dozen of the Senate's most prominent Republicans gathered on the Capitol's steps to defend their bill and needle the President.

dd"You talk about not being cooperative and being partisan," said Senator Trent Lott of Mississippi, the majority leader, as he led the charge in denouncing the President's veto threat. "If he does veto it, it will be very clear who cares about education and who does not."

ddAll day on the Senate floor, Republicans and Democrats took turns attacking the other's philosophy. Conservatives characterized themselves as the avant-garde thinkers willing to break with tradition while Democrats stood their ground as the guardians of the poor.

dd"Our goal is to help all children get a good education, not just the ones with wealthy parents," said Senator Edward M. Kennedy of Massachusetts, during one of his blistering attacks on the bill. "We cannot stand by to let this regressive tax policy help private schools at the expense of public schools."

ddAnd Senator John Glenn, Democrat of Ohio, denounced the bill as an effort to allow Federal tax dollars to be used directly for private schooling.

ddBut Senator Rick Santorum, Republican of Pennsylvania, said that Democrats simply wanted more of the same, in this case Federal money for school construction and teachers.

dd"They believe that if we had better looking schools or nicely appointed schools or better equipment, that somehow the problem would go away," Mr. Santorum said. "It's not brick and mortar. It's not the number of teachers."

ddThe Senate today rejected three Democratic education measures and approved two Republican amendments. One, co-sponsored by Senator Alfonse M. D'Amato, Republican of New York, would provide Federal incentives for states to establish periodic teacher competency testing and merit pay programs, a linchpin in the effort by Republicans to reach out to teachers, despite their differences with the teachers' unions.

ddThe Senate will resume debate of the bill on Wednesday, with about a dozen amendments still pending.

Publication#W\ P*P# 3. Los Angeles Times"Publication" #:\ P+P#* 04/22/98; Edition: Home Edition; Section: National Desk; Page A-1

Headline#\ P,P# U.S. School Repair Bill Voted Down in Senate

Headline #:\ P-P#Subhead#\ P.P# Clinton agenda on issue is crippled with rejection of plan to provide \$3 billion to refurbish buildings. Legislation to hire

e 100,000 teachers is also snubbed.

Subhead#: \ P/P# By JANET HOOK

TIMES STAFF WRITER

ddWASHINGTON " Dealing a substantial blow to President Clinton's education agenda, the Senate on Tuesday rejected a White House proposal to provide more than \$3 billion in federal subsidies over five years to help renovate crumbling school buildings around the country.

ddIn another snub to the administration and its Democrat allies, the Republican-controlled Senate shot down a separate Clinton-backed proposal to help finance the recruitment of an additional 100,000 teachers in an effort to reduce class size.

ddThe two votes"56 to 42 to kill the school construction amendment and 56 to 41 to reject the teacher recruitment plan"signal that central elements of Clinton's education agenda are essentially dead for the year. Democrats, however, vowed that they will

continue to push those and related education issues as a major theme in this year's election campaigns.

ddThe votes came as the Senate continued for a second day to wade through a politically charged debate on a GOP plan to provide new tax breaks for families that save for education expenses, including private and parochial elementary and secondary schools. A final vote on the bill, already approved by the House, is expected by Thursday.

ddClinton has promised to veto the education savings bill if it is enacted in its current form. Appearing Tuesday before reporters in the White House Rose Garden, the president said he objects to the measure because it would channel tax subsidies to families with children in private schools rather than addressing their pressing needs of public schools.

dd"It won't do anything to strengthen our schools and in fact would weaken public education by siphoning limited federal resources away from public schools," Clinton said. "If we want our children to be prepared for the 21st century, they ought to have 21st-century schools."

ddAlthough the stalemate between Clinton and the GOP seems likely to prevent either party from enacting its education ideas into law this year, Republicans and Democrats eagerly embraced the opportunity to showcase the sharp differences between the parties.

ddBoth sides hope to exploit the contrast to their advantage when congressional election campaigns hit full stride this fall.

ddDemocrats plan to call attention to GOP votes against school construction and other education initiatives that they believe are popular with voters. Republicans hope to use Clinton's expected veto of the education savings account bill to portray him and his fellow Democrats as enemies of broadening educational choice to parents and as guardians of a discredited educational establishment.

dd"Federal policy has to become a friend of change and reform, not a defender of the status quo," said Sen. Paul Coverdell (R-Ga.), principal sponsor of the savings account bill.

ddThe Coverdell bill would allow most families to place up to \$2,000 a year in tax-sheltered education accounts. Although the initial deposits would not be tax-deductible, accumulated interest and earnings would not be taxed when withdrawn as long as the money was used for education expenses, including tuition at private schools, computers, uniforms and the like.

ddThe school construction proposal was a centerpiece of the education agenda that Clinton included in his budget request for this year. It was brought before the Senate by Sen. Carol Moseley-Braun (D-Ill.), who is facing a tough fight for reelection, as an amendment to the GOP savings account bill.

ddThe measure would have subsidized school construction by authorizing local authorities to issue a new kind of bond, for which investors would have received federal tax credits in lieu of interest payments. Proponents estimated that the subsidy would have reduced the ultimate cost of school infrastructure improvements by at least one-third.

ddThe amendment would have allowed localities to issue \$22 billion in such bonds over the next two years. California's share would have been \$2.5 billion. The cost to the federal government was put at \$3.3 billion in lost tax revenue over five years.

ddProponents said more money must be invested in school infrastructure to accommodate burgeoning school enrollments and repair poorly maintained facilities. Clinton cited estimates that one-third of all schools need to be updated and that nearly half do not have adequate electrical wiring to support a basic level of computer usage.

ddOpponents of the amendment argued that it would create an ungainly new federal bureaucracy to oversee the new bond issues and would get federal officials too involved in decisions that should be left to localities.

dd"This falls back on the failed notion that Washington knows best," said Senate Finance Committee Chairman William V. Roth Jr. (R-Del.).

ddCoverdell argued that the school construction proposal would "reward failure" by subsidizing construction in districts that have failed to maintain their school facilities.

ddRepublicans agreed that school improvements are needed but proposed a less ambitious response as part of the savings account bill. The GOP alternative would provide \$58 million over five years to foster school construction in the nation's fastest-growing districts. It also seeks to reduce red tape affecting the issuance of school construction bonds.

ddIn a separate vote, the Senate rejected an amendment by Sen. Edward M. Kennedy (D-Mass.) intended to increase the ranks of teachers by 100,000, a key priority of the president. But although Clinton had proposed direct aid to school districts to hire more teachers, Kennedy took a more indirect approach. ddKennedy proposed spending about \$1.5 billion over five years to forgive student loan debts for those college graduates who become elementary school teachers. He cited estimates that the nation will need 2 million more teachers during the next decade to accommodate rising student enrollments and teacher retirement costs. ddRepublican opponents said they prefer a narrower proposal included in another piece of education legislation awaiting Senate action. It would provide more limited loan forgiveness only for people teaching in the nation's poorest schools. dd"It is not the schools in some of the more affluent suburbs that are having problems attracting teachers," said Sen. Dan Coats (R-Ind.). "It is the schools in the poorest districts. . . . Those are the teachers we want to encourage."n

Publication#W\ P0P# 4. Dow Jones News Service"Publication" #:\ P1P# 04/21/98

Headline#\ P2P# Clinton, Democrats Hits GOP Education PlanHeadline #:\ P3P# Following this call to action, Daschle made it clear what the GOP will face from the Democrats as the 1998 election year heats up if they fail to come to heel on tobacco. dd'I think the Republican leadership has to make a decision whether they are for Joe Camel or they are for the kids of the United States of America... (House Speaker) Newt Gingrich seems to be hinting now he is more on Joe Camel's side, and I hope he changes his mind as he did once before on this very important issue,' Daschle said. ddLast week, Gingrich said that the tobacco bill sponsored by Sen. John McCain, R-Ariz., had little hope of being passed, comments which dismayed the White House. ddOn the topic of education, the President and his top Congressional allies also aimed some body blows at the GOP. ddThe Senate is debating whether or not to allow the creation of savings accounts that can be used by families to pay for education costs. The bill would explicitly allow families to use the funds to pay for private schooling tuition costs, a prospect that is anathema to the White House. ddClinton derided the bill as a '\$7 dollar' tax break for families that would drain urgently needed federal money from programs designed to reduce school class sizes, promote charter schools and impose tougher education standards. ddWhile Clinton minimized the size of the tax break, Daschle immediately seized

on the issue as another example of what he described as the GOP's tendency to give tax breaks to the wealthy at the expense of the poor. ddDaschle claimed that 74% of the tax benefits would go the richest 20% of Americans. It wasn't clear where he got the figures from.

ddWhile the President went after the GOP on the issues of tobacco and education, he refrained from issuing an explicit veto threat over the two versions of the transportation bills passed by the House and the Senate. Nevertheless, he said he had problems with either version of the bill and hoped a better bill is crafted when the two are reconciled in the House and Senate conference committee.

ddBoth the House and Senate transportation bills earmark more than \$210 billion in spending on the nation's highways, but White House officials fear this level of spending can only be reached at the expense of education and environmental programs. -By Alex Keto 202 862 9256 dd(END) DOW JONES NEWS 04-21-98 dd01:24 PMn

Publication#W\ P4P# 5. Reuters"Publication" #:\ P5P#April 21, 1998

Headline#\ P6P# Clinton Attacks Republican Education PlanHeadline #:\ P7P#

By Steve Holland

ddWASHINGTON (Reuters) - President Clinton Tuesday attacked a \$1.6 billion education plan, backed by congressional Republicans, as favoring the rich and said federal money should instead go to rebuild run-down schools.

ddClinton took aim at a proposal being pushed by Georgia Republican Sen. Paul Coverdell that would allow people to set up education savings accounts that earn tax-free interest. It has strong support from Republicans and several Democrats.

ddClinton appeared in the White House Rose Garden with Vice President Al Gore and the leaders of the Democratic minority in Congress, Sen. Tom Daschle of South Dakota and Rep. Dick Gephardt of Missouri, to belittle the plan.

dd"The proposal is bad education policy and bad tax policy. It won't do anything to strengthen our schools and in fact would weaken public education by siphoning limited federal resources away from public schools," said Clinton, who has threatened to veto the legislation if it is approved by Congress.

ddHe said the proposal would do little for average families, offering an average of \$7 in tax relief for parents of the 90 percent of American children in public

schools and \$37 for the parents with children in private schools.

dd"It would disproportionately benefit highest-income taxpayers. Families who are struggling to make ends meet would never see a penny of each it. It would shortchange our children. The right way to fix the schools is to fix them, not wait

lk away from them," he said.

ddClinton said he supported an amendment offered by Illinois Democratic Sen. Carol Moseley-Braun that would replace the education savings account provision with a \$22 billion measure to help local governments build and modernize 5,000 public schools.

ddUnder that plan, purchasers of the school bonds would receive interest through a federal tax credit, which Clinton has said would reduce costs to communities by a third or more.

dd"If we want our children to be prepared for the 21st century, they ought to have 21st century schools. I urge Congress to adopt the amendment right away," Clinton said.

ddClinton proposed a similar school modernization plan in 1996, but Republicans forced him to drop it as part of the 1997 balanced budget deal.

ddOn Capitol Hill, House Majority Leader Dick Armey urged Clinton to sign into law a separate measure to give 2,000 District of Columbia children scholarships to attend private and parochial schools.

ddArmey, a Texas Republican, predicted the school voucher legislation would pass the House next week. It has passed the Senate.

"This is a chance to put the little people first," Armey told a news conference.

ddThe American Education Reform Council, a private group whose leaders include former Democratic Rep. Floyd Flake of New York unveiled a series of television, radio and newspaper advertisements timed to run as the House debates the measure.

ddThe bill would spend \$7 million this fiscal year, \$8 million next year and \$10 million each year for 2000 through 2002.

ddIn one of the ads, a child named William addresses Clinton: "Mr President, if you let me go to a better school, I'll study hard, I promise."

ddArmey said of this statement, "If that doesn't tug at the president's heartstrings, I don't know what will."

Publication#W\ P8P# 6. Chicago Tribune"Publication" #:\ P9P# 04/21/98; Edition: NORTH SPORTS FINAL; N; Section: NEWS; Page 1

Headline#\ P:P# ON SCHOOLS, CONGRESS A QUICK STUDY Headline #:\ P;P#Subhead#[\ P<P# BOTH PARTIES DISCOVER VOTERS VALUE EDUCATION

Subhead#:\ P=P# By William Neikirk Washington Bureau.

Everywhere members of Congress went during the congressional recess, they heard Americans tell them that improving education was their No. 1 priority.

dd"It is amazing how anxious people are about it," said Sen. Carol Moseley-Braun (D-Ill.). "At the top of the list," said Senate Republican Leader Trent Lott (R-Miss.).

ddBack to work on Capitol Hill on Monday after two weeks of getting an earful i

in their districts, members of both parties quickly turned these grass-roots concerns about education into the top political issue for this fall's midterm elections.

ddRepublicans staged a rally on the Capitol grounds in favor of a bill that would establish tax-free education savings accounts.

ddThe Senate's top Democrat, Tom Daschle of South Dakota, said President Clinton would veto the measure while pushing the Democratic initiative.

ddBesides the tax-free education accounts, which also could go to parents of children attending private schools, the GOP is proposing creation of a massive "block grant" of education funds to states and localities.

dd"Education is probably as defining an issue for us and Republicans that you are going to see all year," Daschle told reporters.

ddDemocrats plan to offer a proposal, introduced by Moseley-Braun, to enable the states to float \$22 billion worth of bonds to build and renovate schools nationwide. The federal government would pay all the interest.

ddDaschle also promised support for other aspects of Clinton's education agenda, such as making funds available to hire 100,000 new teachers in poor districts.

ddMoseley-Braun said she had few illusions that her construction plan would pass the Republican-controlled Senate, but she believes a better campaign issue would be hard to find. The debate could set the stage for action next year, she said.

ddDemocrats hope to put Republicans on record against school construction by forcing a vote on Moseley-Braun's amendment.

ddDaschle said that 14 million children go to schools in need of renovation and that too many students attend classes in temporary trailers.

ddDaschle also said Republican leaders were falling prey to a "right-wing agenda" in insisting that much of the education budget be converted into a \$10.3 billion block grant, which would allow localities to decide how to spend the money. "They want to

dismantle the Education Department," he said.

ddHe conceded that the tax-free education accounts proposal, sponsored by Sen. Paul Coverdell (R-Ga.), likely would pass the Senate, perhaps as early as Wednesday. Several Democrats, including Sen. Robert Torricelli (D-N.J.), support the accounts but not other GOP education proposals that will be offered as amendments.

ddWhile Republicans said Democrats want Washington to control education, Democrats said the GOP's education accounts would undermine public education, benefit the wealthiest Americans and, once implemented, provide only a pittance for parents.

ddUnder the Coverdell bill, parents, grandparents or scholarship organizations could contribute \$2,000 a year in after-tax dollars to the accounts. Withdrawal

to pay for educational expenses from kindergarten through the 12th grade would

d be tax-free.

ddAlso under the bill, state prepaid tuition plans, in which families would finance their children's college education in advance, would be tax-free.

ddThe measure revived a longstanding debate about the use of tax incentives to benefit families who send their children to private schools.

ddMoseley-Braun called it a "back-door voucher plan" that amounts to public financing of private schools.

ddAmericans United for Separation of Church and State, an organization representing many church groups, said the religious Right is behind the bill.

dd"Congressional leaders know two things for sure: Elections are a few months away and the religious Right wants them to pass this bill," the organization said.

ddBut the Family Research Council, a conservative organization, said that the bill would allow families to save their own money and would not, as opponents claim, undermine public schools.

ddThe council cited a study by the Senate-House Joint Tax Committee estimating that 14 million students would benefit from the measure, 75 percent of them in public schools.

ddBut, as with all controversial measures, estimates differ according to who does the figuring and what assumptions are made. Sen.

Daniel Patrick Moynihan (D-N.Y.) cited Treasury Department figures concluding that 70 percent of all the tax benefits would go to the top 20 percent of all income earners.

dd"It will merely provide new tax breaks to families already able to afford private schools for their children," Moynihan said.

ddIn any case, the benefits would be small, according to Daschle, who said the average family with a child in public schools would receive an average of \$7 a

year tax break, while those with a child in private schools would get a \$37 annual tax break. The GOP

disputed this claim, saying families could earn thousands of dollars in tax-free interest to help pay educational expenses.

ddRepublicans showed they had learned from Clinton about how to practice the politics of education. In the rally on behalf of the bill on the Capitol grounds,

they summoned school children from Washington, D.C., to speak for it.

ddElementary children held up signs for the cameras pushing ideas that even adults might have a hard time grasping. One said,

"Block grants are best for America."

Publication#W\ P>P# 7. All Things Considered(NPR)"Publication" #:\ P?P# 04/21/98Section: News; Domestic;

Headline#\ P@P# Gingrich Says House Will Pass Tobacco Bill Headline #:\ PAP#

By Brian Naylor

Washington

DC; Linda Wertheimer, Washington, DC; Noah Adams, Washington, DC

NOAH ADAMS, HOST: This is ALL THINGS CONSIDERED. I'm Noah Adams.

ddLINDA WERTHEIMER, HOST: And I'm Linda Wertheimer.ddSpeaker Newt Gingrich says the House will pass legislation this session to curb teenage smoking. But, he says he's waiting for

the Senate to act first. Gingrich elaborated today on comments he's made about tobacco legislation over the past few days.

ddThe White House has seized on the speaker's remarks as evidence he is siding with tobacco interests in the debate over how to curb teen smoking.

ddNPR's Brian Naylor reports.

ddBRIAN NAYLOR, NPR REPORTER: Chapter three of Newt Gingrich's new book "Lessons Learned the Hard Way," is titled

"Learn to Keep Your Mouth Shut." It's a lesson that the speaker has chosen to ignore, at least regarding tobacco.

ddIn recent days, Gingrich has criticized a fellow Republican's comprehensive tobacco legislation as "very liberal, not a Republican bill." He also said the

infamous Joe Camel ads had nothing to do with teen smoking.

ddAll of which has given President Clinton and congressional Democrats an opportunity to paint Gingrich as one of the few remaining allies of big tobacco on Capitol Hill, an opportunity they've taken advantage of each day so far this week.

ddToday though, in a Capitol news conference, Gingrich took pains to explain that he in fact does favor legislation to curb teen smoking and promised it will be approved this session. Gingrich said no one in Congress is a bigger foe of cigarettes than he is.

ddU.S. REPRESENTATIVE NEWT GINGRICH (R-GA), SPEAKER OF THE HOUSE: My father died of lung cancer. My adopted father died of lung cancer. My father-in-law died of cancer. I am "I wish no American smoked. So, this is not a question of who

cares about children or who cares about stopping lung disease.

ddThis is an issue about whether or not liberals deliberately use a passionate, powerful, emotional issue as an excuse for higher taxes, bigger government, and more bureaucracy.

ddNAYLOR: Gingrich said he doesn't object to legislation increasing the price of a pack of cigarettes in order to curb teen smoking, but he doesn't want the government to keep that money.

ddHe also says the reason the House has yet to draft any anti-smoking legislation is that Senator Majority Leader Trent Lott asked House leaders to wait until

Memorial Day to give the Senate a chance to work out what it's doing.

ddAnd as for his remarks that cigarette company ad campaigns such as Joe Camel don't influence teen smokers, Gingrich says there are lots of other influences.

ddGINGRICH: My guess is the average teenager that takes up smoking is moved by pictures they see in the news of people

smoking. They're moved by movies they
go to. They're moved by peer pressure.
ddNAYLOR: Still, for all the back and forth rhetoric, for the first time there
is a commitment in the House to approve anti-smoking
legislation. The questio
n remaining: will it go far enough to satisfy public health advocates and the W
hite House?
ddBrian Naylor, NPR News, the Capitol.
ddn

Publication#W\ PBP# 8. The Washington Post"Publication" #:\ PCP# 04/22/98; Ed
ition: FINAL; Section: A Section; Page A01

Headline#\ PDP# Clinton Assails Gingrich Stance On Big TobaccoHeadline #:\ PE
P#Subhead#\ PFP# Democrats Prepare to Cast Fight Along Partisan Lines
Subhead#:\ PGP# By John F. Harris and Juliet Eilperin
Washington Post Staff Writers

President Clinton led a Democratic barrage yesterday accusing House Speaker Ne
wt Gingrich (R-Ga.) of being a mouthpiece for
the cigarette industry in remarks
that highlighted the White House's readiness to sharpen partisan lines over to
bacco.

ddWhile professing eagerness to work with Republicans on comprehensive legislat
ion to curb youth smoking, Clinton, Vice
President Gore, and congressional Demo
cratic leaders pounced on remarks Gingrich made at a fund-raiser Monday night t
o question
the speaker's and other House Republicans' sincerity.

dd"In order to understand what's happened with teen smoking, this is not compli
cated. It has nothing to do with Joe Camel," Gingrich
said. More important than
that defunct cartoon character, he continued, were Hollywood movies including
"Titanic" that depict
smoking in a glamorous light.

ddIn this spring's battle to set the terms of the debate, Gingrich has said Dem
ocrats are using the tobacco issue as a back door to raise
taxes and expand gov
ernment. Democrats have said Republicans are covertly doing the tobacco industr
y's bidding. And as White

House aides saw it, Gingrich's comments at the suburb
an Philadelphia fund-raiser gave Clinton a perfect chance to make that case.

dd"Teen smoking has everything to do with Joe Camel, with unscrupulous marketin
g campaigns that prey on the insecurities and
dreams of our children," Clinton
told reporters in the Rose Garden yesterday.

dd"I think the Republican leadership has to make a decision " whether they're f
or Joe Camel or whether they're for the kids of the
United States of America wh
o are looking to us for leadership on tobacco policy," said Senate Minority Lea
der Thomas A. Daschle

(D-S.D.). "Newt Gingrich seems to be hinting now that he'
s more on Joe Camel's side."

ddBut the alacrity " and obvious glee " with which Democrats challenged Gingric
h's motives raised questions about their own.

Gingrich, after all, has said he shares Clinton's goal of passing tobacco legislation this year, although he differs how money raised from higher cigarette taxes should be used. In any case, no bill is likely to be approved over the objections of the House's GOP majority. And Republicans yesterday asked how picking a fight with Gingrich will make passing a tobacco bill more likely.

The White House and some House Democratic officials gave different answers. White House press secretary Michael McCurry said Clinton was trying to "raise the cost" for Republicans if they "side with the tobacco industry and mimic [its] slogans." Such a strategy, other White House aides said, would show House Republicans that they must act before the fall elections.

But a senior Democratic congressional aide and some administration officials said many House Democrats have already abandoned any expectation that a tobacco bill will pass this year. Instead, they are looking forward to attacking Gingrich and Republicans as handmaidens of the industry in the fall campaign. Clinton's remarks, as well as similar ones by House Minority Leader Richard A. Gephardt (D-Mo.), fit that strategy.

"It tells me there's been a very conscious decision to politicize the issue and use it as a political wedge, instead of to do something constructive," said Rep. Jim Greenwood (R-Pa.).

A Senate panel has passed a bill by Sen. John McCain (R-Ariz.) with bipartisan support that would raise cigarette prices by \$1.10 a pack over five years and impose other curbs on tobacco. Clinton, who has not offered legislation of his own, has praised the bill.

But Gingrich, in an interview with CNBC last week, denounced it as "a very liberal, big government, big bureaucracy bill." In an interview yesterday, he emphasized he had first objected to tax increases in a meeting at the White House last year. "I've been consistent all along," said Gingrich, who likewise has not backed a specific bill.

In recent days, Republicans have become emboldened in attacking the McCain bill, and have found allies among various business groups, from the Chamber of Commerce to restaurateurs, concerned about its tax and regulatory burdens.

But Rep. Deborah Pryce (R-Ohio), who is coordinating the House strategy on tobacco, said the GOP caucus remains committed to anti-smoking legislation. "We will have the toughest bill we can do without giving any immunity to the tobacco industry" from the lawsuits it is facing, she said.

At various times, Clinton and Gingrich have lamented the tendency of Washington policy battles to turn personal with opponents attacking each other's motives. But the tobacco debate has shown Gingrich and the White House doing exactly that.

ddAt the fund-raiser, Gingrich accused Clinton of hypocrisy for his occasional cigars, including the one he enjoyed last month after the Paula Jones lawsuit was thrown out. "I don't smoke cigars when I'm celebrating," he said. "I don't send the signal that smoking is okay when you're winning."

ddClinton and his team have become increasingly blunt in calling Gingrich a tool of Big Tobacco. Gore said Gingrich soured on the McCain bill at precisely the moment the industry did. "Is it a coincidence," he asked, "that immediately after the tobacco industry executives switched signals, called a new play and publicly announced their opposition to legislation, that right away the Republican

leadership switched their signals, adopted the new play and announced their opposition to legislation?"

Publication#W\ PHP# 9. Associated Press"Publication" #: \ PIP#4-21 1:29p

Headline#\ PJP# Clinton and top Democrats press Capitol Hill GOP on tobacco, education

Headline #:\ PKP#

ddWASHINGTON (AP) - President Clinton, Vice President Al Gore and top Democrats lobbed a joint offensive strike on congressional Republicans today, pressing them to pass education and tobacco bills - and kill off Joe Camel "once and for all."

dd"Now some in Congress say that teen smoking has nothing to do with Joe Camel," Clinton said, referring to the cartoon character used to market Camel cigarettes.

dd"Medical science and common sense makes it plain; teen smoking has everything to do with Joe Camel, with unscrupulous marketing campaigns that prey on the insecurities and dreams of our children."

ddOver staunch opposition by the tobacco industry, the president wants Congress to block cigarette companies from targeting their ad campaigns to youth smokers and penalize the industry for hooking kids on cigarettes. "It is time to end this (Joe Camel) story once and for all," he said.

ddHouse Speaker Newt Gingrich, R-Ga., recently suggested that tobacco legislation meeting every Clinton demand was unlikely to pass Congress.

ddGore, speaking after Clinton, accused Gingrich today of singing the tobacco industry's tune.

dd"Is it a coincidence that immediately after the tobacco industry executives switched signals, called a new play, and publicly announced their opposition to legislation, that right away the Republican leadership switched their signals, adopted the new play, and announced their opposition to legislation? I don't think it's a coincidence," Gore said.

ddClinton, Gore, House Democratic Leader Dick Gephardt and Senate Minority Lead

er Tom Daschle spoke to reporters in the Rose Garden after a private meeting to plot strategy for the remainder of this session of Congress.

ddMost immediately, they were trying to battle back Senate education amendments being debated today to give tax breaks for private school tuition and other education expenses.

ddClinton belittled the bill, which would allow savings accounts to be created for children to meet costs of attending grade school or high school. The measure would "offer families about a \$7 tax rebate that would barely cover the cost of school supplies and in the process would weaken our national commitment to education," Clinton said.

dd"The proposal is bad education policy and bad tax policy. It won't do anything to strengthen our schools and, in fact, would weaken public education by siphoning limited federal resources away from public schools," he added.

ddLawmakers are scheduled to adjourn the Congress in October - one month ahead of the November balloting, in which the entire House is up for re-election.

ddGore, making remarks more partisan than Clinton's, said Republicans should let Clinton have his way. "It seems to me that, seeing how the country is doing well under President Clinton's leadership, it's about time that they would start giving him the benefit of the doubt on knowing what works and what doesn't work," Gore said.

Publication#W\ PLP#10. The New York Times"Publication"#: \ PMP# 04/22/98Section: Metropolitan Desk; Section A; Page 1, Column 1

Headline#\ PNP#Young Blacks Link Tobacco Use to MarijuanaHeadline#\ POP#
By JANE GROSS

YONKERS, April 21 " In the search to explain the spike in smoking among black teen-agers, a range of theories has evolved, from the proliferation of tobacco advertising in minority communities to the stress of adolescence to the identification with entertainment idols who appear with cigarettes dangling from their lips.

ddTeen-agers themselves, and some experts who have studied adolescent smoking, add another, less predictable explanation to the mix of factors: the decision to take up smoking because of a belief that cigarettes prolong the heady rush of marijuana.

dd"It makes the high go higher," said Marquette, a 16-year-old student at Saunders Trades and Technical High School here who, like other students, spoke about her marijuana use on the condition that only her first name be used.

ddAt Washington Preparatory High School in South-Central Los Angeles, Tifanni, also 16, said she took up cigarettes two months ago because, "If the marijuana goes down and you get a cigarette, it will go up again."

ddBlack teen-agers like Marquette and Tifanni are not unusual, according to int

interviews with dozens of adolescents around the country and various national surveys. These surveys show that blacks begin smoking cigarettes later than white teenagers, but start using marijuana earlier, a difference experts say they can not explain.

The surveys also show a sharp rise in both cigarette and marijuana use among teenagers in recent years, evident among all races but most pronounced among blacks. White teenagers still smoke cigarettes at twice the rate of blacks, but the gap is narrowing, signaling the end of low smoking rates among black youths that had been considered a public health success story.

It is not clear how much of the increase in smoking among black teenagers is due to the use of cigarettes with marijuana, and experts say advertising has been the main factor. But the marijuana-tobacco combination is notable because it is the reverse of the more common progression from cigarette and alcohol use to illegal drugs.

Many black teenagers said in interviews that they were drawn to cigarettes by friends who told them that nicotine would enhance their high from marijuana, which has been lore and practice among drug users of all races for decades. And this is apparently no mere myth. Many scientists who study brain chemistry say the link between cigarettes and marijuana is unproven but likely true.

"African-American youth talk very explicitly about using smoking to maintain a high," said Robin Mermelstein, a professor at the University of Illinois at Chicago and the principal investigator in an ongoing study of why teenagers smoke for the Federal Centers for Disease Control and Prevention. "It's a commonly stated motivator."

Dr. Mermelstein said that in focus groups with 1,200 teenagers around the country, about half the blacks mentioned taking up cigarettes to enhance a marijuana high, but no white teenagers volunteered that as an explanation for smoking. "Cigarettes have a totally different functional value for black and white kids," she said.

Even so, Dr. Mermelstein and others say that does not diminish the greater impact of advertising and other media messages in minority neighborhoods. "Kids are extraordinarily aware of the entertainment media," Dr. Mermelstein said. "They are very reluctant to see the link between any of these and their behavior. But the influence is undoubtedly there."

Tiffany Faulkner, a 15-year-old at Ida B. Wells High School in Jamaica, Queens, said, "Tupac smoked and he's my man," referring to the slain rap star Tupac Shakur. "But I didn't smoke because of him," she said. "I have my own head."

Brand loyalty, however, suggests youths are more moved by the advertising than

n they realize, or are willing to admit. In general, Marlboro and Camel have white characters on billboards and are the brands of choice among white teenagers, while Kool and Newport use minority images and are favored by African-American teenagers, as they are by their parents. Outside Brighton High School in Boston, for instance, every black student in a group of smokers chose Newports. "They're the cool cigarette," said Joey Simone, 18, a smoker since she was 11.

A 16-year-old Chicago girl who tried cigarettes briefly said she is certain advertising is the key. "When I was little I would see pictures of people standing around with a cigarette and it looked like fun," said Coleco Davis at DuSable High School. "They were all having a good time and it didn't look like it could hurt you."

This wave of new black smokers, drawn to a habit that kills more people each year than all illegal drugs combined, has researchers worried, because once teenagers have experienced the booster rocket effect of cigarettes prolonging a marijuana high they often find themselves addicted to tobacco.

"Because I was getting high, I needed it," said Mary, 16, a student at Norman Thomas High School in Manhattan. "The cigarettes made me more high. Now it's become a habit. I feel bad because there's nothing I can do to stop."

The crescendo of concern about teen-age smoking is behind pending Federal legislation that would raise the price of cigarettes, control advertising to young

people and penalize manufacturers if there is not a gradual reduction in adolescent smoking. That legislation took center stage in Washington just as a new study earlier this month showed a steep rise in the smoking rate among black youths.

The nationwide Federal study showed overall smoking rates had increased by one third among high school students between 1991 and 1997. Most alarming to experts was the sharp rise among black youths: 22.7 percent in 1997, up from 12.6 percent six years

earlier. Charyn Sutton, whose Philadelphia marketing company conducts focus groups for Federal research agencies, said she first heard about

the current progression from marijuana to cigarettes "what she calls the "reverse gateway effect" " during focus groups in 1995 involving black middle school

students. Ms. Sutton already knew about blunts, cigars hollowed of tobacco and filled with

marijuana. But now the teenagers told her that a practice familiar to the drug cognoscenti as early as the 1960's and 1970's was popular in the

schoolyard of the late 1990's " enhancing the high of a joint with a cigaret

te.
ddShe tested what the teen-agers told her by talking to addicts in recovery, who concurred. And to be sure that the pattern she was seeing in Philadelphia was not a local anomaly, she interviewed young African-Americans across the nation. And, she said, she

discovered that they were doing the same thing.
ddThe enhancing effect that teen-agers describe is consistent with what is already known about the working of nicotine and THC, the active ingredient in marijuana. Both spur production of dopamine, a brain chemical that produces pleasurable sensations, said

George Koob, a professor of neuro-pharmacology at the Scripps Research Institute in La Jolla, Calif. "It makes a lot of sense," Dr. Koob said.

ddAt the National Institute on Drug Abuse, which funds most of the world's research on addiction, Alan I. Leshner, the director, went a step further, saying the anecdotal findings cried out for rigorous investigation. "This is a reasonable scientific question," he said.

"And if enough people report experiencing it, it merits consideration."

ddResearchers elsewhere have also taken note of strange glitches in substance abuse data comparing blacks and whites. For instance,

Denise Kandel, a professor of public health and psychology at Columbia University's College of Physicians and Surgeons, found

that while most substance abusers progressed logically from legal to illegal substances, "the pattern of progression is less regular among blacks and nobody really knows why."

ddIn 1991, according to the Centers for Disease Control and Prevention, 14.7 percent of students said they had used marijuana in the last 30 days; by 1995, the

latest year for which data is available, that rate had jumped to 25.3 percent. Among white youths, the

rate increased to 24.6 percent from 15.2. Among Hispanics, it shot up to 27.8 from 14.4 and among blacks to 28.8 from 13.5, vaulting

them from last place to first in marijuana use by racial group.

ddThe C.D.C. cigarette study, which tracks use through 1997, shows a parallel pattern. Among white students, 39.7 percent said they smoked cigarettes, up from

30.9 percent six years ago. Among Hispanic students, more than one third now say they smoke, up from

roughly a quarter. Among black youths, 22.7 percent list

themselves as smokers, compared with the 12.6 who said they smoked in 1991. What

first of all were the smoking rates for black males, which doubled in the course of the study, to 28.2 from 14.1.

ddThe progression from marijuana to cigarettes among black youths was the most provocative finding in interviews in recent days with high school students in N

ew York City, its suburbs, Los Angeles, Chicago and Boston, who consistently raised the issue without being asked. But their comments raised several other troubling issues, as well.

ddThe students were perfectly aware of the health hazards of cigarette smoking.

A 17-year-old at Norman Thomas High School in Manhattan said she was quitting because she might be pregnant. A 15-year-old at Saunders said she did not smoke during basketball and softball season but resumed in between.

ddBut most paid no mind to the danger.

ddAnd despite laws prohibiting sales to anyone under 18, virtually all the teen-agers said they purchased cigarettes with no trouble at delis and bodegas.

ddThe Federal legislation to curb teen-age smoking depends in large measure on steep price increases as a deterrent. Sponsors of the bill say that raising the price by \$1.10 per pack would reduce youth smoking by as much as 40 percent. But talking to high school students suggests this prediction is optimistic.

ddThe adolescents said overwhelmingly that they would pay \$3.60 a pack "the current \$2.50 charged in New York plus the additional \$1.10 envisioned in the legislation. A few said that \$5 a pack might inspire them to quit, or at least to try.

ddBut faced with that high a tariff, 17-year-old Robert Reid, a student in Yonkers, had another idea. "At that price," he said, "you might as well buy weed."

Publication#W\ PPP# 11. Boston Globe"Publication" #:\ PQP#April 22, 1998

Headline#\ PRP# Democrats mark spot on tobacco, schools Headline #:\ PSP# By Ann Scales, Globe Staff,

ddWASHINGTON - With Congress back from recess and the calendar inching toward the November elections, President Clinton and other Democratic leaders staked out positions yesterday on two legislative priorities - education and tobacco. They appear to be headed for a showdown with Republicans.

ddUsing the White House Rose Garden as his backdrop for the second day in a row, Clinton urged Congress to approve tobacco legislation, saying attempts by the cigarette industry to court young smokers had succeeded to such an extent that Joe Camel has become as familiar as Mickey Mouse to children.

ddFlanked by Vice President Al Gore, the Senate majority leader, Tom Daschle, and the House minority leader, Richard A. Gephardt, Clinton also pushed education, and dismissed a \$1.6 billion proposal backed by Republicans and some Democrats.

ddClinton said the proposal by Senator Paul Coverdell, a Republican from Georgia, to set up education savings accounts that earn tax-free interest and could be

e used for any education expense associated with kindergarten through grade 12, would benefit only the rich. dd"The proposal is bad education policy and bad tax policy," Clinton said, two hours before Republican senators held a rally on Capitol Hill to drum up support for the bill. "It won't do anything to strengthen our schools and, in fact, would weaken public education by siphoning limited federal resources away from public schools," the president said. ddAt the rally, Republican leaders, including Senate majority leader Trent Lott, predicted swift passage of Coverdell's bill, perhaps as early as today. "Before he suggests a veto, he ought to take stock of the millions of Americans that stand to benefit," Coverdell said of Clinton. ddBut Clinton said the proposal would provide an average of \$7 in tax relief for 90 percent of the parents with children in public schools, and \$37 for parents with children in private schools. ddInstead, Clinton said he favored an amendment offered by Senator Carol Moseley-Braun, an Illinois Democrat, that would replace the savings accounts proposal with a \$22 billion measure to help local governments build and modernize 5,000 public school buildings. ddThe Senate defeated the Moseley-Braun amendment later yesterday by a 56-42 vote. ddAnd ratcheting up the debate with Republicans over tobacco, after House Speaker Newt Gingrich earlier suggested that Congress was unlikely to pass tobacco legislation, Clinton said: "Now some in Congress say that teen smoking has nothing to do with Joe Camel. dd"Medical science and common sense makes it plain: Teen smoking has everything to do with Joe Camel, with unscrupulous marketing campaigns that prey on the insecurities and dreams of our children," he said. ddGore said Republicans changed their minds about tobacco legislation. "The Republican leadership in the Congress talked as if they were going to fall in behind the president's leadership and do the right thing," Gore said. dd"Is it a coincidence that immediately after the tobacco industry executives switched signals, called a new play, and publicly announced their opposition to legislation, that right away the Republican leadership switched their signals, adopted the new play, and announced their opposition to legislation?" he asked. n

Publication#W\ PTP# 12. Philadelphia Inquirer"Publication" #:\ PUP#April 22, 1998

Headline#\ PVP# Gingrich offers tobacco plan Headline #:\ PWP#By Robert A. Rankin

INQUIRER WASHINGTON BUREAU

WASHINGTON " Staking out the House position on tobacco regulation, Speaker Newt Gingrich yesterday endorsed a limited effort to curb teen smoking that would raise the price of cigarettes and return the money to taxpayers via tax cuts.

The new House GOP stance came amid an escalating war of words with the White House over the volatile issue, which already is casting shadows over this fall's elections.

Gingrich and his top lieutenants floated their cigarette-tax proposal at a news conference where they denounced President Clinton for favoring free needle exchanges to curb AIDS. Moments earlier, Clinton and top congressional Democrats had suggested that

Gingrich and his allies favor Big Tobacco's "Joe Camel" pro-paganda over America's children.

The sulfurous partisan rhetoric obscured efforts by Sen. John McCain (R., Arizona) and White House chief of staff Erskine Bowles, who met privately, to forge a united front behind a far more comprehensive tobacco-regulation bill that McCain steered through the Senate Commerce Committee with a bipartisan 19-1 vote on April 1.

Since then, the nation's big cigarette manufacturers have opposed the Senate bill as excessive. Momentum behind the legislation appears to have slowed as leading Republicans have voiced reservations.

Gingrich said the House will pass strong legislation aimed at discouraging young people from using drugs, and said "we should very seriously consider putting a strong anti-teen-smoking provision in" that measure.

"I am prepared to significantly raise the price of cigarettes with two conditions: that it not create a black market, and second, that the tax increase be returned to the American people in a tax cut, preferably related to health issues," he said, suggesting perhaps a deduction for health-insurance costs.

Clinton and McCain favor an approach that would impose heavy taxes, stringent marketing curbs and strong federal regulation on cigarette manufacturers.

Gingrich tried to tie teen smoking to the Clinton administration's announcement Monday that it endorses the practice of supplying drug addicts with new needles in exchange for used ones to curb the spread of AIDS. The administration, however, said it would continue banning federal subsidies for the practice, lest subsidies be misconstrued as condoning drug use.

"This is a terrible mistake. I hope the President will withdraw it," Gingrich said regarding Clinton's needle-exchange position.

Noting that illegal drug use and teen smoking have "gone up dramatically" during Clinton's presidency, Gingrich asked: "If he thinks that needle exchanges are good, why is he not paying

for them?"

ddHouse GOP Whip Tom DeLay of Texas said he was "appalled" by Clinton's needle-exchange position, saying: "At the same time

he's trying to take cigarettes awa

y from teenagers, he wants to give them needles to stick in their arms."

ddGingrich said Clinton's position on needle exchanges sent teens the wrong mes

sage. "The only message we should give drug

addicts [is] that the government'

s job is to help you get off drugs," he said.

ddThe rhetoric was almost as rough at the White House, where Clinton noted that

"some in Congress say that teen smoking has

nothing to do with Joe Camel" desp

ite research showing the famous ad campaign was aimed at turning teens into smo

kers. Gingrich

said at a Pennsylvania fund-raising event Monday night that teen

smoking was more influenced by movies and "has nothing to dowith Joe Camel."

ddAt Clinton's side, Senate Democratic Leader Tom Daschle of South Dakota said:

"I think the Republican leadership has to make

a decision whether they're for

Joe Camel or whether they're for the kids of the United States of America."

ddGingrich said the House is proceeding slowly on tobacco because Senate Majori

ty Leader Trent Lott (R., Miss.) asked him not

to act until after Memorial Day

to give the Senate time. On Monday, however, Lott told reporters he is now unsu

re if the Senate will

finish the legislation by then, and indicated he holds re

servations about it, too.n

Publication#W\ PXP# 13. Ft. Lauderdale Sun-Sentinel "Publication" #:\ PYP# 0
4/21/98; Edition: FINAL; Section: NATIONAL; Page 5A

Headline#\ PZP# CLINTON: DON'T WEAKEN ANTI-SMOKING

MEASUREHeadline #:\ P[P#

By ROGER SIMON Washington Bureau

Accusing tobacco companies of luring America's children to an early death, Pr

esident Clinton demanded Monday that Congress

not weaken legislation that would

dramatically raise the price of cigarettes and restrict tobacco advertising.

dd"We are fighting for the lives of our children," Clinton said from the Rose G

arden of the White House. "We are fighting for the

public health, and we are fi

ghting against the predatory practices by tobacco companies that have targeted

our children."

ddClinton is also fighting for his fiscal 1999 budget; it contains \$65 billion

in spending spread over five years that would come from

tobacco legislation and

would enhance child care, education and medical research.

ddA \$516 billion plan to discourage smoking sponsored by Sen. John McCain, R-Ar

iz., was easily approved by the Senate

Commerce Committee on April 1. But House

Speaker Newt Gingrich said in comments broadcast on CNBC on Saturday that it w

as

going to be "very hard" to get the bill through Congress, calling it "a very

liberal, big-government, big-bureaucracy bill." Earlier this

year, Gingrich has
called for tough tobacco legislation.
The tobacco industry and others are furiously lobbying against McCain's bill.

The White House is afraid that in response to lobbying and campaign contributions from the tobacco industry, Congress will
weaken the McCain bill's provisions to increase the price of a pack of cigarettes by a \$1.10 over five years and
place tobacco under
the control of the Food and Drug Administration.

As a sign of how seriously Clinton takes the threat to the bill, he sent his
chief of staff, Erskine Bowles, to Capitol Hill on Monday
to talk to Senate Majority Leader Trent Lott, R-Miss., and Minority Leader Tom Daschle, D-S.D.
The president is worried that Congress will write a stripped-down version of
the bill and he was responding to that," a senior
administration official said

McCain said Monday that he appreciated the president's support but that time
was running out on the bill, which is expected to
come before the full Senate in
late May. "Now is not the time for leaders in either party to politically pol
arize this issue," McCain

said. "Such a course may indeed affect the November elections, but it will do precious little to help save the lives of children."
Tobacco industry spokesman Scott Williams said: "The industry does not expect
to win a popularity contest, but the country does
not like Big Brother government
run amok. The tobacco plan the administration supports will raise over half
a trillion dollars in new
taxes to fund a host of programs and special interests
unrelated to smoking and public health."

Publication#W\ P\# 14. Minneapolis Star Tribune"Publication" #:\ PJP#April 2
2, 1998

Headline#\ P^P# Educators irked about Take Our Daughters to Work

Day TimingHeadline

dline #:\ P_P#

Norman Draper / Star Tribune

Take Our Daughters to Work Day's lofty goals are butting up against some equally lofty goals: keeping kids in school.

Most educators stress their support for the philosophy that guides the Take Our Daughters to Work Day observance "making
girls feel comfortable with the workplace at a time when some say their confidence is flagging.

But the disruption of having up to a couple of hundred kids absent from school has led many educators to wonder why the
observance can't be held at some other time "the middle of summer, for instance.

"It's kind of a pain in the neck for us," said Carol Bryant, principal of Plymouth's Plymouth Creek Elementary School. "It is a
difficult thing when you take
a great many girls out of class. What do you do with the rest of the class? I

n essence, you're giving up

a day. Your educational program is interrupted for a day."

ddIn the past, Plymouth Creek Elementary has lost more than 200 girls to the observance " between one-fourth and one-third of the students.

ddThis Thursday's Take Our Daughters to Work Day will be the sixth annual observance. ddThe New York-based Ms. Foundation for Women, which kicked off the observance, now estimates that as many as one-third of the companies in America participate, and that "millions and millions" of girls between the ages of 9 and 15 tag along with mom and dad.

ddBut, lately, the timing of the observance is being questioned in school board meetings, in school newsletters to parents, and in principals' meetings.

ddA Bloomington School District newsletter noted that "going to work with Mom or Dad also can be accomplished on days when classes are not in session " teacher workshop days, holiday breaks or summer months."

ddSeveral Anoka-Hennepin school board members announced at a recent meeting that they felt "it was not appropriate to take students out of school when there were many non-school days that could be used to visit parent's workplace."

ddChaska schools have asked parents to keep their daughters in school Thursday, and take them to work some other time.

ddSimilar concerns nationwide have prompted Ms. Foundation officials to respond that the very idea of the observance is to have it correspond with a school day.

dd"When a girl comes back from a work site and says, 'I want to be a physicist, ' we want her to ask, 'What do I have to study?' " said

Ms. Foundation president Marie Wilson.

ddWhat should schools do?

ddFirst and foremost, the concern about the observance is that it takes kids out of school. That can be especially troublesome in the spring, when teachers are trying to cram in the rest of the year's lessons before summer vacation. And it throws a monkey wrench into the classroom regimen: Teachers must decide whether to go ahead with the day's lessons or hold back. If there's makeup work, they have to monitor that.

dd"You have so many students absent that you're really not able to make any progress in the curriculum," said Dorothy Olsen, principal of Andover Elementary School.

ddOlsen estimated that 100 of the school's 1,450 students " boys as well as girls " get excused absences for Take Our Daughters to Work Day. That's double the usual absentee rate.

dd"It's very difficult to teach a new concept in math because you know you're going to be teaching it again for the kids who aren't

there," said Plymouth Cree
 k Elementary second-grade teacher Anne Martin. Martin loses some of her girls t
 o the day, even though
 it is intended for girls ages 9 to 15.
 ddIn Bloomington, Olson Junior High principal Judy Johnson noted that any stude
 nts headed off for the workplace Thursday would
 miss the school's Tornado Aware
 ness Day, when the students are told what to do if a twister hits.
 ddSome schools see benefit
 ddThis doesn't mean everyone's on the same page.
 ddMinneapolis Superintendent Carol Johnson said she can see the pros and cons o
 f holding the observance on a school day. The
 Minneapolis schools can use their
 business partnerships to provide activities for girls who can't go to work wit
 h their parents.
 ddTroy Vincent, principal of St. Paul's Webster Magnet School, likes the idea o
 f tying the observance in with classroom activities.
 dd"We turn everything into a learning situation," he said. "You've got to come
 back and tell us what you did. It's a give and take."
 ddOut of 1,100 students at Webster, only about 25 girls participated last year
 in Take Our Daughters to Work Day.
 ddBut in schools where participation is high, it's likely that most teachers wo
 uld just as soon see the day moved to another, preferably
 non-school, day.
 ddMounds View Superintendent Jan Witthuhn said she was visiting one of the dist
 rict's middle schools Tuesday and listened in on
 a staff meeting. At one point,
 teachers discussed plans for parent-teacher conferences on Thursday and Friday
 . When someone noted
 that this meant Take Our Daughters to Work Day wouldn't co
 nflict with school this year, the teachers burst into applause.
 dd"That shows me there's a concern," Witthuhn said.n

Publication#W\ P#P# 15. Baltimore Sun"Publication" #:\ PaP#April 22, 1998

Headline#\ PbP# Gangs may lose right to loaf, loiter Headline #:\ PcP#
 By LYLE DENNISTON and
 PETER HERMANN

dd WASHINGTON " The U.S. Supreme Court, warned by cities that gang warfare is
 mounting across the United States, agreed
 on Monday to weigh local governments'
 power to use anti-loitering laws to break up gatherings of suspected gang memb
 ers.
 Frustrated by difficulty in catching gangs committing crimes, city officia
 ls are pressing the notion that curbs on loitering can at least
 disperse gangs
 when they take over streets as their "turf" or to recruit members or intimidate
 neighbors. Anti-loitering laws, however,
 have often been struck down " in the
 Supreme Court, as well as in lower courts. But the city of Chicago persuaded t
 he justices
 Monday to rethink the constitutionality of such ordinances, in ligh
 t of evidence that gangs now exist in 98 percent of cities with
 populations of

more than 100,000. Justice Department figures show there are 23,000 youth gangs in the United States, with more than 650,000 members. Chicago alone has 125 street gangs; just four of those gangs are so powerful that they include more than half the city's gang members and have established ties to gangs in 35 other states. Chicago's ordinance, passed six years ago, makes it a crime for anyone to disobey a police officer's order to move on if the officer believes that a street gathering includes at least one gang member. Thirteen states joined Chicago in urging the court to examine that ordinance. A variety of mayors' and cities' organizations also said that they support the Chicago approach. "The Chicago ordinance takes aim at a distinctly modern problem with a fresh set of facts to support it," the 13 states told the justices in a brief. The municipal groups contended that criminal gangs "have taken a dramatic new direction in recent years," taking over entire neighborhoods with guns and other weapons bought with the proceeds of trade in crack cocaine. The Chicago ordinance, however, was nullified by the Illinois Supreme Court in October. The law, the state court said, is too vague in warning people what is forbidden and what is allowed and gives the police arbitrary power to break up street-corner gatherings that may include innocent people. The state court relied upon a 1972 Supreme Court ruling, which struck down an anti-loitering ordinance in Jacksonville and declared that the rights to loaf and loiter on the street are "amenities of American life." While saying it understood the city of Chicago's concern about the "expanding cancer" of street gangs in American society, the Illinois court said: "As important as it is to abate this problem, the city cannot fight gang crime through the enactment and enforcement of an ordinance that fails to meet constitutional standards for definiteness and clarity." The Supreme Court will hold a hearing on the Chicago law at its next term, starting this fall, and will decide the case within about a year from now. If the Supreme Court upholds the Chicago ordinance, cities' groups have made clear that the measure will be widely copied elsewhere.

Publication#W\ PdP# 16. The New Republic"Publication" #:\ PeP#03/30/98 Page 1

Subhead#[\ PfP# Subhead#:\ PgP# Headline#\ PhP# Assembly of God Headline #:\ PiP#By Doug Cumming

It would be hard to imagine a more unabashed, and more unconstitutional, melding of church and state than the "Motivational Assembly" held last fall at the mostly black Southwest DeKalb High School outside Atlanta, Georgia. The gym was packed that Friday morning not just with nearly all of Southwest DeKalb's 1,800

students, many of whom assumed attendance was required"but also with hundreds of members from the nearby New Birth Missionary Baptist Church. The church had brought in its own sound system, musicians and singers, video crew, clear-plastic pulpit, and even its own public relations firm. And, as the school's marching band blared out its traditional victory song, "If You Confess the Lord, Call Him Up," the gathering took on the air of a gospel revival. "I just can't stop ... praising His name," the audience sang. Later, a girl would be led out of the gym in spasms of charismatic rapture. "Jesus, Jesus, Jesus," the singers continued. As the music subsided, Bishop Eddie L. Long, New Birth's pastor, and the obvious star of the event, took center stage. Holding a cordless microphone that twinkled with his silver cuff links, Long led the students in a confession of faith in Jesus. If it was the first time any of them had said this, Long explained, they had just been saved.

Naturally, Long's sermon did not go unnoticed beyond the school's walls. The assembly, after all, clearly violated three decades of settled legal doctrine on religion in the public schools. As any student of the Constitution knows, in order to protect both the church and the state from each other's corrupting influences, the First Amendment expressly forbids the "establishment" of any one

religion by the government. And, since public school pupils are both impressionable and legally required to attend their classes, the courts have reached the very sensible conclusion that it is unconstitutional for schools to sponsor religious activity during official hours.

So perhaps it was not surprising that, in the weeks following the assembly, the American Civil Liberties Union, the Atlanta chapter of Americans United for the Separation of Church and State, and the editorial page of the Atlanta Journal-Constitution lined up to hammer the school. A Unitarian-Universalist minister sermonized to his liberal flock in the mostly white northern part of DeKalb

County about this affront to the First Amendment. Charles C. Haynes, a Freedom Forum/First Amendment Center scholar who leads teacher workshops on how to restore a proper place for religion in the classroom, was appalled at what happened at Southwest

DeKalb. "Outsiders do not have a right to promote religion to a captive audience," Haynes said. "There's no ambiguity."

But, although few outsiders noticed it, one group conspicuously declined to join in the protests: African Americans. For one thing, most local parents felt strongly that Southwest DeKalb's students needed spiritual guidance. Two weeks earlier, Ronald Gaines, 16,

had been stabbed to death on school grounds in the first fatal fight ever in the DeKalb County school system. Gaines and the 15-year-old charged in his murder had not known each other previously. The two boys, probably both in bad moods from having gotten into trouble earlier that day, began calling each other names on a practice field. Soon, a crowd of students gathered around, egging on the boys like spectators at a Roman coliseum. "Do it!" the kids shouted as the hunting knife was flashed; "Yeah!" they exulted after it was plunged into Gaines's chest, according to the only witness who tried to stop the fight.

The circumstances of Gaines's murder would have been shocking in any context, but they were especially shocked given DeKalb County's status as a bastion of black middle-class affluence. Far from downtown Atlanta's housing projects, homes in the DeKalb County subdivisions cost anywhere from \$100,000 to \$300,000 and are quickly being snapped up by black professionals who seem to cherish the area's suburban blandness. Indeed, the neighborhood around the school is crisscrossed by peaceful streets with names like "Rainbow," "Slumber," and, yes, even "Boring."

The growth of these black suburban neighborhoods was the main reason that, in 1992, the Supreme Court essentially allowed DeKalb County to abandon further attempts at racial integration. Parents in DeKalb County, the court said, were clearly sending their children to majority black schools, not because they had to, but because they wanted to. Indeed, residents envisioned Southwest DeKalb High as an elite public school that would reflect both their racial makeup and their socioeconomic position. And at times it seemed to do just that. With a magnet program for high achievers, a winning football team, and a band chosen for the Macy's Thanksgiving Day Parade, Southwest DeKalb High was proof that a nearly all-black school does not have to bear the pathologies of inner-city schools.

Thus, Gaines's murder provoked much soul-searching on the part of parents and administrators. If economic prosperity could not protect DeKalb's students from a culture of violence, what could? School Principal Stanley Henson thought he had hit upon the solution when he allowed Bishop Long's New Birth Church to lead the Motivational Assembly that Friday. New Birth already had roots in the school. The football coach and band director are both New Birth members. "The Nation of Jesus," a men's group at the church, had been mentoring in this and other local schools for years. And New Birth had even stronger roots in the community.

Fueled by the black migration that is making DeKalb America's fastest-growing black suburb, New Birth has exploded from relative obscurity just nine years ago to a full-service, 18,000-member tabernacle today. The 44-year-old Bishop Long has become a new darling of the charismatic Christian media and will give the daily invocation in the U.S. House of Representatives on March 24.

Despite its middle-class membership, under the direction of Pastor Long, New Birth's focus is on repairing the ills afflicting less fortunate groups within the black community. Long continually stresses the need for black men to recover sovereignty in their families. And one of New Birth's biggest ministries is prisoners.

Admittedly, Long's New Birth movement holds a certain appeal. Churches like his contain a vitality that has long since been lost by many mainline churches, black and white. And the concerns of these new Pentecostal and Bible-anchored churches—education, reforming criminals, job training, family life—may be as relevant for blacks in the '90s as civil rights was for the leading black churches in the '60s. But, while black churches have a long and illustrious history of guiding their congregations in the fight against social injustice, New Birth represents a radical departure from this tradition. In contrast to Martin Luther King's progressive crusade for civil rights, Long sees his battle as one of restoring a Christian culture that not only protected the black family for generations, but created the United States as well. Like Pat Robertson, Long would remind non-Christians that they are merely respected guests in a nation founded by Bible-believers. "I go all the way back to the root system," he explains. "You're welcome in my house, but you will not change the way this house, or this nation, is run." And he is not shy about translating his beliefs into a call to arms.

Several weeks after the school assembly, he held a similar rally for Southwest DeKalb's students inside his church. This time, however, Long added an even more explicit lesson to the sermon he gave the roughly 2,000 students in attendance. "The ignorance of religious rights needs to be held up" to correction by God, he says he told them. "Eventually, we're going to have to force it."

Haynes notes the irony of a minority group suppressing the rights of another minority, that is, the minority of students at Southwest DeKalb who might have been offended by Protestant worship. But the church members at the school that morning were caught up in another aspect of their minority experience. Religiously motivated defiance of the law, after all, was at the heart of abolitionism and the civil rights movement; here was yet another historic defiance, suggesting

d Thomas Brown, a church member who spoke. Brown, who also happens to be the county's public safety director, described how he once told his nine-year-old daughter that the Supreme Court says people can't use the name of Jesus Christ in school, "yet here we are, in defiance of the U.S. Supreme Court, calling the name of Jesus Christ." Oblivious to the downside of his small victory, Brown continued, "They say movements start in strange places, whether a lunch counter in Greensboro, North Carolina, or the gymnasium of Southwest DeKalb High School. Well, a movement is about to start today."

ddDoug Cumming is the senior education writer for the Atlanta Journal-Constitution.

Publication#W\ PjP# 17. Austin AmericanStatesman"Publication" #:\ PkP#April 22, 1998

Headline#\ PIP# DeLay bill cuts bilingual educationHeadline #:\ PmP#
 By Christi Harlan
 American-Statesman Washington Staff
 ddWASHINGTON " House Majority Whip Tom DeLay, R-Sugar Land, will propose legislation today to end federal support for bilingual education, which would cut off about \$19 million for Texas schools that offer instruction in Spanish and other languages.
 dd"This is Tom's solution to what he sees as a nationwide problem of kids being denied opportunities in life because a school district denied them an opportunity to learn sufficient English," said DeLay's spokesman, John Phillippe.
 ddCalled the "English for the Children Act," DeLay's legislation would end the roughly \$200 million distributed nationally each year for bilingual education.
 It also would abolish the Department of Education's office of bilingual education and minority affairs, which administers the grants to school districts in Austin and elsewhere.
 dd"If folks really care about children learning English, they would support these programs," said Delia Pompa, director of the federal bilingual education office. The office "is a source of support for districts that are teaching their children English. I think the misperception of bilingual education comes to the front here" with DeLay's legislation.
 ddThe money Texas schools receive supports both bilingual education and instruction in English as a second language, said Maria Seidner, director of bilingual education for the Texas Education Agency. About 517,000 school-age children in Texas are considered nonproficient in English.
 dd"Bilingual education uses the student's home language to teach the student in the core subjects " math, science, social studies and language arts," she said

d. Separate classes in the English language are offered to the same students.
dd"Our goal in bilingual education is just that " to make children bilingual,"
said Mark Smith, principal of a Houston elementary
school that offers core cla
sses in both Spanish and Vietnamese. "We want to make sure that they learn Engl
ish, and we want to make
sure that they learn all of the other subjects. If a s
tudent is spending all of his time learning English, he's not learning math or
science."

ddPart of DeLay's concern with bilingual education is that it results from what
he describes as mandates from the federal government
that require local school
districts to offer instruction in the home language of immigrant students, Phi
llippe said.

ddDeLay cites Education Department regulations stating that "the federal gove
rnment . . . has a specific and continuing obligation
to ensure that states and
local school districts take appropriate action to provide equal educational op
portunities to children and youth of limited English proficiency."

dd"That's a mandate," Phillippe said.

ddBut the education officials in Austin and Washington said no federal law requ
ires bilingual education. A 1974 Supreme Court
ruling requires that students re
ceive a "comprehensible" education, no matter what language they speak.

ddThe grants from the Education Department make it possible for schools to make
the education comprehensible in a student's home
language, Pompa said.

dd"All of these programs are voluntary and discretionary," she said. "We do not
mandate bilingual education."

ddThe alternative would "take us back 40 years when children were not allowed t
o speak a language other than English," Seidner
said. "You become mute."n

Publication#W\ PnP# 18. Houston Chronicle"Publication" #:\ PoP#April 22, 1998
Page A1

Headline#\ PpP# DeLay to target bilingual classesHeadline #:\ PqP#Subhead#[\
PrP# Bill would eliminate federal office, fundsSubhead#:\ PsP#

By GREG McDONALD

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Washington Bureau

ddWASHINGTON " House Majority Whip Tom DeLay plans to introduce legislation to
day that would end federal support of
bilingual education, leaving it up to the
states to decide whether to fund such programs.

ddThe bill, which calls for the elimination of the Department of Education's O
ffice of Bilingual Education and Minority
Language Affairs, would end federal
funding for about 750 bilingual programs nationwide that allow the teaching of
immigrant

children in their native language until they learn English.

ddMany of those programs were created under consent decrees that encouraged the
establishment of bilingual programs in return
for federal funding. DeLay's bil

I would void the consent decrees, leaving the states free to decide for themselves whether they want to continue funding bilingual programs without the benefit of federal dollars.

DeLay aides said the measure, called the English for Children Act, would save the government an estimated \$215 million a year if approved by both the House and Senate.

John Phillippe, DeLay's spokesman, said his boss had decided to offer his bill because of his long-standing belief "that when you have bilingual education programs, you are telling (immigrant children) that they don't need to learn English to get by."

"He believes that this is a shackle the federal government is putting on these kids. In the long run, it's a huge disadvantage to them," Phillippe said.

DeLay, R-Sugar Land, was on the verge last month of introducing his legislation, but pulled back at the last minute after a number of House members raised concerns about it. The bill is modeled after California's Proposition 227, the controversial June initiative in which Californians will vote on whether to continue the state's bilingual programs.

Some members had urged DeLay to await the outcome of Proposition 227 before introducing national legislation. But DeLay decided to move ahead in the wake of polls and studies indicating that an increasing number of American voters, including many

Hispanics, believe that bilingual education programs have failed to live up to their promise of making it easier for children to learn English.

"I think there's an understanding out there that these programs have turned out to be failures, and immigrant kids are not going to achieve the American dream if they don't learn to speak English," said Tony Rudy, DeLay's policy director.

Delia Pompa, director of the national Office of Bilingual Education and Minority Language Affairs, said that despite the discontent in some parts of the country with bilingual education, many states, including Texas, have a strong commitment to

continuing their programs with or without federal assistance. But she said losing the federal dollars could hurt some states like Texas, where

the federal dollars have helped with start-up programs in poor school districts where seed money was not available.

Pompa, the former director of bilingual education in Houston, cited the city as one area where some programs never would have been started without federal

assistance. Texas receives about \$9.5 million in federal funding for 49 bilingual programs. That accounts for about 6 percent of the \$199 billion available this year for bilingual education.

Pompa said DeLay's bill "would take away a very good support system for English

sh" not only in Texas, but across the country.

dd"It's interesting that he calls this the English for Children Act. His bill would effectively wipe out a large means of support for providing English education," she said.

ddShe also took issue with DeLay's assertion that his bill is designed to end the federal mandate for bilingual education by voiding the consent decrees that still exist with many local districts.

dd"We don't mandate bilingual education in any way," she insisted. "We have always left the choice up to the (school) districts. They apply to us voluntarily ... because they want the money and want the programs. These are discretionary grants."

ddIt's unclear at the moment how much support DeLay's measure will attract in the House. The level of support could depend on the outcome of the June vote in California on the emotional issue of Proposition 227. But regardless of the outcome of that vote, the issue could still prove too hot for Republicans to embrace.

ddIn California, for example, many Republicans who want to do away with bilingual education have refused to publicly endorse Proposition 227 out of concern that it could prove to be ethnically divisive.

Publication#W\ PtP# 19. Washington Times"Publication" #:\ PuP#April 22, 1998

Headline#\ PvP# U.S. judge compels teacher training on prayerHeadline #:\ PwP #

By Julia Duin

THE WASHINGTON TIMES

ddGary Carlyle, principal of the 900-student Sylvania School in northeastern Alabama's DeKalb County, is conversant on Plato, states' rights and religion in public schools. He also resents a federal judge's order sending him and some 500 other teachers and staff

from the county's eight schools to a presentation tomorrow on the role of religion in the public schools. "I'm just not used to the federal courts telling us what to teach," he says. "It's unconstitutional; there's no way around it. Every teacher here is state-certified, but we're not trained enough for Judge DeMent's liking, so we're being sent back to school to learn some more."

dd "Continued from Front Page "

ddThis week, the mountainous county, which even boasts a ski resort, is ground zero in the nation's culture wars over that most nettlesome of topics: school prayer. Infuriated students by the hundreds walked out of classes in this rural part of the state after U.S.

District Judge Ira DeMent handed down a 20-page injunction last fall "supported by 62 pages of findings" forbidding certain religious practices. Those practices include prayer before or during school footb

all games, graduation ceremonies or assemblies;
allowing Gideons International
to pass out free Bibles to students on school grounds and allowing teachers to
lead prayers "all with
the backing of the Alabama state legislature. Such over
t expressions of religion in public schools have not sat well with the American

Civil Liberties Union, which in 1996 filed suit against the county school system with the help of Michael Chandler, an assistant
principal at Valley Head School in the central part of the county. Last March, Judge DeMent struck down Alabama's prayer law,
which specified that schools "shall not prevent student-initiated voluntary school prayer at school or school-related events which are
nonsectarian and non-proselytizing in nature." Last October, the judge issued the injunction, appointing a local Southern Baptist
minister to monitor any suspicious religious activity in the schools. It also stipulated that DeKalb educators
must attend tomorrow's
three-hour session on "Finding Common Ground" at a local
community college. Leading it will be three representatives from the
Freedom Forum's First Amendment Center at Vanderbilt University. Charles Haynes, the senior scholar leading the workshop, is
none too happy with the local unhappiness
about the meeting. "A court-ordered religious training session is the worst way
to enter
a community," he says, adding that he, lawyer Oliver Thomas and project coordinator Marcia Beauchamp are paying their own way
to come for what's essentially a lecture on case law on school prayer over the past 30 years. "It'll
be bumpy," he predicts. "The
governor's position is the federal Bill of Rights
does not bind the states; that states have the right to handle prayer in schools the way
they want to. That is a very quixotic view, I must say. "I am from the South, and I do understand in my heart why people are so upset.
People can see
their religious faith can be honored, so long as the government does not tell
them how to practice it." What really riled
teachers and parents both was a veiled threat from the school board's attorney, Bob French. "A person who chooses
not to abide by
the court's orders could soon hear the knock of federal marshals on his or her front door with a free ride to a very unpleasant place,"
said
an open letter from Mr. French that was distributed at several schools. This made Brenda Douglas, a Spanish teacher at Fyffe
School, a few miles southwest of
Valley Head, see red. "When I read that letter, I was completely disgusted," she says. "The tone
was very 'you do this or this happens to you.' One teacher told me he felt like being sick that day." Maybe Alabama is a state that

simply n

needs to catch up with the rest of the country, suggests Pamela Sumner, a Birmin
gham lawyer who is volunteering her services

to the ACLU. "We are a civically i

lliterate people, and we refuse to believe in the judicial branch of the govern
ment," she says. "We

have a history of governors saying, 'Get your federal judi

ciary out of here.' We believe in states' rights, and we believe in minority

wi

ll. Just as you had Gov. George Wallace standing in the schoolhouse door on rac
ism, you have Fob James in the schoolhouse door

on school prayer." In reaction

to Judge Dement's ruling, the state legislature has sent the governor a bill th

at calls for a mandatory

period of "quiet reflection" in schools. The legislati

on, which has the governor's support, would require teachers to "conduct a brie

f

period of quiet reflection for not more than 60 seconds with the participatio

n of every pupil in the classroom." Gov. Forrest Hood

"Fob" James, named after

two Confederate generals, is a popular villain at the ACLU. Mr. James, for whom

school prayer is as native

to the state as sweet iced tea, threatened last fal

l to defy Judge DeMent's order by leading prayers at any public school that wou

ld

invite him. He later backed down, saying he wouldn't use prayer as a form of

protest. He did, however, protest an ACLU lawsuit last

year involving Etowah C

ounty Circuit Judge Roy S. Moore. Judge Moore made national news in 1997 for re

fusing to remove a

redwood plaque of the Ten Commandments posted behind his ben

ch and insisting on opening jury sessions with a prayer by a

Christian minister

. When Mr. James promised he would send in the National Guard, state troopers a

nd the Alabama and Auburn

football teams to keep Judge Moore's Ten Commandments

on the walls, Judge Moore was soon making space in his appointment

book for na

tional media. Although the lawsuit was dismissed Jan. 23 by the Alabama Supreme

Court, the ACLU has now filed suit

on behalf of a Jewish family in Troy, a cit

y of 13,700 in the southeastern corner of the state. The suit charges schools i

n rural Pike

County for persecuting the four Herring children over their refusa

l to pray in school and write religious essays. "For quite a few years,

we've h

ad a governor who's been a blatant supporter of prayer in public school and who

's used his office to promote prayer," says

ACLU state Executive Director Olivi

a Turner. "This includes teachers reading Scripture, various kinds of devotiona

l exercises at

compulsory school events and many compulsory rallies where there

was preaching and praying. "In the deep South, these

unconstitutional practice

s have gone unabated " in the rural South in particular " for decades," Miss Turner says. "We get many, many complaints year in and year out from Christians and non-Christians who are offended by these practices because they want religious belief and practice to be a matter for the home and the church," she says. "But very few of these folks are willing to stand up and challenge them. We're told the retaliation by teachers and principals if you challenge these practices is quite forbidding."

That's nonsense, says Dean Young, director of the Christian Family Association in Gadsden, a town 20 miles south of the DeKalb County line. The CFA is sponsoring a rally tomorrow in support of the teachers. "Alabamans would never force someone to have prayer," he says, "but voluntary prayer is ingrained in our society. "The vast majority of Alabamans stand behind conservative, pro-family values, which means people being able to acknowledge God. The ACLU is a small minority here. Evidently they have nothing else to do but file lawsuits and harass people."

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Publication#W\ PxP# 20. Associated Press"Publication" #:\ PyP# 04/19/98; Edition: Early; Section: News; Page 10

Headline#\ PzP# Rising grade averages a sign of inflation, educators say
line #:\ P{P#Subhead#[\ P|P# More teenagers getting straight A's, but SAT, ACT scores have remained flatSubhead#:\ P}P#
By ERIN VAN BRONKHORST

Associated Press

Stellar students at Ferris High School had a problem: how to share the glory at commencement without putting everyone to sleep with speech after speech after speech.

ddYou see, there were 16 valedictorians in the 385-member Class of '97, all with perfect 4.0 grade-point averages.

ddTheir solution? They took turns reading from "Oh, The Places You'll Go," a book by Dr. Seuss.

ddAfter 10 years of rising grades nationwide, multiple valedictorians are not uncommon. But the increase in perfect GPAs has not been matched by an increase in real achievement as measured on national tests.

ddThat's called grade inflation.

ddIn other words, today's A isn't your father's A. These days, B, not C, is an average grade for high schoolers, educators agree.

dd"I like to compare it somewhat to the emperor's new clothes," said education Prof. Perry Zirkel at Lehigh University in Bethlehem, Pa. In that Hans Christian Andersen tale, the emperor is hoodwinked along with most of his subjects in

to believing his new clothes

are the finest in the land, when in fact he is padding around in his underwear.

dd"Everybody's happy, including the emperor," he said, "just as long as no one presses the truth on the matter."

ddThe truth is:

ddMore than 30% of 30,000 college freshmen studied in 1996 by UCLA reported high school GPAs of A-minus or better. Students with A averages outnumbered C students

by more than 2-to-1. A decade earlier, about 22% had A-minus or better.

Report co-author

Linda Sax says there was no corresponding increase in national test scores.

ddScores on the SAT and ACT, exams taken by millions of college-bound students, have remained flat or risen only slightly over the last 10 years, test administrators say.

Over the same period, the tested students' reported GPAs have risen.

ddMarla Meekhof, one of the crowd of Ferris valedictorians last spring, says it's natural for people to suspect grade inflation, but she's not convinced.

dd"I guess I tend to take the optimistic side of the issue and ask what's happening to our kids," said Meekhof, now a student at Whitworth College in Spokane

, adding the "caliber" of students could be rising.

ddBruce Fatz, another Ferris valedictorian, takes a different view. Contending the honor "means nothing," he urged in an editorial column in the Spokesman-Review

view newspaper that just one student be chosen.

ddOne mother of a Ferris sophomore said her son gets top grades although he can't spell. "It's obvious, when you know your student, that the teachers are giving

A for effort," said the woman, who spoke on condition she not be identified.

ddSome students beg teachers for higher grades so they can win scholarship money.

ddSome \$653 million in scholarships based solely on academic merit were awarded nationwide in 1990, according to Morton

Schapiro, an economics professor at the University of Southern California.

ddBaby boomer parents also push teachers and students to keep grades high. Rules requiring students to keep up their grades to be eligible for sports are another factor.

dd"The students get upset if they don't do well. . . . They seem to be stressed," said counselor Carolyn Keck at Capital High School in Olympia, Wash.

ddAnd teaching methods have changed.

ddTexts used to train teachers offer a range of non-academic factors

like effort, citizenship, even the home situation that may be considered along with mastery of the subject in assigning grades. Also, fewer teachers now grade

on a "curve," which doomed a percentage of students to failure, said Catherine Taylor, an education

professor at the University of Washington.

ddThis state's top education official, Terry Bergeson, superintendent of public instruction, believes grade inflation exists.

dd"We really need more of a reflection by teachers on how they are grading kids, next to some objective standard," said Bergeson. Still, there are no plans to write rules governing teachers' grading policies.

ddState teachers union president Lee Ann Prielipp said comparing declining SAT scores and rising grades provides an unreliable

"snapshot." A better indicator

would be a district-by-district analysis of grades.

ddPrielipp, Bergeson and others say it's more important to focus on a \$30 million state education reform effort that aims to raise standards, partly by monitoring

students' progress with periodic statewide tests.

ddAs the standards take effect, "grades are going to mean less and less all the time," said reform commission chairman Chuck Collins.

ddMention grade inflation to staff members at Ferris High School and sparks are likely to fly.

dd"What the kids get here on this campus they earn. Kids pay the price to get the grades," Ferris principal Jon Bentz said.

ddFerris teacher Leann Dineen offered an example of good research. When she assigned her freshman honors students to gather

information on the Kwakiutl tribe

of Canada's Queen Charlotte Islands, many used home computers to obtain pages of printed

material, including color pictures of tribal artifacts.

dd"At the upper end (financially), the kids are well-traveled, computer-literate, and when they set about doing their course work, they put their heart and soul

into it and their families back them up," Bentz said.

ddPounding his desk, the principal added: "If anybody thinks we're diluting the grades, they can come here and sit in these classes and see what the kids are

doing. I'm sick and tired of this criticism."

ddOther versions of this article also appeared in the Houston Chronicle and Ft. Worth StarTelegram.

Publication#W\ P~P# 21. Daily Illini(University of Illinois)"Publication" #:\ PP#April 21, 1998

Headline#\ PP# Fewer students finish on timeHeadline #:\ PP#

By Janel Burchett

dd(U-WIRE) CHAMPAIGN, Ill. "Not sure if you'll graduate on time? Don't fret" you're not alone. According to The American

College Testing program (ACT), there

is an all-time low in the number of students who graduate from college within five years.

ddA nationwide study showed that 52.8 percent of students earn a bachelor's degree within five years, according to ACT. This is nearly a five percent decrease

since 1983, when the study began.

ddThe University is no different. According to the College Guide in the Sept. 8, 1997 issue of U.S. News and World Report, the

graduation rate for the University was 78 percent in 1996, with a predicted graduation rate of 66 percent. At the time, the University was ranked 12th in graduation rates in the listing of U.S. News and World Report's Top 25 public national universities. The universities with the highest graduation rates were Harvard, Princeton and Stanford, with graduation rates of 97 percent, 94 percent and 94 percent, respectively.

According to Ira Langston, assistant vice principal of academic affairs, the percentage of students who graduate from the University in four years was 48.9 percent in 1992, while the percent of students who graduated in five years was 68.8 percent.

In 1989, 80.9 percent of students graduated in seven years, Langston said. The reasons for the large number of students who do not graduate in four years vary. Langston said some of those reasons might include students who have multiple majors. Students who change majors or drop out and then return to the University might also contribute to this statistic.

Differences between full-time and part-time students were also listed as possible explanations of the figure.

Kelley Hayden, director of communications for ACT, said in a press release that many reasons contribute to students attending colleges for more than four years. Some of these reasons, Kelley said, are an increase in the number of part-time students and students who attend college straight from high school, scheduling difficulty and the availability of courses.

Those reasons seem to coincide with opinions of University students. Alan Harwood, freshman in engineering, said he will probably not graduate in four years.

"The requirements are too high for the college I'm in," Harwood said.

Eric May, freshman in commerce, said he will not graduate in four years because he plans to take a year off. He said he feels some of his required courses are unnecessary.

"(The University) makes us take a lot of classes we don't need."

Katherine Anderson, junior in LAS, said that taking summer school classes and correspondence courses will enable her to graduate in four years. Anderson said

she understands the difficulty of not being able to graduate in four years, however.

"You can't always get the classes you need. Many students don't understand the urgency of getting those classes," Anderson said.

"There is also a lot to do on this campus."

Publication#W\ PP# 22. CyberTimes (New York Times on the web)"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Schools Train Students to Staff Computer Help DesksHeadline #:\ PP#By PAMELA MENDELS

Someone in marketing needs help formatting a presentation. The printer won't print. Two staff members want to know how they can share files.

For computer-befuddled employees at the Massachusetts Department of Education headquarters in Malden, salvation exists in the form of computer wizards who patiently answer the phones at the organization's information technology help desk.

But if all goes according to plan, some of the mavens doing the hand holding next summer will be scarcely old enough to legally drive a car.

That's because the department is about to launch a program that will use specially-trained high school students as in-house computer technicians. "We are committed to relying increasingly on trained students to provide technical support to the Malden

facility," said Gregory G. Nadeau, chief technology officer for the Massachusetts Department of Education.

In making this commitment, the department joins a small but growing number of educational institutions around the country that are training students in computer skills, and then using them to help reduce the heavy labor costs associated with running school computer systems.

The trend spotlights a problem faced by school districts that have opted to offer cutting-edge computer courses and systems in a bid to satisfy everyone from demanding parents to White House officials who tout the educational advantages of the Internet. In

a nutshell, computer-laden school districts, like corporations, are finding that they increasingly require information systems departments

to help solve computer problems and Internet glitches. But unlike businesses, many schools don't have the money to pay for technical support. So, enter the student trainees.

According to Michael Nevens, a director at McKinsey & Co. Inc., the ratio of computers to in-house technicians in businesses can range from six- to-one to 7

0-to-one, depending on how the computers are used. Nevens is one of the authors of a major study

on the costs of wiring schools. Many cash-strapped districts, he notes, can only dream of such staffing levels. And indeed, he says, "Most schools

have much less technical support than is advisable."

It is difficult to find statistics on the number of student computer trainee programs, but Gerald C. Westfall, creator of a well-known student computer training

project in Oregon and a lecturer on the subject on student training, offers one estimate. He believes that

20 to 25 percent of school districts have a formal computer training project in at least one of their schools. Four years ago, he says,

the figure would have been around two percent.

The programs vary widely and may involve college-bound or vocational students. In Westfall's project at Tigard High School, in Tigard, Oregon, "called TigerNet," students can learn how to build a computer. The fruits of their labor can be seen in

classrooms and computer labs throughout the area, Westfall says. The students even construct custom-ordered computers with new parts, selling the

them to schools for about \$300 "about \$1,700 less than the market rate.

Across the country, in rural western Massachusetts, six seniors at Franklin County Technical School, a vocational school, have devoted their work-study time

this year to assisting technology coordinators in neighboring schools and school districts. The students

spent their junior year receiving intensive instruction in computer network engineering and administration.

For Craig A. Kuzmeskus, who oversees the computer systems for secondary education in the Gill-Montague Regional School

District, near Springfield, Massachusetts,

the program delivered what he calls "a right-hand man" to help him with everything from

cabling problems to installing software. The students are paid from \$7.50 to \$10 an hour for their work, but Kuzmeskus says the cost would be a

at least three times as high if he had to hire outside consultants.

The programs are usually set up with the twin goals of teaching students highly marketable computer skills and supplying the schools with inexpensive and eager

techies. Some caution, however, that institutions that rely too heavily on cheap student trainees

risk over-stressing the young people and missing out on the benefits of an experienced professional computer staff.

Jamieson A. McKenzie, a former school superintendent who advises schools on how to use technology and publishes an online

journal on the subject, is skeptic

about the programs' benefits to schools and students. For one thing, he fears too many school

officials may be lulled into thinking that using students lessens

the need for a full staff of experienced hands. Also, he believes that an

inadequate number of trained professionals overseeing the students may result in too much responsibility and too much stress placed on very young people.

"Too often," McKenzie says, "these programs are a substitute for appropriate professional management of the network. I'm looking for balance."

In the Massachusetts project, the Department of Education will work with a new not-for-profit group, Youth Tech Entrepreneurs,

to find high schools willing

to set up computer training projects. Students who go through the program will then receive some

on-the-job training "whether paid or unpaid is still to be decided" at department headquarters.

Another concern about these programs is security "whether giving young people

le access to computer systems also means giving them the keys to mischief. Some schools have tried to address this by leaving certain portions of the computer networks, such as files containing grades, off limits to the students. ddNadeau said the department plans to offer the student-technicians as much or as little access as their jobs require, explaining that he believes giving students full responsibility for their work is an important part of the program. "We are talking about people who, when they are 18, will be old enough to vote for the president or serve in the military," he says. "If you treat them with respect, and show them that they are responsible, they show up that way."nPublicat ion#W\ PP# 23. Newsweek"Publication" #:\ PP#April 27, 1998

Headline#\ PP# Do You Know Where Your Kids Are?Headline #:\ PP#Subhead#[\ PP # The most dangerous time of day for kids isn't late at night. It's from 2 p.m.

to 8 p.m., when children are out of school and their parents are still working

This can be crime time, and prime time to get them on the right path. Subhead #:\ PP#

By Jonathan Alter

ddIt's 4 p.m., and Sgt. Mike Gwynes of the Jacksonville, Fla., police department is maneuvering his squad car past Jack Horner and

Goldilocks toward Cinderella

a Street, where some teens are hanging out at a bus stop. Down in the Sweetwater section of town, the

streets have fairy-tale names, but it's the kids who risk

turning into pumpkins. And not at midnight. "The problem's 3 p.m. till about

8 p.m., when they go home unsupervised and get in with the wrong crowd," Gwynes

says, making a sharp left. Over on Bo Peep,

a few teenagers are playing some rough

basketball in a driveway; on Tinkerbelle, the activity looks a bit more suspicious. Drugs are

a big problem here.

ddUp on Wilson Boulevard sits a big solution. An old National Guard armory restored by the Jacksonville Children's Commission

now serves as an innovative character

school, a police substation and a Boys & Girls Club all rolled into one. At

4 p.m. the 5 to

9-year-olds are playing kickball, the 10 to 12-year-olds are

playing board games or finishing up "Power Hour" homework help and

the older kids

are in the teen center, playing pool and flirting, under adult supervision.

Cursing risks a fine (25 cents) and boomboxes

aren't allowed, which means some

kids won't show up. But plenty of others do, including some just out of juvenile

detention. Youth

crime in the area has plummeted.

ddIt doesn't take a Ph.D. to figure out that young people need some place positive to go after school to stay off the streets and out

of their empty homes. If

they end up in jail, in drug treatment or pregnant, we all pay. And even if they're good kids from good neighborhoods, we're anxious. A NEWSWEEK Poll shows that the number of Americans who worry "a lot" that their kids will get involved

with troublemakers or use drugs or alcohol was up by a full one third since 1990. With 17 million American parents

scrambling to find care for their school-age children during work hours, the problem keeps growing.

More than a decade after the media discovered "latchkey kids," the answers are still elusive. When budgets get tight, after-school

programs "wrongly dismiss

ed as "frills" are often cut first. When talk turns to society's worst problem

s, it's easy to shrug off

concerns about kids home alone watching afternoon tel

evision or hanging with friends. After all, many of their parents did the same,

and turned out just fine.

But times have changed, and not just because "Jerry Springer" has replaced Jerry Mathers (the star of "Leave It to Beaver") as

the TV babysitter. Among cops

, social-service types and policymakers, there's a new awareness that structure

d activity during

out-of-school hours is absolutely critical to confronting many

of the country's most vexing social problems. For years, local

TV-station public

service announcements sternly intoned: "It's 10 p.m. Do you know where your children are?" It was the wrong

question. The answer was usually yes; relative

few kids are allowed to roam freely at that hour. Only one seventh of all juvenile

crime is committed in the late night and early morning. But substitute "

4 p.m." and millions of parents would have to answer no.

If idle hands are the Devil's workshop, the hellish consequences are being felt

in the American heartland. Crime is down in

metropolitan areas, but up in hundreds

of small communities, especially among kids. Drug use in suburban middle schools is

surging. Many rural counties now report teen-pregnancy rates equal

to those in big cities. Sixty percent of the cases of sexually

transmitted diseases

are contracted by teens. The absence of parents from the home in the afternoon has made it much more

convenient to get into trouble. More than three quarters

of first-time sexual encounters occur at someone's house (usually the boy's).

"We had to use Chevys," says criminologist James Alan Fox of Northeastern University. "Now kids don't need cars. When the cat's

away, the mice will have

sex."

And commit crimes, both petty and serious. Juvenile crime triples starting at

3 p.m. In fact, the 2 p.m. to 8 p.m. period "Crime

Time" now accounts for more

than 50 percent of all youth offenses. Not your kid, you say? Well, he or she

e might be a victim; they outnumber perpetrators of crime by 10 to 1. Juvenile homicide, which has doubled in a decade, is usually connected to after-school fights, not late-night crime. But even for those who don't worry about a potential Jonesboro massacre in their neighborhood, everyday teen problems of all kinds get worse when the last school bell rings.

The research confirms common sense. According to one University of Southern California study, eighth graders looking after themselves were more likely to smoke, drink and use marijuana than those who have some supervision after school. Another study of sixth graders showed those in "self care" were more likely to get poor grades or behave badly.

Good youth-development programs not only keep kids safe, they often change their lives. Finally, social policymakers are getting the message. Last week Vice President Al Gore stumped for the administration's after-school initiative and foundations funded by Charles Stewart Mott and George Soros planted some seed money. Organizations like Save the Children (which until recently concentrated its efforts overseas) are also turning to this issue. So is Colin Powell's America's Promise, an umbrella group for hundreds of nonprofits and corporations that's working to secure millions more "safe places" for kids.

The struggle starts in the schools, which in many places still close in midafternoon. Even wealthy communities are beginning to recognize the folly of locking buildings for large chunks of the day when they're needed for recreation, tutoring and arts. Some districts embrace change: for years, Murfreesboro, Tenn., has kept schools open from 6 a.m. to 6 p.m. Others are actually moving in the wrong direction. Recently, Atlanta horrified child-development experts by canceling recess on the theory that there wasn't "enough time" for a break between classes. But the school day extends only until 2:30 p.m. Why? The current school schedule "six hours a day, nine months a year" was invented when the United States was an agrarian nation and children were needed in the fields.

Today, three out of four mothers of school-age children work outside the home. So it's not so surprising that by the time they are 12 years old, nearly 35 percent of American children are regularly left on their own. For the rest "the lucky ones" parents work by remote control to pull together a patchwork of supervised activities: soccer on Tuesdays, Scouts on Wednesday. Some child-care programs provide terrific enrichment; others amount to little more than warehousing. TV and videogames usually fill the gap. The average American child spends 900 hours a year in school and 1,500 hours a year watching television.

For the working poor, having their kids watch TV at home is often the best option.

tion "far better than the streets. But the child-care arrangements can be alarming. According to a study sponsored by Wellesley College, more than 15 percent of low-income parents reported that their 4 to 7-year-old children regularly spent time all by themselves, or in the care of a sibling under the age of 12.

Neighbors "who for generations helped out absent parents by shushing the kids "are no longer around much, either. The schools that poor children attend are unlikely to have after-care. Currently only 30 percent of American schools offer afterhours supervision, and the vast majority of them charge fees. The average cost to parents is \$45 a week per child, or more than \$2,000 a year, which is too much for many who need it most. The YMCA, the largest provider of after-school activities, serves half a million kids a day from all backgrounds. But even Y's cost an average of \$36 a week. The equation is straightforward: "If parents are well off, they purchase after-school care. If they're poor, [the kids] often get nothing," says Indianapolis Mayor Stephen Goldsmith, one of many mayors now trying to find new solutions.

Among the biggest backers of after-school programs are the nation's police chiefs, who argue that recent reductions in crime, while gratifying, are temporary. "We've come to the realization that we're not going to arrest our way out of this problem," says Salt Lake City Police Chief Ruben Ortega, who heads an association of big-city police chiefs. "If we don't change our strategy, we'll be complaining in five or 10 years about how bad crime has gotten again." Los Angeles is a good object lesson. Until Proposition 13 in 1978, all L.A. schools offered after-school enrichment programs. By 1992, when riots broke out in the wake of the Rodney King verdict, not one public high school had anything after school except interscholastic sports. The riots erupted in midafternoon.

Would as many kids have been on the streets to join in if they had had somewhere else to go? Would the city's gang problem have gotten so out of hand? A program called L.A.'s Best is now trying to bring back after-school programs in a few schools. The waiting lists are long. This is not touchy-feely do-gooder territory. A survey of 548 police chiefs showed them favoring prevention programs by an astonishing four-to-one margin over tougher sentencing and more cops on the street. But their lobbying often falls short in Washington and state capitals. When it comes to crime, "politicians believe in the three R's: Retribution, Revenge and Retaliation, which they think takes them to the fourth R "Re-Election," says Fox. There are signs that the politics of prevention might be changing. Gore, for

example, has seen how the after-school issue resonates, and he's grabbing it. After a town meeting in New Orleans last week, he held a teleconference with local officials from Atlanta to Anchorage, Alaska, who are working on answers. One common worry: the organizational headaches involved in bringing schools, churches, parents, nonprofits, corporations and different levels of government together. That takes a new breed of leader at the local level.

ddIn Washington, Republican attacks on "midnight basketball" as liberal waste helped sink prevention programs in 1994. But the stigma is wearing off. As part of its child-care plan, the Clinton administration wants to spend \$200 million a year for after-school programs. The idea is to get schools and community nonprofits working together to serve an additional 500,000 kids a year on school grounds. At best, however, even with matching contributions from nonprofits, that's only one tenth of the 5 million "latchkey" kids.

ddThe republican leadership in Congress opposes the Clinton plan, but doesn't want to go into the November midterm elections with no after-school program in hand. As a result, Congress is giving \$20 million a year directly to the Boys & Girls Clubs of America. That's better than nothing, but the money will build only a few new clubs a year "and address one hundredth of the after-school problem."

m. Unlike many social challenges, this one is not hugely expensive; \$2 billion or \$3 billion a year would go a long way toward solving it.

ddSkeptics say that even the best programs can't attract tougher kids who prefer life on the streets. Maybe so. Gang members very rarely quit their gangs. But predators can be made less dangerous. In Ft. Worth, Texas, 1,000 gang members go to "Coming Up" programs at eight Boys & Girls Clubs for late-night recreation and counseling. The police, at first dubious, are now pleased with the decline in gang-related violence.

ddBut programs to reach out to the estimated 650,000 gang members across the country are still scarce. The key: when programs are established, they must be well run "or risk driving gang members away for good. "We need to make sure positive things will happen for the kids who are there, or they'll leave," says Sanford Newman of a Washington, D.C., group called Fight Crime/Invest in Kids.

ddThe stakes couldn't be higher, and not just for the kids themselves. The larger society has a huge financial interest in confronting this problem. Juvenile crime surges at 14 and drops off at 18. Experts agree that if kids can get through this four-year period, the chances are good they will stay out of serious trouble.

rouble. If they don't, the aggregate fiscal consequences are astronomical. Combining

jail costs and lost taxes, career criminals cost taxpayers an estimated \$1 million each during their lives. The United States now has 15 million at-risk

children, several million of whom are in danger of going off track in the next 10 years. According to Ray

Chambers, a financier and chair of America's Promise (which grew out of last year's Presidents' Summit in Philadelphia), that sends

the stakes in this crisis into the hundreds of billions of dollars.

Back at the converted armory in Jacksonville, it's nearly 5 p.m. Some cops are talking about taking a few kids to a Go Kart track, or maybe to play some pin

ball. Navy Lt. Cmdr. Robert Sanders, who helped start the youth center, is reflecting back on his own life.

"I think back to the kids I grew up with who are not dead or in jail. What did we have in common? Those who succeeded had some kind of structure that let us go to the next level. A few years ago, the big thing was to say that kids had to have food in their stomachs to think. But that's not

enough. We have 8-year-olds raising 3-year-olds and they're supposed to grow up to compete in the world

economy? Our whole future, our national security, depends on what kids can do tomorrow." And that depends on what they do this afternoon.

With T. Trent Gegax, Claudia Kalb, Debra Gwartney and Adrian Mahern

Publication#W\ PP# 24. The New York Times"Publication" #:\ PP# 04/22/98Section: National Desk; Section B; Page 11, Column 1

Headline#\ PP# Georgetown President Ends Push to Replace Law School DeanHeadline

ne #:\ PP#

By TAMAR LEWIN

In the face of protests from alumni, faculty and students, the president of Georgetown University has backed down from his decision

to replace Judith Areen,

the dean who has guided the law school to growing wealth, prominence and autonomy.

The university's president, the Rev. Leo O'Donovan, shocked the law school two weeks ago with a letter announcing that he was

forming a search committee to

find a replacement for Ms. Areen, whose contract expires next year.

But after the law school faculty voted 45 to 1 to urge Father O'Donovan to reconsider and alumni threatened to withhold \$4

million in pledges, nearly half the

annual total, he and Ms. Areen announced that she would remain as dean of the nation's largest

law school for another five-year term.

Those at the law school say Ms. Areen, in nine years as dean, has worked to make the school as autonomous as possible, both

administratively and financially

. The law school has a far steadier financial base than some other parts of the university, especially the medical school, which had a \$57 million deficit in the last fiscal year. About 15 percent of the law school's \$60 million budget goes to overhead, which pays for such university-wide functions as the president's office, payroll, the alumni office, security and maintenance.

ddIn addition, the law school, located on Capitol Hill miles from the main campus, pays separately for its own library, maintenance and security.

ddIn a statement issued Friday that Ms. Areen would stay on at the law school, Father O'Donovan said, "She and I have agreed to develop a process to identify and address key issues related to university administration including the relationship among the campuses."

ddQuestions about how to allocate overhead among the branches of an institution, and to what degree richer branches should subsidize the deficits of other branches, are common at universities nationwide.

ddPeople at Georgetown said there had been no apparent strains between Father O'Donovan and Ms. Areen over the last year. Last August, when Ms. Areen's 17-year-old son, Benjamin, was killed when a dump truck overturned, Father O'Donovan spoke at the funeral.

ddIn his discussions with faculty, students and the press, Father O'Donovan has refused to say why he had wanted to remove Ms. Areen. And in his April 8 letter announcing the search for a new dean, Father O'Donovan expressed nothing but appreciation for her leadership.

ddIn a July salary review letter, Father O'Donovan had many positive things to say about Ms. Areen, praising her "very impressive accomplishments."

ddLast November, the Georgetown law faculty wrote a letter expressing concern that the law school's contribution to the university might rise disproportionately as a result of proposed administrative changes. And, the letter said, it "would be unacceptable to this faculty" if any such rise involved even an indirect transfer to other sectors of the university.

ddAlthough it is governed by the university board, the law school has traditionally been semiautonomous.

ddMs. Areen has bolstered that autonomy. In 1992, she created an advisory panel for the law school called the board of visitors, which was made up of prominent alumni and other luminaries who gather twice a year to discuss the direction of the school, meet new faculty and help support fund-raising efforts.

ddThat board, which is headed by Joan Claybrook, the president of Public Citizen, a consumer advocacy group, and also includes President Clinton's lawyer, Rob

ert S. Bennett, played a crucial role in defending Ms. Areen's position.
dd"Judy called me," Ms. Claybrook said. "And I immediately sent out a blast
fax to the other members of the board, asking them
to withhold pledges, and we
just kept those faxes going every day. She's the best dean they've ever had, wi
thout a question. She's
attracted incredible new faculty members, raised more m
oney than any other dean and done real outreach to alumni who had not had
that
kind of attention."
ddFather O'Donovan did not consult either the faculty or the board of visitors
about his plans to replace Ms. Areen. The
announcement set off a storm on campu
s. Students met in an overflowing moot courtroom to plan their strategy, and li
ned the
corridors in silent protest when the faculty met with Father O'Donovan
last week.
ddMs. Areen, who was not available for an interview yesterday, is 53 and served
as general counsel to the Office of Management
and Budget in the Carter Admini
stration. She joined the faculty at Georgetown in the early 1970's.n
Publication#W\ PP# 25. The Washington Times"Publication" #:\ PP# 04/21/98; Ed
ition: 2; Section: A;NATION; Page A4

Headline#\ PP# Daschle warns Clinton not to veto highway bill Headline #:\ PP
#Subhead#\ PP# Subhead#:\ PP#By Nancy E. Roman
THE WASHINGTON TIMES

President Clinton may veto the highway bill and its \$218 billion in roads and
bridges if Republicans don't move his way on
education, Senate Minority Leader
Tom Daschle, said yesterday.
dd"It's on the table," Mr. Daschle threatened. "I wish we'd have the same com
mitment to education that we have to highways."
ddAsked how far the president would get by vetoing the popular highway bill, Se
nate Majority Leader Trent Lott, of Mississippi,
said, "About as far as Ronald
Reagan did when he vetoed the highway bill."
ddIn other words, nowhere.
ddIn 1987, President Reagan vetoed the \$88 billion highway bill saying it cost
\$10 billion too much. Congress overrode the veto
67 to 33 with 13 Republican v
otes, including Mr. Lott's.
ddMr. Daschle's willingness to offer up the highway bill as a possible sacrifi
ce for education illustrates how far Democrats will go
to gain the upper hand o
n what is shaping up to be the top issue in the 1998 elections.
dd"There is no issue of more importance to us," Mr. Daschle said. "Republicans
believe it ought to be left to the local level. We
believe it is a national is
sue."
ddRepublicans agree the country's schools are in trouble.
dd"In my own state of Mississippi last week, everywhere I went, whether it was
on college campuses or civic clubs . . . education
was high on the list of issu

es that the people are concerned about," Mr. Lott said.

ddBut GOP and Democrat ideas for improving education are so far apart that it is hard to see where a compromise might occur.

ddRepublicans are offering education savings accounts - a tax break for parents who save money for their children's education.

Parents could save as much as \$2,000 per year, to be used for any education expense including tutors and transportation. The interest that accrues on the savings would not be taxed.

ddMr. Daschle said yesterday that approach is dead.

dd"President Clinton will veto it and we will sustain the veto," he said.

ddRichard W. Riley, secretary of education, said the accounts would do little - if anything - to improve education.

ddThe accounts are of most value for those who save over time. A family who earned \$50,000 a year, saving \$1,000 over a year for education, and then spending it on a computer, would save about \$16 by not paying taxes on the interest earned on that money.

ddBut the same family who saved the full \$2,000 each year for 12 years without dipping into it, could save more than \$2,000, depending on the interest rate.

ddDemocrats are offering several alternatives - chief among them a proposal by Sen. Carol Moseley-Braun under which the federal government would pay the interest on bonds used to finance school construction or repair.

ddInterest accounts for one-third to one-half of most school construction projects financed by bonds.

dd"If you can invest in courthouses, airports and other public buildings it seems we can invest in schools," Mr. Daschle said.

ddSen. Paul Coverdell, Georgia Republican and architect of education savings accounts, said the tax break was modeled after the one Congress passed last year to entice Americans to save for college.

ddHe said more than 14 million families are expected to take advantage of the savings accounts with 70 percent of those families sending their children to public schools.

ddThe education debate could tie up the Senate for the next two weeks as senators consider 17 amendments including one encouraging merit pay for teachers, and Mrs. Moseley-Braun's school construction proposal.

ddBut at the end of the day it is not clear whether the law surrounding the nation's education policy will change at all.

ddBut Mr. Daschle said the parties will at least have staked out their positions.

dd"While we mutually recognize the importance of the issue, I don't know of an issue that divides us more philosophically," he said.

Publication#W\ PP# 26. The New York Times"Publication" #:\ PP# 04/22/98Section: National Desk; Section B; Page 11, Column 1
 Headline#\ PP# Questions of Excellence In Consortium RankingHeadline #:\ PP#
 By JO THOMAS

GLENCOE, Ill. " The fourth-grade classroom in this affluent Chicago suburb might be more spacious than most, with room for

computers and a red plaid sofa, but there was nothing costly about the way Glen Werner began her science class. She turned off the lights.

"What did I do?" she demanded of her West School class.

Jamie Freedman had his hand up first and said, "You opened up the circuit."

And how could they tell when the switch was

connected to a conductor? Andy Sch

ae answered, "Because the lights go on."

Mrs. Werner teaches in a public school district north of Chicago that has banded together with 19 other districts to improve math

and science education.

When the Third International Math and Science Study earlier this year reported a dismal showing for the United States, Richard

W. Riley, the Secretary of Education,

pointed to these districts as a shining exception. Grandly named the First in the World

Consortium, they had made special arrangements to take the test as

if they were a country. As such, their eighth-grade students

performed nearly

as well in science as top-scoring Singapore. They ranked No. 5 in math, substantially higher than the United States,

at No. 28.

While it may not be surprising that children who have books at home and parents who went to college perform well, the test

showed that students in countries

with fewer advantages still outperformed Americans. Scholars say that once affluence is taken into

account, some schools still do better than others. Why the

differences? It is a question educators across the country are trying to answer.

They have some clues: half of the consortium's eighth-grade students take algebra, compared with only 20 percent nationally. All

eighth-grade students in Japan

have taken or are taking algebra.

Educators are also questioning the value of homework and tracking. Others have taken issue with the amount of time math teachers

spend going over old material;

surveys taken for the international study showed that two-thirds of American teachers spent only 10

minutes introducing a new concept in math, far less than

high-achieving countries.

"We don't have to look overseas for what's right," said Richard Laine, an associate superintendent for the Illinois State Board of

Education. Acknowledging

that the consortium schools are in wealthy districts, Mr. Laine added that they "are doing something we

can learn from."

The consortium, which began three years ago, grew out of a superintendents' reading group and now includes 37,125 students.

The name refers to a goal set by

the President's Goals 2000 program: "That U.S. students will be first in the world in mathematics."

and science achievement."

ddBut the results of the Third International Math and Science Study, which in the 1994-95 school year tested hundreds of thousands of students in 41 countries

at ages 9 and 13 and in their last year of high school, showed that goal to be a dream. After the fourth

grade, American students of all economic levels fell behind their counterparts in other countries.

ddUsing teacher discussions, research projects and seminars, the consortium hopes to pinpoint what it is doing right. It also hopes to learn what needs to be

changed. The consortium's study will compare its test results with data gathered by the international study,

about teaching practices, textbooks, curricula, s

tudent attitudes, and how students spend their time. Findings will soon be posted on

the Internet. Superintendents from consortium districts have already described their project in meetings of educators around the nation and have been in

vited to discuss it with school districts in Ohio and Minnesota.

dd"We've got a myriad of questions staring us in the face," said Jean McGrew, superintendent of Glenbrook High School District

225 and a member of the consortium.

ddHomework, Mr. McGrew said, is one issue the country should grapple with. "We tend to give more homework than many of the

other countries, especially German

y and Japan," he said, mentioning two countries that outperformed the United States. "We have

this almost-religious belief in homework. Is it producing anything? Maybe we ought to give less homework and make it more focused."

ddIn "Facing the Consequences," a discussion of the findings scheduled for publication this summer, William H. Schmidt, the

national research coordinator, a

nd other scholars associated with the National Research Center for TIMSS at Michigan State

University, warn that "American children are not getting the science and mathematics education they deserve."

ddThe international study showed that American children spent no more time watching television than children in countries that

scored better. And American tea

chers also taught more hours of math and science. The problem, Mr. Schmidt and other scholars

believe, is in the classroom itself.

ddIn fact, a point noted by the State of Illinois in an analysis of the international study's tests was that a school's instructional

program could make a dif

ference even when other factors were not ideal. For example, in Hong Kong, where 55 percent of the

students reported that neither parent finished high school,

the average score in mathematics was 584, far higher than the average scores i

n the United States in both math (513) and science (527) among children with a

parent holding a college degree.

ddExperts at the University of California at Los Angeles who analyzed eighth-grade mathematics lessons videotaped for the international study rated 23 percent of the lessons in Germany and 30 percent in Japan as high quality. None of the lessons in the United States was rated highly. In fact, 87 percent were rated low quality.

ddThe international study found that American teachers demanded less high-level thought from students and instruction was less focused.

ddThe study also called into question the American practice of separating children into groups on the basis of academic ability, noting that the practice, called tracking, "may well have sacrificed the attainments of more average students in an attempt to bolster the performance of better students, especially in mathematics."

ddThat effort has failed, Mr. Schmidt contended, saying, "Even the best U.S. students were not among the best from all TIMSS countries."

ddIn both fourth and eighth grades, the best American students fell near the median for Singapore in mathematics and close to average for Austria, the Czech Republic, Korea and Japan.

dd"This is not something we can say, 'Aha! Let's fix it!' " said Daniel P. Johnson, superintendent of Glenview School District 34.

"It comes back to: What

are we doing? What are our expectations? What are our strategies?"

ddMr. Johnson said he saw no justification for holding students back by tracking them in the early grades, arguing that "we shouldn't be in the sorting and selecting business."

ddTo help improve instruction, teachers in the consortium are replaced by substitutes in the classroom to give them time to meet with other teachers to discuss instruction models, curriculum, technology and testing.

dd"We're always looking for things that will make us better teachers," said Deborah Bailey, who teaches middle school mathematics at Central School in Glencoe and has 22 years of experience.

dd"We sit and share things that work and talk about things that don't work," Ms. Bailey said. "Normally, I hate leaving the classroom. I never call in sick

. But the First in the World is such a big thing " you see the kinds of things we can do."

ddAt West School, Mrs. Werner said she was "working my own way to problem-based learning."

dd"I give children a messy problem, and they try to find ways to solve it," she said.

ddOn a recent April afternoon, Mrs. Werner showed 21 students a pile of homemade circuit boards, aluminum foil sandwiched between cardboard that had been punched with holes labeled A to M.

dd"Promise me not to look inside," Mrs. Werner said. "Show me you know which

holes are connected. Create your own tester. Take a couple of minutes and brainstorm with your partner."

A buzz filled the room. "I heard some good ideas," she said as a child from each team picked up testing equipment "wires, flashlight batteries and tiny light bulbs. The children went to work, not always with success.

"We did everything right," one girl wailed. "It still doesn't work."

Across the room, Carolyn Goldschmidt and two other girls connected two holes and lighted a bulb. "We got one!" cried Carolyn, clapping.

Mrs. Werner stopped them. "Let's take three seconds, and give me some feedback. Sam, freeze! Your eyes, they belong to me. What did we find out?"

Jamie was the first to venture an answer, "They have to be connected under."

Mrs. Werner shot back, "With what?" and he answered, "Foil " a conductor."

Mrs. Werner told her fourth-grade students to open their circuit boards and look inside. Some of the holes were connected. Some were not. She handed out more cardboard squares. "Here's a board," she said. "Create your own. I have a roll of tinfoil. Create your own puzzle, make an answer key, then exchange it with someone else."

As the students worked, their teacher seemed everywhere at once.

"I forgot I was going to put on Mozart," she said. "It's supposed to stimulate the brain."

Publication#W\ PP# 27. Forbes"Publication" #:\ PP#May 4, 1998

Headline#\ PP# McKinsey 101 Headline #:\ PP#Subhead#\ PP# (cover story) Business schools are getting into the management consultancy business and often beating the consultancies at their own game.Subhead#:\ PP#

By Peter Haynes, and Dolly Setton

CHINESE WATER TORTURE, Nineties-style: After months of negotiations, you've finally hammered out terms for a joint venture with the North Dragon Iron & Steel Works, an ore-mining, coking and smelting operation in Manchuria, China. The only snag? North Dragon has 12 subsidiaries and accounting practices that predate the Great Wall. You suddenly realize that you know more about Manchuria's history than you do about North Dragon's true production costs. Who ya gonna call?

Well, Newbridge Capital, a San Francisco investment bank and North Dragon's lucky new partner, could have called McKinsey. Or maybe Boston Consulting Group, or Bain & Co. Instead, it called in a bunch of students.

Newbridge got in touch with the Walter A. Haas School of Business at the University of California, Berkeley. Alerted, a half-dozen M.B.A. students brushed up on their Mandarin, flew to Manchuria and started grilling North Dragon's employees. Every

nuance of the company's accounting techniques was dissected, from transfer pricing between subsidiaries to the apportionment of overheads and price setting.

dd The result? A 90-page, subsidiary-by-subsidiary analysis that identified widespread distortions in North Dragon's production costs"the kind of report that

at could have cost several hundred thousand dollars had Newbridge hired a big management consultancy

for the job. Haas charged a modest \$25,000, plus expenses. The students gained college credits.

dd Newbridge went home happy.

dd Can wet-behind-the-ears M.B.A. students take the place of \$800-an-hour management consultants? That's what Haas and a host of other A-list B-schools have

in mind. A growing number of America's 700 or so business schools are transforming what used

to be known as M.B.A. "field projects" into full-fledged consultancy operations. The schools, moreover, barely disguise that they are out

to take business from the big management consultancies.

dd Here's a snippet from a flyer Berkeley sends to would-be clients: "Hiring Haas M.B.A.s offers companies several advantages

unavailable through regular consulting channels. Not only is their presence . . . more understated, but the

ir services cost considerably less than those of consulting firms." Haas "with

its international and multicultural student body" is, the school boasts, "an

outstanding source of multinational expertise."

dd Move over, McKinsey. Haas isn't the only B-school out to eat your lunch.

dd Hands-on experience has long been a part of M.B.A. courses at many B-schools. Until recently, however, such projects

generally lasted no more than a week

or two. But as B-schools engage in increasingly cutthroat competition, the smarter ones are

discovering that to attract the best students you have to offer

more "much more" than two years of case studies and a week in a factory.

dd Among the trailblazers is the University of Pennsylvania's Wharton School.

Under Dean Thomas Gerrity, a founder of the management consultancy CSC Index,

Wharton has pepped up its M.B.A. program with Outward Bound-type courses and in-depth consultancy projects. This year the school will have 144 teams of student consultants in the field. Clients include firms as diverse

as General In

strument and Britain's Imperial Chemical Industries.

dd To get a measure of the B-schools' consulting skills, FORBES talked to a wide range of companies that have used both big-time management consultants and

M.B.A. students. The projects have ranged from strategic issues to new product development.

dd Almost without exception, they were lavish in their praise for the students "and damning in their assessment of any extra value

added by professional consultants.

dd Students from the University of Virginia's Darden School designed a Thai market penetration strategy for the Ernest & Julio

Gallo Winery. "The quality

of the product was as good as, if not better than, 90% of the professional consulting projects I've been

involved with," enthused Jeffrey Dubiel, a senior

or marketing manager at Gallo. "The difference is that they would have cost me

\$100,000."

dd Here's U.S. Cellular chief Donald Nelson on his experience with M.B.A. students from Northwestern University's Kellogg

Graduate School of Management: "I

typically spend up to \$200,000 on consultants. I spent virtually nothing on the students and

got better results in less time."

dd Assignments being tackled by B-school students are often no less complex than those done by consultants. Citibank wanted to

use economic value-added (EVA)

A) analysis to evaluate real economic returns on investment in the banking industry. It hit a snag:

The standard EVA model, an unwieldy beast with some 160 variables, was ill-suited to its needs.

dd So Citibank called in Michigan M.B.A. students, who swiftly learned both how the model worked and the complex financial

mechanics of the banking industry.

Within seven weeks they came up with a streamlined EVA model that used a mere ten variables

to capture 90% of the core numbers.

dd Peter Thorpe, Citibank's vice president of university relations, says he would pick students over consultants almost anytime:

"It's a no-brainer," Muses

Andre McKoy, a vice president in Citibank's global banks industry group: "Smith Barney staffed up to

work on precisely the same kind of project. They spent far more money, but got basically the same results."

dd Does it make sense to use kids to do adults' work?

dd Well, for a start, the difference between the pros and the students is narrower than one might think. On average, students at

topflight B-schools have been

working for several years by the time they sign up for their M.B.A.: The range runs from four years

at Stanford Graduate School of Business to between

eight and ten years at the innovative Arthur D. Little School of Management (see

A different school of thought) in Boston. Some of that experience is with top consulting firms, and most students boast

significant managerial and industry knowledge.

dd Moreover, within a few months of completing their consulting projects, up to one-fourth of most top B-schools' M.B.A. students

will be taking up jobs at

top consultancies. And their first year will mostly be spent working as "proj

ect fodder""junior associates"on exactly the same kind of consultancy assignments they undertook at B-school. Not for nothing is this known as "child labor" in the management consultancy business.

dd But surely, when you hire a real management consultancy you get everything that comes with it: experience, specialized knowledge, million-dollar resources and accountability. Better still, if you pay handsomely enough, you get the kind of reassurance that only a strategic seal of approval from a powerful brand name"be it Bain or Boston Consulting Group, McKinsey or Monitor"can offer.

dd Yet the big B-schools hardly lack for brand power"think Harvard, Stanford and Wharton"and their competitiveness is helped by the fact that it costs a lot less to hire student consultants from an A-list B-school than it does to sign up even a C-list management consultancy.

dd More to the point, when it comes to state of the art, the big B-schools often outflank the consultancies. During the past decade the majority of the most influential management thinking was to be found in universities and B-schools, not consultancies.

dd For instance, "core competence" theory was the brainchild of Gary Hamel (London Business School) and C.K. Prahalad (Michigan); "reengineering," although usually attributed to CSC Index, has its roots in the Massachusetts Institute of Technology.

In Alfred Chandler, Michael Porter and Rosabeth Moss Kanter, Harvard Business School boasts three of the world's most widely read management theorists.

dd True, Harvard Business School students might have a hard time getting Michael Porter to help out on a consulting project. But they do have first call on a wealth of original management thinking that the big consultancies would kill for.

dd Student consultants have other competitive advantages. One of the biggest gripes against big consultancies is their tendency to arrive at a client firm with a solution already in hand. "Most consultancies have a style or angle that's particular to them," says JoAnn Dunaway, who heads the international consulting program at Berkeley's Haas school. "That makes them look for a specific kind of problem or solution."

dd M.B.A. students, by contrast, don't suffer from not-invented-here syndrome. Of one project his students won away from consultants, professor Bala Balachandran, who directs Kellogg's consulting program, notes: "The original consultant wanted to build a grandiose model that would provide full employment for

his firm for the next three years. Our interest was to finish up in three months."

dd Often the big consultancies are simply selling a pet fad. In recent years CSC Index has often framed many of its assignments in terms of reengineering, its favorite fad. And consultancy Stern Stewart is so wedded to the analytical magic of "economic value added," it describes itself as "The EVA Company."

dd Lacking such doctrinal constraints, M.B.A. students tend to develop customized solutions. Alfred Mansfield, chief financial officer of Provena St. Therese Medical Center in Waukegan, Ill., called in students from Kellogg to analyze the cost structure of the hospital's hip-replacement procedures. He had hired a consultancy a few years earlier, but this time hoped to get consulting on the cheap. The students donned gowns to watch the surgery being performed, analyzed everything in sight and soon identified how the costs for the procedure were developed and controlled. dd How did Kellogg's students compare with professionals? Says Mansfield, "The consultants came on the scene with their own notion or approach to each specific issue, for example, activity-based costing. This time we wanted the project to fit our specific scenarios, and the students did a very nice job."

dd Michael McCormick, a manager at Boeing's defense and space division, has used students from Michigan on several projects, among them a review of the workload management of 2,500 employees in electronics and composite machining factories.

dd After assessing the ins and outs of machining and product assembly, the students collected and analyzed a wealth of data. They surveyed employees, interviewed 50 managers, benchmarked similar firms, drafted process-flow diagrams and undertook

return-on-investment analyses. The result was an 80-page proposal.

l. Boeing implemented almost all the recommendations.

dd Says McCormick, "Students bring fresher ideas." FORBES heard this refrain over and over again.

dd Tihamer von Ghyczy was formerly a partner at Boston Consulting Group and now heads the student consulting program at the University of Virginia's Darden

School. Von Ghyczy was impressed by how much more open employees seemed with students

than with professional consultants. "Clients take an extraordinary amount of time to brief our teams: They turn up with slides, diskettes of data

, other documents"the whole works. That never happened to me in more than eight years at BCG"I always had to squeeze everything out of clients."

dd Why? Speculates von Ghyczy: "Psychologically, getting suggestions from business students is somehow more acceptable than being told by overpaid professi

onal consultants what to do next."

dd Sarah Crewe, a Citibank account manager, recently acted as liaison for a student-consulting project aimed at determining why employees in one division were leaving in droves. Crewe found that employees were open and communicative with the student

consultants. Their findings, while not what her boss might have wanted to hear, led to changes in the bank's pay scale.

dd The data democracy spawned by the Internet has shifted the balance even further in favor of the B-schools, whose students are often more adept at tapping

g the Net's resources than are older consultants. Small wonder, then, that high-tech companies are among

the keenest to hire M.B.A. students. Harvard Business

School professor Marco Iansiti has sent students to Microsoft, Intel and Silicon Graphics, among others, consulting on everything from market analysis to product development.

dd At Microsoft, one M.B.A. assignment was to brainstorm a computerized toy that would appeal to children. Timothy Wood, a

product manager at the firm, says:

"I was greatly impressed. The team produced a 4-inch-thick report and came up with what they

called the Microsoft Pal, a stuffed animal that would be your friend and talk to you." That was precisely the kind of product Microsoft

was already developing, which became the bestselling ActiMates Interactive Barney toy.

dd The big consultancies curtly dismiss the idea that the B-schools constitute even the slightest threat. Indeed, some big

consultancies say they approve of

the B-schools' entrepreneurship. Many of this year's 95,000 or so M.B.A. graduates will end up

working for consultancies and will be all the more valuable thanks to their B-school consulting experience.

dd Moreover, business is booming to the extent that there is plenty for everyone, pros and students alike. Total industry revenues grew by 17%, to about \$7

3 billion in 1997, according to the Kennedy Research Group of Fitzwilliam, N.H.

dd However, smaller consultancies cannot afford to be so blasé. Firms employing fewer than ten professionals account for three-fourths of the industry's 36

0,000-strong work force, and about half of its revenues. They, like the B-schools, tend to seek out

shorter-term assignments for smaller clients. A majority

of the companies interviewed by FORBES had hired students to replace third-tier

professionals.

dd Professional consultancies will always have some clear competitive advantages. Big clients with big projects often want their hands held for several years.

And if something goes wrong? Well, suing a rich consultancy will likely prove more rewarding than

chasing a bunch of students through the courts.

dd And although Microsoft will likely use students from Harvard Business School again, it has found their usefulness depends on the project and where it is in its development cycle. Microsoft's Wood praised the students' inventiveness and intelligence, but he complained that they tend to give less attention to a project than do full-time consultants: "University students are trying to manage classes, play basketball and, by the way, do this project at the same time. So it's focused consultants versus potentially distracted students."

dd In the last analysis, then, B-schools are not going to drive the professional consultancies out of business. But they will continue to offer them lively competition. Last year consultants at Deloitte & Touche called in M.B.A. students from Michigan to assist with an especially ticklish issue "how to manage and share the company's vast knowledge base (see Consultant, consult thyself).

dd The verdict? "They did as good a job as consultants."n

Publication#W\ PP# 28. Education Week"Publication" #:\ PP#April 22, 1998
Headline#\ PP# 'A Single Garment of Destiny' Headline #:\ PP#By Chaka Fattah

ddThe U.S. Constitution assigns to Congress the authority and the responsibility to pass laws that implement its intent. With regard to the application of the 14th Amendment to equal educational opportunity, I recommend we do just that. At this time last year, I introduced the proposed Equal Protection School Finance Act, HR 1234, which defines equal educational opportunity as a covered right under the 14th Amendment. Passage of this bill would clarify the intent of the Constitution. It would create a mandate and empower states to equalize school finance and provide to each child an education worthy of their status as citizens of the United States of America.

ddThe nation's view of problems facing its system of public schools is finally taking shape. This is important, because we cannot begin to address these issues effectively until we have the complete picture. The recent focus on school finance equity is particularly gratifying. In this publication's special edition Quality Counts '98 (Jan. 8, 1998), Michael Casserly, the executive director of the Council of the Great City Schools, identified inability to drive finance equity as "the biggest failure of the education reform movement nationally." The January 13, 1998, edition of USA Today reported that 10 urban educators and community leaders had included in their legislative requests to the Clinton administration "require more-equal funding." And on Dec. 17, 1997, in a 4-1 decision, the New Hampshire Supreme Court ruled that the state's system of paying for public

education with property taxes is unconstitutional because it creates widely unequal tax burdens. This adds New Hampshire's to a growing list of state supreme courts,

currently 18 strong, that have taken this action, laying the foundation for the institution of whole new systems of school finance that at least have

a fighting chance of providing all the nation's children with an equal opportunity to learn.

The growing acceptance of school finance equity as an essential component of the school reform movement is the most encouraging development that has occurred

in decades. This issue is the most serious barrier to meaningful reform. My own state

of Pennsylvania has one of the widest disparities on this score. The disparity in annual per-pupil expenditure between the poorest school district and

the wealthiest school district in Pennsylvania is nearly \$10,000. If the average classroom size is 30 children, this

translates into an average per-classroom

disparity of \$300,000 per year, or an average annual per-school disparity of \$5 million.

Not even those who believe that more money for education is not the answer can seriously argue that these additional resources

have no impact on the quality

of physical facilities or on the availability of instructional materials. Neither can they argue that

children subjected to these widely disparate educational experiences approach the challenges of life on a level playing field. Through

our current system of school finance, we are perpetuating a self-reinforcing distribution of opportunity in this country that is fundamentally unequal.

dd

Despite the valiant and, in many cases, effective efforts at reform under way across the country, there remains much that is

antiquated about the way some of

our public schools are managed. The most troubled systems "large urban systems serving

predominantly poor students, some of which spend at a rate higher than

the national or their state average "were inherited by their

current administrators

in dilapidated, underfunded condition, with outdated instructional systems,

inefficient operating systems, and

no systems of accountability of any kind

. I mention this to acknowledge that such conditions exist, and to assert nonetheless that

while they are intolerable and must be addressed, they do not constitute

an excuse for failing to equalize school finance. Our country

is in desperate

need of comprehensive school reform that addresses instructional format, governance, accountability, and finance.

The legal battle for school finance equity is being waged at the state level at the moment. Of the 46 suits that have been filed in

state courts, 18 have been decided in favor of equity, 18 have been decided against, and 10 are pending. These cases typically take as long as 10 years to be resolved, and the primary roadblock to resolving them more quickly is the debate over whether or not there

right to equal educational opportunity is a fundamental right protected under the equal-protection clause of the U.S. Constitution.

The principle that equal educational opportunity is a fundamental right was firmly established in 1954 by the landmark *Brown v. Board of Education* decision

of the U.S. Supreme Court:

"Today, education is perhaps the most important function of state and local government. Compulsory school attendance laws and the great expenditures for education

both demonstrate our recognition of the importance of education to our democratic society. It

is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of

good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping

him adjust normally to his environment. In these days, it is doubtful that any child may reasonably be

expected to succeed in life if he is denied the opportunity

to acquire an education. Such an opportunity, where the state has undertaken

to provide it, is a right which must be made available to all on equal terms" (emphasis added).

Many state court decisions have followed the principles established in the *Brown* decision. However, a more recent decision, *San Antonio Independent School District v. Rodriguez*, introduced ambiguity into how this principle is to be applied.

Under the particular

circumstances of the *Rodriguez* case, the U.S. Supreme Court found that the equal-protection clause of the Constitution did not apply,

and that ruling has provided comfort and cover for findings in some states that the equal-protection clauses of their state constitutions

do not apply either.

Equal access to widespread systems of public education are the very cornerstones of our democracy. In the early days of our country, Congress made the setting aside of lands for public schools a condition of admission of each state into the union. In the

Northwest Ordinance, Congress found and unanimously directed that "knowledge being necessary to good government and the

happiness of mankind, schools and the means of education shall be forever encouraged." The focus on education in those early days

was as a right of the poor, and on the necessity of providing education to the poor on an equal basis so that, as Thaddeus Stevens

wrote, "he may be prepared to act well his part in this land of free men."
ddContinuing to permit widespread deterioration of our public schools threatens
our democracy's very survival. States that are
supporting school finance equal
ization are finding that current outdated systems are inadequate to ensure that
students have sufficient
skills to live in a complex and rapidly changing soci
ety, to make informed choices, to understand current issues, to appreciate thei
r
cultural heritages, to function intelligently, and to compete favorably in th
e job market. How can we function as a nation when
increasing percentages of ou
r population can be described in these terms?
ddThe answer is, we cannot. Martin Luther King Jr. said that we are all woven t
ogether into a single garment of destiny. What affects
one of us directly affec
ts us all indirectly. The Supreme Court found in *Watson v. City of Memphis* that
constitutional rights "are
not merely hopes to some future enjoyment of some f
ormalistic constitutional promise. The basic guarantees of our Constitution are

warrants for the here and now and, unless there is an overwhelmingly compellin
g reason, they are to be promptly fulfilled." Passage
of HR 1234 would provide
a foundation for the prompt fulfillment of every American child's basic right t
o equal education
opportunity.

ddRecognizing that the timeliness and vision with which we respond to this issu
e will shape the quality of life for all of us in
America for years to come, I
encourage everyone to become involved. Follow the progress of related cases in
your state courts. Contact your representatives and ask them to co-sponsor the E
qual Protection School Finance Act. Let's fix this. It's time.n

Publication#W\ PP# 29. Education Week"Publication" #:\ PP#April 22, 1998
Headline#\ PP# Districts React Slowly To Charter SchoolsHeadline #:\ PP#Subhe
ad#[\ PP# Report RoundupSubhead#:\ PP# ddSchool districts are not responding
to charter schools with swift, dramatic changes, according to a study released
by Policy
Analysis for California Education, a university-based research consor
tium.

ddA majority of districts in which the independent public schools have been est
ablished have "gone about business as usual and
responded to charters slowly an
d in small ways," writes Eric Rofes, a doctoral student at UC-Berkeley's gradua
te school of education.

ddThe study, which focuses on how charter schools affect public school district
s by looking at 25 districts in eight states and the
District of Columbia, foun
d some districts have responded with new academic programs and other efforts to
win charter students
back.

ddBut few educators in district schools viewed charter schools as educational l

aboratories offering innovations worth copying.
ddCharter schools may contribute to statewide reform efforts with no formal connection to the charters themselves, such as new systems of school accountability and changes in school finance, the study says.
ddIt also says that laws allowing more than one entity to sponsor charters may increase districts' responses.
dd"How Are School Districts Responding to Charter Laws and Charter Schools?," \$10, from PACE, 3653 Tolman Hall, Graduate School of Education, University of California, Berkeley, CA 94720-1670.n

Publication#W\ PP# 30. Education Week"Publication" #:\ PP#April 22, 1998
Headline#\ PP#Experts Urge Bigger Role for Preschools in Literacy Development

Headline#:\ PP#By Kathleen Kennedy Manzo
ddA panel of prominent researchers, in a long-awaited report on reading released last month, joined those educators and policymakers who are shifting more attention to the prekindergarten years. In the report for the National Research Council, the panel recommends that day-care workers and preschool teachers play a much larger role in early literacy.

ddBut the experts also acknowledge that those teachers are largely unprepared for the task.

ddSitting in an adult's lap reading a favorite book, reciting and singing nursery rhymes, and carrying on conversations about everyday things all set the groundwork for reading even before a child recognizes a single word in print, experts say. Yet, too few

children in preschool and day-care settings, or even those who stay at home with a parent or other family member, are regularly exposed to

a rich range of experiences that assist language development and provide the foundations for learning to read.

ddThe report to the research council, "Preventing Reading Difficulties in Young Children," suggests that more-thoughtful planning of activities for children who have not yet reached kindergarten could help prevent a large proportion of reading problems later on.

("NRC Panel Urges End to Reading Wars," March 25, 1998.)

dd"In many [day-care] situations, the language and literacy needs of these children are not the caretakers' primary concern," says the report, written by a panel of reading researchers who studied the literature on the subject for more than two years. "Traditional caretaking, such as keeping children safe, fed, and clean, is often the main focus. Yet, many of these children are in special need of

early language stimulation and literacy learning," says the report commissioned by the NRC, the research arm of the Washington-based National Academy of Sciences.

dd'The Right Time'

ddThe report recommends universal access to preschool programs that are designed to build literacy skills. The panel suggests that the earliest learning experiences should include conversation with adults, introduction to the alphabet, and exposure to books, games, and activities that are developmentally appropriate and promote a love of reading.

dd"Preschool is the right time to begin serious language and vocabulary development," said Marilyn J. Adams, a professor of education at Harvard University and a member of the NRC panel.

ddBut the sounds of little children at play should not be drowned out by the recitation of letters or drill-and-skill instruction in phonics, the panel warns.

dd"The report does not recommend early instruction in reading," emphasized Barbara T. Bowman, the president of the Erikson Institute, a private graduate school and child-development research center in Chicago. "The notion is that if ... you have an environment in which there are rich, receptive language and literacy experiences, [children] will be well-primed to learn to read," said Ms. Bowman, who served on the panel.

ddCreating such an environment requires staff members who are knowledgeable about how children learn to read and skilled in conceiving activities appropriate for the age group. But the child-care field may not be prepared to handle such duties, the report says.

dd"Very often, these are not professionally trained people," said Catherine Snow, also a professor of education at Harvard and the chairwoman of the NRC panel.

. "They are pretty good at providing love and attention to kids, but may not be particularly good at creating the optimally stimulating environment."

ddStandards Coming

ddAs more attention shifts to child care and early education and their potential to prepare children better for school, the responsibilities on teachers in those settings are gradually increasing, according to Marcy Whitebook, the executive director of the

Center for the Child Care Workforce, based in Washington. But, for the most part, the salary and benefits needed to attract a highly trained workforce are not.

dd"We're constantly asking people to do more, but we're not redefining the pay or the status that comes with it," Ms. Whitebook said.

ddChild-care workers, some 40 percent of whom have no more than a high school diploma, make less than \$14,000 a year on average. Fewer than 10 percent of the estimated 80,000 early-childhood programs in the country are accredited, and the ratio of children to teachers varies widely "from 35-to-1 in some states to t

he relatively few centers that follow the National Association for the Education of Young Children's recommendation of 10-to-1, according to Barbara A. Willer, a spokeswoman for the Washington-based group.

With the current state of the field, some experts agree that fulfilling the recommendations in the NRC report would require large-scale change.

"The bottom line is that there is very little literacy going on naturally in the preschool environment," said Susan B. Neuman, an associate professor of language and literacy at Temple University in Philadelphia.

Ms. Neuman, who is helping produce a report on early literacy for the NAEYC and the Newark, Del.-based International Reading Association and, said that "massive efforts" are needed to improve and expand training, develop resources for teachers, and push for more collaboration between early-childhood programs and public schools.

The NAEYC-IRA report, expected out next month, will make more specific recommendations for emphasizing reading skills in the early years, Ms. Neuman said.

In preschool, according to Ms. Neuman, children should learn to identify some letters and letter-sound relationships, begin to understand that print carries a message, listen to stories and discuss them, write some basic phrases, and engage in language games.

Play in Print

At the Main Street Child Development Center in Springfield, Va., one of the accredited centers, children get plenty of early exposure to print. Objects in the classroom, from chairs to windows, are labeled. Areas of the room designated for art, housekeeping, and drama are stocked with print materials, such as coupons and phone books. To ensure that children get enough time to talk and read with adults, volunteers are enlisted.

"One of the scary things [in the field] is that you find everything from children being placed in front of the television for hours at a time, to extreme academic settings," center Director Brenda Kuhlman said. "They don't do a whole lot in terms of literacy development. Teacher training needs to be emphasized more."

Any design of day care or preschool, however, should not preclude what interests children most of all: fun.

"What happens in these [settings] needs to be informal and joyful, but also planned," said Dorothy Strickland, an education professor at Rutgers University in New Brunswick, N.J., who also worked on the NRC report.

"There have to be opportunities where children are using print in their play."

Headline#\ PP# Reborn 'Hooked on Phonics' Switches StrategyHeadline #:\ PP#By

Kathleen Kennedy Manzo

ddA California businessman is hoping to capitalize on the widely recognized brand name Hooked on Phonics, and dispel the product's reputation for making exaggerated educational claims, with a redesign of the popular at-home reading program and a more subdued marketing approach.

ddThe new product, unveiled this month, is being promoted to parents as just one tool for helping children learn to read. The pitch runs counter to earlier claims that the skill-and-drill program offered a singular, sure-fire method of building literacy.

ddThe original advertising campaign, which suggested that parents could succeed where teachers had failed, "didn't endear itself to the educational community,"

admitted Chip Adams, the chairman and chief executive officer of Gateway Learning Corp., who bought the company nearly two years ago.

ddBut Mr. Adams is trying to change the perception among educators, by pushing the new program "Hooked on Phonics-Learn to Read" as a way for parents to supplement their children's education. Company materials point to research suggesting that phonics

instruction, coupled with reading practice, can help some children overcome difficulties in learning to read. As part of a yearlong redevelopment

ent process, the San Francisco-based company sought the advice of researchers and comments from focus groups totaling more than 300 parents, teachers, and students.

ddStorybooks Added

ddThe program is still based primarily on incremental, skill-and-drill phonics activities, offering flashcards, workbooks, and cassette tapes set to music that

help children learn letters, letter sounds, and words. Now, the lessons include what many critics had said was

lacking in the original program: follow-along reading activities and simple storybooks that enable children to read words in context.

The company hired some popular children's authors to write decodable texts and storybooks coordinated with each of the program's five progressive levels.

ddAt its peak, the original product, introduced about a decade ago by Gateway Products Ltd. of Orange, Calif., earned about \$175 million annually. Gateway spent a large portion of its revenues on radio and television advertisements that claimed anyone could

learn to read by using the program. After educators and consumer advocates questioned those claims, the Federal Trade Commission in 1994 forced

the company to tone down its advertising. The company later filed for bankruptcy protection. ("Claims of Success

By 'Hooked on Phonics' Called Into Question")

tion," Feb. 12, 1992.)

ddBecause the revamped product has not been widely distributed, many critics of phonics-based methods of instruction have not had an opportunity to review the new program.

ddStill, it has gotten a somewhat complimentary response from some educators who have seen the materials.

dd"It appears to be more of a mainstream program aimed at parents," said Alan E. Farstrup, the executive director of the International Reading Association in

Newark, Del., who had no comment on the quality of the product. "It is quite different from the original, infamous version. They are not making the kinds of claims made by previous owners."

ddMarcia Moon, a co-director of the Children's Literacy Initiative, a nonprofit organization in Philadelphia that consults with school districts, said the pro

gram is "a good resource for parents who are looking for additional pieces to support their children's reading development." At \$249, she added, Hooked on Phonics is a good buy.

ddBuyer Beware?

ddTheodore R. Mitchell, the dean of the graduate school of education and information science at the University of California, Los

Angeles, and an education ad

viser to the mayor of Los Angeles, has agreed to sit on Gateway's board of directors.

ddMr. Mitchell, who said he has never before endorsed an educational product, scoffed when the company first approached him.

dd"I thought that'll be the day when I put my name on that," said Mr. Mitchell, who is likely to gain financially from the venture if the product turns a profit.

it. "But after spending a couple of hours with Chip Adams ... I was convinced that he wanted to take the

shell of this program and build the best learn-to-read

program for parents that he could."

ddNo documented proof of the product's effectiveness exists, although the company plans to conduct studies later this year.

ddBut at least one critic says let the buyer beware. "The new Hooked on Phonics doesn't say that it really works, just that you know

our name," said Gary L. A

dams, the president of Educational Achievement Systems in Seattle, a company that evaluates educational

materials for schools. "They don't say it works because there is no proof that it works."

Publication#W\ PP# 32. Education Week"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Many Children Struggling To Adjust to Kindergarten Headline #:\

PP#By Debra Viadero

San Diego

ddDespite the importance of making a child's first experience with kindergarten a positive one, a high proportion of children are

having difficulty adjusting

to that new environment, a nationwide survey of kindergarten teachers has revealed

led.

The survey, described as the most comprehensive to date on the subject of children's first steps into the world of formal schooling,

also found that many schools

are making only limited efforts to ease the transition to kindergarten.

Researchers from the National Center for Early Development and Learning, based

at the University of North Carolina at Chapel

Hill, released their findings here

last week at the annual meeting of the American Educational Research Association. The study is

based on responses from nearly 3,600 kindergarten teachers

to a survey questionnaire mailed to them during the 1993-94 school year.

The researchers said the findings are important because other studies have shown

that children who have positive experiences in

kindergarten and 1st grade tend

to fare better throughout their school careers than those who have problems in those crucial early

years.

The teachers surveyed by the North Carolina research team reported that nearly

half of incoming kindergarten pupils are having

problems adjusting. The transition

was "difficult" for 16 percent of the children, and 32 percent were having

some problems making

the transition, the survey found.

"We think this reflects something of a poor fit between the kindergarten classroom

environment and the prekindergarten or outside

kinds of environments that

children are coming from," said Robert C. Pianta, a University of Virginia education

professor who

co-directed the survey.

Transition Activities

One of the biggest problems for kindergartners is following directions. More

than half the teachers surveyed reported that more

than 50 percent of their students

had struggled with that basic skill. Large percentages of teachers also said

their pupils came to school

without needed academic skills or came from "dis-

organized home environments."

Teachers in inner-city schools, schools with high concentrations of poor students,

and schools with large minority populations

found those kinds of problems

particularly prevalent.

Researchers don't yet know for sure what steps schools should take to smooth

the adjustment period. But schools' efforts in that

direction now are largely limited

to talking with kindergarten parents, sending a letter home, or holding

an open house. Those

activities generally take place after the start of the school

year.

Very few teachers said they did anything to help children adjust to school before

the start of kindergarten, such as conferring with

children's preschools or

making visits to their homes. And teachers are far more likely to engage in group

activities than efforts

directed at individual students.

dd"Those practices that we might theorize are going to be most useful are also going to be most difficult," said Diane M. Early, a postdoctoral student who analyzed those data.

ddPart of the problem, most teachers surveyed said, was that schools didn't provide them with class lists early enough. Teachers receive those rosters an average of 15 days before the school year starts, the study found.

ddTeachers also cited as impediments to more intensive transition efforts a lack of time and a reluctance to visit the homes of students who live in dangerous neighborhoods.

dd'Definitive' Study

ddIndividualized transition efforts are more common in schools where children have fewer adjustment problems: private schools and public schools in suburban or more affluent areas. Teachers in urban schools, or schools with higher proportions of poor or

minority students, are more likely to engage in group transition activities and to wait until the school year begins.

ddThe survey is part of a larger program of research by the NCEDL on the transitions that children make early in their schooling.

Researchers are following 30

0 students, in Arkansas, North Carolina, and Virginia, to get a firsthand look at how they cope with their first formal schooling experiences.

ddDaniel J. Walsh, a University of Illinois education professor who commented on the study, said it represents the most comprehensive survey yet of kindergarten teachers on children's transition to school.

dd"This is really the definitive data set," he said.

Publication#W\ PP# 33. Education Week"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Study Finds Violence Is Prevalent In Children's TV

ShowsHeadline

e #:\ PP#By Mark Walsh

ddThe final report of a massive three-year study of television violence concludes that six out of 10 shows contain depictions of violence and that many children's

programs contain violent portrayals which pose a special risk of promoting aggressive behavior among young children.

ddThe findings of the 350-page National Television Violence Study conflict with a recent study financed by the major broadcast networks that showed a steady decline in violent programming on network television.

ddThe newest report is the last of three annual installments underwritten by the National Cable Television Association, based in Washington. Its centerpiece is

an analysis of 2,750 shows on network, independent, and public-broadcasting stations as well as basic

and "premium" cable channels, conducted by seven researchers at the University of California, Santa Barbara.

dd"The study shows conclusively that, across all genres and channels of televis

ion, when violence is portrayed, its likely effect is to contribute to the learning of aggression," the report concludes.

ddThe UC-Santa Barbara analysis focused on entertainment shows such as dramas, situation comedies, movies, and cartoons. In general, the study concludes, most of the violence depicted is sanitized and goes without punishment. Only 5 percent to 6 percent of violent scenes are explicit or graphic, but a gun is shown in one out of four violent depictions.

ddThe report expresses special concern about the way violence is depicted in some children's programming, especially cartoons. Many cartoons include violence that poses a high risk of stimulating aggression in children, the report maintains. These "high risk" portrayals include a perpetrator who is considered attractive, violence that appears justified, and unpunished violence with minimal consequences to the victim.

dd"Younger children have difficulty distinguishing televised fantasy from reality, and are therefore at increased risk of imitating cartoon violence," said Barbara J. Wilson, a professor of communication at the university and one of the authors.

ddBroadcast Response

ddThe Washington-based National Association of Broadcasters, which represents the broadcast networks and stations, questioned the findings. Broadcasters pointed to a University of California, Los Angeles, study released in January, which concluded that most graphic violence on television is found on cable channels.

dd"The undeniable fact is that the vast majority of violence on television is on pay cable, not on free, over-the-air television," said John Earnhardt, a spokesman for the NAB.

ddHe also cited federal statistics showing that most categories of violent crime have dropped across the United States.

dd"If [the researchers'] suppositions are true, why are violent acts down?" Mr. Earnhardt said. "Their theory doesn't really hold."

ddBoth research projects were prompted by concern in Congress in recent years about television violence.

ddAs part of the Telecommunications Act of 1996, Congress mandated that new televisions be manufactured with the so-called V-chip, which allows parents to block out programming rated violent or otherwise unsuitable for children.

ddAnother part of the cable-sponsored study analyzed the television industry's voluntary implementation of the TV-content ratings system, which went into effect last year.

ddThe study by Joanne Cantor and Amy Nathanson of the University of Wisconsin-Madison gives broadcasters and cable channels credit for "swiftly implementing" the parental-guideline system, which includes ratings such as TVY for shows sui

table for all
children.

ddIn addition, all the major networks except for NBC have added content indicators to the ratings to signal whether a show includes violence, adult situations, or sex.

ddThe report calls on the networks to add oral announcements of a show's rating in addition to the small graphic that appears in the corner of the screen.

ddThe report contains two other parts:

ddA study of anti-handgun-violence public-service announcements, conducted by researchers at the University of North Carolina at Chapel Hill, found that those depicting the consequences of violence are more effective in influencing young people than those that do not.

ddAn analysis of "reality" programming by researchers at the University of Texas at Austin found that this genre, which includes daytime talk shows and programs such as "Cops," to be less violent than entertainment television.

ddCopies of the report are available for \$39.95 each from Sage Publications Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218. Phone: (805) 499-9774.

Publication#W\ PP# 34. LRP Publications"Publication" #:\ PP#April 21, 1998

Headline#\ PP# CEC Groups Want Revisions to IDEA Regs, New
Comment Period Head
line #:\ PP#

ddTwo divisions of the Council for Exceptional Children (CEC) have asked Congress to pressure the Department of Education into revising the proposed IDEA regulations, and to reissue the amended rules for a new round of public comment.

ddThe Division of Learning Disabilities (DLD) and the Council for Children with Behavioral Disorders (CCBD) included the requests as part of submitted testimony for an upcoming joint committee hearing on the proposed IDEA regulations.

ddThe April 22 hearing will be jointly chaired by House Education and the Workforce Committee Chairman Bill Goodling, R-Pa., and Senate Labor and the Human Resources Committee Chairman Jim Jeffords, R-Vt.

dd"We would urge Congress to take appropriate action to encourage the U.S. Department of Education to extensively revise the proposed IDEA regulations, and to again issue proposed IDEA regulations for comment before issuing final IDEA regulations," the DLD stated.

ddThe CCBD submitted almost identical testimony, adding: "On an issue this important this is the only way Congress, parents and educators can be sure our voices are being heard."

ddWhile both groups agree that Congress needs to take action to force the Education Department's hand regarding the IDEA rules,

they also agree that such action should not include tinkering with the IDEA law itself.
 dd"CCBD would in the strongest possible terms urge Congress NOT to change the IDEA law passed last year," the CCBD stated.
 "To reopen IDEA would mean that Congress would face debate on almost every contentious issue in IDEA."
 ddThe DLD concurred, saying a renewed examination of the IDEA law would "mean months of turmoil for Congress, schools, and students."
 ddThe groups also urge the Education Department to move expediently on revising the rules so that the final regulations can be implemented during the 1998-99 school year.

Publication#W\ PP# 35. LRP Publications"Publication" #:\ PP#April 21, 1998

Headline#\ PP# Correction Headline #:\ PP#
 ddWhile two divisions of the Council for Exceptional Children (CEC) want the Department of Education to extensively revise the proposed IDEA regulations and issue the amended rules for public comment, the CEC as a whole does not support the promulgation of a new set of proposed regulations (see D.C. Daily, April 20). The CEC does, however, recommend that "important" changes be made to the proposed rules.

Publication#W\ PP# 36. Education Week"Publication" #:\ PP#April 22, 1998

Headline#\ PP# In the Golden State, Schools' Space Needs Translate

Into Big Bu

siness Headline #:\ PP#By Kerry A. White

Riverside, Calif.

ddIf you follow the money, a path lined in gold can be traced from California Gov. Pete Wilson's Sacramento office through rolling hills and orange groves to Riverside's Aurora Modular Industries.

ddThe state's tremendous enrollment growth, paired with Mr. Wilson's ambitious plan to lower the size of the state's K-3 classes to 20 pupils or fewer, has

led the modular-classroom manufacturer "call them modulars, call them relocatable, but please don't call them portables" working overtime to meet districts' demand for more space.

ddCalifornia's school population is the fastest growing in the nation, according to the U.S. Department of Education; and is expected to soar from 5.5 million last year to 6.4 million by the 2007-08 school year.

dd"Our business used to be growth, and growth has been unreal," Clint Pooley, the company's director of sales, said recently over the din of construction at the company's hangar-size plant about 50 miles east of Los Angeles. "Now it's growth and class-size reduction."

ddIn the past few years, according to Mr. Pooley, Aurora has doubled its business, with output jumping from 1,200 "floors" a

they're called in the industry

"in 1995 to 1,800 in 1996 to about 3,500 last year. Aurora's gross revenues have grown from \$13.4

million in 1995 to \$61.6 million last year.

dd"Business," Mr. Pooley said, "has been booming."

ddGood, Solid Investment

ddOn a recent tour of the plant's busy assembly line here, Kevin Kothlow, Aurora's marketing director, said the quality of modulars has gone up with demand over the years.

ddEach classroom, which on average sells for about \$30,000 to \$35,000, is custom-made according to state specifications and district preferences, he said. It

takes the plant about one full day to put together a classroom's steel chassis, and another full day to hang

drywall, paint the interior, and lay carpet. It's

up to individual districts to get the modulars' sites ready, leveling the land and installing

plumbing, electrical wiring, and phone lines. Schools also must ensure that the buildings meet fire codes and are accessible to people with disabilities.

dd"What we're building are solid, well-designed classrooms. They're portable, but with a permanent feel," said Mr. Kothlow, a

former banker who was recently hired to, among other things, help manage new construction projects and promote

Aurora through a company Web site.

ddThe company's schools feel so permanent, in fact, that it is the first of the state's modular manufacturers to take business to the next level: relocatable schools.

ddModular Schools

ddCesar Chavez Elementary School in Corona, Calif., which opened its doors last July, is one of four schools Aurora has built entirely out of modular classrooms.

ms. The 36 steel-gray and navy-blue stucco-covered buildings on the school's 13-acre campus are

cleanly and strikingly modern. Taken together, they look nothing like traditional portable classrooms.

ddThe 700-student school in this community near Riverside cost \$5 million and was built in about five months, Mr. Kothlow said.

Construction costs for permanent elementary schools, he said, average about \$10 million in the state. Corona has no plans to replace its relocatable school with a permanent facility.

dd"It's not at all different. The school feels solid enough to take rain, wind, and even an earthquake," Principal Denise E. Hendrix of Chavez Elementary said

. "I've been in Corona schools since 1961, and this feels great. It's beautifully designed, with all the amenities of a permanent school. And because it was built so fast, it really helped ease overcrowding" in neighboring elementary schools

ools.

ddIn addition to building modulars and modular schools, Aurora will soon be building two-story relocatables in the southern half of the state.

ddAsked if and when California's modular-classroom boom may slow down, company President Mike Henning said that depends on the state.

dd"School construction funding in California is not adequate to deal with the growth," so the portable-classroom industry, which can build schools quickly and cheaply, thrives, he said. "We're benefiting by the fact that the system [of funding schools] in this state is broken."

Publication#W\ PP# 37. LRP Publications"Publication" #:\ PP#April 21, 1998

Headline#\ PP# School Construction Plan Shot Down in Coverdell Debate Headline

#:\ PP#

ddThe Senate today rejected Sen. Carol Moseley-Braun's, D-Ill., \$22 billion school construction amendment as debate resumed over Sen. Paul Coverdell's, R-Ga., education savings account bill.

ddIn a vote of 56-42, lawmakers killed the Moseley-Braun measure, which was offered as an alternative to, rather than a part of, Coverdell's Parent and Student Savings Account PLUS Act.

ddThe Moseley-Braun amendment would have established \$22 billion in interest-free bonds to be used for the modernization and construction of public schools, a centerpiece of President Clinton's education agenda.

ddThe Coverdell measure, which is similar to an Individual Retirement Account (IRA), would allow parents to draw from a tax-free account to pay for K-12 private, parochial or home schooling expenses.

ddIn addition to rejecting the Moseley-Braun amendment, lawmakers "by a vote of 60-38" also rebuffed Sen John Glenn's, D-Ohio, attempt to delete any language in the bill to allow the tax-free savings to be used for private schools.

ddAmendments approved by the Senate included a measure offered by Sens. Alfonse D'Amato, R-N.Y., and Connie Mack, R-Fla., regarding teacher training and merit pay, and one by Sen. Kay Bailey Hutchison's, R-Texas, to ensure that public schools offer comparable educational opportunities for both male and female students.

ddDebate on the bill resumes tomorrow.nPublication#W\ PP# 38. Chronicle of Higher Education"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Congressman Will Push for House Vote to Ban Racial Preferences

in AdmissionsHeadline #:\ PP#

ddBy JAMES RAMAGE

ddWASHINGTON

dd The sponsor of Congressional legislation that would ban the use of racial preferences in college admissions said Tuesday that he would force a vote on the measure on the floor of the House of Representatives.

ddBut the lawmaker, Representative Frank Riggs, a California Republican, told a forum at the Heritage Foundation that he was not optimistic that his provision would be approved when the House takes up the measure, perhaps as soon as next week.

ddMr. Riggs's proposal, an amendment to a bill to extend the Higher Education Act, is set to go before the House as soon as lawmakers reach a compromise on measures related to the interest rates on student loans. The compromise could come as early as

next week. If enacted, the amendment would prohibit colleges and universities from granting preferential treatment to, or discriminating against

, any person or group based on race, sex, color, or national origin when making admissions decisions. Most

colleges and universities strongly oppose the measure, which they fear would severely limit the admission of minority students.

ddMr. Riggs said that he was "hardly sanguine" about the amendment's chances, given the failure this month in the House of an amendment to a transportation bill

that would have restricted the use of racial preferences in awarding federal contracts. "I'm sensing

a loss of nerve in the party on this issue," he said,

referring to Republicans in the House. "I'm not sure it will work."

Publication#W\ PP# 39. Associated Press"Publication" #:\ PP#04-21 1:18p

Headline#\ PP# Student expelled for pulling gun in schoolHeadline #:\ PP#

ddKOOSKIA, Idaho (AP) - A seventh-grader has been expelled for the rest of this school year and all next school year for allegedly pointing a handgun at the back

of a teacher's aide and mouthing the words, "Bang, bang."

ddThe girl reportedly took a large handgun out of her purse during class on April 6 and pointed it at the back of a teacher's aide she previously had threatened to kill.

ddThe gun reportedly was not loaded, but there were bullets in the girl's purse.

ddClearwater Valley Elementary-Junior High School Principal Raymond Bloom said the district's school board met Monday and decided on the expulsion as a way to

send a strong message to students that guns and violence would not be tolerated.

ddBloom said teachers also have been stepping up use of lessons against violence and reminding students about the district's zero-tolerance gun policy.

ddThe north-central Idaho incident came in the wake of the schoolyard shooting March 24 in Jonesboro, Ark. Andrew Golden, 11, and Mitchell Johnson, 13, are accused

cused of ambushing and killing four classmates and a teacher during a mock fire drill at their school.

Ten others were wounded.

ddThen on April 9, a Pocatello teen-ager with two stolen handguns held police at bay for five hours at an alternative junior high

school. No one was injured,

but the 15-year-old last week admitted to second-degree kidnapping, aggravated assault, burglary,

carrying a concealed weapon onto school property and misdemeanor vandalism.

Publication#W\ PP# 40. LRP Publications"Publication" #:\ PP#April 21, 1998

Headline#\ PP# Gorton Withdraws IDEA Discipline Amendment From Coverdell Bill

Headline #:\ PP#

ddSens. Slade Gorton, R-Wash., and Judd Gregg, R-N.H., today pulled their controversial amendment to alter the IDEA discipline provisions from consideration

during ongoing debate over the Senate's education savings account bill.

ddThe Gorton-Gregg measure would have amended the IDEA law by giving state and local education authorities control over

decisions regarding disciplinary pro

cedures for special needs students. The amendment was to be offered as part of Sen. Paul

Coverdell's, R-Ga., Parent and Student Savings Account Plus Act, which

is currently under debate on the Senate floor.

ddGorton and Gregg, however, today withdrew the amendment from consideration.

ddThe amendment was pulled from the Coverdell bill for two reasons, Gorton said. First, it "cross-pressured" school administrators and educators who support the amendment, but who do not support the Coverdell bill. He added that the amendment's proponents

were also less enthusiastic about supporting the amendment

as part of the Coverdell bill because President Clinton has promised to veto

the legislation.

ddSecond, Gorton said, the amendment was withdrawn to give supporters and opponents of the measure more time to reach some sort of compromise.

ddSome special education groups have criticized the amendment, saying it would strip special needs students of their right to a free

and appropriate public

education (FAPE). Gorton, however, said he had been making headway with education groups.

dd"I believe there was a very real chance this amendment would have been accepted," Gorton said, "and Senator Gregg and I would

still like to accomplish our

goal ... We may be able to find some common ground."

ddThe amendment will be re-offered "at an early opportunity," as part of a bill

"not necessarily education-related" "certain

to be signed by the president," Gorton said.

nt," Gorton said.

dd"This debate is not over," he added. "It won't go away."

Publication#W\ PP# 41. San Francisco Chronicle"Publication" #:\ PP#April 22, 1998

Headline#\ PP# No Public School for Checchi's KidsHeadline #:\ PP#Subhead#[\ PP# He also refuses to back down on his negative adsSubhead#:\ PP#

Carla Marinucci, Robert B. Gunnison,
Chronicle Political Writers

Democratic gubernatorial candidate Al Checchi, who has made public education a cornerstone of his campaign, said yesterday he will not "sacrifice my children

's future" by sending them to state public schools.

ddChecchi and his wife, Kathy, residents of Beverly Hills, one of the nation's wealthiest cities, have a son in college and two daughters, ages 17 and 12, in private schools.

ddIn an interview with The Chronicle editorial board yesterday, the Northwest Airlines executive was asked whether, if elected, he would educate his children

in California public schools to demonstrate his stake in the system. "Of course not," he said. "Why would I do that?

dd"By making the choices I have made, I am demonstrating that the public schools are not up to the par they ought to be," he said.

"I'm not going to sacrifice

my children's future," he said, noting that "(California) is 43rd in spending, 49th in computers per child" in its public schools.

ddIn a campaign that has focused so strongly on education, Checchi's comments could stir controversy, giving his opponents the opportunity to question whether

the wealthy airline executive understands the problems of millions of parents who send their kids to public schools.

ddOne of Checchi's two rivals for the Democratic nomination, Representative Jane Harman, whose two school-age children attend private schools in Washington, D

.C., has said she would "consider" sending her children to public schools, if elected governor.

Lieutenant Governor Gray Davis, the other competitor for the nomination, has no children. The likely GOP nominee, state Attorney General Da

n Lungren, has three children, but all are college age or older.

ddIn the interview, Checchi said he was "in a very, very fortunate position .

. . . to send my children to private schools," but said he wished "other people

were in the (position to) get an education as good as my children."

ddBut when asked about school vouchers, which supporters contend would allow low- and middle- income pupils to attend private schools, Checchi strongly denounced

them as "a typical political trick. . . . I think they're a fraud."

dd"The answer is to fix the public schools," Checchi said. Checchi also said he supports charter public schools as an alternative to state- paid school vouchers

hers that would subsidize private tuition.

ddIn a wide-ranging interview, Checchi also refused to back down on his hard-hitting television ads and his latest mailings which

attack the political records

of both Harman and Lungren.

dd"I'm not going to apologize for pointing out the record of a public official

," Checchi said.

ddChecchi, who has spent about \$20 million of his own estimated \$550 million fortune on ads, has drawn editorial criticism for his

campaign " which he began

last year with pledges to stay on the high road.

dd"I think it's just hilarious," he said. "Public officials are simply not u

sed to being held accountable for what they say or do," said

Checchi, who has

never held public office. "I find it almost comical that these people are grouching."

ddDuring the hourlong interview, Checchi also:

dd " Acknowledged that he and his wife each donated \$1,000 to Harman's campaign

s in the past. "We made a contribution to her,

but does that amount an endorse

ment? Let's not descend into the absurd. I met Jane Harman

ddShe was very nice. She asked for a contribution. I made one," he said. "I h

aven't made one to her since."

dd " Defended his past campaign contributions to Republicans Bob Dole and Steve

Forbes, saying he has donated an average of

\$25,000 to political figures, "98

percent of them Democrats."

dd" My good friend Steve Forbes ran for president, and as a courtesy, I made a

contribution," he said. "I really don't think that's a

statement about my pol

itical philosophy

ddIt was not an endorsementddThis is a nice game everyone plays of 'gotcha.' "

dd " Said, "I don't believe in quotas," and that if elected governor he would

ask the Legislature "to repeal Proposition 209, because

I think we've made a

mistake" on the initiative that barred race and sex preferences in the awardin

g of state government contracts

and admissions to state universities.

dd " Said he did not support the efforts of some legislators to expand the deat

h penalty to younger criminals, but believes that it

should apply to repeat rap

ists and child molesters. "I think it will create a disincentive to be a repea

t (offender)," he said. "Our

society has become much more predatory . . . and

I happen to believe that destroying the spirit of a woman or a child is heinous."

dd " Said that, if elected, changing public education would be a top priority.

"It requires a change in the way we manage the school

system . . . this vast b

ureaucracy being centrally managed out of Sacramento," he said. "Decentralizi

ng, flattening the organization,

pushing more responsibility" to local levels

is the key.

ddChecchi argued that school vouchers would drive up the cost of private education without creating any new places for students.

``That's still not going to fix the problem for the vast majority of kids," he said. ``We have to fix the (public) schools for 6 million kids."

ddChecchi said he advocates ``unlimited numbers of charter schools . . . which in its purest manifestation is really a private school functioning within the public school system."

ddChecchi also has signed a pledge to state schools chief Delaine Eastin that he will support increasing per-pupil spending in California to the national average within five years.

ddSuch an increase would cost an estimated \$6 billion, but Checchi, who said much of the funding would come from the state's current economic boom, would not specifically identify a source of revenue.

ddDavis and Harman have not signed the pledge, citing concerns with the large amount of money needed.

ddBoth Harman and Davis oppose school vouchers. Lungren supports school vouchers.
s.n

Publication#W\ PP# 42. Sacramento Bee"Publication" #:\ PP#April 22, 1998

Headline#\ PP# SF high school students plan walkout to protest poor facilities

Headline #:\ PP#

SAN FRANCISCO (AP) " California's jails are in better shape than some San Francisco Bay area schools, where windows are barred and broken and where there are not enough desks or books, says activist Gabriel Hernandez.

ddIn protest, some 2,000 Bay area high school students are planning to walk out of classes this week, said Hernandez, leader of the group Voices of Struggle.

dd"We are protesting hate," he told the San Francisco Examiner. "We want funding for ethnic studies at schools.

dd"We are defending our younger brothers and sisters in the school system because with all the laws passed now, it is getting harder and harder for people of color to get an education."

ddFour years ago, the Chicano group organized a similar protest involving 10,000 Bay area students from 14 high schools. Those peaceful marches shut down three freeways.

ddBert Lopez, 14, of San Bruno said his parents supported his decision to join this year's protest.

dd"The schools are messed up, and students are fed up with it," he said. "We want to show the parents and the other students that if we stick up for ourselves

, we can take back the schools and make it nicer."

ddSan Francisco Unified School District spokeswoman Sandina Robbins said she was unaware of the students' concerns. But she said the district joined the students.

nts in lamenting the lack of resources for public education, and encouraged the
m to write to
legislators.

dd"The state increased jail upkeep by 10 percent last year, but the state budge
t for education stayed the same," she said. "We're
expected to increase test sc
ores and get students ready for college and work, but we're not spending money
on education.

dd"We support the children in their dissatisfaction with resources and the phys
ical facilities."n

Publication#W\ PP# 43. St. Louis PostDispatch"Publication" #:\ PP#April 22, 1
998

Headline#\ PP# Area schools are facing a shortage of principalsHeadline #:\ P
P#

By Carolyn Bower
Of The Post-Dispatch

ddA good principal, especially a high school principal, is hard to find, a surv
ey by a local school group shows.

ddThe situation is expected to get worse. By 2001, nearly three in 10 high scho
ol principals in the survey are expected to retire.

Nearly a fifth of elementar
y school principals and nearly a fourth of middle school principals are expecte
d to retire.

ddAt the same time, fewer qualified people are applying for these jobs, particu
larly high school jobs.ddThe information is part of a survey of 47 area school
districts by the Cooperating School Districts, an association that represents
s

chool districts. Thirty-eight districts responded. St. Louis schools did not.

ddThe results will be made available to school board members and the public at
a meeting at 6 p.m. Thursday at the Hancock Place

Elementary School, 9101 South

Broadway in south St. Louis County.

dd"The problem with finding principals has reached a crisis within the St. Loui
s area, statewide and nationally," said Richard

Andrews, dean of the College of

Education at the University of Missouri at Columbia.

ddA principal is key to teacher and student performance, said Charles Schmitz,
dean of the school of education at the University of

Missouri at St. Louis. Mor

e area principals complete graduate work at that university than at any other i
nstitution.

dd"You can have good facilities, all the computers, good parental support and g
ood teachers, but if you have a lousy principal, the

rest does not work," Schmi

tz said.

ddSchmitz is concerned about a lack of leadership at a critical time for Americ
an education, a time of great inequities in the
educational system, a time when

society will require people with technical and critical-thinking skills.

dd"This is something that should alarm all of us," Schmitz said.

ddSome districts already have found fewer principal applicants than in the past
. Some have searched for principals and then searched

again to try to find some one with enough experience who can handle the job.

ddThe Riverview Gardens School District has expanded its search nationally to replace a high school principal who retired last year.

ddMany area principals make salaries well above what principals make elsewhere in the state. But experts say that if the salary is calculated in workdays, a principal makes less than teachers at the top of a salary schedule.

ddAnd some people such as Maureen Spence, assistant superintendent of human resources in the Rockwood School District, say it is not so much an issue of money as it is of time.

ddTom Hensley, 53, plans to retire this year as principal of Rockwood Summit, a high school he helped open six years ago in the Fenton area of the Rockwood School District.

dd"If you are on the high school level, it is like working two jobs," Hensley said. "You have your day job and you have your night job."

ddWhen students arrive at 6:30 a.m., Hensley is there. When they leave at 2:50 p.m., he stays to meet with staff, oversee activities and attend a variety of night meetings and athletic events. Like his colleagues, he has found himself returning to school on weekends to catch up with paperwork.

dd"It is a demanding job, and it is a rewarding job," Hensley said.

ddPrincipals and school experts say the principal's job has grown increasingly complex over the years.

ddThe principal or assistant principal has to deal with discipline, with parents who don't want to admit that a child has gotten into trouble, with the possibilities of violence, drugs and weapons. The principal has to coordinate services to students at risk, students with special needs and students from diverse backgrounds.

ddTerry Proffitt, 54, who switched to a job training principals after serving as principal of Berkeley Middle School for nine years, said, "The job requires a certain energy level if you are going to do it right."

ddAndrews said a principal today needs to be an instructional leader in school and a leader in the community who can link social service agencies to school. Andrews likes a suggestion that school districts hire one principal to deal with the police and the community, and an instructional principal who can deal with education in school.

ddIn the meantime, Andrews and others have recommended state-financed internships to attract a pool of principal candidates. He also favors changing principal training programs to attract more women and minorities.

ddJuliette Douglas, the human resource officer for St. Louis schools, favors efforts to encourage those in teaching to consider management. She said the private sector has succession planning and the educational sector should, too.

Publication#W\ PP# 44. Minneapolis Star Tribune"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Should every kid have a laptop?Headline #:\ PP#Doug Grow / Star Tribune

ddMinneapolis residents repeatedly have shown support of public schools by voting to pay higher taxes. Those "yes" votes in school referendums have been our way of telling school officials, "we trust you." But how much trust can we be expected to give?

ddWhen the school year begins next fall, all ninth-graders at Washburn and North high schools will be handed "at taxpayer expense" laptop computers. That means about 880 students will be receiving laptops, which they will be expected to use

throughout their high school years. City taxpayers already have begun paying for this program, which will cost in excess of \$2.7 million at the end of

four years and is being paid for with a special levy that was authorized by the Legislature in 1996. In the big picture, \$2.7 million over four years amounts to only a few bucks per year per household. Still, does this spending make sense from

either an educational or political standpoint? Isn't this district that's going to be the buying laptops the same one that has had textbook shortages?

ddSupporters of this huge computer experiment are full of high hopes. They seem to see the computers as magic wands that will solve many social woes affecting

public education. They believe that computer-armed students will do better academically than their peers, be more motivated to show up for school and be more employable after graduation. Not only that, but laptop supporters also are saying

that computers will make some students feel better about themselves and that moms and/or dads, who may have been indifferent to their kids' educational needs, will become involved. Finally, the laptop program will help level the economic playingfield in a district that includes some of the poorest and richest students in the state.

ddThe next task that needs to be done before the wands can be waved is determining how pricey the computers should be. By the end of the month, administrators, with input from teachers, will decide whether to go low-end, buying laptops in the \$800 range, or go toward the top of the line and purchase computers in the neighborhood of \$2,500. (Most are leaning to the top-of-the-line models, believing

that high school students will need the greater capacity.)

ddThe laptop idea has roots back in the administration of Peter Hutchinson, the feel-good superintendent who was replaced by Carol Johnson. But Johnson embraced

es the promise of laptops. "Ultimately, the goal is for the students to own the
 ir own learning," Johnson
 said. "Technology does that. Think of the power of pu
 lling up things [from the Internet] . . . This makes learning more relevant to
 them." She also keeps going back to a fundamental economic theme. "Some of our
 students don't have access to technology," she
 said. "In homes that are more af
 fluent, there's greater access to technology."
 ddThough other districts in the country have had huge success with various lapt
 op programs, according to Minneapolis school
 officials, it appears that this wi
 ll be the biggest computer giveaway undertaken. There is almost a giddiness amo
 ng some
 administrators that if this works, Minneapolis will be seen once again
 as a cutting-edge sort of public education place.
 ddBut at least some teachers at Washburn and North believe that Minneapolis wou
 ld be better served if administrators would think
 smaller. "The big concern is
 to get math and reading scores up," said one teacher, who asked not to be named
 . "There could be a lot
 of specialists hired for the amount of money that's bei
 ng spent on this."
 ddSkeptics look at the laptop program and see a three-letter word: Fad. Educati
 on, they say, still is reading, writing and math. If you
 can't read, what good
 is a computer? Beyond that, skeptics say the district has committed a bundle of
 money before answering
 reality-grounded questions. For example, who will be ac
 countable for the laptops? Who pays if a laptop is lost, stolen or broken?
 Will
 students even be allowed to take "their" computers from the school? (The stock
 answers from administrators is that procedures
 for resolving these reality iss
 ues are being worked at by the respective schools.)
 ddAnother skeptic's question: Won't students and parents at other Minneapolis h
 igh schools resent the special treatment for
 ninth-graders at Washburn and Nort
 h? If \$2.7 million is to be spent on technology, why not spend it on upgrading
 computer labs
 in all schools? (Johnson's upfront about this problem: "Absolutel
 y" many will be upset, she said. It happens every time a pilot
 program is tried
 at one school but not another.)
 ddSkeptics are asking scores of valid questions on issues ranging from training
 to transfers. But the district is saying everything's
 fine. We should plug in,
 continue to pay in and " gulp " trust school administrators, not our instinc
 ts.n

Publication#W\ PP# 45. Minneapolis Star Tribune"Publication" #:\ PP#April 22,
 1998

Headline#\ PP# Senate defeats proposal for federal school improvementsHeadline
 #:\ PP#Sharon Schmickle / Star Tribune

WASHINGTON, D.C. "The Senate knocked down one of President Clinton's top education priorities Tuesday by blocking a bid to create new federal support for school repair and construction.

Sen. Rod Grams of Minnesota joined most other Republicans in the 56-42 vote. Sen. Paul Wellstone, D-Minn., voted in defense of the measure.

"This is a local issue," Grams said. "I don't think the federal government should be getting into it."

Now the Senate is poised to pass a bill that would create tax breaks for private school tuition and other expenses. Clinton is expected to veto it, drawing a partisan line on one of the defining issues of this year's congressional election campaigns.

Republicans repudiated Clinton and the Democrats in a series of votes on amendments Tuesday. They approved grants for testing teacher competency and awarding merit pay. They killed an amendment by Sen. Edward Kennedy, D-Mass., that would allow partial forgiveness of student loans for college graduates who become teachers.

After meeting with Democratic leaders, Clinton and Vice President Al Gore urged the Senate to pass the repair amendment that Sen. Carol Moseley-Braun, D-Ill., tried to substitute for the main Republican bill.

Moseley-Braun's amendment would have allowed states and school districts to issue \$21.8 billion worth of zero-interest bonds over two years. The GOP bill calls for school-construction aid of about \$200 million over 10 years.

"If we want our children to be prepared for the challenges of the 21st century, then they must have 21st century schools," Clinton said.

He challenged Congress to give the same priority to school buildings as it has given to local highway projects in a transportation bill that Clinton has criticized as overly generous.

After putting off the school-repair issue last year, Clinton has worked in 1998 to cast it as a test of commitment to children, education and the future. And supporters on the Senate floor delivered woeful accounts of dilapidated schools in state after state.

Costly necessities

Minnesota officials estimate that \$3 billion is needed for renovating the state's schools during the next decade, said Dan Bryan, a manager at the Department of Children, Families and Learning. Much of the need is concentrated in Minneapolis, St. Paul and

inner-ring suburbs where schools built to meet the baby boom of the 1950s and '60s need new roofs and other major repairs. In rural areas

, school districts have struggled to win voter approval for improvement projects amid aging populations and property tax bases that increasingly rely on farmland.

ddMore than 50 of the state's 354 districts have faced threats in recent years that some of their schools would be at least partially closed because they fail

ed to pass inspections, Bryan said.dd"Kids are going to school in buildings that we never would expect to be going to work in, and that just isn't right," said Judy

Schaubach, president of the Minnesota Education Association.

ddIn the Senate debate, Moseley-Braun said, "We are trying to provide a partnership to break the cycle of crumbling public schools and high property taxes."

ddDemocratic qualms

ddBut even many Democrats harbor reservations about thrusting the federal government into schoolhouse upkeep. In October, the House rejected an amendment similar

to Moseley-Braun's proposal. And Minnesota Democrats Martin Sabo and Collin Peterson

joined the vote against it.

ddSabo said the government should focus on school programs it already has created "making improvements in special education

for instance, or giving an academic

boost to students in impoverished districts.

dd"We create programs, start funding them and then get diverted by something new because politically it's more sexy to have something new rather than saying you

ought to fund something that exists," he said.

ddRepairing or replacing deteriorating buildings is important, he said, but school districts already get breaks in their borrowing rates,

"and I don't think we

are going to figure out a system here that in any fair fashion decides which are the needy school districts in the capacity to issue bonds."

ddPeterson said that the greatest repair needs are in states such as California and New York where voters and state officials have rejected requests for school

improvement projects. The Minnesota Legislature has created programs to give local districts some help with their building needs.

ddBut Sabo and Peterson side with other Democrats in opposition to giving families a federal hand for paying the cost of private schools. In a partisan vote in

October, the House passed the bill that is due for a Senate vote this week. It would allow families and

charitable groups to contribute up to \$2,000 a year

in after-tax dollars for special savings accounts that could be used for private

school tuition, tutoring, computers or other education-related expenses. The accounts would be phased out for individuals who earn more than \$95,000 a year

and couples making more than \$150,000.

ddThe bill is co-sponsored by Sen. Robert Torricelli, D-N.J., but the largely partisan split is reflected by Minnesota's senators: Grams agrees with Republicans

who argue that it would help place decisions about a child's education where they belong, with parents.

Wellstone joins other Democrats in claiming that support for public education would erode and that the bulk of the funding would go to families who can afford to send children to private schools anyway.

Publication#W\ PP# 46. Chicago Tribune"Publication" #: \ PP#April 22, 1998

Headline#\ PP# STATE COLLEGES LOSE MILLIONS ON FREE RIDESHeadline #:\ PP#

By Ray Long Tribune Staff Writer

ddSPRINGFIELD "State universities waived nearly a quarter of their tuition bills during the school year that ended in 1996, a boon

for tens of thousands of students

including graduate assistants and the children of university employees to athletes and recipients

of legislative scholarships, an extensive state audit released Tuesday found.

ddAuditor General William Holland said the nearly 41,000 waivers accounted for \$117 million, or about 23 percent of the \$507 million in tuition that would have

been due during the 1995-96 school year to nine state universities. The system, he said, appears

to be disorganized and many critical documents pertaining to the full and partial waivers are missing.

dd"What we have is an unregulated and decentralized process," Holland said, adding that the universities control most of the waivers

with no oversight by outside agencies.

ddThe audit made a series of recommendations, such as having each university establish a comprehensive tuition- and fee-waiver

policy with better controls. "These levels of control are not always there," Holland said.

ddThe audit also indicated that several of the controversial legislative scholarships went to recipients who lived outside of a lawmaker's district, a violation of state law.

ddThe audit represented the state's first detailed look at tuition waivers, particularly the long-secretive legislative scholarship program. Holland reviewed

the 12-month period ending July 1, 1996.

ddLegislators who have seen the report asked who is really footing the bill for such waivers, and officials with the Illinois Board of Higher Education suggested that if the waivers were eliminated, tuition could be lowered for all students.

ddAlternately, eliminating the waivers would generate more revenue for the schools or provide more financial aid for needy students, officials said.

ddUniversity officials maintained that the waivers were in line with other schools across the country, particularly research schools where graduate assistants

often receive waivers in lieu of salaries.

ddEven so, Melodie Christal, network director for the Denver-based State Higher Education Executive Officers, said 23 percent

``seems high."

ddOf the \$117 million in Illinois tuition waivers, \$106 million "91 percent" were granted at the discretion of the individual universities, auditors found. The

other \$11 million included \$4.5 million in legislative scholarships.

ddThe waivers meant that the universities took in no money in those cases. More traditional scholarships are usually financed by grants or endowments.

dd"Who's paying? The person who doesn't get one," said Sen. Vince Demuzio, a Carlinville Democrat and a senior member of the Legislative Audit Commission.

ddThe audit covered Chicago State, Eastern, Governors State, Illinois State, Northwestern, Northern and Western universities. The audit also included the Southern

Illinois University campuses in Carbondale and Edwardsville as well as the University of Illinois

campuses in Chicago, Springfield and Urbana.

ddThe largest chunk of the 40,752 tuition waivers covered by the audit were 15,000 for graduate assistantships, accounting for nearly \$75.6 million.

ddTwo high-profile categories are tuition waivers for athletes, valued at about \$5.4 million, and the legislative scholarships. The audit said there were 1,85

2 athletic waivers, compared with 1,702 General Assembly waivers.

ddAbout 192,000 students were at state universities during the period tested. It is unclear exactly how many students were

beneficiaries of the nearly 41,000

tuition waivers.

ddFor years, the legislative scholarship program has drawn fire as a turn-of-the-century perk that has run its course. Lawmakers

repeatedly have handed out tu

ition waivers to the children of friends, campaign contributors and even relatives, although many now

set up a board to review applicants and keep the process at arm's-length.

ddAfter attempts to abolish the program failed, the General Assembly in 1996 agreed to require the names of the students to be made public.

ddUnder the program, each member of the General Assembly may award two four-year tuition waivers every year. One four-year

waiver must go to the University of

Illinois, while the other must be at any other state university. Lawmakers often break down each

set into four, single-year waivers.

ddHouse Speaker Michael Madigan (D-Chicago) has renewed his push to ban the legislative tuition waivers and has suggested that

the audit might help a bill to

abolish the program pass the Senate, where efforts have long stalled.

ddHolland found that 19 of 194 scholarships in a random sample listed addresses outside of the district of the lawmaker who awarded

the tuition break. The pra

ctice would violate state law.

ddSix of 59 waivers sampled at the University of Illinois contained addresses for students outside of the awarding lawmaker's district.

At other state univers

ities, 13 of 135 were out of district.

ddThe auditor general's office would not release the names of the legislators or the students, citing privacy laws.

ddHolland also criticized the State Board of Education, which oversees the scholarship program for state universities except the

University of Illinois, for a

llowing the lawmakers to award scholarships by semester "a practice board officials said they would stop.

ddIn addition, Holland said that critical documents "including material showing which officials approved tuition waivers and why

"were missing in 25 percent o

f the cases.

ddUniversity of Illinois officials said they would review internal controls and work with the Board of Higher Education on

recommendations in the audit. But t

hey dismissed the possibility of eliminating waivers.

dd"Without tuition waivers, the university would have to compensate graduate assistants in other ways," said U. of I. President

James Stukel, noting that mo

re than 75 percent of all waivers at the school's three campuses go to graduate assistants.

ddMeanwhile, Senate President James "Pate" Philip (R-Wood Dale) questioned why university employees should get tuition breaks

for their dependents.

dd"How do you justify doing that for teachers or somebody who works at the university?" Philip asked. "How would you feel if

I gave my kid a scholarship to

the University of Illinois? Is there any difference?"n

Publication#W\ PP#47. Chicago SunTimes"Publication"#: \ PP#April 22, 1998

Headline#\ PP#1 in 4 don't pay tuition at state's public universities Headlin

e #:\ PP#

BY DAVE MCKINNEY SUN-TIMES SPRINGFIELD BUREAU

ddSPRINGFIELD "Nearly one of every four students at Illinois' public universities gets free tuition at a cost to the state of \$117

million, a new report showe

d Tuesday.

ddIn some graduate programs at the University of Illinois at Urbana-Champaign, for instance, the rate was even higher, with three

out of four students having

their tuition waived, the report found.

ddThe study by Illinois Auditor General William Holland of 40,752 tuition waivers granted during the 1995-1996 school year cited

lax oversight of the waivers

by universities, but did not examine the possible link to spiraling costs.

ddSeveral lawmakers, including Senate President James "Pate" Philip (R-Wood Dale), contended that the waivers granted by Illinois'

nine public universities

are excessive.

dd"It's a shock what they have done. It tells you you can't trust them," Philip said.

ddOther critics said the number of waivers partly explains why tuition has grown at roughly triple the rate of inflation during the

past two decades.

dd ``Simple arithmetic will tell you the more waivers you have, the more tuition is going to go up," said Sen. Robert Molaro (D-Chicago), who in the past has pushed to limit tuition increases.

dd But university officials, sympathetic legislators and students themselves say that taxpayers get a bargain with the waivers, particularly at the graduate level.

vel.dd Besides graduate-level tuition waivers, the cost of college can be waived for more than a dozen different reasons, including participation in athletics and being a university employee's child, which can bring a tuition break of up to 50 percent.

dd Recipients of the \$94 million in graduate-level waivers typically were required to teach undergraduate classes, saving the state the cost of hiring salaried

faculty members, said Rep. Judy Erwin (D-Chicago), chairman of the House Higher Education Committee.

dd ``If they don't teach that class, how much more expensive is it for the university to pay a full-time faculty member? A lot more,"

said Erwin, who is pursuing

a doctorate at the University of Illinois at Chicago and received a tuition waiver in exchange for teaching

a class on state government.

dd Steve Vaughan, 32, of Skokie, has spent seven years in graduate school at the U. of I. in Urbana-Champaign and has always

received waivers. Aside from his course

work, which includes drafting a 300-page dissertation, Vaughan teaches history to 330

undergraduate students twice a week as a condition of his waiver.

dd ``The context [the state] ought to be looking at this in is that the waivers are part of our wages," said Vaughan, who receives

\$4,250 per year from the state,

\$1,800 of which goes to tuition.

dd ``And if they look at it in this context, they will realize they are getting quite a bargain. The compensation I receive is my only

income. I'd say tuition

waivers are the least they can do."

dd Holland surveyed tuition waiver policies in 39 other states. Twenty-six states placed no limits on how waivers get doled out.

Illinois has no limitation on

graduate student waivers but requires undergraduate waivers to remain below 3 percent of total tuition

revenue.

dd State lawmakers authorized Holland's study in 1996 after reports surfaced about abuses in the way members of the General

Assembly doled out legislative scholarships,

which represented about 4 percent of the total waivers during 1995-96.

dd Holland's study found 10 percent of the General Assembly scholarships (19 of 194) were given to students outside legislators'

districts. Legislators are required

to certify that scholarships go to residents of their legislative districts.

ts.n

Publication#W\ PP# 48. Richmond Times Dispatch"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Gilmore goes to school to press education goalsHeadline #:\ PP

#Subhead#[\ PP# Regional differences apparent as Democrats tout building planS

ubhead#:\ PP#

BY MICHAEL HARDY and

TYLER WHITLEY

Times-Dispatch Staff Writers

ddGov. Jim Gilmore returned to his old elementary school yesterday and learned it was a publicist's dream.

ddOn the eve of the opening of legislative sessions, the Republican chief executive decided to tour Richmond's William F. Fox

Elementary School to hammer home

his calls for a sound school-construction program and the hiring of 2,000 new teachers.

ddA couple of miles away, General Assembly Democrats disembarked from a yellow school bus to tout a school-construction

program that they have made a centerpi

ece of their legislative program. But it quickly became apparent that they have regional

differences over how the construction money will be distributed to lo calities.

dd"There are 140 legislators with 140 ideas," said Del. Thomas M. Jackson Jr., D-Carroll, the prime mover behind the school funding

proposal.

ddDel. C. Richard Cranwell, D-Roanoke County, the powerful Democratic leader, s aid Northern Virginia localities and some

suburban Richmond communities benefit

ed the most from Gilmore's plan to eliminate the car tax. It is only fair, then

, that poorer

rural localities receive the most benefits from the school money, he said.

dd"They are soulmates, inextricably linked for the 1998 special session," he sa id. Regional differences helped contribute to the

deadlock that caused the regu

lar session to adjourn without acting on the car tax and school construction pl ans.

ddDuring his one-hour, made-for-television visit, Gilmore, trailed by reporters and local political and education officials, darted in

and out of classrooms g

reeting and shaking hands with pupils.

ddAfter he walked into a second-grade classroom, a pupil approached him with a message that Gilmore's policy spinners couldn't

have scripted better.

dd"Thank you for lowering the car tax for my parents," Aaron Jordan, 8, told th e governor.

ddAfterward, the second-grader explained in an interview that he knew all about Gilmore's signature campaign promise to abolish

the local levy on personal veh

icles.

dd"I know he lowered the car tax so it won't be higher any more," said a confid ent Jordan.

ddThe governor couldn't have been more pleased and hoped that the legislature will be as kind when it comes back today for a scheduled three days of meetings. State lawmakers will first consider

Gilmore's vetoes and changes to

measures passed during their winter session.

ddAnd then the General Assembly will act on Gilmore's plans to implement his \$447 million in car-tax relief and his distribution

formula to begin the historic

\$110 million grants programs to localities for school construction and renovation.

ddThe assembly spent 63 days, the longest regular session in history, generally agreeing on the programs but left the Capitol March

17 deadlocked over the details

of the proposals.

ddGilmore has put out his framework and warned that if the assembly again fails to do its job, he will start the program through executive fiat.

ddSome Democrats have accused Gilmore of an unconstitutional grab at power, but the governor said yesterday they've missed his message.

dd"If they want to tinker with school construction, that's OK with me," Gilmore told reporters. He emphasized the importance of

the legislature producing a so

und school-construction program and the addition of 2,000 new elementary school teachers.

ddThe legislature allocated money for 2,000 teachers, but localities would be allowed to use the cash for many teachers already on the payroll.

ddBut Gilmore had to come up with \$27 million for his new-teachers-only program. He raised the money by shaving the assembly-proposed pay raises for college professors.

ddThat hasn't sat well with many lawmakers, who said the big raises for professors were intended to make up for years of neglect of colleges and universities.

ddAlso, lawmakers are restive over Gilmore's school-construction grants formula.

. It guarantees all localities, rich and poor, suburban

and rural, at least \$40

0,000 in the next two fiscal years, with no requirement that localities match the grants.

dd"There are going to be some changes to the distribution formula," said Del. Anne G. "Panny" Rhodes, R-Richmond, a major figure

in the assembly's passage of

the first state grant program in almost 50 years.

ddUnder the Gilmore plan, Richmond schools would get \$1.7 million over the next two years, while Chesterfield would get \$3

million and Henrico \$2.1 million. "

The \$110 million isn't that much [given huge needs], but it's a step in the right direction. However,

there should be a local match," Rhodes said.

ddAt the Democrats' news conference, which climaxed a 1,700-mile school bus trip across the state to publicize the Democrats'

school funding initiative, Jack

son praised Gilmore's proposed distribution formula, although he said he would l

ike to see greater use
made of lottery revenues.
ddWhen Del. Linda "Toddy" Puller, D-Fairfax, said Northern Virginia communities
would seek a larger share than what has been
proposed by Gilmore, Cranwell sai
d the car tax amounts to \$125 a year in Roanoke County, while Puller's jurisdic
tion, Fairfax, will
receive car tax benefits of \$560 per person. The poorer loc
alities should benefit more from the school funding, he said.
ddGilmore agreed there should be a local match sometime in the future, but he s
aid his proposed study commission would assess
school divisions' needs and prop
ose an equitable cash distribution.
ddBefore getting to the school funding formula tomorrow, legislators today will
have to deal with 24 vetoed bills and proposed
Gilmore amendments to 147 bills

ddGilmore vetoes of Democrat proposals to make health care available to low-inc
ome children and to add \$2 to the auto registration
fee to help raise more mone
y for rescue squads appeared the likeliest override targets. However, it takes
a two-thirds vote to override
a governor's veto. This has rarely been done in t
he 17 years since the veto override sessions became part of the Virginia
Consti
tution.n

Publication#W\ PP# 49. Philadelphia Inquirer"Publication" #:\ PP#April 22, 19
98

Headline#\ PP# Pa. takeover OKd if Phila. shuts schools Headline #:\ PP#Subhe
ad#[\ PP# Ridge and legislators responded to Hornbeck's threat, which came ove
r
funding. City leaders said the measure should never have to be invoked. Subhe
ad#:\ PP#

By Robert Moran and Dale Mezzacappa INQUIRER HARRISBURG BUREAU
ddHARRISBURG " Forcefully responding to Superintendent David Hornbeck's threat
to close Philadelphia's public schools if
a state bailout is not forthcoming,
the legislature cleared the way last night for a possible state takeover of the
school district.
ddThe Senate voted, 30-20, along party lines " Republicans for and Democrats a
gainst " to approve the measure. The House,
which also is controlled by the Re
publicans, passed the legislation, 116-82, shortly after 10 p.m., after more th
an three hours of
spirited debate. Gov. Ridge said he would sign the bill.
ddContending that the city does not get enough aid from Harrisburg to provide q
uality education to its children, the Board of
Education has been poised to pas
s a \$1.5 billion budget for fiscal 1998-99 with an \$85 million shortfall. That
could mean closing
schools for most of the city's 215,000 public school student
s next March, long before the end of the regular school year.

Under the legislation, Hornbeck would be out and the Board of Education would lose its power to set school budgets and policy to a board largely appointed by the governor.

Ridge and key legislators, including some Philadelphia House Democrats, have been outraged at Hornbeck's strategy, which they termed irresponsible and arrogant. This was their answer.

"It is my hope that we never have to use this authority," Ridge said in a statement. "However, the superintendent of the Philadelphia School District has left us no choice."

Legislators were similarly affronted.

"It does not purport to go in and immediately take over the schools," said Senate Majority Leader F. Joseph Loeper (R., Delaware).

"It is simply a safety valve should in fact that kind of irresponsible, drastic action be taken by the chief administrative officer of that school district."

The board must pass a budget by the end of May "and had been considering a vote as early as Monday." "We're certainly saying please think long and hard about the decision you make between now and the adoption of your budget," said State

Secretary of Education Eugene Hickok. "I don't think there's any desire on our part to step in."

Rendell and Hornbeck, through spokesmen, said they were confident the legislation would never be used.

"We believe that the school funding crisis as it were will be resolved before this measure would ever be necessary," said Rendell's spokesman, Kevin Feeley.

The mayor spoke to the governor and several legislators during the course of the day, Feeley said.

"We're real confident over the next few months the city and state will come to terms over these issues," said Hornbeck spokeswoman Barbara Grant.

For two years, Hornbeck and Rendell have decried as unfair and unjust the fact that Philadelphia "with most of the state's neediest children" spends far

less per pupil than suburban districts. This plea has fallen on deaf ears in Harrisburg, even among

Philadelphia Democrats frustrated about the poor education their constituents get in the schools.

House Majority Leader John M. Perzel (R., Phila.), the primary behind-the-scenes architect of the legislation, called the Philadelphia School District "a total failure."

"If just giving them more money is the solution," Perzel said, "how come 12 years ago they were the worst and now they're still one of the worst?"

Sen. Frank "Hank" A. Salvatore (R., Phila.) said the schools were failing to provide children with a fundamental education, but he also cited Hornbeck as a catalyst.

dd"The reason why we're here today, why we're at this point, at this juncture, is because he comes here and threatens us," Salvatore said.

dd"If this isn't blackmail, it certainly borders on blackmail," said Senate President Pro Tem Robert C. Jubelirer (R., Blair).

ddMuch of the bill passed last night follows the prescription for school change that Rep. Dwight Evans (D., Phila.), a candidate for mayor, set out a year ago

dd"I'm fully supportive of it," said Evans. "It's a historical day " a fundamental, revolutionary change in the way we deliver education."

ddThe legislation provides strong state fiscal and management oversight while significantly weakening the teachers' union. It would forbid strikes, and once t

his contract expires in August 2000, it would make many cherished prerogatives off-limits for collective

bargaining. These include class scheduling, the assignment and transfer of teachers, and the teachers' preparation time.

ddWhile legislators said it would not affect the current teachers' contract, the language is vague and gives unilateral management powers to a State Reform Co

mmission that would take over the duties of the Board of Education.

dd"This is a very, very sad day for public education," said Jerry Jordan, chief of staff for the Philadelphia Federation of Teachers.

"There is not one thing in there that addresses instruction and support for kids."

ddAs much as the failure of the city schools has been an issue, so has politics

ddEvans is running for mayor. Ridge is running for reelection and has further political ambitions. Such apparently bold action to impose the Republican educat

ion agenda of privatization and union-busting on the state's largest school district could make him more

attractive as a vice-presidential prospect in 2000.

ddThe legislation allows the state education secretary to declare the district in financial distress if the district doesn't adopt a "valid budget" or transfe

r enough revenues to operate the schools for a minimum instructional school year of 180 days. The city would not be able to decrease its contribution to the district.

ddHickok could also declare that the district "failed to provide an educational program in compliance" with this and other state laws.

ddIf the state takes control of the district, the education secretary will appoint a chief executive officer with powers similar to those of the superintendent.

ddThe superintendent at the time of the takeover would be suspended or dismissed and the school board suspended.

ddA five-member School Reform Commission would be formed with powers similar to those of the school board. Its composition would be decidedly slanted toward t

he governor, who would appoint three of its members. One member would be appoin

ted by the
mayor. The education secretary would serve as a member and chairman.

ddThough the language is vague, supporters repeatedly said their intent was not to resort to a takeover unless the schools close.

Critics, however, said it would make more sense to take over the schools after an unbalanced budget is passed and before the district runs out of money.

dd"The way this is written, this could happen immediately," said Sen. Allyson Y. Schwartz (D., Phila.).

ddSen. Vincent J. Fumo (D., Phila.) called the legislation "political grandstanding" and union-bashing.

dd"Those of you that hate labor unions and think that they're a plague on society, this is your orgasmic bill," Fumo said. "Those of you who think they have a role in society, this is an obnoxious confrontation."

ddThe School Reform Board would have the power to convert existing schools into charters, making them free of both school district regulation and union constraints.

The board also could hire management teams to run schools and groups of schools.

Publication#W\ PP# 50. New York Post"Publication" #: \ PP#April 22, 1998

Headline#\ PP# CREW: KIDS MUST MAKE THE GRADE OR BE LEFT BACK Headline #:\ PP

#

By SUSAN EDELMAN
ROBERT HARDT Jr.and
GREGG BIRNBAUM

dd"Thousands" of failing kids could be held back in the year 2000 under Schools Chancellor Rudy Crew's ambitious program to end "social promotion."

ddCrew announced yesterday he wants to detain fourth- and seventh-graders who flunk a state reading test, do poorly in class and have a poor attendance record

- and put them in special catch-up programs.

ddThe "stars are in line" to end the 8-year-old practice of promoting these students to the next grade even if they haven't mastered basic skills, Crew said.

dd"Obviously, it has not served them well," he noted.

ddMayor Giuliani - who has called for an end to social promotion - applauded Crew's plan, and called him "courageous."

ddSchool officials have identified 220,000 "at risk" students in kindergarten through eighth grade, and letters will be sent to their parents in June.

dd"They need to know their children have fallen behind so they can pay attention to it," said Judith Rizzo, deputy chancellor for instruction.

ddUnder standards envisioned by Crew, a whopping one-third of the 77,177 kids in fourth grade and 68,519 in seventh grade might be left behind.

dd"If we were to implement this today, we would essentially be playing "gotcha."

' We don't want to do that," Crew said, adding that the school system has two years to help those failing students catch up.

ddCrew said his biggest hurdle is getting the state Legislature to extend the 180-day school year so he can compel kids to attend summer school for remedial help.

dd"At this point, the power of influence is what I'll be using," he said.

ddThe chancellor declined to discuss cost, but said his plan's success depends on financial help from Albany, City Hall and "every other public and private avenue."

ddState Education Commissioner Richard Mills, while praising Crew's "message that student performance is important," said he sees no need for more state funding. The 1998-1999 budget, awaiting Gov. Pataki's signature, bolsters state aid by a record \$950 million.

ddSome parents cheered Crew's plan.

dd"When kids don't learn, it's just swept under the rug. The kids just keep being promoted even if they can't read - and they're the ones who lose out," said Elizabeth Schnee, a Queens mother of two, including a third-grader.

ddOthers worried that struggling kids will be punished unfairly.

dd"There are kids who are really trying, and to leave them back would devastate them," said Debra Shaw, the mother of a third-grader in the South Bronx. "Why don't they just better the schools?"

ddFormer Chancellor Joseph Fernandez eliminated achievement "gates" in 1990, saying they spurred students to drop out.

ddBut Herman Badillo, a CUNY vice president and the mayor's education adviser, said social promotion does the same thing.

dd"By the time they get to high school, they're so far behind they drop out," said Badillo, who called Crew's plan "progress in the right direction."

ddRay Damonico, executive director of the watchdog Public Education Association, said the plan will work only if teachers and principals are good.

dd"If schools are bad, the kids are going to be hurt whether you promote them or not," Damonico said.

Publication#W\ PP# 51. New York Daily News"Publication" #:\ PP#April 22, 1998

Headline#\ PP# Parents: Get Tough on PupilsHeadline #:\ PP#Subhead#[\ PP# Back Crew promotion plan Subhead#:\ P PP# By NANCIE KATZ, CAROLINA GONZALEZ and DAVE GOLDINER Daily News Staff Writers

ddParents yesterday backed Schools Chancellor Rudy Crew's plan to end the near-automatic promotion of students from one grade to another "even if their own kids get held back."

ddWith tens of thousands of kids reading below grade level, parents called Crew's strict pass-or-stay-back proposal for fourth and

seventh-graders the only way to force failing kids to get up to snuff. "If a child cannot read or write, they should not be promoted," said Suresh B. Jackson, whose daughter is a third-grader at Public School 224 in East New York, Brooklyn. "I'm worried about this child 20 years down the line not having a job."

Crew yesterday laid out his plan to end so-called social promotions and defended it against charges that it will keep struggling students mired in lousy schools.

"Social promotion has not served us well," Crew said. "The data is very clear that large numbers of students do not have literacy skills."

Crew also promised to impose unspecified sanctions for principals at schools that do not improve.

Under the plan, to begin by the year 2000, students in the fourth and seventh grades would have to pass strict tests or be forced to repeat the grade.

Now, principals are given guidelines for children, but they make exceptions.

Crew said the magnitude of the problem is eye-popping: If the plan were in place today, about a third of all fourth and seventh-graders "about 50,000 citywide" would fail.

Crew called the plan a blueprint for higher achievement and backed it up with proposals for new summer school classes and remedial programs to get students reading at grade level.

About 220,000 students need extra help to read at grade level. Most won't get it.

The price for putting lagging students in six-week-long summer school is about \$76 million, and Board of Ed officials admit they do not know where they'll find the cash.

Under the new plan, all fourth and seventh-graders would take the new tests in January. To move to the next grade, students would have to get a to-be-determined score.

They would have to clear an evaluation of their coursework and an attendance check "perhaps requiring as high as 95% attendance."

Students who fail to meet the standards would be placed in summer school, where they would get the chance to boost their scores and move on to the next grade.

Children who still fail would be placed in programs designed for low achievers, not dumped in with younger kids.

"This is a different way of doing business," said Deputy Chancellor Judith Rizzo. "We don't want them to repeat the grades."

The plan replaces vague guidelines to principals suggesting that students be held back if they score beneath the 15th percentile on tests. Principals widely ignore those rules, holding back just 2.5% of fourth-graders last year.

Publication#W\ P

P# 52. Hartford Courant"Publication" #:\ PP#April 22, 1998

Headline#\ P P# At UConn, A Fresh Approach To Learning Headline #:\ P
P#

By ROBERT A. FRAHM

ddSTORRS - It is not cheating when students in Tom Terry's microbiology class at the University of Connecticut talk to each other or copy answers during a test.

ddIt is exactly what Professor Terry wants.

ddAt a time when America's research universities are under fire for unimaginative teaching, a few professors, such as Terry, are challenging tradition and looking for new ways to engage students.

ddSome might shudder at the thought of testing students in groups. Terry thinks there are good reasons to do it.

dd"An exam has so much potential for learning, but so often it's an occasion for panic and disgust," said Terry, an award-winning professor of molecular and cell biology and a veteran of 29 years at UConn.

dd"I'm really a believer in teamwork. It's one of the most persistent things we hear in the real world. We have to teach people to work in groups and rely on each other."

ddThe notion of studying together or even taking a test together - called "cooperative learning" in educational jargon - is not new but is drawing increasing interest from educators across the United States. It is more likely, however, to be tried in elementary schools than on college campuses.

ddIn Terry's class, "Fundamentals of Microbiology," it works like this:

ddStudents actually take the exam twice - first as individuals and then in groups of three or four.

ddEach student gets an individual score but can may earn bonus points if his or her group gets a higher score.

ddDuring one recent exam, as soon as Terry had collected individual answer sheets, the 140 students in the lecture hall erupted in a buzz - huddling in small groups, debating the answers.

dd"I really thought arginine was an example of catabolite repression," Alison Cahill of Westport said to Jenna Roberts, of Los Angeles and Ruben Acosta of East Hartford, who worked on the test together.

ddThe group effort "is how it is in the job world," said Acosta. "You're going to be working together with people - not against them."

ddSome were skeptical at first.

dd"I didn't like the idea of my grade being tied in with other people," said Mike Morrison, a senior from Brooklyn, Conn. "But I have to say, after the first exam, it really helped out

ddYou've got to go over it and justify your answers."

ddIn most courses, he added, "You read the book, go to class, take the notes a

nd study before the exam
ddBy the end of the semester, you forget most of the stuff you learned."
ddGroup exams or assignments have been tried elsewhere. Michigan State University, for example, has trained more than 100 faculty members to try such techniques, said Donald Straney, an assistant to the provost.
ddThe method is used, for example, in an electrical engineering course where students work in teams to design computer systems that will solve specific, real-life problems, he said.
ddAt Pennsylvania State University, speech and communication lecturer Maryellen Weimer said she uses a group-testing technique similar to that used by Terry.

dd``This is not a widespread practice, but it's not something that's unheard of, either," said Weimer, who reports on innovative teaching techniques in her newsletter, ``The Teaching Professor."
dd``There is a lot of interest in higher education in group structures, in getting students to collaborate," she said.
ddNumerous studies suggest that collaborative approaches to learning promote achievement, better personal relationships, social support and self-esteem, according to University of Minnesota Professors David W. Johnson and Roger T. Johnson, who analyzed decades of research on the issue.
dd``Something good happens when people have to talk through their learning," Roger Johnson said.
ddThe trend is still unusual in higher education but is being seen more often in fields of study such as business, engineering and medicine, he said.
ddUnfortunately, much of the teaching in college classrooms, he said, ``is a mass-production, passive model . . . - 250 people all getting the same material, the same test, bang, bang, just like an assembly line."
ddThis week the Carnegie Foundation for the Advancement of Teaching made similar observations, issuing a report that criticized America's top universities for giving attention to research at the expense of good teaching.
ddIt doesn't have to be that way, says Terry, who also makes extensive use of computer technology to enliven his classes. His students, for example, can log on to the Internet to get Terry's lecture notes, sample tests, extra-credit projects or even an animated model of a DNA molecule.
ddTerry also meets regularly with a committee of students to discuss lab work, tests or other matters.
dd``Tom's a wonderful person to have at UConn," said Susan Steele, vice provost for undergraduate education and instruction, a recently-created position.
ddAside from creating Steele's position, UConn has made other efforts to promote good teaching, including the recognition of top instructors through a Teaching Fellows program.
ddTerry was the recipient of a Teaching Fellows award in 1994.

ddThe Carnegie Foundation report said there are examples around the country of creative pedagogical experiments but said research universities, for the most part, have shunned fundamental change.
dd`It's definitely true," Terry said. ``In the research university environment today, there still is too little reward for people who devote a large amount of time to teaching and innovation."
ddTerry, who has published research on membrane structure and function, said teaching and research are both important.
dd`You don't want to make it either- or," he said.n

Publication#W\ PP# 53. The New Orleans Times-Picayune"Publication" #:\ PP# 04 /17/98; Edition: THIRD; Section: METRO; Page B1

Headline#\ PP# MAGNET SCHOOL PROBE ORDEREDHeadline #:\ PP#
By RHONDA NABONNE Staff writer

The New Orleans City Council told a committee of city and school officials Thursday to investigate an ongoing magnet school controversy, an order at odds with the committee's mission as defined by the Orleans Parish School Board.
ddUnder a resolution unanimously approved by the seven-member council, the joint committee should review the process that led to the School Board's adoption of a federal agreement to revise magnet school entrance requirements.
ddThe School Board had said Tuesday in an early morning resolution that the committee's mission was to find a way to get the public involved in drafting new admissions policies.
ddWith the committee's job defined differently by the board and the council, it remains unclear which role it ultimately will assume.
dd"I'd like all of us to be on the same page," City Councilman James Singleton said Thursday.
ddThe council's action "gives clarity of purpose to the committee and puts the burden on the School Board to explain their actions at 1 a.m. Tuesday morning," Mark Doherty, a former School Board official, said after addressing the council.
ddAlthough he was speaking as a citizen when he urged the council to "shine some light of truth" on the School Board, Doherty is a member of People for Better Public Schools Inc., which is demanding that all documents be reviewed to trace development of the controversial agreement.
ddSchool Board President Bill Bowers has said the committee would not have the authority to review school system and federal documents pertaining to the agreement.
ddThe council's definition of the committee's mission comes from a resolution sponsored by council member Suzanne Terrell and five of her colleagues and amended to include parts of a resolution by City Council President Peggy Wilson, who focused on the committee's membership.
ddThe idea of a committee to study the magnet school controversy was first disc

ussed at an April 6 meeting of the City Council and School Board, which have been getting together periodically to discuss pressing issues such as school security.

ddAt that meeting, city and board officials said that all documents should be reviewed.

ddDuring a news conference Wednesday, School Board members Carolyn Green Ford and Scott Shea joined council members Oliver Thomas and Terrell in pledging that as members of the joint committee, they will review all documents related to the federal magnet school probe.

ddOn Thursday, Singleton said it would help to have Bowers clear up any inconsistencies. And, Singleton said, he also would like to hear from School Board member Gail Glapion, who he said "manipulated this whole thing."

ddIt was Glapion who pushed through an amendment changing a resolution by Ford.

ddFord described the committee's task as reviewing documents on the agreement and making recommendations to the board. Glapion said the committee should not be re-examining the process, and her 'friendly amendment' became the core of the board's resolution.

ddThe committee's first meeting has not been set and its membership has not been finalized.

ddUnder the council's resolution, the committee would have three council members; three School Board members; three principals, including two from magnet schools; and two representatives of People for Better Public Schools. The presidents of the council and the board would each appoint a parent to the committee. The teachers union would appoint three teachers.

ddThomas said that to get anything accomplished, it's important to push for "a working relationship, not a fight."

ddCity Councilwoman Ellen Hazeur-Distance said she regrets the council had to get involved at all.

dd"I hope this doesn't become routine," she said.

Publication#W\ PP# 54. Orlando Sentinel"Publication" #:\ PP# 04/21/98; Edition: CENTRAL FLORIDA; Section: LAKE SENTINEL; Page 1

Headline#\ PP# ALTERNATIVE SCHOOLS ACE PROGRESSHeadline #:\ PP#Subhead#\ PP#
REPORT READING AND MATH SCORES ARE BOTH ON THE RISE IN
THE PROGRAM FOR DISRUPTIVE STUDENTS.Subhead#:\ PP#

By Kenneth A. Harris
of The Sentinel Staff

An alternative school program designed for disruptive students appears to be making the grade, but school officials will wait until year's end before issuing a final report card.

ddSchool Board members, meeting in a work session Monday afternoon, received a status report on the alternative schooling program administered by LifeStream B

behavioral Center in Leesburg and at the Lake County Boys Ranch at Altoona.

"We put a lot of money into this program," said Robin Neeld, an administrative liaison with the School Board. "The board deserves to hear some outcomes."

Representatives from both schools told board members that students enrolled in the program showed improved reading and math skills while attendance steadily increased.

For example, at LifeStream's class, students' reading comprehension and math rose by two grade levels, said Sandra Green, principal at LifeStream Academy.

School officials said the severity of discipline problems in mainstream schools has lessened this year.

Student misconduct continues to be a problem area, but the initial reports indicate a drop in more severe offenses.

The program has had a mixed effect on the number of juvenile arrests countywide. In February, for example, 52 juveniles were arrested in Lake County, compared with 129 in February 1997, according to crime figures given to the School Board.

But in March, juvenile arrests jumped to 124, up from 87 in March of last year.

Board members will receive a more comprehensive evaluation of the program in June, once the staff has reviewed a year's worth of data.

The local agencies were awarded contracts to operate the alternative schools, as well as the special schools for the emotionally handicapped students who already were being educated outside regular classrooms.

LifeStream is the county's mental health agency, and the Boy's Ranch has worked with troubled youths for years.

This year, about 220 students, such as Steven Peck, 16, and Lance Rachel, 15, have enrolled in the alternative school program at LifeStream and Boys Ranch.

The pair, currently enrolled in LifeStream Academy, touted the benefits of the program.

LifeStream was "a positive influence" on his life, Peck said.

"I have realized the mistakes I have made in the past were child-ish and ignorant," Rachel told board members. "At this time I

wish to thank you for sending me to LifeStream Academy, because if you hadn't done so, I would not have learned my lesson."

School district officials have said they hope to reduce violence through programs designed to educate students about drugs, smoking and weapons, as well as teach them respect for each other.

Officials have lent their support to Sheriff George Knupp's bid for a Lake-based youth detention facility based on a Duval County model that treats youths like adults.

In that setting, school officials can offer educational programs for juveniles deemed too violent for the alternative schools. SEQN:81100609n

Headline#\ PP# SCHOOLS MAKE IT TOUGHER TO PASS THE NEW
STANDARDSHeadline #:\

PP#

By Jeffrey S. Solochek STAFF WRITER

Manatee County school children will face a stricter standard to advance from one grade to the next beginning in the fall.

The district's pupil progression plan, required by the state and adopted by the School Board on Monday, sets specific achievement levels students must attain

to qualify for promotion, remediation or retention.

"We all want high student achievement, and we all want to do what we can to attain that," said Harry Kinnan, board chairman.

Among the many changes, middle school students face a more stringent grading scale and summer school students would attend

for remediation only, not to earn extra credits.

The district will strive to implement remedial programs into the regular school year, too, said Lynette Edwards, assistant superintendent. As this occurs, the

district should consider placing curriculum specialists in every school, board member Larry

Simmons said.

"I can see this changing the delivery model of education in Manatee County," said Simmons, a retired principal.

The progression plan has three sections: elementary, middle and high school levels.

To move ahead in kindergarten through second grade, students must show reading proficiency. Students in grades 3-5 must achieve all standards in the district's

reading, writing and math curriculum; or score above the 25th percentile on nationally normed

tests in reading and math, and above 2.0 on the Florida Writes! test.

Students who do not meet the standards would receive additional help until they reach the defined levels of achievement.

At the middle school level, retention is an option if students do not achieve at set levels after "intensive remedial education." This

includes summer school,

after-school programs and tutoring.

Middle school students would gain credit for their coursework - which includes language arts, math, science and social studies

- by successfully completing

the specified course content. The grading table would give an A for 94-100, B for 85-93, C for 77-84,

D for 70-76 and F for 60-69 - the same scale as used in high school.

They must pass five of six subjects each year and meet set levels for reading, writing and math. To move into high school,

eighth-graders also must pass the

state's standardized test and Florida Writes!

To graduate from high school, students still must complete a minimum of 24 credits or an international baccalaureate honors

curriculum. One full credit means a minimum of 150 hours of instruction. They also must pass the communication and math sections of the High School Competency Test and maintain a 2.0 grade point average. Students who entered high school before 1996 may graduate with a 1.5 grade point average, but must hold a 2.0 for any courses taken after July 1, 1997. Algebra will be required. Remedial courses will be offered to students who fail classes until the expectations are met or the student either graduates or is not subject to compulsory school attendance. Students may not earn graduation credits for math and English remedial work. In other action, the board: Heard a proposal for a five-year, \$15 million technology program. Heard recommendations to name new elementary schools after former board chairwoman Marjorie Kinnan and Manatee County Sheriff Charlie Wells. Set a hearing for its next board meeting. Discussed without resolution the priority order for new school construction. Instructed the administration to seek SMART Schools refunds for charter schools and Haile Middle School, which could total \$900,000 or more. The board said it would put any money it gets toward completion of the high schools now being built. Placed all high school principals on 12-month contracts. Learned that the state budget for 1998-99 will give the district \$10.4 million more than it received for 1997-98.

Publication#W\ PP# 56. Chicago Tribune"Publication" #:\ PP# 04/21/98; Edition : NORTH SPORTS FINAL; C; Section: TEMPO; Page 1

Headline#\ PP# INTERNET RAISES NEW RIGHTS ISSUES FOR STUDENTSHeadline #:\ PP#

By Terry McManus.
Special to the Tribune.

School administrators who demand control over student publishing ventures, from campus newspapers to Web sites launched from home computers, are getting an object lesson in the power of the new medium. Attempts to rein in kids who want to cover controversial topics in a journalistic forum, or simply unleash verbal broadsides on personal Web pages, can backfire on principals, especially when censorship incidents become 1st Amendment causes celebres.

"Alternative" publishing on the Net " mainly through World Wide Web sites " is on the rise across the country, according to media and legal experts. As a result, they say, U.S. courts will increasingly be called on to settle free-speech beefs between school districts and independent-minded students.

TD "School officials should realize that censoring or constraining stories is not going to silence anybody," says Mark Goodman,

executive director of the Student Press Law Center in Arlington, Va. "There are too many (publishing) avenues available to students now."

Underground newspapers have long been part of the scholastic experience, from grade school on up, but the Web has given students an unprecedented ability to openly ridicule their schools and even individual teachers. As long as the attacks are made off school grounds, the courts appear ready to side with the kids.

Last month, for instance, a federal judge in Cleveland overturned the suspension of a high school junior, Sean O'Brien, whose Web site (which had no official school affiliation) poked fun at a band teacher.

After discovering the site, the Westlake School District, in suburban Cleveland, suspended O'Brien for eight days, threatened to expel him, and told him to remove the site. O'Brien sued for \$550,000, claiming the district violated his freedom of speech.

The student's lawyer, Kenneth Myers, and the American Civil Liberties Union of Ohio say the judge's ruling "reinstating O'Brien and his Web site" may be the first court action taken anywhere regarding a student's free-speech rights on the Internet. But it won't be the last, they believe.

"Students don't have an absolute right to say whatever they want," says Myers, "but schools and judges are going to have to carve out the boundaries. And this case may help do that."

The school district felt O'Brien was clearly out of bounds when he made certain statements about the band teacher, Raymond Walczuk, on the Web site. O'Brien, for instance, ran a photo of Walczuk and described him as "an overweight middle-aged man who doesn't like to get haircuts." O'Brien also said Walczuk "likes to involve himself in everything you do . . . and often thinks that problems are caused by a certain student or group of students and no one else."

Though the judge ruled he didn't have to, O'Brien has since removed the Walczuk comments from the site "sort of. The redesigned page now promotes free speech and links visitors to stories about the O'Brien case. Many of those stories rehash the offensive remarks. As for the lawsuit, it was settled out of court on April 13. According to Avery Friedman, co-counsel for O'Brien, the teenager will receive \$30,000 and a letter of apology from the district superintendent.

"If a student . . . pops off about a teacher and just expresses his opinion in a non-threatening way on an Internet site, the school does not have the power to control that or to punish," says Myers. (No one from Westlake School District would comment on the matter.)

ddMyers adds that the school probably would have been within its rights to suspend or expel O'Brien if he had made the comments to Walczuk in person at school.

. "That would have moved the case into another arena," he says.

ddGoodman agrees. "A court generally is more likely to see something as more threatening or more intrusive when it's a face-to-face conversation as opposed to a written comment that appears somewhere else," he says.

ddNo legal distinctions

ddThough students and administrators long have been at odds over free speech in school-sponsored publications, the arrival of the Internet has added another level of complexity. Goodman estimates that there are from 10,000 to 13,000 high school newspapers in the U.S., and many schools are beginning to publish on-line versions.

ddThough Goodman knows of no legal distinctions between print editions of student newspapers and the on-line versions, he says that schools try to create those distinctions, based on the potentially huge Internet audience.

dd"Schools have told on-line newspapers that they can't publish anything that names an individual student, or print their photograph," Goodman says. Administrators are fearful, he explains, that child abusers will use the publications to target students whose names or images appear on-line.

dd"There's absolutely no basis for this," Goodman contends, "and certainly it's not keeping the local newspapers from reporting on high school athletes."

ddJust who has control of student newspapers is still being sorted out in west suburban Naperville in the wake of a censorship incident last fall. Naperville North High School's student newspaper, the North Star, had planned to publish a story about a Naperville North teacher indicted on charges of sexually assaulting a female student. The paper, which does not publish on-line, never intended to run the girl's name, though her identity was widely known on campus.

ddThe school's principal, Bruce Cameron, killed the story before it could run, saying the paper could not discuss personal relationships between students and teachers. Ultimately, the article appeared in the North Star, but not until after the accused teacher was convicted and fired. (Cameron was unavailable for comment for this story.)

ddThe paper's co-editor, senior Adrian Holovaty, and faculty adviser Patricia Martin say that if the North Star had been allowed to run its story early on, the event would have faded quickly. Instead, it took on national significance when a North Star staffer contacted the Student Press Law Center for guidance.

ddThe center advised Holovaty to issue a press release to some of the country's largest newspapers, including the Tribune and The New York Times, both of which

h covered the sexual-assault and censorship angles, quoting Holovaty. As a result of the publicity,

"We got countless e-mails, faxes and letters from supporters," Holovaty says. "People told us the same thing happened at their school, but

that no one had done anything about it."

The story also caught the attention of an Internet magazine called bolt reporter, which runs only material written by high school journalists. The editor, 2

9-year-old Parker Stanzione, invited Holovaty to submit the sexual-assault story to the magazine's "banned

on bolt" section; she also asked him to write a separate account of the censorship incident.

"If an article is deemed unpublishable or is partially censored, we'll work with the students to print it," Stanzione says. "We offer students a freer forum for their work."

Since its launch last fall, bolt reporter has expanded its purview, according to Stanzione. "Through 'banned on bolt,' we now cover students who are taking a step forward in protecting their rights, whether it's wearing certain clothes or taking someone to the prom," she says.

Faculty adviser Martin says she approves. "I kind of admire what bolt reporter is doing," she says. "They show how ludicrous it is to kill certain stories.

You'd have to ask, 'Why in the world would a principal censor that story?' It's stupid."

For his part, Holovaty saw the invitation to contribute to bolt reporter as a "golden opportunity" to maximize his story's exposure.

And though Naperville N

orth administrators "treated us like we were immature little kids," Holovaty says, he believes the entire experience has improved his journalistic skills.

"With all the attention from reporters, I've learned to ask better questions," says Holovaty.

Meanwhile, the Naperville school district still wants a degree of control over student newspapers. A committee of administrators, teachers and students has been formed to hammer out editorial guidelines, and a meeting is planned for Thursday.

Holovaty expects to cover it.

Publication#W\ P P# 57. Los Angeles Times"Publication" #: \ P!P#* 04/22/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ P"P# College District's Self-Evaluation Draft Draws Fire for Its Om
issions

Headline #:\ P#P#Critics say items critical of South Orange County trustees were omitted from the faculty-administration report being sent to accreditation agency.

By ROBERT OURLIAN
TIMES STAFF WRITER

ddThe South Orange County Community College District is attracting unwanted attention from the private commission that accredits schools and colleges, but its standing as an approved institution is apparently safe for now, officials said.

ddHowever, the strife that has split the district for more than a year over how to run the 33,000-student campuses has spilled over into the accreditation renewal process, which rules a college's ability to garner federal funds, foundation backing and acceptance of its course credits at other institutions.

ddCritics of the majority of the Board of Trustees charge that a draft report of a "self-evaluation" prepared by faculty and administrators was altered to remove lengthy passages critical of trustees.

ddThe editing "while not illegal" shows an attempt to cover up problems at Irvine Valley College, one of the campuses administered by the South Orange district, critics charged.

dd"There are differences between the original draft report and the one submitted to the board," said Lisa Alvarez, an associate professor of English at the Irvine college and a member of the Faculty Senate. "It probably would have been better to submit the whole messy original and go from there than to submit one that was watered down."

ddThe report, which still contains some of the criticisms of the Board of Trustees, will eventually end up at the Accreditation Commission for Community and Junior Colleges in Santa Rosa, a branch of the Western Assn. of Schools and Colleges, the private accreditation agency.

ddThe accreditation process is undertaken every six years under commission guidelines. After the self-study is completed, a team of inspectors from the commission will visit the campuses, probably this fall, said Judith Watkins, associate executive director.

ddThe accreditation commission is aware of the district's problems "fiscal woes, a drain of top administrators, infighting over institutional governance and a trustee recall campaign" and will not be deceived "for three nanoseconds" by an inaccurate self-study report, Watkins said.

dd"If that self-study is not an accurate representation" if that campus is misrepresented in that study "it's the team's duty to confirm that and comment and comment strongly," she said. "There's no sense trying to turn this into a public relations piece."

ddRarely do colleges lose accreditation without warning, but Watkins said accreditation could carry conditions, ranging from a warning to probation, depending on what inspectors find. A change in status from accredited to unaccredited is a lengthy process,

she said, that could take from months to years.

ddIt's not the first time the accreditation agency has expressed concern with the

he district that oversees the Irvine campus and Saddleback College. Earlier this year, the commission expressed concern over the colleges' fiscal problems and an administrative exodus. Those issues were discussed in a special visit to the district's Mission Viejo offices April 13, Watkins said.

The commission evaluates colleges on how they follow 10 standards ranging from educational programs to student support to administration and governance.

In the original draft Irvine Valley College report that dealt with administration and governance, faculty and administrators criticized the Board of Trustees' majority for violating open-meetings laws, micromanaging campus affairs and "losing sight of the district's educational mission."

But long sections of the critical remarks were removed from the self-study presented to trustees Monday night. Even a factual reference to district's financial status "on a state fiscal "watch" list" was cut out, critics said.

The report was edited by Irvine Valley College electronic technology instructor Ray Chandos, who was appointed chairman of the school's accreditation committee by college President Raghu Mathur over objections of many faculty members.

Chandos could not be reached for comment Tuesday.

Publication#W\ P#P# 58. Los Angeles Times"Publication" #: \ P#P#* 04/22/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-9

Headline#\ P#P# Minority CSUN Slate Wins Battle Headline #: \ P#P#Subhead#[\ P(P# Student Senate abandons move to overturn election after school attorneys warn

of possible legal problems.

Subhead#:\ P)P# By CLAIRE VITUCCI
TIMES STAFF WRITER

NORTHRIDGE " An all-minority slate of candidates was put on track Tuesday to take over Cal State Northridge's student government when the Student Senate abandoned a move to overturn the election for campaign irregularities after school attorneys

warned that could cause legal problems.

After nearly five hours of heated debate peppered with hooting and name-calling, Associated Students President Brad Marsh withdrew his motion to hold a new election.

Later asked why, he replied, "I just changed my mind."

"I thought about it, I heard all the students talk, I listened to everyone. What it came down to was that [having a special election] might be the right thing

to do since there was fraud, but since we couldn't prove it then it was the wrong thing to do."

That paved the way for President-elect Joaquin Macias and Vice President-elect Oscar Garay, who won the March 18 election, to take office June 1.

"I think it's the responsible thing to do," Macias said after the Student Sen

ate meeting was over. "All of the allegations had no merit. It's almost a witch hunt."

ddMarsh said he was unswayed by two letters from attorneys warning that ordering a new election could pose legal problems.

ddRichard Goldstein, general counsel for the Associated Students, warned that ordering a new election "could easily lead to a precedent where any outgoing senate could maintain its power by simply invalidating the election, without a basis, if the persons

elected were not to the liking of the existing senate.

dd"This would clearly be an undesired precedent."

ddJohn Francis, attorney for campus organizations, warned because a student committee investigating the irregularities made no recommendation to void the election,

the Student Senate lacked the authority to order a new one.

ddCSUN President Blenda Wilson also wrote the Student Senate, opposing a new election, and urging the senate to "work to ensure

a smooth transition to a new

student leadership and a restoration of an atmosphere of tolerance, respect and civility within student government."

ddThe Student Senate agreed last week to take up the issue of a special election after a student presented statistics he said

demonstrated voter fraud that benefited

We the People, the slate of black, Latino and Asian American candidates

ddAt issue was the validity of the university's Touch Tone Election system, which allows students to cast ballots via telephone by

keying in a series of 17 numbers,

including a confidential identification number and their birth dates.

ddTwelve students complained that when they tried to vote, using the telephone voting method, they were informed by the computer

that they had already cast their

ballots, spreading a fear that perhaps other students had gotten hold of their

identification numbers

and had cast votes for them.

ddSupporters of the losing slate, "Students First," argued if 12 people didn't get a chance to vote, other students also may have been

prevented from casting

their ballots.

ddOther students contended there could have been a simple glitch in the system and that We the People's 200-vote victory was

deserved.

ddAlthough the motion to hold a new election was not "after hours of debate" even voted upon, a university administrator denied

the meeting was a waste of time.

dd"This was a wonderful exercise for students to go through," said Ron Kopita, vice president for student affairs. "Every student had the opportunity to speak their opinion, there was a lot of discussion and in the final analysis, the democratic process won."

Headline#\ P,P# Calculator Ban Causes Protest at NW SchoolHeadline #:\ P-P#Su

bhead#[\ P.P# Achievement Tests Begin This Week

Subhead#:\ P/P# By Debbi Wilgoren

Washington Post Staff Writer

A decision by D.C. school officials not to allow seventh- and eighth-graders to use calculators this week during critical math

achievement tests has angered

some parents, youngsters and teachers at Paul Junior High School in Northwest Washington.

ddChief Academic Officer Arlene Ackerman said yesterday she decided to restrict calculator use to grades nine through 11, because

calculators are not uniforml

y available in the lower grades and it would be unfair to let them to be used b

y some students and not

others in the same grades.

ddBut seventh- and eighth-graders at Paul, in Northwest Washington's Manor Park neighborhood, used calculators in preliminary

achievement tests given last fal

l, several parents, students and teachers said, and prepared for the spring tes

ts assuming they could

use them again.

dd"Our children are totally unnerved. Their confidence has been totally eroded,

" said Afiya Graham, whose 14-year-old son had

planned to use a calculator tomo

row for the problem-solving portion of the Stanford 9 Achievement test. "They'

ve been taught all

year to approach it with calculators," Graham said, "so to c

hange it now is going to affect how they do."

ddThe Stanford 9 reading and math tests, which were introduced in the District

last May, are being given this week and next at all

146 D.C. public schools. Fo

r the first time, student scores will help determine which first- through fifth

-graders get promoted and

which students in all grades must attend summer schoo

l.

ddA spokesman for Harcourt Brace, the company that produces the Stanford 9, sai

d comparisons of scores among students who take

the test with calculators and w

ithout them show no discernible difference. He said that is because the problem

-solving section

emphasizes students' ability to reason their way through a pro

blem, rather than the computation skills for which they would use a

calculator.

ddBut Anne Baskin, an eighth-grade math teacher at Paul, said those studies don

't reflect that her students prepared for the tests using

calculators, and were

told only last week that the school system would not reverse its decision to b

an them.

dd"It's not logical," said Baskin, whose daughter attends a Catholic school in

Kensington and will use a calculator when she takes

the same test this week. If

the school system was worried about equity, she added, it should have provided calculators to all students.

ddAckerman said she has heard complaints about disallowing calculators only from Paul. Teachers and parents, she said, should be reassuring students that they

can do the test without calculators, rather than adding to the panic.

dd"It's an issue of adult leadership," she said. "Teachers, adults, principals

" it's the way you explain things to young people, so they understand."

Publication#W\ P0P# 60. The Washington Post"Publication" #:\ P1P# 04/22/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ P2P# Gilmore's Pledge To Add Teachers Suffers SetbackHeadline #:\ P3P#

By Spencer S. Hsu and R.H. Melton

Washington Post Staff Writers

Virginia lawmakers moved today to prevent Gov. James S. Gilmore III from delivering on his pledge to hire 2,000 new teachers, setting a belligerent tone as the

General Assembly prepared to meet Wednesday to consider the first-year governor's vetoes and amendments.

ddGilmore was handed the setback by Democrats as well as senior lawmakers in his own party, as the Joint Rules Committee voted

unanimously that the Republican

governor's teacher plan should be ruled out of order when the legislature reconvenes Wednesday.

His top policy advisers pledged to fight that decision on the floor.

ddThe maneuvering highlighted one of many contentious issues that will confront lawmakers as they consider Gilmore's 154 vetoes

and amendments, and the fate of

his campaign promise to repeal the car tax, in three days that will largely determine the success or

failure of his first year in office.

ddOther battles are expected over Gilmore's vetoes of a health care program for poor children and a bill requiring sex education in

schools, and over how to

divide money for school construction among localities.

dd"This is like right before you get on a roller coaster. You know there's going to be scary points," said Del. Thomas M. Jackson

Jr. (Carroll), a leading Democrat

who, as did others in both parties, walked a tightrope between predicting contention and compromise

with Gilmore. "You just hope when you get off you don't feel sick."

ddToday's wrangling picked up where the General Assembly left off when it adjourned March 23, ending the longest session in its

history. When lawmakers passed

the state's \$40 billion two-year budget, they left blank details such as how to phase in the first two years of Gilmore's car-tax cut, which will cost the state

an estimated \$447 million. They also asked Gilmore for help in finding \$110 million for a Democrat-led measure to help localities build schools.

ddBut lawmakers said Gilmore had gone too far since the session, accusing him of highhanded efforts to thwart their legislation.

That sentiment prompted the attempt to prevent the legislature from considering Gilmore's plan to hire 2,000 new teachers. The rules

panel said the legislature could only consider bills to implement the car-tax cut and the school building program, after it finishes with

the governor's vetoes. The full General Assembly will vote on whether to accept that rule.

ddThe legislature had allocated \$66 million to hire 600 teachers and pay for as many as 1,400 existing teachers. Gilmore, however,

promised 2,000 additional teachers for Virginia classrooms and wants to reduce raises for college professors approved by the General Assembly to pay for them.

ddLawmakers of both parties also objected to Gilmore's signing two executive orders last week in which he threatened to unilaterally enact his versions of the

school construction measure and the car-tax cut if the legislature doesn't adopt his approach.

dd"It's the consensus that the executive orders are not legal," said Del. Vincent F. Callahan Jr. (Fairfax), co-chairman of the House Appropriations Committee

and the longest-serving House Republican. "I think this session could last much longer than I thought it would last."

ddAnother Republican, Del. James H. Dillard II (Fairfax), predicted that Gilmore's proposal to allocate construction money would

be cast aside Wednesday. Virginia's six largest school systems, which enroll 36 percent of state students and include Fairfax and

Prince William counties, complain that Gilmore's plan would grant as much as \$500 per pupil in aid to small districts and as little as \$

13 per child in bigger systems.

ddAn alternative proposed by Democrats would add \$25 million to the program, for a total of \$135 million, to ease the disparity.

ddToday's rebuffs from both the GOP-led Senate and House Republicans suggest that at Gilmore's honeymoon with the General Assembly may be ending, and both sides predicted he will encounter trouble in upholding his record 27 vetoes and 127 amendments.

ddStill, Democrats concede that the legislation authorizing details of Gilmore's car-tax cut is certain to be passed this week.

ddDemocrats and Gilmore engaged in dueling photo opportunities today, as both took credit for rallying to meet school needs.

ddGilmore jetted from a Lynchburg elementary school to his alma mater, William F. Fox School, which he attended through fourth grade in the 1950s in Richmond's

historic Fan district. He chatted with teachers and students and reiterated his pitch for new

instructors, saying they would help reduce the size of classes where students were "jammed all the way from wall to wall."

ddMinutes earlier, 30 Democrats stood in front of a school bus in a Capitol driveway to take credit for bringing to the forefront "absolutely deplorable" crowding in schools.
dd"We may have new teachers, but we have to have classrooms to put new teachers in," said Sen. Emily Couric (D-Charlottesville), who said students are taught in 3,600 trailers across the state.
ddDemocrats pledged to try to override Gilmore's rejection of a bill to restore mandatory sex education in public schools. And the fiercest fight is expected to come over his veto of a \$83 million Democrat-sponsored plan to extend Medicaid-style health insurance benefits to 83,000 children in low-income families. Gilmore hopes to revive a less comprehensive private-insurer program that has been killed once already in the Senate.

Publication#W\ P4P# 61. The Washington Post"Publication" #:\ P5P# 04/22/98; Edition: FINAL; Section: Metro; Page B04

Headline#\ P6P# Cuts Weren't Enough, Schools Finance Chief SaysHeadline #:\ P7P#

By Debbi Wilgoren

Washington Post Staff Writer

The D.C. school system cut most of the employees it was told to this year but still overspent by tens of millions of dollars because the budget never included enough money to pay for the number of employees the system was authorized to have, schools finance chief Donald Rickford said last night.
ddSchools Chief Executive Julius W. Becton Jr. and the board of trustees seized on Rickford's report as proof that they should not be held responsible for the system's projected \$62 million deficit, which Rickford said will be corrected through fund allocations and cost-cutting measures.
ddThe deficit, revealed late last month shortly after Rickford took over as finance chief, prompted Becton to step down effective April 30 "two years earlier than expected" and generated much criticism of him and his fellow trustees.
ddLast night, at their first-ever public working session, the trustees insisted that because the schools finance chief officially works not for Becton but for D.C. Chief Financial Officer Anthony A. Williams, then the blame should be borne by Williams and the bodies that approve the school budget "the D.C. financial control board, the D.C. Council and Congress."
ddNone of the trustees addressed the fact that the three financial officers who have worked in the school system for the last 18 months reported to Becton daily and the trustee panel weekly. Nor did they discuss why they had not realized on their own that they could not support 8,623 full-time employees after their

budget request for personnel was cut from \$384 million to \$348 million. But parents and community leaders in the audience had plenty to say. "You can't keep the same number of people on the payroll with \$36 million less," said Jay Silberman an at-large member of the elected Board of Education, which was forced to cede power to the trustees in November 1996. "It's either naive or disingenuous or both to make the statement with a straight face."

Mary Levy is a longtime activist who has analyzed school system finances for two advocacy groups for years but has been frustrated by current school leaders' refusal to make basic budget information public. She said she might have been able to figure out the problem if she had had access to more data. "That's why secrecy is so damaging," Levy said. "You make your mistakes in private, and then you pay the consequences in public."

Criticism of the trustees' practice of conducting most of their business behind closed doors prompted the panel to open last night's working session. Although the meeting was announced with just a few days' notice, parents and activists filled the few dozen available seats and spilled out into the hallway of the system headquarters at 12th Street and Pennsylvania Avenue NW.

Not all the trustees had working microphones, and M. Charito Kruvant refused to speak into hers, so listeners often strained to hear. But one parent called the meeting "a good start," and trustee Chairman Bruce K. MacLaury said he wants to open future sessions, too.

The trustees heard reports from school administrators about teacher hiring, student registration for a massive summer school program and plans for building repairs.

They also voted to sell the former Richardson School, at 53rd and Blaine streets NE, to the Robert Louis Johnson Arts and Technology Academy Public Charter School for \$650,000; lease the former Slater/Langston School, at 45 P St. NW, to the ARE Public Charter School for \$76,875 a year; and lease the former Woodridge School, at 2929 Carlton Ave. NE, to the Friendship Public Charter School for \$49,350 a year.

The sales and leases are subject to approval by the control board.

Publication#W\ P8P# 62. The New York Times"Publication" #:\ P9P# 04/22/98Section: Metropolitan Desk; Section B; Page 1, Column 4

Headline#\ P:P# Doing the MathHeadline #:\ P;P#Subhead#[\ P<P# In the Schools, Promotion Plan Starts to Sink In

Subhead#:\ P=P# By JACQUES STEINBERG

This was one math problem that Mariel Carrero, age 10, had little difficulty figuring out.

If failing fourth and seventh graders are held back beginning in spring 2000,

then what grades are the students now attending?

ddThe answer is second and fifth grade. And Mariel, a fifth grader at a low-performing school in the Bronx, said she was well aware

that Schools Chancellor Ru

dy Crew's proposed policy would instantly raise the stakes for her and her peer

s. At her school, Public

School 102 in the Parkchester section, only 35 percent

of the students were reading at or above grade level last year, leaving 65

per

cent scoring below the national averages.

dd"From now on, I'll study more and I'll try to pass all my tests and I'll pay

attention more," Mariel vowed, as she leaned her chin

on her hands atop a glo

ssy blue math book. "And I won't talk in class."

ddSuch is the strong motivation of the threat of repeating a grade. In elementa

ry and middle schools across the city yesterday,

students and their teachers we

re digesting early details of the Chancellor's plan, to be presented to the Boa

rd of Education today,

and wondering how it would affect them.

ddAlthough it was difficult to find anyone who would speak in support of the cu

rrent policy, under which hundreds of thousands

of students have advanced witho

ut mastering basic skills, there was no shortage of educators and parents who a

sked questions and

expressed concerns about the Chancellor's plan.

ddSeveral teachers were pleased by the variety of factors that the Chancellor s

aid would be considered in promotion decisions,

including standardized test sco

res, classwork and attendance records. But they had reservations about the reme

dies that the Chancellor

is recommending for 200,000 students now considered at

risk of being held back. They said that merely increasing class time by

keepin

g children after school or in summer school, as the Chancellor proposes, would

not guarantee that intractable problems would

be corrected.

ddMoreover, the teachers said, they would have to think twice before agreeing t

o another remedial proposal the Chancellor is

considering: adding as many as 20

days to the school calendar.

dd"If he added the 20 days, I might not like it," said Rosina Rios, a fifth-g

rade teacher at P.S. 102, who has been teaching for three

decades.

ddWhile parents said they were heartened by the thought that their children wou

ld learn the material before being passed along, they

said they questioned the

value of forcing their children to repeat instruction in what they have already

had difficulty mastering.

Deborah Wing, a parent of a third grader and the pr

esident of the parent association at P.S. 102, said she thought it was essentia

l

that the Chancellor's policy include a commitment to learning why the student

is failing.

dd"If the child didn't learn the basics, say, in the third grade, and the school doesn't know why, and you are leaving him back another year, what good is it

going to do?" Ms. Wing said. "Maybe there is a problem at home or another problem that hasn't been addressed."

ddThe Chancellor estimated, based on test scores and teachers' observations, that fully a third of all fourth and seventh graders in

the city would be in danger

of being held back if his policy were implemented tomorrow. At P.S. 102, one out of every three students

would fall in that category, Board of Education officials said.

ddIn an interview on Monday, the Chancellor said he was committed to addressing the problems of such students. Many of the

support programs that he hoped to start

throughout the city have been tested this year at several hundred schools where high

percentages of students are considered at risk of failure, including P.S. 102, he said.

ddUnder a mayoral initiative known as Project Read, for example, 175 students in kindergarten through third grade at P.S. 102 are receiving intensive attention

in reading this year, from specialists who work with small groups in their regular classes or after school.

The teachers themselves at P.S. 102 are receiving

two hours of professional development instruction every Monday afternoon, with

a heavy emphasis on helping struggling learners.

dd"It's a large task," said the school principal, Salvatore Gulla, of the two-year push to prepare to meet the Chancellor's goal. "But

I'm hopeful."

ddOne of the reasons for his hope, Mr. Gulla said, was that the Chancellor seemed to have learned from the lessons of his

predecessors. In 1980, Chancellor

Frank J. Macchiarola erected similar gates to promotion at the ends of the fourth and the seventh

grades that caused tens of thousands of students to be held back

over the next decade. That program was ended in 1990 by one of

Mr. Macchiarola

his successors, Joseph A. Fernandez, who criticized it for forcing children to drop out.

ddBut Mr. Macchiarola argued yesterday that the program had begun to fail soon after he left the chancellorship in 1983 because

his successors did not put enough

emphasis on helping children to avoid being left back. He praised Dr. Crew yesterday for making

a commitment to restoring such remedial programs and the promotional gates as well.

ddOne of the students who would be affected most directly by the Chancellor's plan is Francil Richards, a classmate of Mariel in

the fifth grade at P.S. 102.

ddAnd while he said he would not welcome the stigma and embarrassment of being held back, he said he understood the Chancellor's

rationale.

dd"If kids don't know what they're doing now, like with multiplication tables

and stuff," said Francil, 10, "then they won't get a job later."

Publication#W\ P>P# 63. The Wall Street Journal"Publication" #:\ P?P# 04/22/98
Section: LEISURE & ARTS;

Headline#\ P@P# Treat Your Children WellHeadline #:\ PAP#

By Diana West

As the flower children have gone to seed, we now reap their bitter fruit " the by-now adolescent children of the generation that

never grew up. In "A Tribe A

part: A Journey Into the Heart of American Adolescence" (Fawcett, 391 pages, \$25), Patricia Hersch

offers a hair-raising examination of young lives adrift in

Reston, Va., a "planned community" outside Washington. Tracking her middle-clas

s subjects from the onset of adolescence through their middle teens, Ms. Hersch manages to insert herself into the

adolescent vacuum " a vacuum created by the

absence of adults who daily decamp for the office and by the nonjudgmental det

achment that marks their nightly return.

ddAn exhaustive exercise in what used to be known as New Journalism, "A Tribe A part" reveals what happens when the generation

that fought "to do its own thing

" lets its children "do their own thing." The result is a youth culture that ha s developed outside the

strictures of the traditional guiding influences, from

the Ten Commandments to the Protestant work ethic to just plain parental discip

line.

ddThis may be a revolutionary dream come true, but it is also a social experime nt gone awry, as the constraints of middle-class

morality have given way not to

a buoyant new state of being but to a lowdown bestiality. Ms. Hersch's catalog of typical behaviors

is numbing. To wit: Eighth-graders Susan and Rachel bed C

al who beats up Mitch who rapes Rachel whose parents have a bong on the coffee

table. Thirteen-year-old Courtney, pitifully memorable for refusing to remove he r sweatshirt while dispensing with virginity

(via stolen condoms and a mentally

disturbed "boyfriend"), joins The Lunch Bunch, an intramural club of sorts tha t convenes daily

at a townhouse drug den. The house rules? No cigarettes " and

hands off Mandy's mom's stash. Courtney's big sister, Ann,

meanwhile, tells lie

s all around to get Sallie to the abortion clinic where Donald promises to pay back Sallie the cost of the abortion.

Ann thinks this is sweet. Chivalric code, anyone?

ddIt's true that a few boys are kept on the straight and narrowish by a sports-imposed discipline. But for the most part Ms. Hersch

re-creates in voluminous d

etail a desolate hedonism and amorality. If ever there has been a convincing manifesto for

counterrevolution, this is it.

ddNot that Ms. Hersch has anything so reactionary in mind. It is a remarkable flaw of "A Tribe Apart" that the author's formidable reporting skills are ill-se

rved by her thin attempts at analysis. While she certainly brings in the story, she fails to see where it is that her outpouring of facts leads.

ddThat is, if Reston, Va. "Everytown, U.S.A." is a half-deserted set where real-life psychodrama plays out daily, shouldn't somebody go home and turn on the

lights? "American society has left its children behind as a cost of progress in the workplace,"

Ms. Hersch writes, hovering at the brink of liberal apostasy:

Will she connect the prevalence of working mothers with children who are not w

orking out? Hardly. Insisting that "this isn't about working parents, right or wrong," Ms. Hersch laments that we simply

don't know our own teens. Calling wea

kly on "society" to provide solutions "suggesting more "programs," "mentors" and "quality

child care" " Ms. Hersch nonetheless fails to explain how such buffers between parents and children can possibly improve their relationships.

ddBut perhaps the problem lies not so much in our failure to know our children as in our failure to judge them. Throughout the book, parents consistently fail

to differentiate between right and wrong, clarify good and bad, or hew to any recognizable code of behavior

themselves. Seventeen-year-old Kelly is pregnant?

Her devout parents are merely "shocked," "supportive" to the point of counseling

abortion, "although it was antithetical to their Catholic faith." Ninth-grad

e Jessica's "rough" Homecoming date goes berserk, is

arrested, then hospitalize

d in a psychiatric facility? "Jessica's parents come home early from work . . .

and help her sort things through. They never once chastise her for her choice in people, or let loose with their relief that she had not gone to the Homecoming

g dance with {him}." Why ever not?

ddSuch parents, like the author herself, mirror our cracked culture of relativism " one of the most insidious innovations of the '60s

" which prizes "toleranc

e" above all else. Lacking the moral fortitude to take a stand " any stand " these parents fail to offer their

children even a fortune cookie's worth of wisdom.

m. No wonder their kids are chronically troubled, perplexed by the array of behavior

"choices" before them. The fact is, nobody " not parents, schools or society " is passing on to these youngsters the fundamentals

of right and wrong. And that, of course, is everybody's problem.

dd"-

ddMiss West is working on a book about the death of the grownup.n

Publication#W\ PBP# 64. Bergen Record"Publication" #:\ PCP# 04/19/98; Edition
: All Editions.=.Sunday; Section: REVIEW & OUTLOOK; Page o01

Headline#\ PDP# THE RACE QUESTION JUST NEVER SEEMS TO
GO AWAYHeadline #:\ PEP

#

By TOM KEAN

"WHITES avoid talking about race. For blacks it's part of every conversation
."

ddThe student was commenting after a dialogue on race held at Drew University
. Students had come to Drew from a number of
colleges, including Ramapo and Rutgers, to listen to and to talk with Secretary of Education Richard Riley, myself, and Angela

Oh who serves with me on the President's Initiative on Race advisory board.

ddThere were comments on the lack of minority faculty, a call for increased multiculturalism, and expressions of frustration by students about what they conceived as a lack of progress on and off the campus.

ddOne of the most constructive comments, unreported by the press covering the event, came from a Drew senior who pointed out that if we really wanted to eliminate racism we should concentrate on the earliest grades. Nobody is born with prejudice.

ddWithin a few days I was reminded of just how close to the surface race remains in our country. Two days after the Drew event, race was all over the sports

pages. Fuzzy Zoeller and Tiger Woods were to play together in the Masters.

ddEverybody remembered that a year ago Tiger had won the tournament going away. It was a great moment for Tiger and an even greater moment for golf. Zoeller

is known as the jokester on the circuit. He is a popular player who often kidding the other players, himself and the fans. But last year his attempt at humor fell flat.

ddHe talked of Woods having fried chicken and collard greens or "whatever they eat" at the championship dinner. He was widely quoted and widely condemned.

Everybody knew he made a racist comment, and nobody was amused. Belatedly recognizing what he had said, Fuzzy apologized and Tiger as a gentleman accepted the apology.

ddThe incident was over _ or should have been _ but the fact that race had been involved meant that a year later when they were paired the press replayed it a

ll over again. It was not enough for either player to explain that as far as they were concerned it was

ancient history. In answer to press questions Tiger commented, "It's been over and done with with me. The press keeps writing about

t

it, talking about it. No offense, but it's in your ballpark now. Fuzzy and I buried it a long time ago."

ddBut the press just wouldn't let it go. The Daily News stretched it into two full pages on consecutive days. "Fuzzy and Tiger may be the oddest pairing" was the headline. Their columnist went on to restate last year's incident as a basis for following every move by both men. It was evidently worth reporting that at each man complimented the other on good shots.

ddEven the good gray New York Times joined in. Columnist Dave Anderson, one of the best in the business, told us more than we wanted to know _ that they seldom walked down the fairway together, that the crowd cheered more loudly for Zoeller, and finally that when Woods made a 12-foot put on the 18th, he hugged his caddy "but he never hugged Zoeller."

ddRace made the mundane into news worth reporting. Was all this news? Or was the press simply seizing on the racial angle to sell papers. I don't know.

ddThis week the president tried to make news by combining race and sports. He rounded up the likes of Jim Brown, the Hall of Fame running back, John Thompson, Georgetown's basketball coach and the Jets' outspoken Keyshawn Johnson for a serious discussion of race and sports broadcast over ESPN for 90 minutes.

ddI believe it was in part an attempt by the president to point out the integration in sports and the lesson to be learned therefrom. According to press reports, however, it featured complaints about the lack of black coaches and the limited role of blacks in sports management. Hispanics complained that they were underrepresented on the panels.

ddIn general, the press found this far less interesting than Fuzzy and Tiger one year later. The Daily News gave it a few paragraphs on page 26 with no pictures. No pictures in The Daily News means not much of a story. The New York Times buried it on page 20. Despite all the assembled athletic talent for the sportswriters, it was a non-event.

ddSo the conversation on race goes on but not always in the way the President or his commission intend. On Thursday, the race panel comes to Newark. The subject _ race and housing _ featuring Housing and Urban Development Secretary Andrew Cuomo.

ddWill the discussion be productive? Will anybody listen? Only time will tell.

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Publication#W\ PFP# 65. Associated Press"Publication" #:\ PGP#04-22 4:31a

Headline#\ PHP# Prank doesn't cost Greenbrier High SchoolHeadline #:\ PIP#Subhead#\ PJP# Coke awards them \$500ddSubhead#:\ PKP# AUGUSTA, Ga. (AP) - In the end, Greenbrier High School wound up winning the cola confrontation.

ddThe two students who wore Pepsi shirts on Coke Day as a joke didn't cost the

school the \$500 prize offered by Coca-Cola. And

Pepsico also donated \$500.

dd"Greenbrier won - and so did Harlem High School," said Coca Cola Youth Marketing Director Gwen Phillips of the judging involving Columbia County high school

s.

dd"They both won first place, according to our judges, and both had excellent programs. And it had nothing to do with the shirt thing," she said.

ddCompany officials presented a \$500 check Tuesday to Greenbrier High School in Evans, north of Augusta, in the contest to find the school with the most creative marketing approach.

ddA similar check was to be presented today to Harlem High officials.

ddGreenbrier made the national news when two students, Mike Cameron and Dan Moxley, were suspended for wearing Pepsi shirts on Coke Education Day last month, while Coca Cola executives were on campus to speak to classes.

ddPepsico, in the wake of all the attention, donated \$500 to Greenbrier.

ddSuperintendent Tom Dohrmann, after deciding "another method of discipline may have been more appropriate," later called a news conference to announce the suspensions would be taken off the students' records.

ddPrincipal Gloria Hamilton said the money from the two cola companies would be deposited into the student council advisory account - its use has not yet been decided.n

Publication#W\ PLP# 66. Associated Press"Publication" #:\ PMP#04-22 5:44a

Headline#\ PNP# Racism suggested in state takeover planHeadline #:\ POP#

ddMILWAUKEE (AP) - Critics of proposals by the state to take over Milwaukee public schools protested during a legislative hearing that the idea is tainted by racism.

ddThe plan for improving the predominantly black Milwaukee School District was developed "with the arrogance of the plantation master," school board member Leonard Todd said Tuesday.

dd"We don't need lily-white faces telling us what to do," Rep. Johnnie Morris-Tatum, D-Milwaukee, said.

ddThe hearing was sponsored by the Senate and Assembly education committees on Governor Tommy Thompson's suggestion that a special commission take charge of the district if grades and graduation rates don't improve.

ddSome of the remarks during the hearing were not constructive, Sen. Alberta Darling, head of the Senate Education Committee, said.

dd"When you use the race card, it takes away from that target, which is improving education for the children," she said.

ddJohn Matthews, Thompson's chief of staff, said the governor's proposals come from a belief that the city's public schools have a crisis.

ddJohn T. Benson, state superintendent of public instruction, said it is uncertain that a state takeover can solve the problems but that conditions cannot continue as they are.

dd"I think this is worth a try," Benson said.

ddAbout 150 people attended the hearing. Several speakers objected to having an appointed commission replace an elected school board.

dd"It is difficult to understand how the governor can justify holding (the district) to the higher achievement criteria without allowing ... the funds to improve its educational program," school board President Joe Fisher said.

ddBoard member Charlene Hardin observed that no Milwaukee legislators or black people are on the two legislative committees.

She and other blacks are shown disrespect by not being represented in the planning, she said.

Publication#W\ PPP# 67. Associated Press"Publication" #:\ PQP#04-22 5:57a

Headline#\ PRP# Clinton to address Portland State commencementHeadline #:\ PS
P#PORTLAND, Ore. (AP) - Now that President Clinton is officially speaking at Portland State University's commencement, school officials have begun to worry about planning for the occasion.

ddThe White House announced Tuesday that the Portland State was chosen as one of only three colleges this graduation season at which Clinton will speak.

ddClinton's address at the school's June 13 commencement will follow earlier speeches at the U.S. Naval Academy and the Massachusetts Institute of Technology.

dd"By tradition, the president always does a military academy, a private institution and a public institution," White House press secretary Mike McCurry said Tuesday.

ddPortland State spokeswoman Jan Woodruff said she isn't quite sure why Clinton decided to come this urban, largely commuter school of 15,000 students.

dd"We understand he was looking at a wide variety of schools and made his choice based on logistics and the recommendation of the Health and Human Services Secretary Donna Shalala," who had been lined up as the commencement speaker, Woodruff said.

ddGraduation will be held at the Rose Garden, but PSU's open-door policy will be scrapped for the president's visit. Students' guests will be limited, though

the exact number and the system for allotting tickets haven't been decided.

ddIn past years, about 1,600 graduates have participated, out of about 4,000 eligible. Between 12,000 and 14,000 additional people have attended. Officials expect

the number of graduates to double this year because of Clinton's address, possibly stretching the potential invitation list well beyond the Rose Garden's 21,500-seat capacity.

dd"There will be disappointed people," Woodruff said. "But we want to minimize that."

ddOne graduating senior, R.C. Mitchell, said he's excited the president chose Portland State. But he echoed other students' concerns about the tighter crowd control.

dd"Now I'm going to have to decide who can and can't come. It's a bummer," he said.

ddClinton's Saturday speech will come the day after a fund-raising appearance on behalf of Rep. Darlene Hooley.

ddHooley is running unopposed for the Democratic nomination for her seat in the 5th District, which includes the Salem area. She

will face State Sen. Marilyn

Shannon, R-Brooks, who also is unopposed for her party's nomination, in November.

ddClinton's visit to Portland State will not be his first. In 1995, he attended the Pacific Rim Economic Conference on the campus

with Vice President Al Gore and several Cabinet members.

ddGore will also join in the annual rounds to college commencements, with speeches at South Carolina State University on May

9 and New York University on May

14.

ddThe president's other commencement speeches will be May 22 at the Naval Academy and June 5 at MIT in Cambridge, Mass.

Publication#W\ PTP# 68. Associated Press"Publication" #:\ PUP#04-22 6:56a

Headline#\ PVP# Texas students get \$50 million pledge from private groupHeadline

ne #:\ PWP#

ddSAN ANTONIO - A private foundation will give \$50 million to help low-income students in a poor school district attend private

schools, the San Antonio Express-News reported today.

ddThe Children's Education Opportunity Foundation will underwrite private school vouchers for as many as 13,000 students in the

Edgewood School District, the newspaper said.

dd"Our goal is give a scholarship to every child that wants one. How many takers we will get, we don't know," said Robert Aguirre,

managing director of the CE

O Foundation.

ddTo qualify, students in kindergarten through 12th grade must live within the district and be eligible for federally funded free or

reduced-price lunches.

ddUnder the program, called the CEO Horizon Scholarship, foundation officials will have \$5 million a year for 10 years to pay for

full private-school tuition

fees.

ddThe CEO Foundation was started in 1992 by hospital bed tycoon James R. Leininger of San Antonio. The newspaper's publisher

and chief executive officer, W. La

wrence Walker Jr., is a former board member.
ddThe plan comes as debate has intensified in recent years over school vouchers

ddConservatives in Congress and in statehouses across the country have pushed plans that would provide public money for at-risk students to attend private schools. Such proposals are generally opposed by Democrats and teachers unions, who say vouchers would erode support for public schools.

Publication#W\ PXP# 69. Miami Herald"Publication" #:\ PYP#April 21, 1998

Headline#\ PZP# Senate panel kills attempt to carve up big school districtsHeadline #:\ P[P#

By STEVE BOUSQUET

Herald Capital Bureau

ddTALLAHASSEE " Florida voters will not be given the option this fall of carving up Miami-Dade, Broward and other large school systems into much smaller districts.

ddNearly two weeks after the plan won House approval, the proposed breakup of big school districts was doomed Monday by the Senate Education Committee, which voted 8-5 against it.

dd"I'm thrilled," said Georgia Slack, a Broward school lobbyist who worked to defeat the bill, which could have brought sweeping

change to 13 urban counties

serving 75 percent of Florida's schoolchildren.

ddCritics of the breakup, including school officials from Miami-Dade and Broward, warned that the change would result in duplication of school services and a

"re-segregation" of public schools " with no guarantee of smarter students.

ddAdvocates of the breakup said that, when it comes to education, bigger is not better. They said Florida's system of one school

system per county is an outdated

relic of a time when the state was largely rural. Modern districts of more than 200,000 students each

are so big, they say, that it stifles parental involvement, efficiency and creativity.

ddThe Broward district, fifth-largest in the nation with 225,000 students, could have been sliced into 14 districts under the plan. The

Miami-Dade district, fourth-

largest in the nation with 345,000 kids, could have been chopped into as many as 23 pieces.

ddA defeated Sen. Ron Klein, D-Boca Raton, declared the idea dead for the fourth straight year. He said the only option left is for supporters to collect signatures

from a half-million voters.

ddBroward voters last November joined Miami-Dade in switching to a new system of electing school board members from smaller single-member districts. But slicing

up the districts themselves is a very different matter.

ddOpponents said dividing school districts would divide Floridians " white against black, rich against poor, urban against suburban

" and they raised the po

ssibility of a return to racially segregated schools. In the Senate, as in the House, most lawmakers from inner-city areas with large minority populations opposed smaller school districts.

ddSen. Matt Meadows, D-Fort Lauderdale, who is black, warned of a two-tiered public schools, of "haves and have-nots," if voters were given the option to dismantle large districts.

dd"I don't want to go back to the 1950s, when I had to try to use a microscope without a lens," said Meadows, a Fort Pierce native who works as a full-time diversity specialist for Broward County schools. "I never had a new textbook when I was in high school."

dd"Individuals will want their own city school districts and you know it," said Wayne Blanton of the Florida School Boards Association.

ddKlein said the rich and poor schools argument was an example of the "misinformation" surrounding his proposal. He said property taxes, levied countywide, and state money, allocated on a per-pupil basis, would continue financing school operations, and that courts would be required to review breakup plans for compliance with desegregation plans.

dd"The money follows the student. It's crystal clear," Klein said. "The money is collected countywide and is distributed accordingly."

ddKlein and the Legislature's other champion of the breakup idea, Rep. Tom Warner, R-Stuart, personally lobbied some senators during the hour-long debate Monday, but it was too late.

ddSen. Charlie Clary, R-Destin, cast what school lobbyists called the deciding vote, saying that more districts of smaller size would mean "more and more government" with no assurance of higher test scores.

Publication#W\ P\# 70. Atlanta JournalConstitution"Publication" #:\ P]P#April 22, 1998

Headline#\ P^P# More Schools Poised to go Year RoundHeadline #:\ P_P# RENEE HANNANS / AJC Staff

dd Sonja Brantley, lead teacher at Flat Shoals Elementary, says the nine-month school calendar is an anachronism.

ddHow it works Check out the 1998-99 calendar for Newnan Crossing Elementary, a school in Coweta County that's in session year-round.

ddBy the numbers In 12 years, year-round schooling has grown from a few isolated experiments into something of a national phenomenon. A year-by-year table charts the growth.

ddPhilosophical underpinnings Read the rather eloquent and provocative statement from the U.S. Education Commission on Time and Learning called Prisoners of Time.

ddBig Story links A collection of excellent resources on the web, both print

o and con, on year-round school.

dd By Diane Loupe Journal-Constitution Staff Writer dd Year-round schooling, now practiced in only three Georgia schools, may soon expand to 18 more in DeKalb County and Atlanta.

dd More than half of the parents at south DeKalb's Meadowview and Flat Shoals elementary schools voted to go to the year-round schedule, school officials said.

Meadowview hopes to start in mid-July, Flat Shoals in early August.

dd Details of both schedules are being worked out; the changes will require approval of the DeKalb School Board, which may consider the schedules at its May 4 meeting.

dd Monday night, the Atlanta Board of Education approved a proposal to begin year-round schedules at 16 schools starting in the 1999-2000 school year, subject to approval by parents and staff at each school.

dd The board wants school officials to determine whether there is support for the year-round schedule at Benteen, Boyd, Cascade, Cleveland, Fickett, Grove Park, Morningside, Mitchell, Thomasville, Venetian Hills, and Williams elementary schools and Bunche, Coan, Inman, Price and Sutton middle schools.

dd Alger Coleman Jr., an Atlanta school administrator who has studied the year-round curriculum, noted that the schools represented a range of family incomes and test scores.

dd Year-round scheduling has grown nationwide, as schools search for ways to better use buildings and time. The San Diego-based National Association for Year-Round Education estimates that 1.9 million students attend more than 2,800 schools on year-round schedules.

dd Sonja Brantley, the instructional lead teacher at Flat Shoals, said the temporary nine-month school calendar was developed

"when we had kids who would go out in the summer months and tend the field. No one goes out to tend the field any more."

dd Charlotte Stanford, a guidance counselor at College Park Elementary in south Fulton, says student test scores have risen and parent participation has increased since the school went on a year-round schedule in 1991.

dd The year-round school still has 180 official days of classes, the same as traditional schools, but after nine weeks of school, there is a two- or three-week break. During the breaks, the school offers classes in reading and math to about 100 students.

dd Zandra Sherwood, Meadowview principal, says her school plans to offer enrichment classes during breaks between sessions.

dd "The research shows that when students are off for a long period of time during the summer, they lose a lot of ground," said Sherwood.

dd Many parents who oppose the schedule are worried about child care, said Virginia Davis, DeKalb's executive director for school

improvement. The county is working with the DeKalb YMCA and local child care centers to offer care between sessions.

dd Bob Heaberlin, principal of Newnan Crossing Elementary, says "discipline problems have just about disappeared" since the Coweta school went year-round in January 1997.

dd "You're never more than 22 days from either having had a break or getting a break," Heaberlin said. "Teachers don't get burned out, and the kids don't get burned out, either."

dd "You still can have summer vacation," says Heaberlin. "And a fall vacation, and a winter vacation, and a spring vacation."n

INTERNATL#u\ P`P# INTERNATIONAL #:\ PaP#yq 'ddy

INTERNATL #:\ PbP#Publication#W\ PcP# 71. The (Capetown) Cape Times"Publication" #:\ PdP#April 21, 1998

Headline#\ PeP# Publishers hit by latest curriculum delay Headline #:\ PfP# By Jacqui Reeves

ddJOHANNESBURG: The Education Department dealt the South African publishing industry another blow yesterday when it announced that curriculum 2005 would not be implemented in Grade 7 next year.

ddThe new curriculum, which was to be phased in over eight years, will be introduced only in Grade 2. This could delay implementation.

ddAlthough yesterday's announcement did not come as a surprise to publishers, the consequences sent shockwaves through the industry, sparking fears of more staff retrenchments and cutbacks.

ddPublishers have been working round the clock, often employing additional staff, to meet the tight deadlines set by provincial departments for new learning materials.

ddAll this preparation will now have to be put on ice and expected income will not materialise.

ddThe chief director of early childhood, technical, vocational and adult education in the Department of Education, Mr Khetsi

Lehoko, said the latest delay should not be seen as a crisis in the implementation of the new curriculum.

dd"For now we are still confident that we will finish the process by 2005, and we will keep the timeframes flexible so that we can concertina some grades where

we feel the system is strong enough to do so," he said.

ddThis "concertina" process could mean the new system could be implemented in more than two grades at a time.

ddLehoko said the department had, at recent meetings with publishers, re-affirmed its commitment to buying educational materials and had appointed a standing

committee on learner support materials to investigate the situation.

dd"It is a serious matter that decreasing amounts are being invested in educational materials, and we hope this standing committee

will report back to us at t

he end of May with some concrete proposals on how to deal with the situation," he said.

ddThe impact of the decision does, however, not only affect the educational publishing industry.

ddJapie Pienaar, publishing director of Maskew Miller Longman, said educational materials had always cross-subsidised other sectors, which were now also suffering.

dd"We aren't seeing the funds we used to see, so we simply cannot afford to do small print runs of other literature," he said.

ddMr Peter Murby, publishing director for MacMillan Publishers, said further delays could play havoc with final print orders and

that the delivery of textbook

s, and this could again result in pupils being left with a new curriculum but no study materials with which

to implement it.

ddMr David Lea, managing director of educational publishers Hodder and Stoughton, said orders from provinces for Grade 1 books

were only dribbling in. The firm

had been expecting an order from the Eastern Cape for two months, but did not know whether the

Free State, North West or Northern Cape would be placing orders.

ddNational teachers' unions and Gauteng MEC for Education Mary Metcalfe welcome

d the delay, saying it would give them more

time to prepare for implementing the

new curriculum in Grade 7.

Publication#W\ PgP# 72. The London Guardian"Publication" #:\ PhP#April 21, 1998

Headline#\ PiP# Call for drugs education for children aged fiveHeadline #:\ P

jP#Subhead#[\ PkP# Government backing for report despite widespread criticism

Subhead#:\ PIP#

By Duncan Campbell

Crime Correspondent

ddThe Government yesterday backed a report which calls for children to be given education about drugs from the age of five.

ddThe report came under fire from conservative groups who claimed it was unnecessary for such young children to be told about drugs.

ddThe report from the Standing Conference on Drug Abuse (Scoda), published yesterday, recommends:

dd* Drug education for children starting at age five to become an integral part of a personal, social and health education curriculum;

dd* A sustained programme of education for parents about drugs; * An increase in services for young people with drug problems.

ddRoger Howard, chief executive of Scoda, said: "When deaths from drug misuse are increasing among young people, it is time to

bite the bullet and invest in a

approaches known to work. Government research has demonstrated that drug education programmes with

primary school children can reduce experimentation with drugs.

ddThe chairman of Scoda, Lord Newton, the former Conservative cabinet minister, added: "Young people already know a lot about drugs from their friends and the media. We must ensure that this incomplete and often inaccurate information is not their only source of knowledge. Improving drug education, far from glamorising drug misuse, is a sensible response to a significant problem."

ddThe report was criticised for suggesting that such young children should receive education about drugs. A spokeswoman for Family and Youth Concern said: "Five is far too young. It is robbing children of their childhood to be telling them about drugs at that age. There are a lot of children who wouldn't be aware of drugs at all at that age."

ddAdrian Rogers of the Conservative Family Institute, called for Scoda to be abolished. "Introducing drug education to five-year-olds is a desperate measure, which is at best well-intentioned and at worst is simply going to open up appetites and desires as they get older. Drug education is unsuccessful, it is a waste of school time, and for some children it will encourage drug use. Scoda has singularly failed to come up with any measures that do anything to reduce drug abuse in this country. It should be abolished."

ddA spokesman for the Cabinet Office, which oversees the work of the national drugs co-ordinator, Keith Hellawell, welcomed the report. "We support the emphasis is on early intervention, including drug education at primary school and work with parents," a spokesman said.

ddMr Howard responded to criticism by saying: "We can't put our heads in the sand and pretend it's not there."

ddThe plan also suggests a campaign to use the power of the media to encourage realistic strategies, that the Police Foundation inquiry into drug legislation should be supported, and that local employment services work more closely with drug action teams to help recovering drug misusers get back to work.

ddDrugs: a plan of action for the next century. Scoda, 32 Loman Street, London SE1 OEE.n

Publication#W\ PmP# 73. San Diego UnionTribune"Publication" #:\ PnP#April 22, 1998

Headline#\ PoP# Addressing the teacher shortageHeadline #:\ PpP#
By Gary Hart

ddThere is nothing more wondrous than the look in a child's eyes the moment he or she understands something for the very first time. Teachers are fortunate enough to witness these first-time experiences through the eyes of children "holding their hand as they venture into a world filled with letters, words, numbers and endless opportunities."

ddMost of us remember that one special teacher with great affection "the caring teacher who helped you pronounce difficult words

when reading aloud; the strict teacher who made you memorize your times tables; or the one teacher who just made you feel special.

As adults, often learning lessons the hard way, we have fond memories of the compassion and patience with which teachers guided us through the challenges of life.

Without qualified teachers, the most visionary plans for education reform fall short, for it is teachers who are on the front lines of these educational goals.

California is in desperate need of well-qualified and inspirational teachers to touch the hearts and minds of our children.

In the next decade, California will need to hire between 260,000 and 300,000 new teachers. By the year 2005, California's schools will serve more than 6.3 million students, 1 million more students than today. Because the demand for new teachers has never been

so great, the programs available through California colleges or local district offices have not been sufficient to generate support

needed to recruit an adequate supply of new teaching professionals.

Recently, the California State University Institute for Education Reform, the California Department of Education and the California Commission on Teacher Credentialing (CTC) released a Teacher Recruitment Action Plan.

This plan is a collaborative effort of the California Statewide Task Force on Teacher Recruitment and Recruiting New Teachers, Inc. The Task Force made several recommendations, among them the establishment of a statewide teacher-recruitment center which

will lead to state legislation and the creation of the California Center for Teaching Careers (CalTeach).

CalTeach has been established to immediately begin the recruitment of qualified individuals into the teaching profession in order

to help alleviate the shortage of credentialed teachers. CalTeach will offer support and information about the wealth of opportunities the state has to offer for individuals interested

in pursuing a career in the classroom. The program is designed to attract highly capable individuals who can work in the culturally diverse communities of California and can make that special connection with the children

who will occupy our state's classrooms during the next decade.

As the state moves to implement educational reform efforts, spending millions to create smaller classes, the demand for teachers outstrips the supply. Schools

in districts across the state are scrambling to find people with the desire and qualifications needed to guide a child through school.

For every 10 open teaching positions the state only has eight individuals who hold the proper credentials to step into the classroom. It is absolutely critical that California scour the state and even reach beyond state lines to

recruit the best talent available.

For every 10 open teaching positions the state only has eight individuals who hold the proper credentials to step into the classroom. It is absolutely critical that California scour the state and even reach beyond state lines to

recruit the best talent available.

find the best and the
brightest individuals who have what it takes to fill these
positions.

ddFinding the most qualified individuals to stand at the head of the class is a
unique task for a state as diverse as California. It is
important for our teach

ers to be able to relate to the different cultures and backgrounds they are li
kely to encounter in the classroom.

ddBy the year 2010, more than two-thirds of California's school children will b
e Hispanic, Asian or black.

ddThe teachers of tomorrow must be able to understand and reach out to classroo
ms that will be filled with children who have
different cultural backgrounds an
d learning challenges.

ddAs teachers fill the classrooms, school districts, parents and policy leaders
must answer major questions: What kind of training

do these teachers need to e

xcel in the classroom? How can school districts ensure that new teachers receiv
e training in how to teach

beginning reading, writing and math to children who

need a solid foundation in these skills in order to succeed in school and life?

Can teachers respond to the culturally diverse needs of California?

ddThe future of any community, city, state or nation rests on the shoulders of
our children. To ensure the economic and social
welfare of California, our chil

dren deserve caring, competent, and qualified teachers to give them the skills
and knowledge they need
to become tomorrow's leaders.

ddCalifornia's next generation of teachers will need to be the most qualified t
he state has ever known. CalTeach provides California
with avenues to recruit t

eacher candidates by offering unique outreach tools to link prospective teacher
s to programs and jobs.

ddThese tools are part of a long-term commitment to improve our education syste
m in California " and offer a unique opportunity
to mold the teacher work forc
e of the future.

ddHART, a former state senator, is co-director of the Institute for Education R
eform.n

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tion: 3 STAR; Section: NEWS; Page 40

Headline#\ PsP# College numbers game slights real problemHeadline #:\ PtP#
By SUSAN ESTRICH

THE numbers game is in full swing in California, as opponents and proponents
of affirmative action spin the latest statistics on
minority admissions to the

University of California. To no one's surprise, the two most selective schools
in the system, Berkeley and

Los Angeles, recently reported that they had admitt

ed significantly fewer African-Americans and Latinos than they had the year
bef