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CREATOR: Sonyia Matthews (CN=Sonya Matthews/OU=OPD/O=EOP [OPD])

CREATION DATE/TIME:28-APR-1998 14:16:51.00

SUBJECT: Clips

TO: Scott R. Palmer (CN=Scott R. Palmer/OU=PIR/O=EOP @ EOP [PIR])

READ:UNKNOWN

TEXT:

----- Forwarded by Sonyia Matthews/OPD/EOP on 04/28/98
02:15 PM -----

OPA @ ed.gov (OPA)

04/28/98 12:17:27 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Clips

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

- 04281998.win
- 04281998.w51

Message Sent

To:

Carolyn_Adams @ ed.gov (Carolyn Adams)
Patricia_Adelstein @ ed.gov (Patricia Adelstein)
Christina_Anzelmo @ ed.gov (Christina Anzelmo)
Nina_Aten @ ed.gov (Nina Aten)
Stephanie_Babyak @ ed.gov (Stephanie Babyak)
Wilma_Bailey @ ed.gov (Wilma Bailey)
Humphrey_Barnes @ ed.gov (Humphrey Barnes)
Anne_Barrett @ ed.gov (Anne Barrett)
Keith_Berger @ ed.gov (Keith Berger)
Daniel_Bernal @ ed.gov (Daniel Bernal)
Beverly_Blondell @ ed.gov (Beverly Blondell)
Jim_Borches @ ed.gov (Jim Borches)
Jim_Bradshaw @ ed.gov (Jim Bradshaw)
Regan_Burke @ ed.gov (Regan Burke)
John_Blake @ ed.gov (John Blake)
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shireman_r @ al.eop.gov
martin_t @ al.eop.gov
Connie_Barnes @ ed.gov (Connie Barnes)
Sonyia_Matthews/OPD/EOP
Kristin_Bunce @ ed.gov (Kristin Bunce)
Eleanor_Briscoe @ ed.gov (Eleanor Briscoe)
Patricia_Brennan @ ed.gov (Patricia Brennan)
Hugh_Berry @ ed.gov (Hugh Berry)
Ellen_Bass @ ed.gov (Ellen Bass)
don_barrett @ ed.gov (Don Barrett/HQ/EDUC)
Carrie_Billy @ ed.gov (Carrie Billy)
Dennis_Berry @ ed.gov (Dennis Berry)
scott_roperpalmer @ pireop.gov

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

TEXT:

Unable to convert ARMS_EXT:[ATTACH.D36]MAIL46266571P.126 to ASCII,
The following is a HEX DUMP:

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

===== ATTACHMENT 2 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

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#\ PP# Daily Education News

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NATIONAL

1. Associated Press
Administration to campaign against California
proposition
2. The Washington Post
Education Dept. Faults AntiBilingual Measure
3. The New York Times
White House to Fight California Initiative to Ban
Bilingual Classes
4. Los Angeles Times
Wilson Leaning Toward Support of Unz Measure
5. USA Today
White House decries Calif. Ballot measure
6. San Francisco Chronicle
Education Secretary Blasts Proposition 227
7. San Francisco Examiner
Clinton will stump against Prop. 227
8. Sacramento Bee
Prop. 227 to lure Clinton to state: Wilson says he
'leans' toward it
9. Washington Times
Clinton fights move to curtail bilingual education
10. Inside Politics (CNN)
Clinton ... Enters Debate Over Bilingual Education
11. All Things Considered (NPR)
Clinton Administration Opposes Prop 227
12. Good Morning America (ABC)
BILINGUAL EDUCATION IN CALIFORNIA
13. The Wall Street Journal
The Wall Street Journal / NBC News Poll
14. The Wall Street Journal
Black Lawmakers Seek Tough Tobacco Bill as Teen
Smoking Rises
15. Associated Press
Minority health groups want tougher tobacco
settlement
16. Philadelphia Inquirer
White House and GOP feud on minority youth
smoking
17. Los Angeles Times
Minority Teens Bucking Trend
18. The Washington Post
Clinton Calls For Unity to Curb Youth Smoking
19. Boston Globe

- Teenage smoking up sharply
20. USA Today
Calif. students face tough balancing act
 21. CyberTimes (New York Times on the web)
Study Shows Students Use Internet Primarily for Research
 22. Dow Jones News Service
GOP May Attach Student Loan Plan To MidYear Spending Bill
 23. Good Morning America (ABC)
PARENT TO PARENT
 24. Morning Edition (NPR)
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GOP Angers White House by Loading Spending Measure With Amendments
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Vice president wants more Internet access for schools
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Milestone
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One of a select few
 29. The Capital Times
WEST HIGH SENIOR IS PRESIDENTIAL SCHOLAR
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BAINBRIDGE, SNOHOMISH STUDENTS NAMED SCHOLARS
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UPPER ST. CLAIR STUDENT NAMED PRESIDENTIAL SCHOLAR
 32. The Washington Post
Students Named Presidential Scholars
 33. Associated Press
Two Alaskans named Presidential Scholars
 34. Associated Press
Montanans among 141 high school seniors chosen as 1998 Presidential Scholars
 35. Associated Press
Two Nevada high school seniors among 141 1998 Presidential Scholars
 36. Associated Press
Grand Forks, Fargo students 1998 Presidential Scholars
 37. Associated Press
Wyoming high school seniors named 1998 Presidential Scholars
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Virginia high school students are among this year's 141 Presidential Scholars
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Students from Jackson and Hattiesburg named Presidential Scholars
 40. Associated Press

Columbia, Chapin high schoolers named Presidential Scholars

41. Associated Press

Three Oklahoma students named presidential scholars

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TRADE

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What Happens When They Teach the ABCs?
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70. Newport Daily Press
Virginia's College of William and Mary Raises OutofState, Graduate Tuition 71
- . The Pueblo Chieftain
Colorado Lawmakers Turn Attention to School Funding
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78. The New York Times
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79. The New York Times
Divorced Husband Makes Her Unfit, Priest Says
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Budget Cuts For Schools Draw Protests
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for votes
96. The Newark StarLedger
Whitman plan would harm higher education
97. The Charleston Gazette
Read to Me Day
98. The Las Vegas ReviewJournal
Casinos vs. schools
99. Portland Oregonian
CHARTER SCHOOLS IMPROVE EDUCATION
THROUGH COMPETITION AND CHOICE
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EDUCATION
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The threat to take over Philadelphia's schools
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Back to basics in the schools? Then start with
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- Clinton Takes Stand Against Prop. 227
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ROBBING FROM THE POOR
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Pay the best more
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THE AFFIRMATIVE ACTION BAN SOME
CONSERVATIVES RECONSIDER THEIR
POSITION
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INCREASES CAN SKEW THE RESULTS
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English

Body type#\ PP#Tabs-storiesdPublication#W\ P P# 1. Associated Press"Publica
tion" #:\ P!P#04-28 3:58a

Headline#\ P"P# Administration to campaign against

California propositionHeadl

ine #:\ P#P#

By CASSANDRA BURRELL

Associated Press Writer

WASHINGTON (AP) - A California ballot measure that would dismantle the state's
bilingual education programs is not based on sound research or policy, say Clin
ton
administration officials who are campaigning against it.

President Bill Clinton and other administration officials plan to travel to Cal
ifornia to
urge residents to reject the measure, which goes before voters on Ju
ne 2, said Marshall
Smith, the Education Department's acting deputy secreta
ry.

Proposition 227, written by Silicon Valley millionaire and unsuccessful gubern
atorial
candidate Ron Unz, would require children with limited ability to speak
English to be taught
"overwhelmingly" in English for a year before being moved
into regular classrooms.
Supporters say the current system takes too long and p
roduces children who never become
proficient in English.

Statewide polls show about 60 percent of voters support the proposition, includ
ing about
half of the Hispanic voters polled.

Replacing the state's multiplicity of bilingual education programs with a one-y
ear course
of instruction mostly in English would leave schoolchildren without
needed skills, including
those that will help them find jobs in the future, Smi
th said Monday.

"The best data that we have, the best research that we have suggests that the one-year immersion structure ... is a major mistake," he said.

Instead, the administration is calling for an alternative strategy - setting the nationwide goal of limiting most children's participation in bilingual programs to three years.

The three-year limitation would be a goal, not a requirement, the department said. Current law calls for, but does not require, non-English-speaking children to go through three to five years of bilingual education, Smith said.

In a written statement, Education Secretary Richard Riley said that Proposition 227, also called the Unz Amendment, "is not the way to go."

"In my opinion, adoption of the Unz Amendment will lead to fewer children learning English and many children falling further behind in their studies," he said.

Across the nation, about 3.2 million students have limited English skills, and 1.3 million are in local and state bilingual programs, the Education Department said. The number of limited-English students has nearly doubled in less than a decade. Of some 5 million California public school students in kindergarten through the 12th grade, about 1.4 million have limited English proficiency.

When asked Monday whether he supported Proposition 227, California Gov. Pete Wilson said he hadn't made a decision, but added, "I'm strongly leaning that way." He also accused the president of using the issue to play politics.

"I frankly think he has no business, I think the U.S. Department of Education has no business, substituting his judgment for that of the people of California," Wilson said.

White House spokesman Mike McCurry said the California vote could affect bilingual programs nationwide. "There's some reason to believe that federal bilingual education programs are at some risk because of measures pending in Congress that would cut funding for those programs," McCurry said.

Other versions of this article appeared in The Miami Herald and The Dallas Morning News.
Publication#W\ P\$P# 2. The Washington Post"Publication" #:\ P%P# 04/28/98; Edition: FINAL; Section: A Section; Page A03

Headline#\ P&P# Education Dept. Faults Anti-Bilingual Measure
MeasureHeadline #:\ P'P
#Subhead#\ P(P# Calif. Ballot Issue Has Popular Support
Subhead#:\ P)P# By Peter Baker
Washington Post Staff Writer
The administration announced yesterday that it opposes the California ballot measure that would ban bilingual education, again placing President Clinton at odds with majority sentiment in the nation's largest state on a divisive social issue.

The Education Department issued a statement condemning Proposition 227 as counterproductive, saying it would impose an arbitrary one-size-fits-all instructional formula on local schools and teachers, inevitably leaving some children stuck in an "educational straitjacket."

"We understand the public sentiment in California and one can easily say we are flying in the face of whatever the conventional wisdom is in California about the popularity of that measure," said White House press secretary Michael McCurry. "At the same time, the president thinks you can make a good argument that communities need to make these decisions based on what's best for their public school population."

Proposition 227 would require that non-native speakers be provided up to a year of English immersion instruction and then shifted into regular classes where only English is spoken, unless their parents could obtain a waiver. According to

the latest polls, at least 70 percent of Californians support the measure, which will be decided in a June 2 election, and even a majority of Latinos surveyed in the state have registered their support.

The proposition once again puts California in the forefront of controversial policy debates with a sharp ethnic edge and again puts Clinton in the position of arguing against popular voter-backed changes that he fears would generate ripple effects elsewhere in the country.

In 1994, Clinton opposed Proposition 187, which was designed to deny most state benefits to illegal aliens, and in 1996, he opposed Proposition 209, which rolled back state affirmative action programs. In both cases, California voters rebuffed his opinion and passed the measures. California Gov. Pete Wilson (R) predicted yesterday that Clinton would "make it 0 for 3 in a reverse hat trick."

"I frankly think he has no business . . . substituting [his] judgment for that of the people of California. I think this is a political gesture," said Wilson, who added he was "strongly leaning" for Proposition 227 although he has not made up his mind.

While coming out against the proposition, Clinton signaled that he was not willing to invest much political capital in working for its defeat "just as he did not campaign vigorously against Proposition 209 two years ago. Clinton left yesterday's announcement to Education Secretary Richard W. Riley and, according to aides, has no plans to speak out against the anti-bilingual measure unless asked about it, even though he will be in California this weekend to raise money for Democrats and visit his daughter, Chelsea.

In a nod to the strong current of concern about bilingual education in California, where 1.3 million students speak little or no English, the administration offered a compromise model yesterday that would set a nonbinding goal of three years to move immigrant students

into all-English classes.

"He's trying to take the path of least resistance, knowing that California voters are outraged by the current system yet trying to placate the education lobby," said Sheri Annis, a spokeswoman for the group sponsoring Proposition 227.

Opponents, however, were disappointed. Ambrosio Rodriguez, a legislative staff attorney for the Mexican American Legal Defense and Education Fund, said the group welcomed Clinton's decision and hoped it would "shed light on everything that is wrong with Proposition 227." But he decried the three-year formulation and was discouraged that Clinton would not campaign while in California. "It's a shame," Rodriguez said. "I wish he would."

Publication#W\ P*P# 3. The New York Times"Publication" #:\ P+P# 04/28/98Section: National Desk; Section A; Page 15, Column 1

Headline#\ P,P# White House to Fight California Initiative to Ban Bilingual Classes

Headline #:\ P-P#

By STEVEN A. HOLMES

WASHINGTON, April 27 "The Clinton Administration announced its opposition today to a California ballot initiative that would end bilingual education in that state, saying the President and other officials would actively campaign against it.

Administration officials said there was a "very high likelihood" that the Justice Department would sue the state if the initiative was approved, because it would violate the civil rights of students whose English is limited.

The referendum, known as Proposition 227 or the Unz Initiative after its author, Ron K. Unz, a Silicon Valley millionaire, would require that students with weak English skills complete a one-year program in which all their lessons are in English and then be placed in regular classes.

California's current programs for such students include English As a Second Language,

in which students are taught the English language for part of the day, and bilingual education, in which students take classes taught in their native tongues until their English improves. The initiative, which faces a vote in the June 2 primary, would end both methods.

"Proposition 227 would stifle the ability of our non-English-speaking children to learn," said Mike Smith, Acting Undersecretary of Education said at a news conference here.

The Administration is jumping into California's latest ballot fight on an initiative that polls show has strong support among residents, including Hispanic Californians, whose children make up nearly 80 percent of students in classes for those with limited English.

It promised vigorous opposition to the measure.

"We understand the public sentiment in California and one can easily say we are flying in the face of whatever the conventional wisdom is in California," said Michael D. McCurry, the White House press secretary.

Today's announcement culminated months of study and debate within the Administration.

Mr. Smith said, "I believe you'll see a lot of Administration officials in the state in the next month or so," campaigning against the measure. Asked if that included the President, he replied, "I believe so."

Mr. McCurry said the Administration opposed the initiative because it would make it more difficult in Congress to defeat bills intended to end Federal support of bilingual programs and would jeopardize President Clinton's budget proposals to hire more teachers proficient in foreign languages, he said.

Critics say bilingual programs do not keep students from falling behind in math or social

studies, but rather hinder their mastery of English.

"I think a major constituency of the Democratic Party " all of the major Latin
O
organizations " have been fairly skeptical or in outright opposition to the U
nz initiative,
although Latinos themselves have become increasingly wary of bil
ingual education," said
Linda Chavez, a former Reagan Administration official
who opposes bilingual education.

Acknowledging the criticism of bilingual education, Federal Department of Educ
ation
officials today also announced a three-year goal for school districts to
improve students'
language skills and move them into classes taught in English
. Previously the goal was three
to five years.

"This is a serious goal," said Delia Pompa , head of the Office of Bilingual
Education and
Minority Language Affairs in the department. "We want school di
stricts moving their
children towards not only learning English, but to achievi
ng high standards as soon as
possible."n
Publication#W\ P.P# 4. Los Angeles Times"Publication" #:\ P/P#* 04/28/98; Edi
tion: Home Edition; Section: Metro Desk; Page A-3

Headline#\ P0P# Wilson Leaning Toward Support of
Unz Measure
Headline #:\ P1P#Subhead#[\ P2P# Prop. 227: Governor says his only concern wi
th
anti-bilingual education proposal is cost. He calls
Clinton's opposition 'a
political gesture.'
Subhead#:\ P3P# By MAX VANZI
TIMES STAFF WRITER

SACRAMENTO " Gov. Pete Wilson said Monday he is inclined to support Proposition
227, the June ballot initiative that would virtually end bilingual education"a
nd he lashed
out at the Clinton administration for opposing it.

Until now, Wilson had been silent about where he stood on the initiative sponso
red by
Silicon Valley entrepreneur Ron Unz, but that ended with his response to
a question at a

wide-ranging news conference.

"I am strongly leaning that way," the governor said of Proposition 227.

His only qualm, he said, is the estimated \$50-million price tag to implement the measure.

"Whether or not that outweighs the merits of seeing to it that children gain access to opportunities . . . by becoming fluent in English as soon as possible is a question I'll have to decide," Wilson said.

The governor called the present practice of teaching non-English-speaking children in their own language in the early grades "one of the great misfired good intentions of our time. . . . I think it has failed."

By contrast and along the lines proposed by the initiative the governor praised the "immersion" method of teaching English intensively and quickly. He used as an example the way the young state of Israel taught Hebrew to its immigrants from many countries.

"That was a judgment [Israeli leaders] made," Wilson said. "I happen to think it was a wise one."

Likewise, he said, when it comes to learning English, "evidently there are a number of Hispanic parents who feel the same way."

Proposition 227 would require schoolchildren to be taught in English; those who do not speak English would enter immersion classes for a year. Exceptions could be made for children 10 and older, and for students whose parents insisted they be taught in a bilingual setting.

Opponents of the initiative criticized the governor for moving toward supporting it.

Assembly Speaker Antonio Villaraigosa (D-Los Angeles), a staunch opponent of Proposition 227 whose wife is a bilingual teacher, said he was "chagrined but not surprised that [Wilson] is leaning toward" the ballot measure.

The governor "has a history of supporting wedge issues, and clearly Proposition 227 is the wedge issue of 1998."

Villaraigosa said Wilson will likely have before him soon a legislative solution to the bilingual problem "a bill sponsored by Democratic state Sen. Dede Alpert of Coronado. Under that measure, the speaker said, "there would be no need" for anyone to support the Unz initiative.

The bill, awaiting final legislative passage in the Senate, would leave it up to local school districts to decide how best to teach English to immigrant children.

Wilson has said before that the Legislature should send him a bill that offers reforms to the present system. But on Monday he said he has not taken a position on the Alpert measure because he has not seen the latest version.

As for the Clinton administration's foray into California's initiative politics, the Republican governor said the Democratic president "has no business substituting his judgment for that of the people of California."

The White House this week declared that Proposition 227's supporters are basing their arguments on poor data. The Clinton administration says changes are necessary in bilingual education but called the initiative's one-year English immersion method a "major mistake."

Replied Wilson: "I really do not think we need the assistance of bureaucrats or elected officials from inside the Beltway to tell Californians how to vote." The governor described the White House statement as "a political gesture."

It's up to Californians to make a decision on Proposition 227, Wilson said, "and I think they will make it very well."

Wilson also announced his support for a bill, facing tough going in the Democratic-controlled Legislature, that would expand opportunities for small business operators to obtain state contracts.

The intent of the bill, said its author, state Sen. Quentin L. Kopp (I-San Francisco), is to help "keep the faith" with Proposition 209, which voters approved in 1996. The measure's passage ended affirmative action programs in state and local government and universities, including built-in advantages for women and minorities.

Wilson said the Kopp bill would encourage minority- and women-owned businesses to compete effectively for state business, but without using race, gender or ethnicity to qualify for contracts.

Wilson described Kopp's bill as "outreach" legislation that would help small businesses "many owned by minorities and women" obtain state contracts.

Wilson and Kopp both supported Proposition 209.

Among other things, the Kopp bill would give an advantage to small businesses when bidding on state projects by making it harder for larger companies to underbid small ones.

The legislation would set up what Wilson described as an outreach program that would aggressively seek and identify individuals and small businesses for state contracts. It also would revise a 1974 standard and allow more companies to qualify as small businesses.

On another subject, Wilson said he would support legislation that would reduce vehicle

license fees""which seems to me a particularly onerous tax."

The move comes as Wilson's Department of Finance works to revise the governor's

proposed \$73.8-billion budget for the 1998-99 fiscal year. Estimates are that the state will have several hundred million dollars more in tax revenue to spend next year than predicted.

Wilson and the Legislature raised the vehicle license fee in 1991 as part of an effort to balance the budget during the recession. Most of the increase"roughly \$906 million this year" goes to counties to pay for the care of severely mentally ill people.

The vehicle license fee averages \$185 per vehicle each year, with owners of new cars paying the most.

*

Times staff writer Dan Morain contributed to this report.n

Publication#W\ P4P# 5. USA Today"Publication" #:\ P5P#April 28, 1998

Headline#\ P6P# White House decries Calif. Ballot
measureHeadline #:\ P7P#By
Martin Kasindorf and
Marria Puente USA TODAY

The Clinton Administration came out against a popular California ballot measure

Monday that would virtually abolish bilingual education there.

Education Secretary Richard Riley sided with Latino political activists in the debate over Proposition 227, on the ballot June 2.

The initiative would replace a potpourri of local, native language teaching programs with a one-year course of instruction taught mostly in English. Most children then would be mainstreamed into English language classrooms

In a Los Angeles Time poll April 13, likely voters supported the proposal 63%23%.
Latinos favored the measure 50%32%.

Riley said the oneyear time limit and onesizefitsall approach would lead to fewer children learning English and many...falling further behind in their studies. He said the proposal is a direct attack on local control of education.

The Clinton administration called for an alternative strategy: setting the nationwide goal of limiting most childrens participation in bilingual programs to three years.

Were absolutely delighted that President Clinton has recognized the flaws in 227, said Holly Thier, spokeswoman for the opposition campaign.

Alice Callaghan, a leader in Silicon Valley businessman Ron Unzs English for the Children campaign, said the administrations intervention was annoying but without matter much. In 1994 and 1996, Californians approved controversial initiatives on illegal immigration and affirmative action despite Clintons opposition, she noted.

Aides said Clinton may speak out against 227 during a visit to California this weekend. The measure could fan sentiment in Congress for cutting federal funding for bilingual education, White House press Secretary Mike McCurry said.

Clintons current budget requests a 17% increase in spending for bilingual programs. But Rep. Tom Delay, RTexas, plans to introduce a bill eliminating the Education Department s bilingual education office and spreading its \$200 million budget among other programs.

Across the nation, about 3.2 million students have limited English skills and 1.3 million are in local and state bilingual programs, the Education Department says. The number of limitedEnglish students has nearly doubled in less than a decade.

The National Hispanic Leadership Agenda, a coalition of 20 large Latino organizations, opposes 227 as a political attempt to suppress the emerging Latino electorate.

California Gov. Pete Wilson said Monday that he had not decided whether he favors the proposition but "I'm strongly leaning that way. He accused President Clinton of using the issue to play politics."

"I frankly think he has no business, I think the U.S. Department of Education has no business, substituting his judgment for that of the people of California," Wilson said.

Publication#W\ P8P# 6. San Francisco Chronicle"Publication" #:\ P9P#April 28, 1998

Headline#\ P:P# Education Secretary Blasts
Proposition 227Headline #:\ P;P#Subh
head#[\ P<P# Riley calls proposed limits on bilingual programs
'disaster'
ead#:\ P=P#
Louis Freedberg,
Chronicle Washington Bureau

Secretary of Education Richard Riley yesterday unambiguously denounced Proposition 227, which would end most bilingual education programs in California, as a "disaster," "counterproductive" and "just plain wrong."

The announcement ended a months-long debate within the administration over whether to publicly oppose the initiative, which the latest Field Poll shows is favored by 70 percent of likely voters.

"Proposition 227 may satisfy people's sense of frustration, but ultimately it is counterproductive to our common goal of making sure children learn English while making academic progress in other subjects as well," Riley said in a lengthy statement.

Governor Pete Wilson said he has not yet decided whether he favors the proposition, though he is "strongly leaning that way." But in keeping with a long-standing feud with Clinton on a range of issues " from affirmative action to immigration " Wilson accused the president of meddling in what is purely a state issue.

"I frankly think he has no business, I think the U.S. Department of Education has no business," said Wilson, "substituting his judgment for that of the people of California," where the federal government spends approximately \$80 million annually on bilingual programs.

Despite Riley's language, the administration is trying to carve out a middle ground on the issue " similar to its "mend it, don't end it" policy on affirmative action.

Administration officials acknowledged yesterday that some children remain in bilingual education classes longer than they should and said that ideally children should learn English in no more than three years. But Riley emphasized that the three-year time line is not a "mandate" or a "command."

"Some children may learn English in one year or two, and others may need three years or even more," he said. "The focus should be on the individual needs of each child and not on some artificial and arbitrary time frame."

By proposing a flexible approach, the administration is taking aim at a key element of Proposition 227, which requires children with limited English proficiency to be taught in special "English immersion" classes for one year before being transferred into regular classes.

"The one-year time limit and one-size-fits-all approach to learning English flies in the face of research that tells us that children learn in different ways and at different speeds," said Riley.

Administration officials said their legal analysts have studied the proposition and concluded that it would not violate civil rights laws, including the Supreme Court's landmark 1973 Lau vs. Nichols ruling, which led to bilingual programs across the nation. In that case, brought by Chinese parents in San Francisco, the court ruled that school districts must take steps to ensure that students with limited proficiency in English can fully participate in the regular school program.

But Riley warned that actual implementation of the initiative could cause school districts to run afoul of federal law. "The initiative will in all likelihood result in problems under federal civil rights laws," said Riley.

Education Undersecretary Marshall Smith, a former dean of the School of Education at Stanford University, said the administration will not propose any changes to bilingual education policy until next year, when Congress is expected to weigh in on the issue.

But he suggested that for now, the administration has rejected the notion of cutting off funds to California districts that do not provide full educational opportunities for immigrant children. "You'd like to have teeth in laws; you'd like to hold communities accountable," he said. "At the same time, you don't want to withdraw funds that are being used to support kids."

Publication#W\ P>P# 7. San Francisco Examiner"Publication" #:\ P?P#April 27, 1998 Page A1

Headline#\ P@P# Clinton will stump against Prop. 227Headline #:\ PAP#Subhead#
[\ PBP# But California voters favor measure to ban bilingual educationSubhead
#:\ PCP#
Stewart M. Powell and Eun Lee Koh
EXAMINER WASHINGTON BUREAU

The Associated Press contributed to this report.

WASHINGTON - President Clinton will campaign against a California ballot initiative that would ban bilingual education in the state, administration officials said Monday.

Clinton, who visits California this weekend, will urge voters to reject Proposition 227 but urge the state to provide up to three years of bilingual training for the non-English-speaking children of immigrants, administration officials said.

Marshall Smith, deputy secretary of Education, said the administration has decided to oppose Prop. 227 because the measure is bad education policy.

Public opinion polls show the proposition is heavily favored in the June 2 election.

Smith added: "Proposition 227 is punitive and threatening to young children who have trouble learning English. It's just a one-size-fits-all deal that goes against every scientific data we have that says programs like this don't work."

The initiative would rework the state's patchwork system of bilingual education. There would be a uniform, one-year immersion in English-only instruction for those with limited proficiency. After that, most students would be placed into English-speaking classrooms.

Clinton's opposition to Prop. 227 goes against surveys that show most Californians support the measure on the June 2 ballot.

In February, an Examiner poll found that California voters overwhelmingly favored Prop. 227. The controversial initiative, opposed by state teachers unions, is supported by two-thirds of Californians likely to vote June 2.

"I think President Clinton has become the most misinformed citizen in the United States," said Fernando Vega, a former school board member and honorary regional chair for the

Prop. 227 movement.

"We are losing generations and generations of Latino kids to this program called bilingual education," Vega said.

But critics said they would welcome White House support.

"We know that bilingual education works best without a time limit," said Ambrosio Rodriguez, an attorney with the Mexican American Legal Defense and Education Fund in Washington, D.C.

A public opinion poll of Hispanic voters commissioned by the Spanish-language TV network Univision shows that 83 percent of the 755 Hispanic voters surveyed favored continuing bilingual education.

Asked specifically about Prop. 227, 54 percent opposed it. Sixty-six percent said cutting off bilingual education after one year would be too harsh.

Clinton's stance on the controversial measure could help bolster his support among Hispanic voters.

Clinton swept 72 percent of the Hispanic vote nationwide in 1996 - up 11 percent from his share of the Hispanic vote in 1992. Latino support helped Clinton carry Arizona, the first time a Democrat has carried that since 1948. Clinton also carried Florida, a state with a large Hispanic population that had not been won by a Democrat since 1976.

The impact of Clinton's stance on Prop. 227 is uncertain. The president fruitlessly opposed two earlier ballot referendums in California that were approved overwhelmingly by voters despite critics' claims that the measures were anti-immigrant.

Californians approved Proposition 187 in 1994 to ban social services for illegal

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immigrants - a ban subsequently stymied by court action.

Voters also passed Proposition 209 in 1996, which ended the affirmative-action contracting programs and admissions preferences for women and minorities designed to compensate for years of discrimination. n

Publication#W\ PDP# 8. Sacramento Bee"Publication" #:\ PEP#April 28, 1998

Headline#\ PFP# Prop. 227 to lure Clinton to state:

Wilson says he 'leans' toward

and itHeadline #:\ PGP#

By Jim Miller and Jon Matthews Bee Washington Bureau and Bee Capitol Bureau

President Clinton will campaign in California against Proposition 227, administration officials announced Monday, launching the strongest attack yet on the initiative that would all but do away with bilingual education.

Gov. Pete Wilson, meanwhile, said he is "strongly leaning" toward supporting the initiative and predicted that California voters will repudiate Clinton's views.

"I think bilingual education is one of the great misfired good intentions of our time," Wilson said in Sacramento. "It is an effort to try to bring people along in their own language. I think it has failed."

About 1.4 million California students are in bilingual classes.

Delivering the Clinton administration's platform, Deputy Education Secretary Marshall Smith called the initiative a "one-size-fits-all approach" that ignores children's individual needs and threatens local control of schools. The administration proposes a goal of moving students with limited English skills from bilingual programs into English-taught classes in three years or less.

While Proposition 227's wording seems to pass legal muster, its implementation may not, Smith said. The federal government might sue California, he said, if l

attorneys for the U.S. Department of Education decide that the initiative, if it passes, violates students' civil rights.

With little more than a month until the June 2 election, polls show voters strongly in favor of Proposition 227. Its backers on Monday dismissed the effect of the Clinton administration's opposition and questioned the president's political motives.

"I'm really very disappointed," said Ron Unz, the Silicon Valley executive backing the measure. "Even supporters of bilingual education admit the system is failing."

Unz criticized the administration's three-year goal for English-only learning as an arbitrary figure that "doesn't make any sense" and said he is confident Proposition 227 would stand up to court challenges. Clinton's opposition "is entirely a question of political pressure" from the bilingual education lobby, Unz said.

Monday's announcement came as the administration began planning its strategy for next year's congressional hearings on reauthorizing the federal bilingual education act. The administration's proposal, Smith said, could include new rules to move limited-English students more quickly into classes taught in English.

The Unz initiative goes too far, U.S. Education Secretary Richard Riley said in a statement, because it "ignores the individual needs of each child and certainly is an education straitjacket for teachers and parents."

"A goal is not a mandate or a command," Riley said. "Some children may learn English in one year or two, and others may need three years or even more."

Opposition to the initiative, Smith said, will go beyond Monday's news conference. "I believe you'll see lots of administration officials in the state over the next month," he said.

President Clinton will be in California this weekend to visit his daughter, Chelsea, and attend fund-raisers in San Francisco and Los Angeles. White House spokesman Mike McCurry indicated that Clinton will speak out against Proposition 227 during the trip.

"It's rare for the president to take a position on a state ballot measure, but California, being the largest state, tends to be a trend-setter," McCurry said.

In 1994 and 1996, Clinton came out against Propositions 187 and 209 "initiatives that, respectively, aimed to deny benefits to illegal immigrants and end public affirmative action programs. Both propositions passed by wide margins.

"I think he may make it O-for-3 in a reverse hat trick," Wilson said. "He opposed 187. It passed. He opposed 209. It passed. And I suspect that when he opposes 227, it will pass."

Wilson said Clinton "has no business and, I think, the U.S. Department of Education has no business substituting its judgment for that of the people of California. I really do not think that we need the assistance of either bureaucrats or elected officials from inside the Beltway to tell Californians how to vote."

Wilson has yet to announce a position on the initiative or a legislative alternative now making its way toward his desk. But he said Monday that he is inclined to agree with the Latino parents who have said "they wanted their children schooled in English just as early as possible."

Proposition 227's foes applauded Clinton's joining their cause. "It will put voters' antennae up, that this is something they might want to pay attention to," said Richie Ross, the Sacramento consultant for Citizens for an Educated America, leading the fight against the measure.

Neither side of the debate has taken its campaign to the airwaves. "We don't have a lot of money, and neither does the other side," said Sheri Annis, spokeswoman for the Unz campaign.

Publication#W\ PHP# 9. Washington Times"Publication" #:\ PIP#April 28, 1998

Headline#\ PJP# Clinton fights move to curtail bilingual educationHeadline #:\

PKP#By Ralph Z. Hallow
THE WASHINGTON TIMES

The Clinton administration announced yesterday its opposition to a popular California initiative that would severely curtail bilingual education in the nation's most populous state. Polls show that the June 2 primary ballot measure "known officially as Proposition 227 and dubbed "English for the Children" by proponents " has strong backing from the state's electorate, including black and Hispanic voters. Opponents, however, have been pressuring the administration for months to come out against the measure. President Clinton, who is scheduled to leave for a

" Continued from Front Page " trip to California on Friday, may speak out against the initiative while there, presidential spokesman Michael McCurry said. Twice before, the president has publicly opposed popular California ballot initiatives. In 1994, he spoke against passage of Proposition 187, a ban on state government public spending on education and health for children of illegal immigrants. Nevertheless, it passed overwhelmingly. In 1996, Mr. Clinton came out against Proposition 209, which bans racial and sexual preferences and quotas in public universities and state government jobs. That initiative also passed overwhelmingly. Yesterday, the White House let the Department of Education take the lead in opposing Proposition 227. Attempting to strike a middle ground, Education Secretary Richard W. Riley said he would encourage school systems to try to move immigrant children from learning in their native language to learning in English within three

years of their beginning bilingual education program. But his language was conciliatory. "I join all Californians who are unhappy with the status quo and I understand the frustration that is encouraging many voters to think about voting for the Unz initiative," Mr. Riley said in a prepared statement handed out at a press briefing yesterday. Ron Unz, a computer software entrepreneur, heads the campaign to pass the initiative, which would put non-English-speaking children in a one-year English immersion program before sending them on to regular classes taught in English. Under the present system in California, many immigrant children not proficient in English get almost all instruction in their native language, while also being coached in English for about a half-hour a day. As a result, many of them never learn to read and write in English, critics say. Mr. Riley called Proposition 227 "just plain wrong." I may, he said, "satisfy people's sense of frustration, but ultimately it is counterproductive to our common goal of making sure children learn English while making academic progress in other subjects as well." Marshall "Mike" Smith, the Education Department's acting deputy secretary, conducted the press briefing instead of Mr. Riley, whose return to Washington from the Midwest was delayed by inclement weather. In addressing reporters, Mr. Smith took a slightly harder line in defense of bilingual education than his boss did in his prepared statement. During questioning, Mr. Smith said he was unaware of any voter frustration in California over bilingual education or that Mr. Riley had used the word "frustration" at least twice in his prepared statement. As to why the administration finally spoke out against the initiative, Mr. Unz said, "Behind the president's move is political pressure from school administrators and the bilingual-education lobby." An opponent of the initiative who has ties to the White House acknowledged as much, saying that presidential advisers Bruce Reed, a "New Democrat," and Rahm Emanuel, an ideological centrist if not a "certified" New Democrat, have been arguing for months that the president should "triangulate" the issue. "They urged the president to take a position that goes some way toward satisfying [bilingual education supporters] while not totally alienating parents who

ho support the California initiative," an official with an anti-Proposition 227

group said privately. Sherri Annis, the initiative campaign's spokeswoman, said one

thing that upsets parents is that California school records show that "only 6.7 percent of the

children in bilingual education programs move on to mainstream English classes each year."

But Delia Pompa, director of the Education Department's bilingual education and minority languages office, said that one reason

is the sheer numbers of immigrant children entering the program each year

, especially in Los Angeles. Miss Annis disputed that explanation, however, saying

that the "quantity of immigrants has been lessening in the last few years, which should make those numbers rise tremendously, but in fact the rates show no growth

at all." Bilingual education opponents argue that generations of immigrant children learned

English quickly simply through being thrown into an English-speaking environment and

that bilingual education, a recent phenomenon, retards the learning of English and benefits

mainly teachers and administrators. A

solid 63 percent majority of likely voters favor the initiative, according to a

March 4-9 Los Angeles Times poll of 1,105 registered voters in the state. Among

whites sampled, 67 percent favored it, and among Hispanics, 50 percent favored

it. But even such overwhelming opposition to bilingual education doesn't deter those

who favor continuing the status quo. "We are pleased that the administration has come out

against 227, a voter initiative that would hurt California and its children," said Ambrosio

Rodriguez, a lawyer in Washington with the Mexican American Legal Defense and

Educational Fund. In arguing against the initiative, Mr. Smith said, "The best data that we

have, the best research that we have

, suggests that the one-year immersion structure ... is a major mistake. The movement under way in California is not based in sound policy or

research." But in

response to a question, the Education Department official acknowledged that "nobody

has really studied one-year immersion per se, because it's never been tried."

Mr. Unz, however, maintained that the Catholic schools in America are "so successful with

immigrant children precisely because they use immersion."

1998

Headline#\ PNP# Clinton ... Enters Debate Over
Bilingual EducationHeadline #:\

POP#(excerpt)

BERNARD SHAW: And this other item, the Clinton administration is weighing in a
gainst
California's Proposition 227, a ballot measure that would dismantle the
state's bilingual
education programs. White House press secretary Mike McCurry
acknowledges, politically,
this stance may be risky.

(BEGIN VIDEO CLIP)

MIKE MCCURRY, WHITE HOUSE PRESS SECRETARY: Well, we understand the
public senti
ment in California, and one could easily say we are flying in the face of whate
ver
the conventional wisdom is in California about the popularity of that measu
re. At the same
time, the president thinks you can make a good argument that co
mmunities need to make
these decisions based on what's best for their public sc
hool population, and that trying to
adopt a single model of how this should wor
k is not useful.

SHAW: Proposition 227 would replace California's patchwork bilingual education
system with a one-year, English-only immersion program. The administration is p
roposing
setting a national goal of limiting most students' participation in bi
lingual programs to three
years. n

Publication#W\ PPP# 11. All Things Considered (NPR)"Publication" #:\ PQP# 04/
27/98Section: News; Domestic;

Headline#\ PRP# Clinton Administration Opposes Prop
227 Headline #:\ PSP#Subh
ead#[\ PTP# The Clinton Administration today announced their
opposition to Ca
lifornia Proposition 227, the
California ballot measure that would dismantle t
he
state's bilingual education programs. The
administration is going to call
for a three year limit
to participating in bilingual programs, but opponents
t
o Prop 227 say that there should be no time limit.

Surveys show that most California voters support the ballot measure.

Subhead#: \ PUP# By Mandalit del Barco

Los Angeles; Noah Adams, Washington, DC; Robert Siegel, Washington, DC

NOAH ADAMS, HOST: The Clinton administration has announced its opposition to a

California ballot measure dismantling bilingual education in the state's public schools.

Proposition 227 would give immigrants students just one year to learn English before being mainstreamed into all-English classes.

Today, U.S. Education Department said that approach is extreme.

From Los Angeles, NPR's Mandalit del Barco reports.

MANDALIT DEL BARCO, NPR REPORTER: Proposition 227, which was written by conservation

entrepreneur Ron Unz (ph), would replace the current patchwork of bilingual

programs in California with a single system of learning English " 180 days " one year of what he calls "English immersion."

After that, limited English-speaking students would be moved into all-English classrooms.

In a statement released today, Education Secretary Richard Riley said the

results would be a disaster. This afternoon, Riley's deputy, Marshall Smith, told reporters why.

MARSHALL SMITH, U.S. DEPUTY SECRETARY OF EDUCATION: This one size fits all

approach may work for t-shirts, but this administration does not support teaching our children in a cookie-cutter fashion.

DEL BARCO: During today's announcement, Delia Pompa, the Federal Bilingual Education

Director, said a better goal would be to give students at least three years to learn English.

DELIA POMPA, FEDERAL BILINGUAL EDUCATION DIRECTOR: It's important that we focus

on the fact that it is a goal, because we are very cognizant of the fact that

not
all children are going to meet the goal of learning English in three, and
learning to learn in
English in three years " not just because of what schools
are or aren't doing, but because
there are lots of individual differences in ho
w quickly children learn a second language and
how quickly they're ready to lea
rn in that second language.

DEL BARCO: The White House opposition goes against voter surveys that show
sup
port for the initiative " even among Latinos, whose children might be directly
affected.
The latest polls report about 70 percent of voters are in favor in P
rop 227, although that
support has been declining in the weeks leading up to th
e June ballot.

Campaign spokesperson Sherry Anna (ph) says she's disappointed, but not worried
about
President Clinton's decision.

SHERRY ANNA, PROP 227 CAMPAIGN SPOKESPERSON: He has not come out to
see the di
smal failures of the bilingual education system. And this is the first time he
's ever
addressed this issue. We don't expect it to affect things, because Cal
ifornians know that the
current system is failing a generation of kids. So, th
ey're going to continue to vote with their
conscience.

DEL BARCO: This is not the first time the Clinton administration has weighed i
n on a
California ballot measure. In 1994, the president opposed Proposition 1
87, which would
have banned undocumented immigrants from public education, heal
th care and social
services. President Clinton also came out against Propositio
n 209, which banned affirmative
action in the state.

Despite his opposition, California voters passed both initiatives. And with fi
ve and half
weeks to go before the June ballot, activists and educators hope th
e Clinton administration's
opposition to Prop 227 is forceful enough to change
voters' minds.

Mandalit del Barco, NPR News, Los Angeles.

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Publication#W\ PVP# 12. Good Morning America (ABC)"Publication" #:\ PWP# 04/27/98Section: NEWS;

Headline#\ PXP# BILINGUAL EDUCATION IN
CALIFORNIA Headline #:\ PYP#Subhead#\
PZP# CLINTON ADMINISTRATION WEIGHS IN ON
ISSUESubhead#:\ P[P#

By ANN COMPTON

ANTONIO MORA

ANTONIO MORA, Host: Californians go to the polls in June to vote on a measure that

would dismantle the state's bilingual education program. The Clinton administration is

weighing in on the issue, and ABC's Ann Compton has that from the White House. Goodmorning, Ann.

ANN COMPTON, ABC News: Good morning, Antonio. Once again, President Clinton appears to be coming down on the middle of an issue. President Clinton is prepared to

oppose Proposition 227 in California, which would limit bilingual education to one year of

very intensive training. This morning, the White House staff says the White House " the

President considers that too rigid. He would support a limit of three years of bilingual

education.

Now, that puts President Clinton at odds not only with Hispanic leaders, who believe

very strongly in bilingual education, but what would appear to be a majority of Californians,

who say the system just simply isn't working. What no one seems to approve of or side with

is the status quo, where very often millions of dollars are spent that keep kids in bilingual

education classes for years and still never produce fluency. Antonio?

ANTONIO MORA: Now, Ann, this is just one of the issues that the President is looking

at today concerning minorities. The other is a new report about minorities and tobacco. What

does that say?

ANN COMPTON: Well, the new surgeon general, David Satcher, today delivers to the White House a report with some alarming statistics that show minority teens in four categories tend to be smoking much, much more than they were. In fact, among just African-American teens, the report says the increase in smoking there is 80 percent, much faster than the white numbers.

And President Clinton, of course, wants to use this as ammunition to tell Congress the time has come to pass that legislation on Capitol Hill, even though he agrees some changes will have to be made in it. Antonio?

ANTONIO MORA: Thanks, Ann. Ann Compton at the White House.

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Publication#W\ P\# 13. The Wall Street Journal"Publication" #: \ PJP# 04/24/98 Page A1

Headline#\ P^P# The Wall Street Journal / NBC News
Poll Headline #:\ P_P#
By Ronald G. Shafer
(excerpts)

EDUCATION FIRST: Americans rank two Clinton education goals-money for more teachers and school construction " as the most important federal goals this year. Also ranked high: a GOP idea in a bill the Senate was to vote on yesterday: Tax-free savings accounts to help parents pay school tuition.

TOUGHER STANCES against violent youths gain growing support.

Over 70% of Americans believe a shooting like that by two young boys in Arkansas could happen in their own communities. By 56% to 31%, they think juveniles under 13 who murder should be tried as adults. "If teen smoking is on the political agenda, youth violence cannot be far behind," pollsters Hart and Teeter say.

The Arkansas shooting prompts new antigun bills in Congress. In the poll, 75% of Americans back one proposal that would hold adults criminally responsible if they let young children have access to firearms used to kill or injure. The public by 55% to 39% also favors a bill to limit handgun purchases to one a month or 12 a year.

A 53% majority of Americans say one of the biggest causes for violence is parents not teaching good values.

Publication#W\ P'P# 14. The Wall Street Journal"Publication" #:\ PaP# 04/28/98

Headline#\ PbP# Black Lawmakers Seek Tough Tobacco Bill as Teen Smoking RisesH
eadline #:\ PcP#

By Michael K. Frisby

Staff Reporter of The Wall Street Journal

WASHINGTON " Armed with fresh data showing that smoking is escalating among minority teenagers, African-American lawmakers stepped up the fight for a tough tobacco bill, even though it may anger some constituents by significantly increasing taxes on cigarettes.

Surgeon General David Satcher yesterday released a report concluding that smoking by youths increased one-third in the past six years, including an 80% rise among black teenagers. In fact, the study found that 40% of white high-school students smoke, as do one-half of American Indian youths, one-third of Hispanic students and one-fifth of blacks and Asians.

Moreover, the report documented the health hazards created by smoking in minority communities. Indeed, lung cancer is the leading cause of death among the four minority groups, and black men die from the disease at a rate that is 50% higher than whites.

In a White House ceremony, President Clinton unveiled the report and used the occasion to lobby for tobacco legislation aimed at curtailing cigarette advertising to youths, as well as sharply boosting the price of cigarettes. "The call to action should be getting louder," Mr.

Clinton said. "Congress has a very important opportunity to build on the work done by the attorneys general . . . to pass a comprehensive, bipartisan tobacco bill that will cut teen smoking by raising the price of cigarettes, putting into place tough restrictions on advertising and access."

While raising the price of cigarettes may decrease smoking and save lives, it puts black lawmakers in the position of supporting legislation that could be a political hazard. Their voters smoke at high rates, but are disproportionately poor, and the major tobacco bill now before Congress would raise prices by \$1.10 a pack in the next five years.

Rep. Elijah Cummings, a Maryland Democrat, said black lawmakers are willing to take the political heat for raising the cost of cigarettes. "If there is any political pain, it is worth it," Mr. Cummings said. Democratic Rep. Louis Stokes of Ohio agreed, saying: "The overriding consideration has to be the devastation that is occurring in the minority community as is evidenced by the surgeon general's report and not the economic aspect."

Even with the health concerns voiced yesterday, Utah Sen. Orrin Hatch, a Republican, continued to express concern about the legislation under consideration in the Senate. Mr. Hatch, chairman of the Senate Judiciary Committee, who attended the event at the White House, said that if tobacco companies are forced to pay more than \$398 billion in the legislation, it will bankrupt the industry.

Clearly, though, as Republicans decide what course to take on the controversial legislation, the White House keeps stepping up the pressure. With each day, Mr. Clinton finds new ways to focus attention on the issue. Yesterday, the surgeon general's report was used to portray Mr. Clinton as crusading for the health of minority teens.

The report also disclosed that:

Smoking declined substantially among black youths during the 1970s and 1980s, but has increased in the 1990s.

Since 1983, there has been little progress in reducing tobacco use among American Indian and Alaska Native adults; 40% of Indian adults smoke, compared with 25% of all adults.

Tobacco products are advertised widely in minority communities. In San Francisco, for instance, 62% of the billboards in black neighborhoods advertised cigarettes, compared with 36% citywide.

Publication#W\ PdP# 15. Associated Press"Publication" #:\ PeP#04-28 5:52a

Headline#\ PfP# Minority health groups want tougher tobacco settlementHeadline

#:\ PgP#

By DARLENE SUPERVILLE
Associated Press Writer

WASHINGTON (AP) - Pushing for a tobacco policy that hits the industry harder than a bill moving through the Senate, President Clinton and minority health advocates say a new government report on smoking's effects on minority men should sway Congress.

Clinton, again urging Congress to pass comprehensive tobacco legislation, noted that the report also showed increases in smoking among teens of all backgrounds, but most dramatically among blacks.

"The call to action should be getting louder," Clinton said Monday.

The report from Surgeon General David Satcher examined four ethnic groups that comprise one-fourth of the population. It found that 81 out of every 100,000 black men die from lung cancer, compared with 54 of 100,000 white men. It said smoking causes 87 percent of lung cancer deaths in this country.

Twenty-three Hispanic males per 100,000 die from lung cancer, about the same as the rate for Asian males, while 32 American Indian men per 100,000 die, the report said.

Advocates said the report highlighted the need for swift action.

"It clearly concerns what we've been saying all this time about the need for special attention to be given to the needs of minority communities," said Ruth Perot, executive director of the Summit Health Coalition, an umbrella organization of black medical and elected public officials.

"We urgently need comprehensive tobacco control legislation," added Jeannette Nolen, executive director of the Latino Council on Alcohol and Tobacco.

A bill pending in the Senate would extract \$516 billion from the industry over 25 years, add \$1.10 to the per-pack price of cigarettes by 2003 and levy billions of dollars in penalties unless youth smoking declines. It also would cap annual damages against the industry at \$6.5 billion.

But the minority health groups say cigarette prices should be increased by at least \$1.50 per pack, maybe even \$2. They also oppose any liability protections for "Big Tobacco."

They are pleased, however, that the bill, sponsored by Senate Commerce Committee Chairman John McCain, R-Ariz., includes provisions for women and minorities requiring that:

- Research funded by the bill include factors that affect women and minorities.

- Studies on smoking among minorities be conducted in proportion to their percentage of the smoking population and be carried out at minority educational institutions or other places that provide minorities with the bulk of their health care.

are.

-States receive grants for school-, college- or university-based programs on the dangers of tobacco products, and for programs in minority communities.

-Counter-advertising programs be "culturally and linguistically appropriate" - produced and written in ways that teen-agers and minorities will understand easily.

Tobacco documents released during state trials and at congressional hearings show that the industry waged largely successful campaigns to recruit minorities.

"The industry knows exactly how to get to us. We're getting the message," Nolte said.

The groups also want assurance that states will spend the funds only on tobacco-related programs. The provisions "really do need to require states to target minority communities just as we've been targeted by the industry," added Perot.

But the prospects for a national tobacco policy are unclear.

A week after McCain's bill advanced to the full Senate, the tobacco companies pulled out of the talks with Congress and are campaigning against further regulation of their business.

Clinton, who has urged legislation even tougher than McCain's bill, and some members of Congress have said they will act without the tobacco companies' support.

But many Republicans have criticized the bill for contradicting conservative ideals and have signaled support for an approach focused on combating drug use and smoking by teens.

Headline#\ PjP# White House and GOP feud on
minority youth smoking Headline #:
\ PkP#Subhead#\ PIP# Clinton pressed for antismoking legislation.
Republican
s said he failed to specify solutions.
Subhead#:\ PmP# By Steven Thomma
INQUIRER WASHINGTON BUREAU

WASHINGTON " A surgeon general's report detailing a dramatic increase in the use
of tobacco among young minorities touched off a new round of political sparring
yesterday
between the White House and the Republican leadership on Capitol
Hill.

President Clinton used the first-ever report on smoking by minority teenagers to
ratchet
up pressure on Congress to adopt legislation to curb underage smoking

But even as Clinton focused on the details of the problem, leading Republicans
criticized
him for not proposing specifics of a solution.

"The President has not provided leadership on the tobacco issue," said Senate Majority
Leader Trent Lott (R., Miss.) "He's provided lots of rhetoric, lots of
talk. And he's not shown
any real courage in saying what things can be done, what
things must be done in order to
achieve something that will pass."

And Senate Judiciary Committee Chairman Orrin Hatch (R., Utah) complained that
Clinton " in calling for steep price increases for cigarettes " was advocating
an approach
that would bankrupt the industry and drive teens to marijuana.

House Speaker Newt Gingrich also has blasted the approach favored by Clinton "
currently embodied in a Senate bill backed by Sen. John McCain (R., Ariz.) "
as a "very
liberal, big government" proposal. Gingrich is leaning toward a more
modest tax, framed
as part of a bill fighting teen drug use.

Between the political sparring, the day focused on the escalating rates at which
young

racial and ethnic minorities are smoking.

Surgeon General David Satcher used the annual report " which has been issued for 24 years " to focus for the first time on smoking among young minorities. Among his findings:

About 20 percent of African American high school students smoke. While they still smoke less than other groups " half the rate of whites " their rate of smoking jumped by 80 percent from 1991 to 1997.

About 20 percent of Asian American high school students smoke, up 17 percent from 1990 to 1995.

About 33 percent of Hispanic high school students smoke, a 34 percent increase from 1991 to 1997.

About 50 percent of American Indian high school students smoke, up 26 percent from 1990 to 1995.

"Unless they are reversed, these increases in tobacco use are a time bomb for the health of our minority populations," Satcher said. "If tobacco use continues to increase among minority adolescents, we can expect severe health consequences to be felt in the early part of the next century."

With about 30 teenagers from the Campaign for Tobacco Free Kids standing behind him, Clinton noted that the tobacco industry, to survive, must attract young people as customers to replace those who quit or die. And he said that it was up to parents and other adults to counteract the industry.

"Adults, and especially those of us who are parents, are not doing our jobs very well," he said. "We've done a good job over the years of strapping our kids into seat belts and cars

and safety seats

"But we haven't done what we should in wrapping the protective arm of parents and other adults in our society as a whole around them when it comes to resisting advertising, peer pressure or whatever other forces get young people into smoking."

Rep. Maxine Waters (D., Calif.), one of several members of Congress who attended the White House event, said an increase in cigarette prices would help drive young people away from the product.

But Lott complained that Clinton was not helping to work out the details of what would be an historic attempt to regulate the tobacco industry.

"We're up here in the arena, senators on both sides of the aisle, trying to work through how we get a bill to the floor, and he's out there basically lobbing bombs," Lott said.

In recent weeks, both Republicans and Democrats have become deeply divided among themselves over what to do, and political pressures are pushing them farther apart rather than narrowing their differences.

Without major moves toward compromise soon, the legislation could die.

Publication#W\ PnP# 17. Los Angeles Times"Publication" #: \ PoP#* 04/28/98; Edition: Home Edition; Section: National Desk; Page A-12

Headline#\ PpP# Minority Teens Bucking TrendHeadline #:\ PqP#Subhead#[\ PrP#
Lighting Up More, Study Finds
Subhead#:\ PsP# By ALISSA J. RUBIN
TIMES STAFF WRITER

WASHINGTON " The first surgeon general's report to focus on the smoking habits of racial and ethnic groups shows that, while the overall use of tobacco is declining among adults, it has begun to rise among minority teenagers, creating a

"time bomb" for minority populations.

Surgeon General David Satcher presented the report Monday to President Clinton and Vice President Al Gore.

Public health advocates said the study clearly shows why Congress should pass comprehensive legislation to curb teen smoking. The report examined the smoking habits of African Americans, Latinos, Asian Americans/Pacific Islanders and Native Americans/Alaska Natives. These groups account for 24% of the U.S. population, but by the middle of the next century their share of the nation's population is expected to reach nearly 50%.

Although deaths from lung cancer are declining, it remains the leading cause of cancer death for all four racial and ethnic groups, with African American men having the highest lung cancer death rate. Rates of other tobacco-related cancers vary widely among the racial and ethnic groups but are highest among African American men.

However, the general trend toward fewer lung cancer deaths could change if minority teenagers' smoking rates continue to rise.

In the past, minority teenagers were a success story for public health advocates because of their relatively low smoking rates. But now they are catching up with non-Latino white teenagers. Smoking rates are especially high among Latino high school students (overall, 34% smoke cigarettes, though among seniors the rate drops off to 26.8%), while almost 40% of non-Latino white teenagers smoke cigarettes.

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) Smoking Up for Teens

Smoking is on the rise for high school seniors of all races, according to a report issued

Monday by the surgeon general.

% of high school seniors who consider themselves smokers:

Whites

Latinos

Blacks

*

Note: Figures for Asians and Native Americans compiled every four years, most recently in 1995, when 20.5% of Asians and 47.7% Native Americans smoked.

Source: surgeon general report ("Tobacco use Among U.S. Racial/Ethnic Minority Groups")

Publication#W\ PtP# 18. The Washington Post"Publication" #:\ PuP# 04/28/98; Edition: FINAL; Section: A Section; Page A03

Headline#\ PvP# Clinton Calls For Unity to Curb Youth SmokingHeadline #:\ PwP

#

By John F. Harris

Washington Post Staff Writer

A week after warning that House Speaker Newt Gingrich (R-Ga.) was parroting the company line of Big Tobacco, President Clinton markedly softened his approach yesterday.

Praising Republicans in the audience on the White House South Lawn,

Clinton pledged that

he has no interest in quarreling over details as long as both sides agree on the larger goal of curbing youth smoking.

"Every step along the way, we have been able to reach across party lines, we've been able

to put aside rhetoric, we've been able to try to look to the health issue of our children,"

Clinton said as he accepted a surgeon general's report showing smoking by young people continuing to rise, especially among blacks and Hispanics.

Clinton and fellow Democrats have not exactly forsworn rhetoric. Just last Tuesday, Clinton, Vice President Gore and congressional leaders gleefully whacked Gingrich for his impromptu comments that advertising symbols such as Joe Camel were not the cause of youth smoking.

But the contrast between last week and yesterday's ceremony " in which Clinton stood before a group of children wearing anti-smoking T-shirts " highlighted the political complexity of the administration's campaign to pass comprehensive tobacco legislation this year.

Congressional Democrats, particularly in the House, have urged the White House to draw sharper partisan lines over tobacco. But when Clinton did exactly that, he drew protests from some of the very Republicans, including Sen. John McCain (Ariz.), whose cooperation the administration needs if it intends to actually pass a bill. Last week's barrage against Gingrich even raised questions in some quarters over whether Clinton's goal was to pass legislation " or to help Democrats craft an issue to lash Republicans with in the fall elections.

White House officials say Clinton's goal is emphatically to pass a bill. His choice of people assigned to the tobacco issue suggests this is the case.

Chief of Staff Erskine B. Bowles and domestic policy adviser Bruce Reed " who have been meeting quietly with lawmakers for weeks " are seen on Capitol Hill as less partisan figures than many of their White House colleagues. Bowles helped craft last year's balanced budget agreement, which many Democrats voted for only grudgingly. Reed was a critical voice in urging Clinton to sign the 1996 overhaul of welfare, which many Democrats opposed outright. In the perennial White House debate over whether compromise or conflict is the right approach toward Republicans, both men are usually on the side of compromise.

Last week, just two days after Democrats pasted Gingrich, Bowles met privately with the speaker in his office, assuring him that Clinton wanted to work together on tobacco and other issues. This week, Bowles and Reed continue their shuttle diplomacy to Capitol Hill, with planned meetings with Sens. Bill Frist (R-Tenn.) and Ernest F. Hollings (D-S.C.), among others.

At the same time, White House aides say it will take more than closed-door stroking to pass legislation, particularly with the limited number of days Congress is scheduled to be in session the rest of the year. Clinton plans a steady drumbeat of public events over the next several weeks designed to heighten the profile of the tobacco issue.

From the White House vantage point, as several Clinton aides described it in recent days, there is a solid consensus in the Senate to pass a tobacco bill before the Memorial Day recess. The hope is that Senate action will transform the more hostile politics of the House, where some Clinton aides point to forces on both sides of the aisle who would be happy to see tobacco legislation fail.

Clinton, said senior adviser Rahm Emanuel, "is trying to work this legislation from the center out, and not allow the extremes to tear this legislation apart."

In terms of public exhortation, Clinton's challenge is to create public pressure for action while avoiding the kind of rhetoric that would sour the legislative process. If some Republicans accused Clinton of overstepping last week, White House aides said the president was sending a useful signal to Gingrich about the risks he faces if he blocks legislation. In any event, Clinton moved back several steps yesterday. "I have been profoundly moved by the extent to which this really has become an issue about health, not politics; an issue about our children, not partisan differences," he said.

Clinton allowed as there are "several complexities" about a tobacco bill, such

as how much money should be raised from tobacco, how advertising should be restricted, and how much regulatory power should be invested in the Food and Drug Administration. But Clinton portrayed these as finer points. "The big issue is that the children behind us deserve to have a future, and we know that unless we do something to stop them from being treated as replacement smokers, their future will be restricted," he said.

The latest annual report by the surgeon general, David Satcher, showed what other studies have highlighted: that smoking continues to increase in allure to young people even as fewer adults smoke. Over the past six years, it said, youth smoking has risen by nearly a third, and some 40 percent of white high school students smoke. Smoking by high school-age blacks, who still smoke less than white counterparts, rose by nearly 80 percent from 1991 to 1997. The smoking rate among Hispanic students rose by 34 percent, the study found.

Publication#W\ PxP# 19. Boston Globe"Publication" #:\ PyP#April 28, 1998

Headline#\ PzP# Teenage smoking up sharply Headline #:\ P{P#Subhead#[\ P|P#
Drastic increase is reported among blacksSubhead#:\ P}P#
By Bob Hohler, Globe Staff,

WASHINGTON - Drastic increases in smoking by black teenagers have created a public health "time bomb," Surgeon General David A. Satcher warned yesterday, as President Clinton pressed for landmark tobacco legislation amid new attacks by Republican congressional leaders.

Issuing the 24th surgeon general's report since 1964 on the perils of tobacco use, Satcher said smoking among all youth increased 33 percent over the past six years, while smoking among black youth surged 80 percent.

"The call to action should be getting louder," Clinton said in a White House ceremony attended by Howard Koh, Massachusetts public health commissioner, and the Rev. Jesse

Harris, founder of the Boston-based Churches Organized to Stop Tobacco.

But even as Clinton issued his call, others were mobilizing to stop the tobacco bill - at least in its current form. Senate majority leader Trent Lott, though he held out the possibility of a vote on the issue before Memorial Day, underscored the GOP leadership's new opposition strategy by assailing the \$516 billion measure as a vehicle for raising taxes and enlarging the federal bureaucracy.

Meanwhile, Senator Orrin Hatch, a Utah Republican who is chairman of the Senate Judiciary Committee, signaled his growing skepticism about the bill by vowing to proceed with a hearing tomorrow titled, "Raising Tobacco Prices: New Opportunities for the Black Market."

The tobacco showdown centers on a bill sponsored by Senator John McCain, an Arizona Republican, that would raise cigarette taxes by \$1.10 over five years and require the tobacco industry to pay the government \$516 billion over 25 years. The measure passed the Senate Commerce Committee last month by a vote of 19-1.

Hatch and several other key Republicans have sided with the tobacco industry by declaring the legislation so costly that it could bankrupt the cigarette makers. The issue faces numerous hearings in the House, where dozens of tobacco bills are pending.

Industry spokesman Scott Williams criticized yesterday's White House ceremony as "one gigantic photo opportunity designed to put political pressure on the Congress to pass a half-trillion-dollar tax increase."

Clinton, sharing a stage on the White House South Lawn with rows of teenagers, renewed the antismoking theme that worked to his advantage in the 1996 presidential election. He called it a national imperative to spare children from the we

ill-documented health risks of cigarettes.

"They're just kids," Clinton said. "We're the grown-ups. If we know what the danger is and we know what the remedy is, are we going to do what it takes to save their lives and their health and their future or not?"

The sharp increase in smoking among black teenagers presented a disturbing turn around to public health officials, who had long lauded black teenagers for largely resisting the lure of cigarettes.

With the increase, about 20 percent of all black high-school students smoke, the same rate as Asian American teenagers, the report found.

By contrast, 40 percent of white high-school students smoke, 50 percent of Native Americans, and 33 percent of Latino Americans.

Public health officials estimate that 3,000 adolescents become regular smokers every day and 1,000 of them will die as a result. "Unless they are reversed, these increases in tobacco use are a time bomb for the health of our minority populations," Satcher said. "If tobacco use continues to increase among minority adolescents, we can expect severe health consequences to be felt in the early part of the next century."

Massachusetts is an exception to the national findings, largely because of the state's aggressive, \$32 million antitobacco campaign, according to public health officials.

Between 1993 and 1996, cigarette smoking in Massachusetts dropped among black students in grades 7 through 12, from 22.1 percent to 18.7 percent. The level of smoking stayed the same for Latino youth over that period, although a spokesman for the Department of Public Health did not have the exact percentage available yesterday. No numbers have

been kept for Asian American youth in the state.

The surgeon general's report cites Churches Organized to Stop Tobacco as an example of how community activism can counter cigarette marketers. In 1995, the group helped to lead a successful protest in Boston against a new mentholated brand called "X," which was packaged in the Afrocentric colors red, black, and green, and featured a prominent "X," reminiscent of Malcolm X.

But the Massachusetts experience, while offering a national model, provided little comfort amid yesterday's news of tobacco use among minority groups.

"Tobacco is ravaging our racial and ethnic communities," said Health and Human Services Secretary Donna Shalala.

The report also found that adult black men who smoke and contract lung cancer are far more likely to die from the disease than white male smokers, a disparity which may indicate unequal access to health care.

About 81 percent of black male smokers with lung cancer die, compared to 54 percent of their white counterparts, the study says.

Publication#W\ P~P# 20. USA Today"Publication" #:\ PP#April 28, 1998

Headline#\ PP# Calif. students face tough balancing actHeadline #:\ PP#By Charles Jones, USA TODAY
OAKLAND " Ashley Shaw-Scott grew up here knowing that she would not have to go far to attend one of the nation's pre-eminent universities. The University of California at Berkeley is just up the road. And the university's other seven campuses are an hour away, at most, by plane.

Her solid grades and 1410 SAT scores won her admission to two UC campuses, putting her in the select company of about 1,200 black high school seniors to make the grade.

But Ashley, 17, a National Merit scholar, will be leaving California when September rolls around for Wellesley College, outside Boston. When she saw the sharp decline in the number of blacks, Hispanics and Native Americans admitted to the class of 2002 at the giant University of California "the first class selected without affirmative action" she decided she didn't want any part of the place.

"I was disgusted," said Ashley, a senior at San Francisco's University High School who was accepted at UC-Davis and UC-Santa Barbara. "Why would I go somewhere that doesn't value students like me?"

Ashley isn't the only one asking that question as California comes to grips with Proposition 209, the law voters enacted in 1996 to outlaw racial preferences in education, employment and public contracts. There are lessons for the rest of the country, too, as various states ponder whether to follow California's lead and eliminate affirmative action.

Early this month, as admissions and rejection letters were mailed, it became clear that the number of minority students in the next freshman class would be the lowest in nearly two decades.

Now the students who beat the odds and were accepted are wrestling with whether to say yes to the university that said no to so many of their friends. The University of California, like most colleges across the country, gives students until May 1 "Friday" to make up their minds.

In California, that decision is especially distressing. Students like Ashley must balance the benefits of a low-cost education at a respected public university with fears that they will not feel welcome and will find few students like themselves.

They experience pressure from parents and teachers who say they must go because they were among the chosen few. Their joy at being admitted is tempered by guilt that many of their classmates were not. And some are torn between private colleges wooing them to move far away and families who need them to stay close to home.

UC officials began to consider race and gender in admissions in the late 1970s, taking those factors into account along with grades, SAT scores, economic disadvantage and extracurricular activities. That was the system followed until this year when, under Proposition 209, any consideration of race or gender was banned.

Foes of affirmative action say that today's students should be heartened that they got into a UC campus without the kind of preferential boost their older brothers and sisters got.

"The kids who were admitted to UC Berkeley or UCLA, no matter their racial background, can feel confident and proud that they got in under their own individual merit," says Jennifer Nelson, executive director of the American Civil Rights Institute. The institute was founded by Ward Connerly, a university regent and the architect of Proposition 209.

UC officials, however, worry that many of the brightest students admitted to the freshman class will, like Ashley Shaw-Scott, bypass a system they view as unwelcoming and enroll instead at private colleges outside the state.

And they are right to worry.

Traditionally, about one-third of all students admitted to the university system actually enroll. And though a year at a UC costs \$12,000 for tuition, room and board, compared to \$27,924 at Wellesley, many students of color are being wooed by Ivy League schools with hefty financial aid packages.

The university's fear is that the number of black, Hispanic and Native American students who actually choose to attend a UC school could drop precipitously, accounting for less than 10% of the incoming class, though these minorities account for 37% of the state's population.

"I'm afraid we're moving towards a fast-track resegregation of higher education and then ultimately resegregation of the society," says Ling-chi Wang, chair of the ethnic studies department at Berkeley. "What has taken the University of California 30 years to achieve is going to take less than two or three years to undo."

(Asians, 11% of California's population, are not considered an under-represented minority within the UC system and have never been subject to affirmative action. At UC Irvine, Asian students outnumber whites, and at some other campuses Asians nearly equal whites.)

So concerned are university officials about losing minority prospects that they have launched outreach efforts to encourage every student of color who was admitted to attend.

Berkeley's chancellor, Robert Berdahl, said he would lobby minority students himself.

"I believe this will be a loss to Berkeley, and, if they leave the state, for the future leadership of California," Berdahl said. "I will personally phone as many of these students as I can."

"We have some work to do to convince these kids that UC can benefit from their attendance," says Terry Colvin, a spokesman for the university. "Every college in the country is after those kids, and we want them to come to us."

But Ashley says the UCs made no effort to reach out to her though she was heavily recruited by private colleges.

She was initially attracted to schools such as Smith College in Massachusetts and Spelman, historically a college for black women in Atlanta. Last fall, she attended a special weekend for women of color at Wellesley, where potential students were paired with blacks and Hispanics already enrolled.

"It wasn't just 'we want you to come to our school.' It was 'we want you to do well,' " she says of Wellesley's message. "That's really important when you're deciding on where you want to go to college. It's hard enough being away from your family without being at a school that doesn't really care about you."

She fears the UC system will pay a high price for sacrificing minority students. "You don't just learn from books. We learn from people, students learning from students. And when you lose something like that, you've really lost a lot."

USA TODAY also interviewed three other students admitted to UC campuses. All had strongly considered entering the system, but following the end of affirmative action, began to have second thoughts. Here are their stories:

How far to go from East L.A.?

Yobany Chacon is 18 but talks like a man far older. While taking advanced courses at Garfield High School in East Los Angeles, he worked up to 30 hours a week at a Starbucks to help support his 55-year-old mother, Victoria Ramirez, who suffers from back trouble.

But in the three weeks after he got his acceptance letter from UCLA, he was gripped by a child's uncertainty. He does not want to leave his mother. "She's helped me a lot," says Yobany. His mother raised him by herself working as a seamstress. "And I owe her a lot."

With a grade-point average of 3.7 and a SAT score of 1170 out of 1600, Yobany was

accepted at every school to which he applied, including UC Irvine and Berkeley. But he always wanted to be a Bruin, swathed in blue and gold, cheering in UCLA's Pauley Pavilion.

Yet he was put off by the scarcity of Hispanics at UCLA. "I went up there last night and just walked around the campus," says Yobany, one of 1,001 Hispanics to be admitted to UCLA's next freshman class. "And it felt a little weird. The first thing that came to my mind was, 'Where are the Hispanics?'"

He also applied to two schools in Colorado, just in case he didn't get into any of the UC campuses. He thought long and hard about Colorado State.

But the University of California would not give up on Yobany without a fight. Among the many letters and phone calls he received from UC alumni urging him to attend was a letter from Antonio Villaraigosa, the speaker of the California Assembly and a Hispanic graduate of UCLA.

The final push from UCLA came on a rainy Saturday at a reception hosted by UCLA's Latino Alumni Association.

A soft-spoken medical student uttered the words Yobany wanted to hear. "No one is successful in a university setting without a team behind them," said Gilberto Hernandez, noting UCLA's strong network of Hispanic alumni. "Where are your talents going to be nurtured? Other schools may have a Latino alumni association. But it may consist of three members."

Yobany left with his mind made up. "I'll be a Bruin," he said.

Debating UC Berkeley vs. MIT

Aden Allen wants to be an engineer, so he weighs a college's merits by the numbers: Where does its engineering school rank? How many students graduate in four

years?

Aden, 17, has boosted his grade point average above 4.0 by taking a load of advanced placement courses, and he scored 1,380 on his SATs. He was one of 191 African Americans admitted to Berkeley's fall freshman class. "It's like playing the lottery," he says of his good fortune.

Now he must choose between Berkeley and the Massachusetts Institute of Technology. Aden was disturbed by the end of affirmative action. But he says that will not affect his decision. Instead, his choice hinges on financial aid, academics and whether he can tolerate a Massachusetts winter. "I'm still trying to decide whether to go fight the cold or stay in this warm weather," Aden says.

He always planned to go to Berkeley. He grew up here in Oakland, the city that borders the college town, and his older brother and mother both went there. He has sported Cal T-shirts and caps his entire life.

Then he visited MIT's campus. "If I could get a certain amount of money to go to MIT, it would move up" on his list, he says.

Aden knows not everyone is as lucky as he is, able to attend Bishop O'Dowd, a respected Catholic private high school in Oakland. He defends UC students from earlier classes who might have benefited from racial preferences.

"Even those who got there because of affirmative action could hold their own," he says.

"I wonder about people who've gone to public schools their whole life, and now the best public school in California has just closed their doors on them."

Saying no to Berkeley

The same day Xochil Jimenez got her acceptance letter from Berkeley, she wrote back,

and declined. Her only regret is that she cannot specify who will get her spot.

"I tell my friends, 'If I gave up my spot at Berkeley and I could say give it to you, I would do it,'" says Xochil, 17, who with a perfect 4.0 grade-point average is valedictorian at Oakland's Castlemont High School. "I really feel bad that they didn't get in. I know a lot of them wanted to go."

Once she, too, wanted to go to Berkeley. She spent a lot of time there as part of Upward Bound, a program that guides underprivileged youths towards college. But the demise of affirmative action changed her mind.

"If I went to Berkeley . . . I'd really stand out," says Xochil, who will be the first member of her family to graduate from high school. "I don't think I'd be comfortable."

It is not only Berkeley's dwindling number of Hispanics that bothers her. She craves a smaller campus as well. But her ambitions will not allow her to forsake the UC system entirely.

She wants to study biological science at a school not far from her East Oakland neighborhood. UC Davis, her choice, is less than an hour away by car.

The school has offered her \$6,000 in financial aid. And unlike Berkeley and UCLA, the percentage of minority students admitted to the Davis freshman class dropped only slightly.

One Berkeley undergraduate lobbied hard for her to go there, but also gave her a piece of invaluable advice. "She said, 'wherever you go, make sure your voice is heard. Be down with your race and make it known that you want more who look like you, and think like you, and are like you, at that school.' "

Publication#W\ PP# 21. CyberTimes (New York Times on the web)"Publication" #:\
PP#April 28, 1998

Headline#\ PP# Study Shows Students Use Internet
Primarily for ResearchHeadlin
e #:\ PP#
By PAMELA MENDELS

Numerous studies have established that Internet use in schools is rising dramatically, but how, exactly, are teachers and students employing this new technology?

According to a recent survey, the most popular use of the Internet is for research.

That is one of the findings of a study scheduled to be released in late May by Quality Education Data, a market research company that studies trends in education. Preliminary findings of the study were released this week at a trade show on education and technology in New York City, SchoolTech, and a company official fleshed-out the findings at the request of a reporter.

In its third annual survey of Internet use in schools, the company surveyed about 400 K-12 teachers at public schools throughout the country.

The study, conducted by telephone in February, found that about 82 percent of schools are connected to the Internet. Less than half were wired when the study was first conducted in 1996. Increasingly, classrooms " rather than libraries or computer labs " are being wired, too, according to Karin K. Hendersin, director of market research for the Denver-based company.

Indeed, about 65 percent of the teachers who responded to the survey said that they use the Internet in their work " and close to 30 percent reported using it daily.

The largest group, 69 percent of those who turn to the Internet at least once weekly as a

teaching aid, said that they use it for research.

The next largest group " 66 percent " browse the Internet to get curriculum material.

The third most popular use, by 46 percent of the teachers participating, was for professional development, followed closely, at 44 percent, by lesson planning. About 35 percent said they use the Internet as a "presentation tool" to display material to their students in the classroom.

Most teachers reported that the students in their classes spent an hour or less a week doing "hands-on" Internet work. But almost a quarter " 23 percent " reported that students in their class spend up to two hours online. Research was the most widespread use, with 49 percent of teachers reporting that their students used the Internet at least once a week for this purpose. Twenty one percent reported students doing online projects in class and 19 percent reported that the students used e-mail in the classroom.

The study also asked the teachers to name the three Web sites that they use most often in their profession. The most popular site, named by 11 percent of respondents, was the United States Department of Education site, followed by the Educational Resources Information Clearinghouse and the National Aeronautics and Space Administration (NASA) Web site.

Publication#W\ PP# 22. Dow Jones News Service"Publication" #:\ PP# 04/27/98
Headline#\ PP# GOP May Attach Student Loan Plan
To Mid-Year Spending BillHeadline #:\ PP#
By Jennifer Corbett Dooren
WASHINGTON (Dow Jones)"Republican leaders may attach legislation that would lower the interest rate students currently pay on federally-backed education loans to a bill that would provide funding for weather-related disaster relief and U.S. military operations.

Senate Majority Leader Trent Lott, R-Miss., said Monday that it was likely that the mid-year spending bill would include the student loan interest rate change

It is still unclear how lawmakers would pay for the interest rate measure, which is estimated to cost about \$3 billion over five years.

Lawmakers are under pressure to approve a measure to change student loan interest rates before July 1 when such rates are likely to drop below 7% because a new formula used to calculate the rates will take place.

Earlier this month lawmakers on the House and Senate education committees agreed to change student loan interest rates so that students would see lower rates than they are currently paying and to keep banks in the system.

Students would pay 7.43% rather than the 8.25% maximum rate for education loans and lenders would receive a 50 basis point subsidy from the federal government to bring the rate they receive to 7.93%. The subsidy could cost more than \$3 billion over five years.

The July 1 formula change was approved as part of a 1993 law "when interest rates were higher and when lawmakers expected the government's direct lending program to handle more than the 30% of student loans it currently places. Banks have threatened to pull out of the student loan market if the July 1 change takes place.

Lawmakers are scheduled to meet Tuesday to begin working out the differences between the disaster and defense spending bills that were approved by the House and the Senate last month.

(MORE) DOW JONES NEWS 04-27-98

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Publication#W\ PP# 23. Good Morning America (ABC)"Publication" #:\ PP# 04/27/98
Section: NEWS;

Headline#\ PP# PARENT TO PARENTHeadline #:\ PP#Subhead#[\ PP# TEACHING KIDS
TO ARGUE
Subhead#:\ PP# By STEVE AVESON
CHARLES GIBSON

CHARLES GIBSON, Host: One of the most important parts of education is for a child to be able to form an argument and defend it. So in this morning's Parent to Parent, we're going to talk about teaching children to argue. Believe it or not, a recent study shows that parents should encourage their kids to argue, to form an argument, to be able to defend it. We're not talking about the yelling and name calling that so many kids and, in many cases, parents have perfected, because those are just fights. Arguing is a real skill that not only takes serious concentration but also practice.

And our Steve Aveson is here with more. Steve?

STEVE AVESON: Imagine, arguing being an actually positive thing! Well, working with more than 200 children in a Pittsburgh middle school, researchers from the University of Akron found that teaching kids to debate an issue without losing their tempers gives them a skill that will benefit them throughout life. And parents agreed. Not only were their kids more controlled when arguing, they also proved to be better listeners.

JAMES BAKER, Secretary of State: I'm not going to get into a debate with you about...

STEVE AVESON: (voice-over) From a young age, we learn that arguing is one way to make a point.

Secy. JAMES BAKER: I simply do not agree with that.

STEVE AVESON: (voice-over) Of course, there are good ways to argue and there are ways that are less effective. And when children don't learn the difference between the right way and the wrong way to argue, it can turn to violence.

Prof. ANDREW RANCER, University of Akron: Conventional wisdom would suggest that

that arguing is not good, don't argue. But that's because people confuse the two.

People are confusing what argumentativeness is, which is constructive, and verbal aggression, which is destructive.

STEVE AVESON: (voice-over) After 20 years of studying the way people disagree, Professor Andrew Rancer is convinced, good arguing can actually decrease violence. That's

why here at the Fort Couch Middle School in Pennsylvania, they're encouraging kids to argue.

1st STUDENT: Give me the controller.

2nd STUDENT: No, I have it first.

1st STUDENT: No, shut up and give me the controller.

VALERIE WHITECAP, Fort Couch Middle School Teacher: They'll say, "Oh, I've been

in a lot of arguments." But really what they've been in is fights and disagreements and yelling and screaming and using verbal aggression. First I try to explain to them that's not really an argument.

3rd STUDENT: Give me the (inaudible).

4th STUDENT: No! Get away!

VALERIE WHITECAP: The definition of argument is that it's an opportunity to define and defend a position and destroy the position of someone else.

STEVE AVESON: (voice-over) The key is to use words to define the problem, but not just any words.

5th STUDENT: I think your clothes suck, they're so ugly.

6th STUDENT: Shut up, you 'tard.

STEVE AVESON: (voice-over) These seventh-graders are taught to avoid using destructive words that attack the person. Instead, they're encouraged to use constructive words that build toward a solution.

7th STUDENT: I think we should go to the movies.

8th STUDENT: No, we should go to the mall.

7th STUDENT: Why?

8th STUDENT: No way. (crosstalk)

STEVE AVESON: (voice-over) Showing disrespect is also off limits. Kids are not allowed to interrupt while a point is being made. You get to talk until you're done. And that helps kids learn to listen.

9th STUDENT: The bad is that people will have to adjust to the change.

10th STUDENT: The system that we have now, the regular system, is fine.

STEVE AVESON: (voice-over) Students who have gone through the program say that it really works at school. And for 13-year-old Aditya Sankarnarayan, it has also provided breakthroughs at home with his family.

ADITYA SANKARNARAYAN, Former Student: As soon as I heard the word "No," I'd, you know, get a lot of anger inside of me and want to run to my room and, you know, slam the door. Now I hardly ever do that. I learned to present my arguments much better than I used to, and I also learned to keep myself much more under control.

SANKAR SEETHARAMA, Aditya's Father: Kind of detected that there's a change in the

way he " you know, his arguments make more sense. You know, you could see t
here was
some thought and some logical thinking, and he was trying to, you know
, present his point
of view.

PRABHA SANKARNARAYAN, Aditya's Mother: Not only does he make the case,
he's al
so able to hear what we have to say differently, which is the other difference
in him.

STEVE AVESON: (voice-over) At the Fort Couch Middle School, they are expecting
results similar to other research that shows kids who argue are creative thinke
rs and become
skillful at solving problems. But Andrew Rancer is also expectin
g an even bigger impact.

Prof. ANDREW RANCER: If we can make some inroads in providing students with
som
e skills that they didn't have before, and some understanding of why arguing is
important and why I should learn how to do it, then we " then we may have help
ed in the
reduction of school-related violence.

CHARLES GIBSON: As we were watching that, you had a good way to explain what's
involved.

STEVE AVESON: This middle school teacher had a great idea. She said, "Kids want
to
attack the other person's position, but you don't want to attack the person
. So fill your
quiver with arrows that are ideas and then shoot the arrows at
the position, not at the kid, not
at the person. Don't try and undermine them.
"

CHARLES GIBSON: All right, you have some points, I know, since we've made up li
ttle
graphics, but you have some points of what parents can do to teach their k
ids to argue
effectively.

STEVE AVESON: Oh, a lot of parents want to learn how to do this. You can teach
your
kid how to argue at home. Practice makes perfect. First thing you want t
o do is avoid

distractions. Turn off the television, turn off the radio, turn off the CD player, don't have conversations with other kids.

Then, what you've got to do is, you have to define the topic. If you're talking about allowance, talk about allowance. If you're talking about bedtime, talk about bedtime. Don't bring in the fact that you didn't clean your room earlier in the day. That's not the issue. The issue is one thing and one thing only. Agree on what that is, and then go forward with your argument.

The next good idea is to really do what we said in this piece, which is, listen. The best way for parents to teach their kids how to listen is to actually listen to their kids when they have an argument, because they have some legitimate things to say.

CHARLES GIBSON: Interesting you bring up the topic of money, because my girl...

STEVE AVESON: Something that's close to your heart, Charlie.

CHARLES GIBSON: Well, no, I just got a "I got a very reasoned, very well thought-out argument, a two and a half page letter, from my daughter at college about why she needed more money each month.

STEVE AVESON: How did you respond?

CHARLES GIBSON: Well, you know how I responded, of course. She got it. But...

LISA McREE, Host: Fifty dollars doesn't go as far as it used to.

CHARLES GIBSON: That's right, Lisa's over there saying, "Fifty dollars doesn't go as far as it used to." But she really did, it was a very logically thought-out argument, well presented, well documented as to where the money's going.

STEVE AVESON: Chances are she learned that from you when she was younger.

CHARLES GIBSON: Well, I don't know, it was a good letter, though, it was a good

letter. It worked. Thanks very much, Steve Aveson..n

Publication#W\ PP# 24. Morning Edition (NPR)"Publication" #:\ PP# 04/27/98Sec
tion: Business; Domestic;

Headline#\ PP# School-to-Work Programs Headline #:\ PP#Subhead#[\ PP# A new
study by the National Employer Leadership
Council found significant benefits
for companies and
the high school and college students they hired.
Many compa
nies say one unexpected benefit they
reaped from the programs was the financia
l rewards.

Subhead#:\ PP# By Elaine Korry
San Francisco; Alex Chadwick, Washington, DC
ALEX CHADWICK, HOST: Increasing numbers of companies are getting involved in
school-to-work programs. Employers bring high school or college students into
the
workplace to teach them how academic learning applies in a real job.

Most firms with these programs say they do not expect to really make money at t
hem,
these are training opportunities. A recent study, however, shows that inv
estment in
school-to-work programs can bring impressive returns.

NPR's Elaine Korry reports from San Francisco.

ELAINE KORRY, NPR REPORTER: Most companies that invest in student intern or
ap
prentice programs are motivated by community spirit, as well as a legislative m
andate to
become more involved in education. Well, the good news for these fir
ms is that their efforts
are paying off in economic terms.

The National Employer Leadership Council recently asked a number of companies t
o
measure their return on investment in student programs. Former council direc
tor Pat Stone
(ph) could not believe the results.

PAT STONE, FORMER DIRECTOR, NATIONAL EMPLOYER LEADERSHIP

COUNCIL: We were just blown away. Of the eight companies, there was a range from 39 cents return on every dollar invested to over \$5 return on every dollar invested. We were very surprised.

KORRY: The participating companies spanned a broad range of industries, from fast food and discount brokers to Auto Desk (ph), the software company north of San Francisco that makes AutoCad (ph).

SOUNDBITE OF A CROWD IN OFFICE

DAN GOLDMAN (PH), TECHNICAL ASSISTANT, AUTO DESK, JUNIOR,
SONOMA STATE UNIVERSITY: HQ91PO1.

UNIDENTIFIED AUTO DESK EMPLOYEE: Right.

GOLDMAN: Oh, that's, that's the server you're trying to connect to.

KORRY: Dan Goldman has been a technical assistant at the internal help desk at Auto Desk for about five years. This is where employees call when they have a question about their own computer equipment. Goldman is one of about 150 high school students who have interned at Auto Desk since 1994. Getting the chance to actually apply his textbook learning on the job has turned Goldman around.

GOLDMAN: When I was in high school, before I started the internship program, I hated school. I did it because I had to. I was an average student, Cs. I didn't get a good grade. And then after the internship program into my final year of high school, onward to college, I just started to take initial. I learned. I really stuck in see where I could apply things and really question things. My grades soared.

KORRY: Before coming to Auto Desk, Goldman wasn't even thinking about college.

Now he's a junior at Sonoma State University, close to making honor roll. At the same time he's acquired job skills that help alleviate the big worries many young people have about their futures.

GOLDMAN: You're stressing " what am I gonna do for the rest of my life? And I don't really feel like I have to worry about that. I can go here. I have tools. I'm marketable. I could go somewhere else if I wanted to.

KORRY: The benefits to student interns are fairly obvious, but for a long time, Auto Desk wasn't sure what the company was getting out of it.

Bob Perlman (ph) is the president of the Auto Desk Foundation, which manages the intern program. He says the company started out wanting to be a good corporate citizen, but it soon realized it could profit.

BOB PERLMAN, PRESIDENT, AUTO DESK FOUNDATION: We found that students working in many, many of our departments started to do extraordinary work. And it was a little secret going around the company that you can get great work out of interns.

KORRY: So good, in fact, that some interns began filling in for engineers earning \$25 an hour. The interns were making about \$7. After figuring the cost of tools, administration and supervision, Auto Desk calculated its overall return on the program to be \$2.37 for every dollar spent. And its good results were duplicated at other companies in the study " McDonalds, Charles Schwab, and Eastman Kodak, among others.

But, the positive return was not universal. There is the case of Bell South in Atlanta.

Pat Stone with the Employer Leadership Council:

STONE: I think that Bell South is the exception, but critical to the study.

KORRY: Bell South illustrates some of the pitfalls in designing a school-to-work program. The telecommunications giant knew it would have to hire 25,000 new employees by the year 2010. As a recruitment experiment, the company set up an apprentice program with high school and community college students. But Bell South finally had to end the program, when its cost-to-benefit ratio got too high.

Company spokesperson Lee Doyle (ph) says Bell South learned some important lessons " first of all, that high schoolers are not well suited for the work.

LEE DOYLE, SPOKESPERSON, BELL SOUTH: The entry-level skill requirements are not found in high school students. They don't have enough work experience and they don't have enough education by and large.

KORRY: So, the company learned it was better to target community colleges for apprentices, but Bell South also had trouble hiring them after they graduated from the program. That's because the company could not forecast precisely where it would need new hires.

Again, Lee Doyle:

DOYLE: Because these are entry-level jobs, people who are in the program in Kentucky West are not gonna move to Orlando for the job opportunity.

KORRY: Even though the program was too costly to maintain, Bell South does not consider it a failure. The company may try a different approach in the future.

According to the National Employer Leadership Council, no one can guarantee great results to every company that sets up a school-to-work program. But, the success of most companies should encourage other employers to at least try.

Elaine Korry, NPR News, San Francisco.n

Publication#W\ PP# 25. The Wall Street Journal"Publication" #:\ PP# 04/28/98

Headline#\ PP# GOP Angers White House by Loading
Spending Measure With Amendm
entsHeadline #:\ PP#
By David Rogers
Staff Reporter of The Wall Street Journal

WASHINGTON " From federal crop insurance to bank rates on student loans, Repub
lican leaders are loading up an emergency spending bill with last-minute amendme
nts
that the White House opposes.

The initiatives come even as a HouseSenate conference is slated to begin talks
this
afternoon on the bill's final shape. The tactics have infuriated the admin
istration, especially
since the same GOP leaders insisted just last week on str
eamlining the measure by dropping
an \$18 billion request for the International
Monetary Fund.

The crop-insurance amendment, promoted by Senate Majority Leader Trent Lott (R.
,
Miss.), threatens to fracture a coalition of farm and antipoverty groups that
have bandedtogether to fund both crop insurance and a partial restoration of f
ood-stamp benefits to the
most vulnerable legal immigrants.

The two sides have agreed to use an estimated \$1.7 billion in administrative sa
vings from
the food-stamp program to address both their needs. The same comprom
ise also included
substantial new funds sought by land-grant colleges for agric
ultural research.

Although more than 70 senators have written to Mr. Lott in recent days asking f
or a floor
vote on the package, he has clearly sided with a handful of conserva
tives who oppose any
food stamps for immigrants.

"I would like to get crop insurance and ag research done, and not food stamps,"
Mr. Lott
said yesterday in a hallway interview. "There should never have been

a coalition between
the aggies and food stamps."

Last evening, Mr. Lott won the reluctant support of Sen. Thad Cochran, a fellow
Mississippian who chairs the Appropriations Committee's agriculture panel and
has been
part of the same coalition. "We will have to try to do it later," Mr.
Cochran said of the
food-stamp portion.

The nutrition benefits were first cut under the welfare-reform bill adopted two
years ago,
and the administration has been working to bring about 250,000 immi
grants back onto the
rolls. The target population includes the elderly and disa
bled, children and refugees. Leading
Catholic clergy, including Cardinal John O
'Connor, archbishop of New York, have pressed
that state's delegation to move o
n the bill.

Agriculture Secretary Dan Glickman, who telephoned senators yesterday, has warn
ed he
would recommend that President Clinton veto the initial agriculture bill
if the food-stamp
funding wasn't included.

But the White House can't so easily reject the emergency spending measure which
includes disaster aid for states and funds to replenish Pentagon accounts stra
ined by the costs
of overseas missions in the Balkans and Mideast.

Mindful of this, the House Republican leadership wants to add its own single-sh
ot
amendment to make future interest rates on federal student loans more attrac
tive to
commercial lenders. Rates are slated to drop July 1 under a formula ado
pted five years ago,
and Republicans fear that as commercial lenders withdraw,
the market will become
dominated by a direct-loan program begun by the administ
ration.

House Education Committee Chairman William Goodling (R., Pa.), a fierce critic
of the
direct-loan program, has pushed for the amendment with the blessing of M

ajority Leader
Richard Armev (R., Texas). The precise language would be drawn f
rom a bill adopted in
March by Mr. Goodling's committee with bipartisan support
. But the White House says the
plan concedes too much to the banking industry a
nd will exhaust over \$1 billion in savings
needed to fund other programs.

n

Publication#W\ PP# 26. Associated Press"Publication" #:\ PP#04-28 3:52a

Headline#\ PP# Vice president wants more Internet
access for schoolsHeadline #
:\ PP#

WASHINGTON (AP) - Concerned that too many students may miss out on the
revoluti
on in information technology, Vice President Al Gore is proposing a plan for ge
tting
Internet access into more urban and American Indian schools.

The vice president today was announcing a strategy for setting up the Internet
in every
school in the nation's 50 largest school districts and 185 schools run
by the Bureau of Indian
Affairs, according to two administration officials who
spoke Monday on condition of
anonymity.

The goal is to get those schools wired by this time next year, the officials sa
id. Efforts to
connect Indian schools, which serve 53,000 children, are to begi
n May 16, when volunteers
will establish Internet connections in 28 schools, th
e officials said.

Gore was announcing the initiative today at an event with Education Secretary
Richard
Riley and Federal Communications Commission chairman William Kennard,

Under Gore's plan, Internet access would be provided through a special "educati
on rate"
initiative that offers steep discounts for the service to public and p
rivate schools and
libraries, the officials said.

The proposal also calls for a Commerce Department analysis of trends in Interne
t usage,

to determine whether there is a racial divide "between informational haves and have-nots," one official said.

And, it seeks to establish guidelines through the Department of Education to set up on-line mentoring, through which students can get access to information through a special "Ask An Expert" service.

The vice president, considered a leading contender for the Democratic presidential nomination in 2000, also planned to praise union workers who have devoted their weekends and other free time to setting up Internet connections in 700 of the nation's poorest schools.

Publication#W\ PP# 27. Wisconsin State Journal"Publication" #:\ PP# 04/25/98; Edition: All; Section: Local/Wisconsin; Page 1B

Headline#\ PP# MilestoneHeadline #:\ PP#
By Pat Simms

Sarah Berman, 18-year-old daughter of Madison attorney Niles and tutor Linda Berman, has been picked as a 1998 Presidential Scholar.

Berman, a senior at Madison West High School, and two others from Wisconsin " Troy Swift of Platteville High School and Joshua Passman of University School in Milwaukee " will be honored by the White House in June.

Publication#W\ PP# 28. The Kansas City Star"Publication" #:\ PP# 04/25/98; Edition: METROPOLITAN; Section: METROPOLITAN; Page C1

Headline#\ PP# One of a select fewHeadline #:\ PP#
By MIKE KENNEDY; LYNN HORSLEY; STA

Lauren Holmes refuses to spend all her time studying. The Shawnee Mission Northwest High School senior serves on the cheerleading squad, swims, plays piano, visits nursing homes and watches Thursday night television in addition to her studies. On Friday, she learned she was one of 141 Presidential Scholars in the United States for 1998.

"I was really shocked and flattered," said Holmes, of Shawnee. "I just always push myself to do the best I can."

Students are selected on the basis of academic achievement (including SAT or ACT scores), essays, leadership, character and commitment to high ideals. Scholars include one young man and one young woman from each state, the District of Columbia and Puerto Rico; others from U.S. families living abroad; 15 at large; and 20 scholars in the arts.

Jacob M. Montgomery, a senior at Lawrence High School, and Jacqueline K. Tran, a senior at Warrensburg (Mo.) High School, also were honored.

The scholars will visit Washington from June 13 to 18 to receive their Presidential Scholar medallions.

- Stacy Downs
Publication#W\ PP# 29. The Capital Times"Publication" #:\ PP# 04/25/98; Edition: All; Section: Local/State; Page 3A

Headline#\ PP# WEST HIGH SENIOR IS PRESIDENTIAL SCHOLARHeadline #:\ PP#
Madison West High School senior Sarah M. Berman is one of 141 high school students from across the country named Friday as 1998 Presidential Scholars.

Other Wisconsin winners of the prestigious award are Joshua L. Passman of Shorewood, a senior at University School of Milwaukee, and Troy P. Swift of Platteville, a senior at Platteville High School.

Berman, the daughter of Niles and Linda Berman, was one of seven Madison students in the running for the award. The scholars are selected by a 32-member commission from among 2.5 million graduating high school seniors.

President Clinton and U.S. Secretary of Education Richard Riley announced the winners Friday in Washington, D.C.

"These 141 students have demonstrated a commitment to education and a dedication to excellence," Riley said. "Their accomplishments in scholarship, leadership, community service and the arts serve as a model for all."

The scholars, who are selected for their achievements in academics or the arts, will visit Washington in June and receive Presidential Scholar medallions at a White House-sponsored ceremony.

Each scholar will be asked to name a teacher who has had the greatest impact on his or her academic or artistic accomplishments, and that teacher will also be honored with a certificate of excellence during the ceremony.

The 141 Presidential Scholars include a boy and girl from each state, the District of Columbia, Puerto Rico and from U.S. families living abroad, as well as 15 at-large recipients and 20 scholars in the arts.

Publication#W\ PP# 30. The Seattle Times"Publication" #:\ PP# 04/25/98; Edition: FINAL; Section: LOCAL NEWS; Page A11

Headline#\ PP# BAINBRIDGE, SNOHOMISH STUDENTS NAMED SCHOLARSHeadline #:\ PP# By NANTLE TIMES SNOHOMISH COUNTY BUREAU A Bainbridge Island girl and a Snohomish boy have been chosen from among the nation's 2.5 million graduating high-school seniors to be 1998 Presidential Scholars.

Katie M. Baker of Bainbridge Island High School and Benjamin M. Ewing of Snohomish High are the two Presidential Scholars in Washington state, the U.S. Department of Education announced yesterday.

Ewing was visiting Connecticut when the announcement was made, trying to decide whether to attend Yale or Harvard next fall, said Larry Aalbu, Snohomish High principal. Ewing is active in debate and scored a perfect 1,600 on his SATs.

Baker has a 4.0 grade-point average despite her rigorous course schedule, said her principal, Dave Ellick, and she is the director of the student production of "Fiddler on the Roof."

"I couldn't think of someone better to get (the award)," Ellick said. "She's just the kind of kid that everything she touches, through hard work and exceptional ingenuity, turns to gold."

Baker - who has a twin brother who, she said, "is actually really proud of me" - plans to attend either Stanford University or Williams College, a small liberal-arts school in Massachusetts.

Presidential Scholars are recognized for achievements in academics or the arts. Each year, 141 are selected (two from each state, the District of Columbia, Puerto Rico and U.S. families living abroad, plus 15 at large and 20 arts scholars) by a commission of private citizens. They are chosen from thousands who've already been selected as "state scholars."

Publication#W\ PP# 31. Pittsburgh Post-Gazette"Publication" #:\ PP# 04/25/98;
Edition: REGION; Section: LOCAL; Page A-10

Headline#\ PP# UPPER ST. CLAIR STUDENT
NAMED PRESIDENTIAL SCHOLARHeadline #:\
PP#
CARMEN J. LEE
POST-GAZETTE STAFF WRITER

Kelly Doran was busy as usual when news came yesterday that she was among a select group of high school seniors chosen as presidential scholars.

In fact, the Upper St. Clair teen wasn't even in town. She was in Erie playing violin with the state high school orchestra.

U.S. Secretary of Education Richard W. Riley appeared to have Kelly in mind when he said of this year's scholars that "their accomplishments in scholarship, leadership, community service and the arts serve as a model for all."

A class valedictorian, Kelly, 17, scored a perfect 1600 on the SAT. She is year book editor, majorettes captain, co-concert mistress in the school orchestra and a lacrosse player.

Last summer, she attended the Pennsylvania Governor's School for Health Care, where she proposed a fund-raising concert that generated more than \$1,000 to increase awareness of breast cancer.

Kelly also is co-president of Interact, an Upper St. Clair High School volunteer group.

For nearly three years, she's volunteered at The Wesley Institute, an agency in Upper St.

Clair that provides services for at-risk youth from across the region. Kelly and other Upper

St. Clair students work with teen-age girls who have been sexually and physically abused.

She was recently named a Post-Gazette All-Star Achiever.

"Kelly is really one of the most organized, conscientious and committed young women

I've worked with in a long, long time," said Paula Huffman, coordinator of volunteers for

the institute. "I can depend on her. She's a great leader. Seventy-five of the students this

year got involved in volunteering at the institute because of her leadership."

Kelly's high school counselor, Marian Orr, added that the impressive young woman handled her accomplishments with modesty.

"If I put her in a lineup with five other women you'd never know who she was because

she never talks about what she has achieved. She's a very humble, very wonderful woman,"

Orr said. "I was the one who called her my Renaissance woman. She not only is

academically brilliant, she's also an athlete and a musician and she's very kind to everyone.

She thinks beyond herself. She's a very remarkable human being."

A 32-member commission appointed by President Clinton selected 141 scholars from

m
among 2.5 million graduating seniors. Scholars are chosen annually based on a
cademic
achievement - including SAT or ACT scores and transcripts - leadership
and character.

The students will visit Washington, D.C., June 13-18. They will be honored at a
White
House-sponsored ceremony. Each will receive a presidential scholar medal
lion.

Kelly has been accepted to every college she applied, a list including Duke, Ha
rvard,
Princeton, Stanford and Brown universities and she probably will attend
Harvard.n
Publication#W\ PP# 32. The Washington Post"Publication" #:\ PP# 04/25/98; Edi
tion: FINAL; Section: Metro; Page B03

Headline#\ PP# Students Named Presidential ScholarsHeadline #:\ PP#

Eight Washington area high school seniors are among this year's 141 presidentia
l
scholars.

Winners of the award are recognized for their achievements in academics or the
arts and
are chosen by a panel appointed by the president. Selection is based o
n SAT scores, grades
and essays.

From the District, the scholars are Susanna M. Flug, of National Cathedral Scho
ol;
Dorothy A. Fortenberry, of Sidwell Friends School; and Alan S. Morse, of St
. Albans
School.

From the Maryland suburbs: Kirk B. Doran, Potomac, Walt Whitman High School;
Sh
oshana L. Frankel, Silver Spring, Yeshiva of Greater Washington; and Daniel L.
Wagner,
Clarksville, McDonough School.

From Northern Virginia: Rahul Dasgupta, McLean, Langley High School; and Jason
Munyan, Alexandria, Thomas Jefferson High School for Science and Technology.

The scholars will be honored at a White House ceremony at which each will recei

ve a
medallion.n

Publication#W\ PP# 33. Associated Press"Publication" #:\ PP#04-25 0:33a

Headline#\ PP# Two Alaskans named Presidential
ScholarsHeadline #:\ PP#

ANCHORAGE (AP) - Two local high schoolers have won honors as Presidential
Schol
ars, joining a group of 141 students who will be honored in a White House-spons
ored
ceremony in June.

William Falsey of Dimond High and Sarah Marriage of East were named Friday in a
n
announcement from the federal Department of Education .

Scholars are recognized for their achievements in academics or the arts.

The group includes two scholars, one male and one female, from each state.

Scholars also are selected from the District of Columbia and Puerto Rico and fr
om among
U.S. families living abroad.n

Publication#W\ PP# 34. Associated Press"Publication" #:\ PP#04-24 11:04p

Headline#\ PP# Montanans among 141 high school
seniors chosen as 1998 Presiden
tial
ScholarsHeadline #:\ PP#

HELENA (AP) - Two Montanans are among 141 high school seniors chosen as 1998
Pr
esidential Scholars.

Zachary Pincus of Bozeman Senior High and Whitney Ward of Beaverhead County Hig
h
in Dillon were recognized Wednesday for their achievements in academics or th
e arts.

They will visit Washington June 13-18 and be honored at a White House-sponsored
ceremony.

The selections are made from among 2.5 million graduating high school seniors.n
Publication#W\ PP# 35. Associated Press"Publication" #:\ PP#04-24 7:05p

Headline#\ PP# Two Nevada high school seniors
among 141 1998 Presidential Scho
larsHeadline #:\ PP#

RENO, Nev. (AP) - Two Nevada high school seniors are among 141 selected as 1998
Presidential Scholars.

The presidential scholars are recognized for their achievements in academics or
the arts.

The Nevada recipients are Marissa M. McClish, a senior at Reno High School, and
David
K. Wong, who attends Edward W. Clark High School in Las Vegas.

Recipients were announced Friday by U.S. Education Secretary Richard W. Riley

"These 141 students have demonstrated a commitment to education and a dedicatio
n to
excellence," Riley said in a written statement. "While there is no substit
ute for hard work
and high academic standards, the creativity, energy and disci
pline these young people bring
to their work make their accomplishments all the
more exemplary."

The scholars include one young man and one young woman from each state, Washing
ton,
D.C., Puerto Rico and from U.S. families living abroad, as well as 15 at l
arge recipients and
20 scholars in the arts.

They will be honored at a White House-sponsored ceremony in June.

Scholars are chosen from among high school seniors nationwide by a 32-member
co
mmission appointed by the president.

Arts scholars are selected by a commission from students who participate in the
Arts

Recognition and Talent Search, which is conducted by the national Foundation for Advancement in the Arts.

Publication#W\ PP# 36. Associated Press"Publication" #:\ PP#04-24 6:47p

Headline#\ PP# Grand Forks, Fargo students 1998
Presidential ScholarsHeadline
#:\ PP#

BISMARCK, N.D. (AP) - Students from Grand Forks and Fargo have been selected as 1998 Presidential Scholars.

Selected were Todd A. Johnson, a senior of at Red River High School in Grand Forks; and Nidhi R. Kalra, a senior at Fargo South High School.

They are among the 141 high school seniors selected nationally.

The students are selected for their achievements in academics or the arts.

In June they will visit Washington, where they will be honored at a ceremony and receive a Presidential Scholar medallion.

Publication#W\ PP# 37. Associated Press"Publication" #:\ PP#04-24 5:58p

Headline#\ PP# Wyoming high school seniors named
1998 Presidential ScholarsHeadline
#:\ PP#

CHEYENNE, Wyo. (AP) - Two Wyoming high school seniors have been named 1998 Presidential Scholars.

Rebekah Billings of Casper-Natrona High School and Dennis Hungerford of Rock Springs were among 141 seniors from across the country to be recognized for their achievements in academics or the arts with the award.

The students will join other Presidential Scholars in June at a meeting in Washington, when they will be honored in a ceremony.

The seniors chosen for the award are selected from among 2.5 million graduating high school seniors.

Publication#W\ PP# 38. Associated Press"Publication" #:\ PP#04-24 5:57p

Headline#\ PP# Virginia high school students are among this year's 141 Presidential Scholars
Headline #:\ PP#

WASHINGTON (AP) - Three Virginia high school students are among this year's 141 Presidential Scholars.

The scholars are recognized for their achievements in academics or the arts. They'll visit Washington, D.C., from June 13 to June 18 and will be honored at a ceremony at which each will receive a medallion.

The Virginians are Rahul Dasgupta of McLean, a senior at Langley High School; Katrina Glanzer of Dayton, a senior at Eastern Mennonite High School in Harrisonburg; and Jason Munyan of Alexandria, a senior at Thomas Jefferson High School for Science and Technology.

The 141 winners are selected from among 2.5 million graduating high school seniors.

Publication#W\ PP# 39. Associated Press"Publication" #:\ PP#04-24 3:23p

Headline#\ PP# Students from Jackson and Hattiesburg named Presidential Scholars
Headline #:\ PP#

JACKSON, Miss. (AP) - Seniors from Jackson and Hattiesburg are among 141 high school students nationwide who have been named 1998 Presidential Scholars.

Christine Varnado of Hattiesburg High School and Mark Rawls of Jackson Preparatory School received the honor Friday. They were chosen to represent Mississippi by a 32-member commission appointed by the president.

Scholars were selected based on their SAT and ACT scores, essays, transcripts, leadership and character.

"These 141 students have demonstrated a commitment to education and a dedication to excellence," U.S. Secretary of Education Richard Riley said in a statement. "Their accomplishments in scholarship, leadership, community service and the arts serve as a model for all."

Publication#W\ PP# 40. Associated Press"Publication" #:\ PP#04-24 2:37p

Headline#\ PP# Columbia, Chapin high schoolers
named Presidential ScholarsHead
line #:\ PP#

COLUMBIA, S.C. (AP) - High School seniors from Columbia and suburban Chapin have been named South Carolina's two 1998 Presidential Scholars.

Adams E. Rackes of Dreher High School and Kimberlin E. Westin of Chapin High School will be honored at a White House-sponsored ceremony in mid-June and receive a Presidential Scholar medallion, the federal Education Department said Friday.

The pair are among 141 high school seniors nationwide recognized for achievements in academics or the arts. The scholars are selected by a 32-member commission appointed by the president.

Publication#W\ PP# 41. Associated Press"Publication" #:\ PP#04-24 2:03p

Headline#\ PP# Three Oklahoma students named
presidential scholarsHeadline #:\
PP#

OKLAHOMA CITY (AP) - Three Oklahoma high school students were among the 141 teenagers named by President Clinton and Education Secretary Richard Riley Friday as 1998 Presidential Scholars.

Norman High School senior Emily K. Drennan; Karen E. Robinson, a Shawnee senior

attending the Oklahoma School of Science and Mathematics in Oklahoma City, and Ponca City High School senior Matthew J. Szabo will get to visit Washington in June.

The trio will be honored at a White House-sponsored ceremony and each will receive a medallion.

A 32-member commission on Presidential Scholars selects the scholars from among 2.5 million graduating high school seniors. The commission is appointed by the president and is comprised of eminent private citizens.

The 1998 scholars were selected on the basis of broad academic achievement, including SAT or ACT scores, essays, transcripts, leadership, character and commitment to high ideals.

Publication#W\ PP# 42. U.S. News & World Report"Publication" #:\ PP# 04/27/98
Section: Culture & Ideas; Page 40-41

Headline#\ PP# Sugar daddies for charters Headline #:\ PP#Subhead#[\ PP# Bu
ying a revolution
Subhead#:\ PP# By Thomas Toch
Foundations created by wealthy, industrial-era families like the Fords and the Carnegies have been the traditional benefactors of public school reform. But today's market-driven experiments are drawing a new generation of underwriters. They include:

Donald and Doris Fisher. The billionaire founders of the Gap Inc. have pledged \$25 million through a new foundation to help the San Francisco area public schools hire the Edison Project, a for-profit operator of both traditional and charter public schools, and one of nearly two dozen new companies drawn to the business of public education by the chance to compete for students. "Edison has a good {education} model and we want to give Bay-area schools a chance to use it," says Donald Fisher, 69, himself a product of San Francisco's public schools. Bringing in an outside firm like Edison, Fisher says, gives public school systems a catalyst for reform "without getting caught up in the voucher debate." (The

Fishers' son John independently owns about 4 percent of the Edison Project.)

A. Alfred Taubman. A shopping-mall developer and chairman of Sotheby's, the New York auction house, Taubman, 73, is using his vast wealth "pegged at \$680 million" to launch the Leona Group, a Michigan-based, for-profit operator of charter schools. Leona already has won contracts to run 16 charters in Michigan and Arizona by helping charter-school founders secure start-up loans backed by Taubman's millions. The company expects to have three dozen charter schools open by September and hopes to expand nationally.

J. C. Huizenga. This wealthy manufacturer and evangelical Christian founded his own for-profit charter school company "National Heritage Academies" which runs eight charter schools in the Grand Rapids, Mich., area stressing traditional values (each school has a "moral focus" committee). Huizenga, cousin of entrepreneur Wayne Huizenga, also plans to expand.

The Walton family. The heirs of Wal-Mart founder Sam Walton are using part of their \$28 billion fortune to encourage the shift of students from traditional public schools to both charters and private schools. The family foundation has donated \$350,000 over the past two years to a national group that helps launch charter schools, for example, and John Walton, 51, has contributed \$3 million to help District of Columbia students attend private schools, one of three dozen such efforts begun nationally in the 1990s.

Publication#W\ PP# 43. LRP Publications "Publication" #:\ PP# April 24, 1998

Headline#\ PP# Senate Passes Coverdell Education Savings Account Bill
Headline #:\ PP#

Sen. Paul Coverdell, R-Ga., last night won Senate approval for his bipartisan measure that will allow parents to establish tax-free accounts to pay for K-12 private, parochial or

home schooling expenses.

The Parent and Student Savings Account PLUS Act, which was co-sponsored by Sen. Robert Torricelli, D-N.J., and Joseph Lieberman, D-Conn., passed the Senate floor by a vote of 56-43.

The education savings accounts will allow parents to place as much as \$2,000 per year, per child, in a designated savings account. These after-tax, private citizen dollars would earn interest at a tax-free rate and could be used for education expenses associated with any K-12 school such as computers, transportation, tutoring, and tuition.

Other provisions of the bill, including those added by way of amendments, would make \$3 billion available in school construction bonds over 5 years; allow states to choose whether to receive \$10 billion in federal education funds as a block grant at the state level, local level, or to continue receiving funding from Washington; ban national tests in reading and math unless approved by Congress; authorize a literacy program which focuses on training teachers to teach reading in scientifically proven methods, such as phonics; and provide incentives for states to implement teacher testing and merit pay programs.

"Today's vote represents both a great victory for our Nation's schools and a giant step forward in the journey toward genuine education reform," Coverdell remarked immediately following the vote. "We are on the verge of providing desperately needed education assistance to millions of American families."

A Conference Committee will now be appointed to reconcile the Senate bill with the version of the measure passed by the House last year. If differences between the two bills are worked out, a conference report will be generated, upon which both chambers will have to vote prior to its being sent to the president.

President Clinton, however, has promised to veto the bill, which casts a shadow on the Coverdell victory.

In an April 20 letter to Senate majority and minority leaders, the president wrote that he found fault with the Coverdell bill because it provided for the use of "needed" federal resources toward non-public schools.

Education Secretary Richard Riley echoed the president's concern.

"Does anybody really believe that this is a serious effort to improve education in America?," Riley asked. "Let's get real. This bill sells America's future short and it is unacceptable to the president and to me."

Coverdell, meanwhile, beseeched Clinton to give his bill due consideration.

"The Senate has now passed a bipartisan education reform bill, a bill that would improve the educational opportunities available to children across our Nation," said Coverdell. "I urge the president to review the legislation in its final form before making any decisions about the substance of our proposal."

Publication#W\ PP# 44. Education Week "Publication" #: \ PP# April 29, 1998
Headline# \ PP# Black Students Found Less Likely To
Access The Internet Headline
e #: \ PP# By Mary Ann Zehr

A study released this month showing that black students are much less likely than whites to own a home computer or have access to the Internet came as no surprise to people like Calvin Pearce.

Mr. Pearce, the director of a program run by the Washington-based Time Dollar Institute that puts used computers in the hands of children attending Chicago public schools, says some blacks still don't see the potential importance and relevance of technology to their lives.

"In the African-American community, a lot of times they think that the technology is coming, and they don't understand that it's already here," Mr. Pearce said last week. "They have a false sense in thinking that just the amount of time that the kids spend on the computer at school is enough."

The study by Vanderbilt University management professors Donna L. Hoffman and Thomas P. Novak, published April 17 in Science magazine, shows that 73 percent of white high school and college students own a home computer, compared with only 32 percent of black students. The gap persisted even when household income was taken into account.

The finding is based on a survey of 336 white students and 64 black students in December 1996 and January 1997 as part of a CommerceNet/Nielsen Internet demographic study.

'A Cultural Choice'

"Household income does not explain race differences in home computer ownership," the researchers write. "This is the most disturbing instance yet of when race matters in Internet access."

The study also showed that white students without a computer in the home were more than three times as likely as black students of similar economic status to have used the Internet's World Wide Web in the previous week.

In other words, white students lacking a home computer were more likely than their black peers to access the Web from locations such as homes of friends and relatives, libraries, and community centers. There was no difference in Web use when students had a computer at home.

"In poor communities, technologies like the Internet and high technology are so

rt of

looked at as an alien world, and that is more intense in the African-American communities,"

said Peter B. Miller, the network director for the Newton, Massachusetts-based Community

Technology Centers' Network. His organization supports community centers that provide

computer and Internet access to low-income communities.

"What you put in your home to construct your information environment is a cultural

choice. Many African-Americans thought the Internet was not for them," agreed Mark

Lloyd, the director of the Civil Rights Forum Communications Project, a Washington-based

nonprofit group that advocates ways of giving poor people access to telecommunications services.

He clarified, though, that he believes it's the information on the Internet, not necessarily the medium itself, that some blacks find irrelevant.

Few blacks, for the same reason, read The Atlantic Monthly, he said. "The information

that's there is not really for us. That doesn't mean that African-Americans and others, once

they see what [the Internet] can do for them, won't make use of it," Mr. Lloyd added.

B. Keith Fulton, the director of technology programs and policy for the National Urban

League, said he believes the study doesn't reflect the extent to which blacks may be catching

up with whites in getting on-line. "White males have been the early adopters," he said.

"African-Americans are getting on-line and are going to continue to get on-line."

Fewer Resources

Some observers said black students who lack home computers are less likely to seek out

access to the Web because they have fewer places to find it. Mr. Pearce said that in the

middle-class black community where he lives "Chicago's Washington Heights" he knows

of only two public terminals for Internet access.

"There are certainly more organizations that have these kinds of programs in even poor white communities than in primarily African-American communities," added Mr. Miller of the Community Technology Centers' Network.

Michael Roberts, the director of an information-technology initiative for the United Neighborhood Houses of New York, said the quality of the community computer centers is as important as the quantity.

"If you go into a place where the computers are hand-me-down and the software is slow, people will show up once and not again," he said.

Publication#W\ PP# 45. Education Week"Publication" #:\ PP#April 29, 1998
Headline#\ PP# GOP Reading Proposal Approved
During Debate in SenateHeadline #
:\ PP#By Joetta L. Sack
Washington

The Senate approved a GOP-backed literacy proposal during debate late last week on a bill to establish tax-free education savings accounts.

The literacy language, which was offered as an amendment to the bill and passed by voice vote last Thursday, is nearly identical to a plan approved by the House last November. It would emphasize teacher training instead of volunteer reading tutors, as President Clinton had proposed.

But the literacy plan's future remained uncertain last week. Mr. Clinton has repeatedly threatened to veto the tax-free-savings bill to which it is attached. That threat remained despite the reading amendment, Julie Green, a spokeswoman for the Department of Education, said last Thursday. ("Bill Previews Future Education Policy Battles," in This Week's News.)

Joe Karpinski, a spokesman for the Senate Labor and Human Resources Committee, said

the committee planned to advance a separate reading bill based on the House language. A committee hearing on literacy issues was scheduled for this week.

Mr. Karpinski said that, before last Thursday's vote, the committee's chairman, Sen. James M. Jeffords, R-Vt., had not planned to write separate reading legislation but to work with the House version of the plan.

Last year's budget gave Congress until July 1 of this year to pass a literacy bill. If not, its \$210 million appropriation will be directed to special education instead.

Legislative Shift

President Clinton made headlines with his America Reads plan, which he unveiled during his 1996 re-election campaign and proposed to Congress in his 1997 State of the Union speech. But his plan "which was built on the concept of putting 1 million tutors, 11,000 Americorps volunteers, and 30,000 reading specialists in schools "was dismissed by House Republicans. ("Effectiveness of Clinton Reading Plan Questioned," Feb. 26, 1997).

The House plan, sponsored by Rep. Bill Goodling, the Pennsylvania Republican who chairs the Education and the Workforce Committee, would disseminate research from the National Institute for Literacy and then require states to propose how they would incorporate the research into their professional-development plans for teachers in order to receive grants. ("GOP Tutoring Grants Inspire Concerns, Praise," Oct. 22, 1997).

Known as the Reading Excellence Act, the measure also includes "tutorial assistance grants," which would give schools in impoverished communities money to hire outside tutors for students having trouble learning to read.

Democrats objected to that language, calling it a thinly veiled voucher plan. But last year,

the Education Department said it would support the act if that provision was removed.

Publication#W\ PP# 46. Education Week"Publication" #:\ PP#April 29, 1998
Headline#\ PP# Bill Previews Future Education Policy
BattlesHeadline #:\ PP#B
y David J. Hoff
Washington

The Senate spent last week debating an education bill almost certainly doomed to go nowhere this year.

But the lawmakers' efforts were not in vain. For as they toiled, senators gave a preview of how a future Congress might overhaul the federal government's means of supporting public and private K-12 schools.

The bill in question would offer tax incentives for saving for K-12 expenses and create a new federal block grant for states. It includes support for none of President Clinton's current education proposals, including his plans to help districts hire 100,000 new teachers and to offer federal assistance in financing school construction.

Not surprisingly, the chief executive has already declared that he will veto the bill. But while last week's extended debate may not transform the bill into law this year, it succeeded in showing how much proponents of those ideas can win in the legislative process and how far opponents will go to stop them.

Democrats, having lost on every substantive education issue they raised during the nearly weeklong debate, resorted to heated campaign-style rhetoric, blaming the Republicans for a "far right" and "extremist" agenda to dismantle federal education policy.

"What this means is the death of public education in this country," Senate Minority Leader Tom Daschle, D-S.D., charged at a meeting with reporters last Thursday before the bill passed.

Republicans, on the other hand, argued that they simply wanted to transfer power from a federal bureaucracy to parents who want to save for their children's education and to school officials who want to cut through red tape.

"By this simple, small incentive, we are causing American families to come forward with billions of new dollars to help public, private, and home schools," Sen. Paul Coverdell, R-Ga., the bill's sponsor, said of the savings accounts he believes would inspire \$10 billion in education spending over the next 10 years.

"It is wrong to have a one-size-fits-all approach on the federal level," Sen. Tim Hutchinson, R-Ark., said in response to a failed Democratic amendment on Mr. Clinton's proposal to subsidize the salaries of 100,000 new teachers. "We may need more teachers in some states, but we may not need them in others."

Tax-Free Accounts

Last week began with the Senate debating Mr. Coverdell's plan to allow parents to open savings accounts in which interest and capital gains would accumulate free of federal taxes, so long as parents used the money to pay educational expenses. That would include private school tuition, as well as tutoring or supplies needed by public school students.

President Clinton disagreed with the private school language so vehemently that he promised to veto the tax-incentives bill even if it included his plan to underwrite \$22 billion in school construction.

"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," Mr. Clinton said April 21.

As the week wore on, the Senate tacked on block grant language, a ban on proposed new national tests, and several other amendments. It also rejected Democratic attempts to replace the entire bill with legislation for the president's proposals for school construction and hiring 100,000 new teachers. ("Amending the Bill on Tax-Free Savings Accounts.")

The bill eventually passed the Senate on a 56-43 vote late Thursday.

The Senate now must reach a compromise with the House, which passed a related bill with just the savings incentives last year.

But after that, a presidential veto is almost certain, and supporters are unlikely to come up with the two-thirds majorities needed in both the House and Senate to override it.

Glimpse of the Future?

Last week's debate offered several insights into future federal education policy debates.

It revealed that Senate Republicans hold a slight majority of votes for their plan to blend all federal K-12 programs, other than special education, into a block grant that would give states and local districts wide discretion over how to spend federal dollars.

Block grant supporters won the 50 votes they needed to include their plan in the bill.

But they didn't gain the support of Sen. James M. Jeffords, R-Vt., the chairman of the Labor and Human Resources Committee, which deals with education, or Sen. Arlen Specter, R-Pa., the chairman of the subcommittee that handles education appropriations.

They also have left themselves open to rhetorical attack that Republicans want to "abolish the Department of Education" for elementary and secondary education.

n," as Sen. Daschle told reporters.

But Sen. Slade Gorton, R-Wash., the block grant amendment's sponsor, believes his "triple option" adequately addresses that concern. It would give states the chance to continue receiving federal dollars for specific programs, such as Title I or drug-free schools; to accept federal money in one chunk without earmarking for specific education initiatives; or to give Education Department funds directly to districts in block grants.

"I am not sure why anyone should oppose that triple option allowing a different way of doing things," Mr. Gorton said last week. "Only if we regarded the present education system as perfect should we reject an experiment of this sort."

Last week also highlighted growing support for federal school choice legislation.

In the early 1990s, voucher proponents couldn't get a majority in the Democratic-controlled Congress. Once Republicans won a majority in the House and Senate in 1994, they could muster the votes to pass voucher bills in both chambers, but they could not overcome Senate rules requiring 60 votes to overcome procedural roadblocks raised by voucher critics.

Now, by shifting the debate toward tax incentives instead of cash payments, choice proponents are likely to send a bill to their liking to the White House. Even with a certain veto, such an outcome would give advocates of school choice a moral victory.

"If [the Republicans] had somebody in the White House who was for vouchers, they'd have a national program," said John F. Jennings, a former education aide to the House Democrats who is now the director of the Center on Education Policy, a Washington nonprofit seeking public support for schools.

n" #:\ PP#April 28, 1998

Headline#\ PP# Welfare-Law Changes Lead 2-Year
Colleges to Alter Ways They Ser
ve
Needy StudentsHeadline #:\ PP#

By PETER SCHMIDT

MIAMI BEACH

Changes in state and federal welfare laws are forcing community colleges to re
think how
they serve students who are on public assistance, and some who have a
lready gotten off of
it.

With state and local officials under pressure to trim welfare rolls, recipients
who are
employable have been getting pushed out of college and into jobs, acco
rding to many of the
educators gathered here for the American Association of Co
mmunity Colleges' annualconvention.

Often, those welfare recipients have ended up taking low-paying jobs, and many
need to
return to community colleges for additional education and training so t
hey can qualify for
better-paying careers that will leave them and their famili
es financially secure, U.S. Deputy
Secretary of Labor Kathryn (Kitty) Higgins s
aid here Monday.

Although economically "we are in better shape than we have been in more than a
generation," many people earn too little at their jobs to get a share of the we
alth, she said.
Meanwhile, certain industries, such as information technology a
nd shipbuilding, complain
that they cannot find people with the skills needed t
o fill many high-paying positions.

At the same time, the threat of being cut off from welfare has been driving man
y people
who lack basic skills, and otherwise might not have chosen to continue
their educations, into
community-college classrooms.

At a forum held here, Catherine Cornelius, president of South Florida Community College, asserted that such welfare recipients are now "much more motivated" to learn basic skills that will leave them "much better off."

But she and other community-college leaders said their institutions were finding it difficult to prepare those students for employment within the 12 months that federal law generally allows people to be involved in vocational-training programs while still receiving aid for needy families.

To respond to those challenges, "colleges are repackaging a lot of their programs," said Thelma Scott-Skillman, the vice-chancellor for student services for California's community-college system.

Her system, which has always had to be "all things to all people," now must be "all things to all people all the time," providing intensive, short-term courses night and day, on weekdays and weekends, she said.

When California's community colleges set up those new courses for welfare recipients, they often find that many students who do not receive welfare are also attending the classes, prompting the colleges' leaders to wonder whether they need to make broader changes in how they serve students.

Colleges are taking other steps to help educate people who lack basic skills. Norman Poppe, the director of the Maywood Park campus of Mt. Hood Community College, in Oregon, said her institution now has drug and alcohol counselors on hand, and is seeking ways to better help students with learning disabilities.

Publication#W\ PP# 48. Chronicle of Higher Education Academe Today"Publication" #: \ PP#April 28, 1998

Headline#\ PP# House Leaders Find \$1-Billion to Finance Key Provision of Highe

By STEPHEN BURD

WASHINGTON

Republican Congressional leaders said Monday that they had found the \$1-billion needed to pay for a proposal that would sharply reduce interest rates on student loans. That cleared the way for the full House of Representatives to consider a bill this week that would renew the Higher Education Act.

The proposal, which is aimed at averting a potential collapse of the guaranteed student-loan program, would reduce the interest rate on student loans by 0.8 of a percentage point, but would lower the margin that banks now earn on student loans by only 0.3 of a point. The difference would be made up by creating a new government subsidy for banks.

The Congressional Budget Office has reported that such a subsidy would cost about \$1.1-billion. Consideration of the bill on the House floor has been delayed for a week as the Republican leaders of the House Committee on Education and the Workforce, the panel that had approved the bill in March, scrambled to find the money to pay for the subsidy.

As part of that effort, they asked leaders of the House Budget Committee to come up with about half of the subsidy's cost.

On Monday, House Speaker Newt Gingrich, a Georgia Republican, agreed, reportedly ordering the Budget Committee to find \$550-million to help pay for the deal. Details were not available on where the money would come from.

The House education committee will provide the other \$550-million. The panel believes it can cover most of that cost by extending the length of time before the federal government

declares a delinquent student-loan borrower to be in default. The financial burden to the government for a student loan grows at the point at which it goes into default, so delaying that date would save the Treasury money. The House committee's plan would push back to 270 days from the current 180 the time that borrowers have to make good on their loans.

Representative Dale E. Kildee of Michigan, the highest-ranking Democrat on the education committee, has reportedly agreed to support the provision.

The bill is now expected to be considered on the House floor on Wednesday.

Publication#W\ PP# 49. CongressDaily/A.M."Publication" #: \ PP# 04/28/98Section: BANKING;

Headline#\ PP# Supporters Of Student Loan 'Fix'
Looking For OffsetsHeadline #:
\ PP#

Proponents of a bipartisan plan to subsidize the interest rate paid to banks for guaranteed student loans scrambled Monday to find \$1 billion in offsets to add either to the Higher Education Act reauthorization or the supplemental appropriations bill. Aides said both bills are still viable legislative vehicles for the interest rate "fix." The House Rules Committee today will mark up the rule for the Higher Education Act, which should move to the floor Wednesday or Thursday.

Meanwhile, appropriators have generally agreed to carry the interest rate provision on the supplemental if it contains offsets agreeable to them. The House Education and the Workforce Committee is attempting to come up with one-half of the offsets, while the House Budget Committee works on the other half. Aides said they expect to have an offset plan ready today because both bills are heading toward the floor this week.

House members made their quest for offsets easier Monday by relying on the lower of two CBO cost estimates that assumes a lower interest rate environment. Instead of \$3.6 billion through FY2003, House members are looking for \$1 billion. The figure could drop

to \$785 million if attached to the supplemental bill, which requires offsets only through FY2002. Both Republicans and Democrats want to set a new guaranteed student loan interest rate because the rate, under current law, is scheduled to drop on July 1, 1998, five years after passage of President Clinton's direct loan program.

Banks and other student lenders argue the new rate is so low they would stop making student loans. But Republicans on the House and Senate education committees, knowing politically they could not oppose cuts for student loan interest rates, proposed to give students a lower rate.

In order to keep banks in the system, they also proposed having the federal government pay banks the difference between the higher and lower rates. Clinton opposes this subsidy, claiming banks would still make the no-risk student loans at the lower rate.

With the July 1 deadline looming, and college students already making financial plans for the fall semester, House and Senate leaders are trying to move the HEA bills quickly.

Aides said the time sensitive nature of the issue is why House Majority Leader Armey, backed by banking interests, proposed to move the "fix" even quicker via the supplemental.

Also, Senate passage of the interest rate provision as part of the Higher Education Act is not a done deal.

Aides said Senate Labor and Human Resources ranking member Edward Kennedy, D-Mass., may attempt to eliminate the subsidized rate paid to banks, while Senate Budget Chairman Domenici may raise a budget point of order if it does not contain offsets or if the cost is too high.

Publication#W\ PP# 50. American Banker"Publication" #:\ PP# 04/28/98Section: Washington; Page 2

Headline#\ PP# House Aye Due Wednesday for

Cheaper Student LoansHeadline #:\

PP#

By Bill McConnell

WASHINGTON " The House is expected to approve legislation Wednesday that would

cut the rate on government-guaranteed student loans.

The measure, included in a spending bill for higher education programs, would reduce the rate students pay by 80 basis points on July 1. The rate lenders earn would drop only 30 basis points, however, thanks to a subsidy from the federal government.

House leaders continue to search for budget cuts to pay for the subsidy, whose cost it put at \$1.1 billion over five years. The Senate is expected to vote on a similar plan this week, but the day has not been set.

To increase chances of quick enactment for the student loan fix, congressional leaders have included it in separate legislation to provide additional spending for the government's fiscal 1998 budget. The Senate and House are scheduled to vote on that legislation Thursday.

Bank trade groups argue that the plan could make some student loans unprofitable, but say that it is the best deal the industry can get.

"The cut will affect lenders' ability to offer full customer service (and) invest in computer automation," said a Consumer Bankers Association spokesman

Also it "could possibly reduce the number of students banks are willing to assist," he said.

However, the Clinton administration opposes the subsidy, and wants banks to

absorb the full 80 basis point cut. If banks refuse to participate in the program, Education Secretary Richard W. Riley has said, the federal government, Sallie Mae, and state higher education assistance agencies should

provide emergency funds.n

Publication#W\ PP# 51. San Francisco Chronicle"Publication" #:\ PP#April 28, 1998

Headline#\ PP# Part-Time Instructors Busy Working

OvertimeHeadline #:\ PP#Sub

head#[\ PP# Some say students miss full-time facultySubhead#:\ PP#

Pamela Burdman, Chronicle Staff Writer

Tim Dave's Isuzu Rodeo is inching along in rush-hour traffic going south on I-680. Most

of the other commuters have finished work for the day, but Dave is just starting the second leg of his workday.

By the time he returns home, he will have been gone 12 hours, shelled out \$12 for gas and bridge tolls and driven 170 miles, all for the sake of doing what he loves " teaching physics.

Like an increasing number of college instructors around the country, Dave is patching together full-time work by teaching part time at more than one college.

And like most of them, Dave earns a fraction per class of what full-timers make, gets no insurance, receives no payment for office hours and has no office. And he still doesn't know for sure whether he'll have work in the fall.

"I live on the hairy edge," he says. "You truly have to love teaching to live this life."

Besides their own complaints of substandard treatment, the burgeoning ranks of itinerant instructors highlight the even more troubling question of whether students are shortchanged when teachers parcel themselves out among several schools.

"This is a . . . serious problem, a nationwide phenomenon that threads its way through all types of institutions," says Jack Schuster, an education professor at Claremont Graduate University. "It is likely that the extensive use of part-time faculty will have adverse consequences for the quality of teaching and learning."

In the past 25 years, the proportion of part-time instructors has doubled to more than 40 percent of college faculty. And while the number of part-time faculty grew by more than 30 percent between 1991 and 1995, full-timers increased only 3 percent, according to recently released U.S. Department of Education figures.

In California, 65 percent of community college teachers and 43 percent of California State University's faculty work part time. The University of California does not track part-time teachers per se, but the school employs 2,000 lecturers and 6,000 graduate students, in addition to nearly 10,000 regular faculty.

Besides not receiving pay on par with full-timers, many part-timers lack access to photocopiers, computer equipment and basic supplies. Few serve on the campus committees that develop programs and govern the college " either because they do not have the time or they are barred from participating.

Schuster and other scholars recently met in Washington to discuss the problem, which is particularly acute in humanities departments like English and history, and at community colleges where enrollments fluctuate from semester to semester.

"At what point will the proportion of part-time appointments have grown so large that higher education's ability to perform its historic mission will be compromised?" the scholars asked in a statement.

For California's community colleges, that question is a chronic conundrum, as attempts to increase the ratio of full-time instructors have repeatedly failed.

There is little dispute that part-timers can add valuable expertise to a college curriculum " particularly those who have careers as accountants, dancers and journalists, for example.

But today, more and more part-timers teach traditional subjects. And many work part time because, like Dave, they can't get full-time work. Although fewer than 20 percent fell into this category in the 1980s, today nearly 50 percent of part-time faculty say they would prefer to teach full time, according to Schuster. In the meantime, some are "freeway flyers," logging hundreds of miles a week traveling from school to school.

Ken Valentine is one of them. The Russian River-area resident has been teaching screenwriting at City College of San Francisco for 14 years. But as a part-timer, he's not allowed to teach more than three classes a semester.

So in addition to three classes there, Valentine teaches two at Diablo Valley College in Pleasant Hill and another at Santa Rosa Junior College.

For teaching those six classes " five are considered a full-time load " Valentine makes about \$35,000. At City College, starting instructors make nearly \$37,000. Those with his years of experience get \$57,000. Adding insult to injury, he says, he was given credit for three-fourths of a year's work in the state's retirement fund last year " despite teaching six classes one semester and seven another.

"I'm a very angry part-time employee. I'd go on strike tomorrow if the union said so," said Valentine. "We could stop the entire education system in the state anytime and make the government deal with it."

City College is one of the few colleges in the state that approaches a goal set by the Legislature 10 years ago of having 75 percent of classes taught by full-time instructors. The district is also one of the best-paying in the Bay Area and one of only 14 statewide that offer some health benefits for part-timers.

Still, part-time teachers there don't have parity pay, and their health insurance disappears during the summer months. As in most college districts in the state, part-time issues are one of teachers unions' top concerns in collective bargaining. "It is living hell, and it's still not a living wage," said Janene Frahm, a speech instructor at City College. Frahm said she interviewed for full-time positions three times but was never hired. She shares the sense of many part-timers that there is a stigma attached to part-time teaching. One full-time instructor gave a different explanation, noting that many of the instructors are "not good enough to teach full time." In interviews, the main complaint from students about part-timers was that they are harder to find outside of class.

Administrators at individual community colleges and at the state community college chancellor's office say they would like to decrease their reliance on part-time teachers. But to do so, they said they need something that has repeatedly been denied them " more money.

In 1988, the Legislature passed an Assembly bill sponsored by San Jose Democrat John Vasconcellos that said 75 percent of classes should be taught by full-time instructors and offered money to colleges that met that goal.

By 1991, state budget cuts forced the colleges to abandon the effort, and the percentage of community college classes taught by full-timers inched back to 60 percent statewide " about where it was in 1988.

Vasconcellos tried to reinvigorate the legislation last year, but Governor Pete Wilson trimmed the needed \$15 million from the state budget. Scott Wildman, a Glendale Democrat, is renewing the effort this year.

Without more money, increases in full-time hiring may come only if part-time pay is forced up through collective bargaining.

For now, though, teachers like Dave have few full-time jobs to apply for. Of seven physics instructors at Solano Community College in Suisun, only one is full time.

Publication#W\ PP#52. Orlando Sentinel"Publication"#:\ PP#April 28, 1998

Headline#\ PP#GED hopefuls must wait because of stolen testsHeadline#:\ P P
#By Catherine Hinman
of The Sentinel Staff

GED testing has been temporarily suspended in Florida while officials investigate the theft of testing materials in the Panhandle and recover current versions of the GED test throughout the state.

GED administrators scrambled late Friday and Monday to notify hundreds of test-takers that they will have to wait to take the test, which equates to a high school diploma.

The delay could affect test-takers' plans to enroll in community college, get a job or a promotion or, in the cases of some kids who have had brushes with the law, meet probation requirements.

"I'm really concerned about people who have been told 'If you don't have your GED by such and such a date you won't have a job or you won't get a promotion,'" said Willie Ausherman, principal at Community High School in Osceola County and chief GED examiner there.

Officials say testing could resume by May 8 if Florida's more than 100 testing sites comply quickly in returning their inventory of current GED tests to Washington.

The General Educational Development series of tests, known as the GED, was given to almost 57,000 people in Florida last year. But Department of Education officials did not know how many people would be caught up in the state's shutdown of GED testing.

The GED test materials were stolen in Okaloosa County on April 9. The state's GED office also must screen the answer sheets and essays of all those who took the test between April 10 and 23 for unusually high passing rates or scores.

The General Educational Testing Service in Washington ordered the suspension April 23 as part of its security procedures. But it is only the second time in a decade that the agency has had to suspend testing on a statewide basis.

Testing was not suspended in the adjacent states of Georgia and Alabama because they have different versions of the test.

The stolen materials included 21 tests, 15 completed answer books, scratch paper and an examiner's manual. They were taken about 12:30 a.m. April 9 from the car trunk of an Okaloosa-Walton Community College test administrator. The administrator had taken the materials home with her after a day of testing. The test was to resume the next day.

The Okaloosa-Walton Community College testing center has been closed pending the results of the investigation, but it is expected to reopen next month.

According to the police report, the testing materials, held in a suitcase, were taken by a man with a buzz haircut. College officials do not think the thief had any idea what he was stealing.

"Our take at the college with all the facts we have is this was not a targeted crime," said Christine Bishop, registrar and director of enrollment services and registrar at Okaloosa-Walton Community College. "This was a random act."

In Central Florida, the number of people who will have to wait to take the GED includes 32 in Osceola County, 135 in Seminole County and 150 in Orange County. An Orange County woman on Monday asked GED county administrator Kenneth Harper to send a letter to her husband's employer explaining the delay. Her husband needed his GED by June 1 for job requirements.

"People don't realize how important the GED is," Harper said. "I think this really opens up people's eyes to how important the test is."

Publication#W\ P
P# 53. Memphis Commercial Appeal"Publication" #:\ PP#April 28, 1998

Headline#\ P P# Soggy parents rip school policyHeadline #:\ P
P#By John Semie
n
The Commercial Appeal

About 100 parents and other relatives of Memphis City School students braved the thunder, rain and weather warnings Monday night to be first in line to transfer the students to their choice of schools.

Seventy-two Memphis schools have 5,285 openings for transfers for the next school year under the school district's open enrollment policy.

The transfers are open to all students in regular school programs, but are limited to schools with space, and some transfers have higher priority.

Parents who lined up outside the Pipkin Building at the Mid-South Fairgrounds brought lawn chairs, tents, coolers and other items to make the all-night wait until 6:30 a.m. more bearable.

But as rain forced school officials to open the building to parents, some said things should not have to be this way.

Her poncho soaked, Susan Bunday said she was in line to get her eighth-grader into White Station Middle School.

"We've been sitting out here for several hours in the rain and the thunderstorm," Bunday said. "I'm drenched to the bone. And they finally decided to let us go in here to line up like a bunch of cattle, and I'm just furious."

"There has got to be a better way."

Jacklyn Sappington, who was No. 25 on the list of parents, said she had been camping out at the registration building several hours. Sappington said the first 30 people signed a list and had roll call every four hours.

"We were leaving and coming back and as long as you were here for roll call it was great," she said. "But at 4 p.m. today (Monday) some people started getting

irate and didn't
want to do it that way, so we said OK."

Sappington said parents were told later that a final roll call would be made at
8 p.m. and
then they would be required to stay in their spot until application
s are accepted today.

"I really believe that every school should be brought up to par, to optional le
vel or
optional classes, so if your child is an exceptional child, then we woul
dn't be standing here,"
Sappington said.

Sappington said she is trying to get transfers for two children - a 14-year-old
son from
Wooddale Middle to Whitehaven High School and a 9-year-old daughter f
rom Evans to
Richland Elementary.

Eric Hollowell took off from his evening job as a mechanic to try to enroll his
5-year-old
son in Keystone Elementary.

He had been in line since 2 p.m. Monday and planned to stay there until 6:30 a.
m. today.

"If all city schools would do as well a job as other schools, we could eliminat
e this," he
said. "In the meantime, you have to go where you feel safe."

Janice Crawford, spokesman for Memphis City Schools, said this is the second ye
ar for
open enrollment.

Crawford said the thunder and rain were a hardship on the parents who gather ea
rly for application day and that "we do whatever we can to accommodate the paren
ts."

"We opened the building to accommodate the parents who lined up early because i
t was
storming out there," Crawford said.

Publication#W\ PP# 54. Charleston Post & Courier"Publication" #:\ PP#April 28
, 1998

Headline#\ PP# Sheheen: Racial accord key to saving
schools Headline #:\ PP#
By SYBIL FIX
Of The Post and Courier staff

Second in a series of profiles of the candidates for state superintendent of education. A few years ago, Steve Million, an associate professor of education at Winthrop University, attended a conference of institutions that prepare college students to be teachers. A faculty member from one of the institutions stood up and complained to then-Commissioner on Higher Education Fred Sheheen that the standards for the preparation of teachers were too rigorous. "I shall never forget Fred's response," said Million. "He stood up and asked, 'Why would any institution in the state of South Carolina NOT want the highest standards possible for programs that train the state's teachers?' " Sheheen's unabashed response says a lot about why Million believes he should be the next superintendent. "He understands issues perhaps better than anyone. His work is essentially peerless ... and he is a man of high principle," Million said. "His work is his bond, and that is very unusual in contemporary politics. "There is no question that he cares passionately about education," Million said. "When he says that education represents the future of our state, there is more to that statement than just platitude." It is hard to separate Sheheen - his private life or his discourse - from education, in which he became involved as a young parent in Camden and to which he has devoted most of his life. It takes him little to explain what now brings him to this race: The preservation of the public school system. Decades ago, he saw it threatened by the racism of the Civil Rights era; now he sees it threatened by racial and socioeconomic divisiveness. "The public school system is the only gateway to equality and opportunity," he said. "I see a replay of the white flight from the public educational system. I see a breakdown in racial harmony. It is more subtle, but it is sinister. And it is not a valid reason to abandon the public schools." Sheheen, 61, is a quick-witted, short man with a bursting, high-pitched

laugh. He grew up in Camden in a large, political
ly active family of Lebanese descent. He
was exposed to politics early, with hi
s father's election as mayor of Camden. His brother,
Bob, later became House sp
eaker. A member of the family's first generation of college
students, he excell
ed quickly, earning As and Bs in everything except for conduct (he talked
too m
uch). In junior high, he was editor of the paper and president of his class; at
Camden
High, he won the state debating championship and was valedictorian. A s
cholarship
propelled him to Duke University, where he studied political science
, edited the school
paper and won his class' leadership award for men (Elizabet
h Dole won the one for women.)
Public policy and his family are the staples of
his life (he is said to serve his wife breakfast
in bed and to be a doting gran
dfather). When not divided between those, he swims, fishes,
gardens, plays raqu
etball, plays the piano and sings in his church choir. Sheheen spent 26
years i
n education, mostly with the Commission on Higher Education. He advocated tight
er
fiscal management for schools, tougher academic standards for athletes and s
impler financial
aid processes. He fought against segregation and fought for te
chnical schools as educa-
tional stepping stones for the poor. He was ousted fr
om the job - admired for his
contributions, yet criticized for his outspokenness
s, strong opinions and maverick
personality. He stepped on many toes, fighting
against duplication of academic programs,
or colleges spending money on pet pro
jects such as hotels and golf courses. Some critics still
say he didn't fight f
or funding for higher education, that he didn't advocate the interests of
facul
ty or defend the importance of research. He comes to the race with widespread c
ontacts
throughout the state and very strong goals to shore up the strength of
public schools.
Outgoing Superintendent Barbara Nielsen endorses Sheheen. They
worked together on
partnerships between colleges and the K-12 system and on new
student achievement standards, she said. "He cares deeply about children, he is
very organized, and he has the
courage of his convictions," Nielsen said. "The
role as superintendent is to keep the vision
moving ahead and to challenge peo
ple to think about what is better for children. I think the

compassion and the
sensitivity are definitely there."

Publication#W\ PP# 55. Minneapolis Star Tribune"Publication" #:\ PP#April 28,
1998

Headline#\ PP# Fight over school testing heats up;
scores out ThursdayHeadline
#:\ PP#Rob Hotakainen and Norman Draper
Star Tribune

With Minnesota set to release its latest round of school test scores Thursday,
school
officials fired a preemptive strike Monday by accusing the state of misu
sing and distorting
test results.

The tests in reading and math, which were taken by all eighth-graders in Februa
ry, must
be passed to earn a diploma. In 1996 and 1997, thousands of children f
ailed the tests. And
the results provided state officials with ammunition to ch
astise public schools.

But a study by the Association of Metropolitan School Districts found that many
students
who have failed the basic-skills test in reading have scored above th
e national average on
nationally normed tests.

"There's something wrong there," said Mark Mallander, the group's executive dir
ector.
"We don't know if it's a technical glitch or just a pattern of distortio
n of the results."

The association, which represents 24 metro-area school districts, said that not
only are
students doing better than the state might have you think, but that t
he tests are much harder
than the public has been led to believe.

The group said the results have been distorted "apparently to advance a politic
al agenda."
Gov. Arne Carlson and his aides have used the results to push for v
ouchers and tax credits
for private schools, angering public school groups.

The latest debate centers on the difficulty of the tests. School officials say it's unfair to call the reading test an eighth-grade test when it's a graduation requirement.

"It's a 12th-grade test," said Mallander. "It's important that people understand that it is a graduation test

It just isn't right to label these kids as failures."

The group said in a statement: "The fact that so many Minnesota eighth-graders can pass this test before high school is a sign of success, rather than failure."

Kate Trewick, assistant commissioner for teaching and learning with the state Department of Children, Families and Learning, said the claim that the tests are too hard was an unusual one.

"What's odd here is that generally we're hearing that the basic-skills tests aren't challenging enough," she said. "Actually, what they show us is which eighth-graders are ready to read ninth-grade social studies textbooks, and that makes sense to me."

Stakes are higher

This year, for the first time, all eighth-graders had to take the tests. And schools weren't allowed to give comparable, but different, tests in their place as they were in the past. A tightening-up of testing rules makes it tougher for districts to exclude low-scoring special-education and other poor-performing students from their test results.

All that should make it easier to compare school and district scores, a proposition that makes school officials uneasy.

"What they dread is when districts are compared one to another," said Jim Anger

meyr,
lead associate for research and evaluation with the Robbinsdale School District. "I suspect that the results will be fairly similar to last year. Whatever improvements you tend to see in tests like this are fairly small and incremental."

Angermeyr said the tests are designed for high school graduates and that it's unrealistic to expect large percentages of eighth-graders to pass them. He said it's wrong to describe children who do not pass the tests as failures.

"They're only a failure in the sense that they're not above average," he said.

Many schools launched year-round efforts to improve scores this year. Educators touted a new emphasis on the basics, featuring expanded reading classes, more math drill and a lot more newspaper and magazine reading.

Trewick said she is hearing from districts that are optimistic that this year's scores will show an improvement.

"Boy, there are some districts that are confident that more kids can read at this level than there were in the last round of testing," she said. "We'll see on Thursday."

In response to the claim that test scores were becoming too politicized, Trewick responded that the tests are not about politics, but about holding districts, schools, teachers and students responsible for learning.

"It seems pretty basic to me," she said. "We need to have a measure to know whether we're delivering or not, and this is one of many measures."

Last year's results showed that 41 percent of Minnesota eighth-graders flunked the test in reading, while three in 10 couldn't pass a similar test in math.

Headline#\ PP# 2 schools here ban clothing from
'South Park' show Headline #:\
PP#By Jim Stigl
of the Journal Sentinel staff

"South Park," the most popular show on cable TV these days, especially among kids, is just beginning to appear on the radar screen of most parents and educators who are looking past the sweet-faced cartoon urchins and finding shockingly adult themes.

At least two schools in the Milwaukee area have banned clothing depicting the cute but potty-mouthed characters from the half-hour animated program on the Comedy Central network.

The satirical show is tagged with a TV-MA (mature) rating and is preceded by an advisory to parents.

Concerned schools here are joining districts in Georgia, Connecticut, Texas, New Jersey and other states that have warned parents about the adult content of the harmless looking cartoon and stopped children from coming into schools wearing "South Park" T-shirts and caps.

Although children have been enjoying the show in ever growing numbers since it first aired last August, parents say they're concerned by the profane and racially charged language and themes of the show, which have included an elephant making love to a pig, anal probes by aliens and lots of flatulence and poop jokes.

Parents of the 520 students in kindergarten through fourth grade at Stormonth Elementary School in Fox Point got a letter last week from Principal Linda Moore saying the clothing was causing a disruption in the classrooms and would not be allowed.

Moore acknowledged seeing only one child wearing a "South Park" T-shirt on one day, but other children gathered around to look at it, and that took "a little bit of time away from the classroom."

Dominican High School, in Whitefish Bay, also has prohibited clothes depicting images from show.

"The humor characterized in the program is inconsistent with our school philosophy," Michael Maguire, principal of the Catholic school, said Monday.

If all that comes to mind is Whitnall Park when you think of a south park, here is a quick overview of the show, which airs here at 9 p.m. Wednesday and repeats at other times:

The show is set in the hick town of South Park, Colo., and follows the adventures of four grammar school boys crudely animated as wide-eyed fireplugs.

There's Stan, the group's leader who throws up when he gets nervous around girls; Kyle, the smart and sweet one who gets picked on for being Jewish; Cartman, the fat kid whose hermaphrodite mother is always feeding him cheesy snacks; and Kenny, whose claim to fame is that he gets killed every show "in a microwave, for instance, or torn apart by angry turkeys. Hence this year's hot phrase: "Oh, my God. They've killed Kenny!"

Adults in the town are just as strange. Mr. Garrison, the boys' teacher, is homophobic and a racist who often speaks through a puppet. Chef, the school's cafeteria cook whose voice is done by "Shaft" soul singer Isaac Hayes, croons explicit sexual songs.

Kathie Lee Gifford showed up as a cartoon, and Jesus fought Satan in a pay-per-view match on one show that brought complaints to Comedy Central from a national Catholic organization.

"They thought that was outrageous, but it was a positive story about Jesus. He ended up winning the fight," said Tony Fox, a spokesman for Comedy Central in New York.

Authority figures who are still figuring out that "Beavis and Butt-head" has dissolved into reruns might be surprised to hear just how popular "South Park" has become.

Ten of the last 12 weeks, it was the No. 1-rated show on basic cable, and last week's show, which solved the mystery of Cartman's father, was seen by 6.2 million viewers, making it the second-highest rated cable show ever.

Most of the school principals contacted for this story had never heard of the show, and they said they were unaware of it causing any problems at school. They said they tend to ban clothing that contains profane or violent messages, depicts alcohol, tobacco or drugs, or is anything "the recent Marilyn Manson look-alike craze would be an example" that disrupts the learning atmosphere.

Dennis Allmon, a spokesman for West Allis schools, said his college-age daughter put a "South Park" bumper sticker on his car.

"The little guys are kind of cute, but they do have terribly foul mouths," Allmon said.

Moore, principal at Stormonth, who in 1996 banned Beanie Babies from school because they distracted the children, thinks children who watch "South Park" have been imitating the put-downs they hear and have become disrespectful toward adults and peers.

"We have become aware that some of our children are taping it and sharing it with their friends, so your child may be watching it when you are not at home," the letter to parents says.

She said she consulted her staff and showed a videotape of "South Park" episode
s to the
parent-teacher organization before sending the letter. She has receive
d only positive
feedback from parents about her warning and clothing ban.

Victoria Jacobus, of Fox Point, said her son Jake, a fourth-grader at Stormonth
, spent his
own money on a "South Park" hat that he can't wear to school any mo
re.

But she supports Moore's decision and after watching the show with her fourth-
and
fifth-graders has decided it's not appropriate for that age.

Her children still beg her to let them watch the show.

"It just blew my mind when I viewed it on my own," said Donna Olsen, president
of the
Fox Point-Bayside Parent Teacher Organization. "But it certainly has a f
ollowing among the
kids. That I know."

Fox, the Comedy Central spokesman, said he applauds efforts to get the word out
that
this is a show for adults. He said about 20% of "South Park" viewers are
younger than 18,
and only 5% are 2 to 11 years old. Clothing from the show is n
ot made in children's sizes,
he said.

"We consider this an adult program. We don't want kids watching it," Fox said.
"There's
a lot of messages in the show that a young person is not likely to pic
k up on. They're subtle.
It's social satire, and I think that's where the dange
r lies for young children."

According to Bev Greenberg, a spokeswoman for Time Warner Cable in the Milwauke
e
area, the company has not received any calls so far complaining about "South
Park."n

Publication#W\ PP# 57. Richmond Times Dispatch"Publication" #:\ PP#April 28,
1998

Headline#\ PP# School fund bid likely facing trim Headline #:\ PP#Subhead#[\

PP# Prince George board sought 10.5% boostSubhead#:\ PP# BY JON POPE
Times-Dispatch Staff Writer

PRINCE GEORGE " It appears that the Prince George School Board will receive \$500,000 less in local funding than it requested for fiscal year 1998-99.

The Board of Supervisors is expected to vote tonight on the proposed \$63.1 million spending package, which allocates \$8.6 million in local funding for the public school system. The School Board had requested \$9.1 million from the county.

"I think the general feeling is that the cut, per se, will probably remain," said Henry D. Parker Jr., chairman of the Board of Supervisors.

The supervisors' proposal isn't technically a "cut" in school funding; it's just not the sizable increase school officials were seeking. The current budget allocates \$8.3 million in local money to the schools.

The School Board's request for fiscal year 1998-99 funding is \$869,000, or 10.5 percent, more than the county provided in the current budget, while the supervisors' proposed allocation represents about a 4 percent increase.

Only Supervisor G. Reid Foster Jr. has spoken out in favor of full funding for the school system.

Residents blasted the Board of Supervisors at an April 14 public hearing on the budget but not before the supervisors stunned the standing-room-only crowd by delaying the hearing for nearly two hours. Parker warned the audience before the public hearing that any emotional outbursts, including applause, could lead to a delay.

After School Board Chairwoman Rebecca L. Voorhees spoke, the crowd applauded, causing the supervisors to vote 4-1 to delay the hearing. Foster voted against the delay.

The move brought derisive cries from the audience, such as "You will be voted out!"

When the hearing resumed, speaker after speaker asked the supervisors to explain why they supported the "cut" in school funding, but no one responded.

The supervisors and the School Board met Friday to discuss the issue further. The supervisors told school officials that a 10.4 percent increase was too much, Voorhees said.

She said the supervisors discussed possible ways for the School Board to lessen the impact of the "cut," including leasing eight new buses for \$80,000 or \$90,000 instead of purchasing them for \$382,000.

Voorhees said the meeting was an improvement from an earlier meeting between the boards when the supervisors either stonewalled school officials or gave rude responses to budget inquiries.

Publication#W\ P P# 58. Baltimore Sun"Publication" #: \ P!P#April 28, 1998

Headline#\ P"P# Special education in city schools pushed to the back of the bus againHeadline #: \ P#P#
By Mark A. Mlawer

A CITY-state partnership for Baltimore schools was ushered in with great fanfare and \$254 million a year ago, stirring hopes that finally the schools would be steered in the right direction.

Since the new school board and interim schools chief Robert E. Schiller became actors in the city schools melodrama, they have garnered relatively good reviews. But the whole truth must be told. They had an easy act to follow; and they are already making significant mistakes.

Their predecessors almost steered the school system into oblivion. Students dropped out at three times the state average. Student performance was the lowest in the state, although a third of Maryland's school districts spent less per pupil.

The school headquarters on North Avenue was a bastion of educrats, paying its top administrators high salaries and rating them "satisfactory" regardless of performance, while students, parents and the "culture" were consistently blamed for the systems failings.

But hasn't a new day dawned? Perhaps, but a look at special education suggests a different conclusion.

In 1984, Baltimore children with disabilities sued the city schools for failing to obey federal laws governing special education. Students were waiting too long for evaluations, weren't receiving services or had them interrupted. Sometimes schools would forget about students who were supposed to be evaluated, rediscovering them years later with far worse problems.

Many court orders have been issued that direct the school system to comply with federal law, but they were repeatedly violated. Things got so bad that in 1994 then-Superintendent Walter Amprey was held in contempt of court. Even today, the school system doesn't know where all its students with disabilities are or what services they're supposed to receive. Hundreds of students each month are denied services, and those are just the students the system knows about.

Last year, representatives of the city, state and students agreed to a long-range compliance plan, which the court adopted. The plan marks the first time the parties have agreed on specific steps to fix the problems. Previous attempts treated only the symptoms, and, predictably, failed.

Plan for the problem

This plan gets at the heart of the matter: Severe problems in regular education cause large numbers of students to be identified as disabled; once identified, students are often unnecessarily transported to expensive separate schools and classes. Costs continue to increase because of a failure to break with these practices.

The plan calls for assisting teachers in meeting the needs of at-risk students instead of referring them to special education, and educating more students in their neighborhood schools. Implementing it will help control spiraling special education and associated transportation costs.

Many expected that the new board and Mr. Schiller would act quickly to carry out the plan. Unfortunately, their actions have been too little too late.

In spite of repeated reminders, for months no one was placed in charge of the plan. In September, Mr. Schiller stated that no additional funds were necessary to implement it. But in November, the city schools claimed a lack of money. The new money from the state? Sorry, already spent. What about the state's agreement to help carry out the plan? Forget about it. The court order? Change it.

It is not even clear whether key staff members are familiar with the plan. While publicly characterizing it as mere "paperwork," they then explain their failure to implement certain provisions by professing ignorance of its contents, even requirements as concrete as hiring guidance counselors for specific schools. It is indeed challenging to implement a plan one hasn't read.

Not surprisingly, the city schools are already far behind on much of the plan. Most of the bureaucrats responsible for this are still safely ensconced in their jobs. Instead of implementing the plan, they are now doing what bureaucrats do best: writing a "modified"

plan that removes provisions necessary to solve the problems.

What reform?

Does this sound familiar? It should. From the perspective of students with disabilities, too little has changed. Nevertheless, now the state is supporting city bureaucrats rather than city students. Its active concern for the most vulnerable students apparently ended when the city-state partnership was achieved.

The school board and the state must make the plan a top priority. Special education laws, court orders and the federal court are not going away. Neither are these 18,000 students, and they've already waited long enough.

Mark A. Mlawer represented city students with disabilities on the Management Oversight Team from 1994-1997.

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Publication#W\ P\$P# 59. Baltimore Sun"Publication" #:\ P%P#April 28, 1998

Headline#\ P&P# Baltimore schools shift on reading
textsHeadline #:\ P'P#Subh
ead#[\ P(P# More explicit phonics now being considered Subhead#:\ P)P# By Mar
ego Athans Sun Staff

Baltimore school officials changed direction yesterday on the purchase of reading books, and are now considering programs that teach more explicit phonics in the early grades.

Chief academic officer Searetha Smith, who was set last week to recommend one textbook series for all elementary school grades, expanded the options yesterday. She suggested three choices: using a Houghton Mifflin series for all elementary grades; giving schools three or four textbook selections; or adopting one book series for kindergarten through second grade and another for grades three through five.

Interim schools chief Robert E. Schiller decided yesterday to delay the board vote on the \$3.8 million purchase " originally set for tonight " for one or two weeks so he could weigh options and consult other big-city superintendents and reading experts.

He said he was partial to programs that offer direct, explicit phonics in early grades, and was looking closely at McGraw-Hill's Open Court program for grades kindergarten through two.

"It's not a matter of changing the thinking " I like to have a variety of policy options," he said. "We've been talking it through; it may well be that we'll wind up with one basal [textbook series]. But I want to make sure the board understands its range of options."

The shift comes as school officials face criticism for rushing into a decision and paying too little attention to reading research.

"They should take time to do this process correctly," said state schools Superintendent Nancy S. Grasmick. "It's a very significant decision. It will totally guide the instructional program for several years. It must be done in a very measured way and take into account the opinions of national experts in research."

As part of a sweeping reform of the troubled school system, Schiller had called for one or two sets of textbooks to bring consistency to the district, where the medley of 15 different programs makes it difficult to set standards. Schiller has said he feels an urgent need to pick books so that teachers can be trained by fall.

The stakes are enormous: 88 percent of third graders don't meet state standards in reading.

Schiller and the school board will now weigh the textbook issue, which already has provoked some controversy. In March, a panel of teachers and administrators favored two textbook series " including the Houghton Mifflin series recommended by Smith " that have sold well around the country but have not been rigorously tested for effectiveness.

The panel rejected two other textbooks that have proven successful in major studies and were developed by scripting into practice the most reliable research on how to teach beginning readers.

Robert E. Slavin, a nationally recognized Johns Hopkins researcher, said that the selection process was typical of many school districts " influenced more by publishers' marketing prowess than solid proof.

"It's business as usual at a time when business as usual is not a good idea," he said.

"Evidence of effectiveness is hardly ever an issue. If I were making the decision I'd be looking for evidence."

Baltimore's textbook debate is the latest incarnation of the "reading wars" between phonics, which focuses on sounding out words, and whole language, which emphasizes engaging literature.

But now, with mounting attention to nearly 30 years of research that points to the importance of teaching the sound structure of the language and phonics, the debate has shifted to how phonics should be taught.

States like California and Texas, leaders in reading reform, are now demanding "explicit, systematic phonics." That means teaching children to sound out letters in isolation and blend them together to form words; requiring them to master simple skills before moving on to more complex ones; and asking them to read stories that have a high percentage of words they can sound out.

Several major publishing companies got caught on the wrong end of this rather sudden shift toward phonics, and are scrambling to produce supplements and revisions. That means Baltimore's purchase comes at a bad time. Within a year, some major publishers will have hired big-name authors with expertise in systematic phonics and have revamped their books for new standards in Texas.

In Baltimore, school officials produced a list of criteria that calls for explicit, systematic phonics and phonemic awareness in kindergarten through second grade as well as an integrated program of reading, writing, speaking and listening in grades three through five.

In late March, a 35-member panel of teachers, administrators and others heard presentations from six publishers and selected two: Macmillan/McGraw-Hill and Houghton Mifflin, programs that are hot sellers around the country and are marketed aggressively.

What raised questions among many reading experts is that the panel rejected two programs that have proven successful in independent studies: Open Court and SRA Reading Mastery, both owned by McGraw-Hill.

The panel disqualified SRA Reading Mastery, mainly because it lacked an adequate language arts program in grades three through five.

Of the remaining programs, Open Court ranked fourth.

School officials consulted six reading specialists with the State Department of Education, Coppin and Morgan State universities and the University of Maryland, College Park " but only asked them to review the top two recommendations. Three of those panelists lack expertise in beginning reading, although all have general knowledge about reading or middle school reading.

Smith, the school system's chief academic officer, could not be reached for comment yesterday evening. But in a recent interview, she said she saw no need to consult national experts, many of whom, she said, are affiliated with the publishing companies.

"I consider myself a national reading expert," she said, noting that she is a trained reading specialist and has already conducted three reading textbook adoptions in other school districts.

She said that particular textbooks are less important than an overall strategy and good teacher training. She said she doesn't believe that all children need explicit phonics; some need a more "visual" method, she said.

Schiller, the acting superintendent, would not name the outside experts he plans to consult about Baltimore's decision. Others who have been involved in textbook purchases advised taking time to study reading research and what it should look like in practice.

"We took six weeks, and I thought we were rushing," said Kathleen Brown, a professor and reading researcher at the University of Utah who served on a selection panel for Salt Lake City area schools, one of the largest districts in the country.

"One district in Utah takes an entire school year to review books when they're about to issue a recommended list. It would be very difficult to look carefully at six different series in that time frame and see whether or not the claims that the publishers' representatives make are in fact substantiated."

Publication#W\ P*P# 60. Bergen Record"Publication" #: \ P+P#April 28, 1998

Headline#\ P,P# Not all colleges want to be universities Headline #: \ P-P#
By JOHN MOONEY Staff Writer

Will Ramapo College soon be Ramapo University? How does Stockton U. sound? Or U

niversity of New Jersey?

New Jersey's state college system is swiftly being transformed into a state "university" system, with Jersey City State College the latest institution seeking to become a university.

But there are a few holdouts that continue to go by "college" and have no plans to change.

"If you look across the country, the term 'college' remains a very venerable one," said Vera King Farris, president of Richard Stockton College in Atlantic County. "We're very happy where we are."

Concurring are officials from the College of New Jersey, Ramapo State College, and Thomas Edison State College. Among private schools, Felician College in Lodi is also letting the university bandwagon pass.

These schools don't criticize their peers for switching to the fancier university title, which generally reflects the breadth of a school's graduate-level programs. But Ramapo President Robert Scott said the university label also can connote a "large, cold, and impersonal" place "something he hopes to avoid at his 5,000-student campus in Mahwah.

"I think there is a niche for a public liberal arts college like ours," he said.

So what's all this fuss about a name, anyway?

In the past five years, four state colleges and two private colleges have made the switch to university. Rider and Montclair State were the first, and William Paterson and Kean the most recent.

Jersey City State would be the seventh college-turned-university. It is asking the state Commission on Higher Education to kindly dub it New Jersey City University.

rsity. A May 29
vote is scheduled.

All this started in 1992 when the state issued new regulations that loosened the definition
of what is and is not a university.

Previously, the state said a school was either a "research university" providing doctoral
programs or a "college." There was nothing in between.

Six years ago, a new "comprehensive university" category was created. Among its
requirements: The institution had to have at least three graduate programs for the five
previous years, show a commitment to retaining the programs' students and faculty, and
have the financial resources to maintain the programs.

To many, the change was long overdue. For instance, William Paterson University
already had 13 graduate programs before it got the new title.

"William Paterson, Kean, and Jersey City, they should have been called universities years
ago," said Darryl Greer, director of the New Jersey State College Governing Boards
Association.

"What precluded them was just asinine overregulation by the state," he said. "Now, the
regulations are more reasonable. . . Institutions are now being called what they are."

But it's more than just a matter of truth in advertising. The new name also brings a
prestige that a school hopes will raise its standing in the community "and increase its
attractiveness to prospective students.

As a member of the Class of 1999 at Montclair State University, Bob Czeclowicz said
his school's name change four years ago was significant.

"You can't tell a difference on a day-to-day basis, but the interest and things

like
enrollment and applications definitely went up," said Czeclowicz, a marketing major from
Manville.

And when he tries to convert that major into a job, Czeclowicz believes the university
title will bring a certain cachet to his resume.

"You can tell it helps when you say to people you went to Montclair State University,
instead of College," he said.

When filing their petition to become New Jersey City University, officials said
the new
name is more than just a matter of semantics.

"This great institution of higher learning will then become an even greater one
with a
forward-looking name that expresses its vision, place, and mission," said John Moore, the
college's trustee chairman.

New Jersey's system is not alone in its face lift.

"There is definitely a trend for regional public institutions to re-name themselves
universities," said Robert Atwell, former president of the American Council
on Education,
a higher-education advocacy group in Washington, D.C.

"In fact, there aren't a whole lot of public four-year institutions that still
call themselves
colleges," he said.

Atwell said the danger is the possible creation of a bunch of "flagship wannabes" striving
to compete with true statewide institutions like Rutgers University
"a prospect that can
drain public money and resources.

But he and others said that doesn't seem to be happening in New Jersey. The state still
has a separate category for established research universities, and the
new universities have

to obtain separate approval for doctoral programs.

"It's a straw man," said Greer, of the New Jersey State College Governing Board
s Association. "These are not wannabe Rutgers or Princetons, and they shouldn't
be denigrated
for just wanting to be first-rate, comprehensive regional univer
sities."

And what of the current and future colleges? Few of them would probably qualify
yet to
be universities, anyway. But several officials said the college label m
ay become its own best
advertising.

As it is, Ramapo College this year saw a nearly 40 percent rise in freshman app
lications,
according to officials. And the College of New Jersey, which used to
be Trenton State
College, has become arguably the state's most competitive pub
lic institution.

"It's part of our whole mission," said Susan Long, a spokeswoman for the Colleg
e of New
Jersey. "With our undergraduate focus, being a college reflects what w
e are much more than being a university would."n

Publication#W\ P.P# 61. New York Daily News"Publication" #:\ P/P#April 28, 19
98

Headline#\ P0P# Gov Is Too Cutting, Say Schools
Advocates Headline #:\ P1P#By
NANCIE L. KATZ and
JON R. SORENSEN
Daily News Staff Writers

chools advocates yesterday blasted Gov. Pataki for slashing hundreds of million
s of
dollars in education funds as the governor defended those and other cuts a
s fiscally prudent.

Pataki on Sunday sliced about \$1.6 billion in spending and borrowing approved t
his
month by the Legislature " angering lawmakers on both sides of the aisle an
d spurring
vows of overrides and legal action.

He cut more than \$200 million earmarked to rebuild the city's public schools, in addition to \$100 million for teacher salaries and training programs.

Schools Chancellor Rudy Crew said the education cuts "will have dire consequences for our students if they are not restored."

He said school buildings need more than \$10 billion in repairs, and noted space will be further squeezed when the city expands pre-kindergarten programs and begins early grade class-size reduction next year.

"The vetoes here cut into the heart and soul of urban education," said Randi Weingarten, president of the United Federation of Teachers.

And Assemblyman Steven Sanders (D-Manhattan) assailed the cuts as "heartless and irresponsible."

But Pataki, who slashed a total \$500 million earmarked for school reconstruction statewide, said the state already is set to spend \$900 million on building and reconstructing schools.

"A lot of things I would have liked" to keep in the budget, he said. "But what you have to do ultimately is make sure the budget meets the needs of the public, not just this year " which is an election year " but in the future."

Pataki got a thumbs up from Mayor Giuliani, who praised his fellow Republican's fiscal restraint. "By and large, the city was helped by this," Giuliani said.

"Gov. Pataki's actions on the veto and the budget were signs of real leadership."

But Assembly Democrats said they are ready to go to court, saying the governor's vetoes

are illegal. And Senate Republicans haven't ruled out an attempted over-ride.

The City University of New York, meanwhile, is losing more than \$19.8 million a year approved by the Legislature, including \$7.5 million to hire 150 full-time professors, \$2.3 million for tutoring programs and \$1.6 million for day care. A similar amount was rejected for the State University of New York.

"It's a big blow. It hurts students," said Irwin Polishook, head of CUNY's faculty union.

Pataki also whacked \$3 million that would have reinstated a conductor on every subway, \$2 million to have more clerks on the Long Island Rail Road and Metro-North, and \$100,000 to give half fares to more city school children.

Dozens of community groups, meanwhile, will miss out on the \$158 million in pork-barrel expenditures approved by the Legislature.

Publication#W\ P2P# 62. Hartford Courant"Publication" #:\ P3P#April 28, 1998

Headline#\ P4P# National Group Taps Local Educator Headline #:\ P5P#By JANICE D'ARCY

WALLINGFORD - Superintendent Joseph J. Cirsuolo declined to comment on an intensifying censorship debate a few weeks back.

Not long before, he would say little when his school system was accused of forcing out a teacher who was preparing for a sex change operation.

But now he might have a harder time fending off publicity. As president-elect of the American Association of School Administrators, Cirsuolo will be the front man for 15,000 colleagues and a national spokesman for education.

"I think it's more responsible to hold back and consider the issues before speaking out," Cirsuolo said in a recent interview in his Wallingford office, speaking

arsely decorated but
festooned this day with congratulatory balloons.

"I'm sure I'll be tempted to fire back at times, but I've learned that's rarely the most responsible response."

It's a style the 56-year-old administrator intentionally cultivated during a career that began as an English teacher in Hamden. He vividly remembers the time, as an administrator in Clinton, that he publicly denounced a colleague.

"I made the debate personal," he said, taking care this day not to name his former foe. "I created a lot of enemies that stayed with me for years. That taught me a hard lesson."

In Wallingford, where he has been superintendent for eight years, critics are few and far between. The board of education chairwoman calls him a "treasure."

"He collects his facts and then speaks," said Chairwoman Patricia Corsetti. "That way, you know you're getting a thoughtful conscientious response."

Outside Wallingford, he is well-liked enough that other administrators elected him president of the New England Association of School Superintendents and its Connecticut counterpart before he was tapped for the national post.

But the two recent controversies in his system have shown that Cirsuolo is a bit camera-shy - a quality that may not play well in his new post. Private school reimbursement, teacher tenure and school financing are a smattering of the contentious issues Cirsuolo will be expected to weigh in on.

"We need a forceful spokesperson for this job," said Gary Marx, a top AASA administrator. But Marx noted that a delayed response is not necessarily a passive one.

"I believe Joseph Cirsuolo is a forceful spokesperson," he said. "I think other administrators look to him for ideas and guidance."

Eventually, Cirsuolo did speak publicly on both the censorship debate and the teacher who retired early.

In the first case, which continues to simmer in town, a set of parents complained that the James Dickey novel "Deliverance" was inappropriate as assigned reading in their son's senior level English class.

Cirsuolo was silent through a raucous board of education meeting and weeks of local debate. He ultimately came out in support of the book's place on the reading list, issuing a tactfully worded defense of the novel's literary merit.

The parents have appealed the decision to the board of education.

Cirsuolo did not speak on the second case until well after the controversy subsided. When Scott Hendricks, a popular high school teacher who was preparing for a sex change, abruptly retired in February, his students and a few of their parents were outraged.

Cirsuolo said nothing in the face of mounting protests to what appeared to be a forced resignation. His stock response: "All I will say is we do not discriminate."

Almost two months later he explained that Hendricks' departure "was better for the students."

"If the teacher were to have come in after the operation, it wouldn't be an issue. But that wasn't the case here. I think it would have been a very difficult transition for the students to deal with," Cirsuolo said.

The teacher has taken a cue from the schools chief and has remained silent on the issue.

“Sometimes it's best not to talk about everything all the time,” Cirsuolo said. Publication#W\ P6P# 63. Boston Globe"Publication" #: \ P7P#April 28, 1998

Headline#\ P8P# Special ed reform ignored in House
budget Headline #:\ P9P#Su
bhead#\ P:P# \$19.4b plan anticipates \$500m tax reductionSubhead#:\ P;P#
By Geeta Anand, Globe Staff

In a sign that the Legislature's much-touted effort to overhaul special education is dead, House Ways and Means Chairman Paul Haley put no money for the plan in the \$19.4 billion budget he unveiled yesterday.

Haley said he will not go along with an education committee plan to spend another \$15 million to help communities burdened by the high cost of special education because the same proposal does not go far enough in reforming the existing system.

"We're not going to put even more resources into a special education plan until someone is able to come up with one that contains the costs," Haley said.

Leading lawmakers have pushed for an overhaul, arguing that a disproportionate amount of state education funding is going to special education, shortchanging students in regular classrooms. The education committee recommended some reforms but stopped short of adopting the most controversial changes.

The House budget, up 5 percent from what the House passed last year, was praised yesterday by the Massachusetts Taxpayers Foundation, a business-funded watchdog group. The spending plan anticipates a \$500 million tax cut, including the phase-out of a tax on the insurance industry that will reduce annual revenues by \$10 million next year and as much as \$75 million when fully phased-in after 10 years.

Included in Haley's budget is a small but highly symbolic plan to save \$70,000 by eliminating the state Emergency Finance Board. Both Treasurer Joseph Malone and Auditor Joseph DeNucci are members of the board and earn \$100 and \$75, respectively, for each 20-minute meeting they attend. The board meets twice a week and both men earn close to \$10,000 annually from the membership.

Malone said through a spokesman that he had "no problem" seeing the board abolished.

Acting Governor Paul Cellucci attacked the House plan yesterday for failing to include \$40 million he proposed for new teachers, a plan Haley dismissed as a gimmick.

"We're going to keep fighting," Cellucci said. "I don't think lowering class sizes is a gimmick."

Michael Widmer, president of the Massachusetts Taxpayers Foundation, called the proposal a "good budget" and said it takes advantage of the healthy economy and huge budget surplus to offer tax cuts and invest in needed capital programs.

"The initiatives may not be as sexy, but they're important," Widmer said.

Like the budget proposal Cellucci released in January, the House plan includes \$50 million in new spending for local roads and bridges, the type of projects the state usually borrows to fund. As Cellucci does, Haley calls for school districts to spend more of the money they receive through the Education Reform Act on general maintenance, requiring that they do so in order to have access to a \$30 million school building account.

Haley's budget, \$83 million higher than Cellucci's, also would add case workers for mentally retarded people and expand adult education.

Haley's failure to include money for special education angered the leading advocacy group for children with disabilities. Julia Landau, a lawyer with the Massachusetts Advocacy Center, said the money was sorely needed.

"We're very disappointed the budget fails to provide more money to school districts for the cost of educating children with disabilities," she said.

Landau has argued the reforms the education committee recommended were adequate to address critics' concern that too many children with minor problems were languishing in special education.

But Haley and others have argued that the state special education law should be changed to eliminate the requirement that schools provide "maximum possible" services for children with special needs. Instead, they believe the state should adopt the federal requirement used by most states: a "free and appropriate public education."

Critics of the federal standard say it would allow school districts to reduce the level of services they provide for children with disabilities.

The House is scheduled to begin debate on the budget Monday.

Publication#W\ P<P# 64. Associated Press"Publication" #:\ P=P#April 28, 1998

Headline#\ P>P# No honor for student mom Headline #:\ P?P#
By Associated Press

XENIA, Ohio - A student with a 3.8 grade point average has been barred from joining her high school's National Honor Society chapter because she is a teenage mother.

Amanda Lemon, 18, was invited to join Xenia High School's chapter until the five-member faculty council that oversees the society learned the senior has a 9-month-old daughter.

School officials said parenthood is a barrier to joining the national society.

"In Xenia, we have not allowed that," said Xenia schools Superintendent James Smith.

"This community is a very - what would I say - conservative community."
"

The National Honor Society, established in 1921, allows the more than 14,000 high school chapters across the country to set their own standards in four areas: grade point average, service, leadership, and character.

Smith said the school's society has also barred male students who have children.

Lemon filed a formal discrimination grievance with the high school's principal on Friday, saying the school's decision violates federal law.

The school is now reviewing its policy. However, a spokeswoman for the national group that oversees the society said a school can bar a teenage parent from joining.

"If the child was seen as evidence the girl was engaged in sex behavior, that can be used as a gauge of her character," said Pat Scanlan, spokeswoman for the National Association of Secondary School Principals.

Lemon's mother said her daughter is a role model who deserves to be inducted.

"She has shown you don't have to have an abortion, you don't have to drop out of school, you don't have to feel like your whole world has crumbled around you," Barbara Lemon said. "You can make it and excel."

Publication#W\ P@P# 65. Christian Science Monitor"Publication" #:\ PAP#April 28, 1998

Headline#\ PBP# Schools Slam the Door on Hallway

Lockers Headline #:\ PCP#Suz
i Parker,
Special to The Christian Science Monitor

ASHDOWN, ARK. " The decision was almost as easy as flipping a coin: no lockers

Last fall, Steve Halter, principal of Ashdown Junior High School in Ashdown, Ar
k.,
decided the time had come to address tardiness and discipline problems betw
een classes.

As a former assistant principal at the town's high school, he realized that mos
t problems
occurred between classes when students spent a lot of time at locker
s, gabbing to friends and
sometimes getting into fights.

To eliminate these distractions, Mr. Halter and Jim Gentry, principal of Ashdow
n High
School, decided at the beginning of the school year to remove the locker
s.

"We've always had problems in our schools with students being tardy and not get
ting to
class on time, as well as having arguments in the locker area, which is
normal," Halter says.
"Mr. Gentry and I sat down and thought that if we could
alleviate the problem of students
getting into trouble or being late for class,
the students could then get back to concentratongon learning."

When the bell rings, the 800 students enrolled in both the junior and senior hi
gh schools
simply get up from one class and walk to the next. All they need are
paper and pen, and
most students carry book bags as well.

A set of textbooks is kept in each classroom and another set is issued to stude
nts to keep
at home. Although it means having twice the number of books, the be
nefits, including
students no longer forgetting or losing books, outweigh the e
xtra cost, says Gentry.

"It's better this way," says ninth-grader Teresa Teehee. "We aren't late to cla

ss anymore.

There's not that pressure to hurry. We still get to talk to our friends a little, not as much though. The good thing is that we get started on time and seem to be getting more out of class."

But without lockers, students don't get to socialize as long between classes, nor do they receive a longer lunch. Next year, the schools plan to cut the time between classes from five to three minutes. Students may receive some compensation for their quickness to class if the principals shorten the school day by six to seven minutes.

Not all students like the new policy. "I really miss talking to my friends between classes. I don't think that's a good thing. It seems like studying all day," says eighth-grader Martelle Fields.

But school officials point to the new policy's benefits. Halter once spent his time issuing 15 to 20 tardy slips a day. Now, two or three are unusual. Teenagers no longer hang out in the locker bay, an area now off limits to students.

"In the past, we had students jammed into that one area," Halter says. "If a conflict broke out, then all the students gathered and looked. You couldn't get to them. We have just taken the opportunity to get rid of trouble."

Halter heard about the elimination of lockers at education conferences. He says schools in Arizona and Texas have also tried the no-lockers plan.

Halter credits the Ashdown School Board for approving the project, which at first looked expensive. Cost factors often stop school districts from enacting such a program. But in the long run, the cost in Ashdown was not that high since most schools already buy additional textbooks.

On the home front, students no longer have the excuse "I left my books at school."

I" to
avoid homework assignments. And the wear, tear, and destruction of books
have come to
a virtual halt.

The lockers still stand in the schools, and Superintendent Dickie Williams is r
eluctant to
pull them out just yet. He says the plan is working for now, but he
wants to make sure it will
last. "If we go in and pull out the lockers and the
n five years down the line a new principal
wants lockers back in the school, th
en we will have a big expense."

"Lockers gave students a place to store things they didn't need," Gentry says.
"It's
amazing how much it has helped ... the school be more effective and effic
ient at teaching."n

Publication#W\ PDP# 66. Christian Science Monitor"Publication" #:\ PEP#April
28, 1998

Headline#\ PFP# What Happens When They Teach the
ABCs? Headline #:\ PGP#Gail
Russell Chaddock,
Staff writer of The Christian Science
Monitor

CHARLOTTESVILLE, VA. " To hear Roderick Kirby, you wouldn't guess that six
mon
ths ago, he didn't know the alphabet. "Look at that fly. It sat on my hat." He
chuckles,
steals a glance at his tutor, then reads on: "My cap has a flap. Rap.
Rap. Rap."

This first-grader has his "ap" and "at" sounds down cold. He can read them, wri
te them,
build words with them, and trounce his tutor at phonics bingo. "Hey, I
lose. You beat me,
man. Good job!" says Dedric Barber, a volunteer tutor with
Book Buddies - one of the top
reading programs in the country and one of the fe
w that have learned to use volunteers
effectively.

Volunteers are the latest strategy to resolve the nation's reading crisis. Pres
ident Clinton has called for 1 million of them to help ensure that every child c
an read well by the end of
third grade. Tens of thousands have already signed o

n to new tutoring programs associated with the president's America Reads Challenge. But, in fact, not much is known about how effective volunteer programs are in

helping kids learn to read. Few programs evaluate their own work. And reading experts worry that a surge of inadequately trained or supervised volunteers into America's classrooms could do as much harm as good.

"Some incredibly good teachers are having trouble teaching kids to learn to read by the third grade, so it's not surprising that there are a lot of volunteers out there who are floundering," says Barbara Wasik, co-director of the Early Learning Project at Johns Hopkins University in Baltimore. "The worst-case scenario is that kids who work with these tutors will become unmotivated and find that at they can't learn to read," says Ms. Wasik, who just completed a study of volunteer reading programs.

What makes Book Buddies so effective is that it gives volunteers close support and feedback, she says. The program was developed by the University of Virginia's McGuffey Reading Center in Charlottesville. It started small, and evolved slowly. In the past six years, its volunteers have tutored more than 700 students in Charlottesville schools.

A report released this month by the National Research Council says that Book Buddies achieved "considerably higher" results than those of other tutorial programs, often at a significantly lower cost; and that its tutors are comparable to professionally trained teachers.

Book Buddies tutors are not reading experts, but they teach as if they were. Mr. Barber is an employee at State Farm Insurance in Charlottesville. When he walks into one of his semiweekly tutoring sessions with Roderick, he picks up an individualized lesson plan and all the materials needed to teach it.

Barber signed on three years ago because he hoped that training in the Book Buddies program would help him tutor his own first-grader. He stayed because he loves helping kids make progress. For example, when Roderick moves from familiar "at" and "ap" sounds into the new worlds of "ad," he runs into trouble. He stumbles over "dad," takes a deep breath and makes a stab: "bad."

"Now take a good look," says Barber, gently. "What's that letter?...and that one.... Now say it. You got it. I saw you say it.... There you go! Good job!"

Reading specialist Mary Boylin is on site and observes part of the session. She will also see in Barber's report that "ad" was tough going, so "ad" words will feature prominently in the next lesson plan she develops.

It takes at least 15 hours to prepare for the 30 hours of tutoring she supervises each week at the Burnley-Moran Elementary School. She develops lesson plans and then assembles appropriate books, games, and phonics cards based on her ongoing diagnosis of what a child needs to learn.

Tutoring sessions are tightly focused: 10 to 15 minutes for rereading familiar stories, 10 to 12 minutes for word study, 5 to 10 minutes for related writing, and 10 to 15 minutes to introduce a new book.

"Several programs have tried to copy the Book Buddies model, but omit the reading specialist because it won't fit the budget. That decision undermines the whole program," says Marcia Invernizzi, who teaches at the University of Virginia's Curry School of Education and helped develop Book Buddies. "Most people have no clue how they learned to read. They just took it for granted. For kids that have problems learning to read, for whatever reason, it's hard work. And the tutor has to know exactly what to do," she says.

What people don't like to hear is that good tutoring is extremely labor intensive, she adds. She worries that volunteer programs like America Reads try to do too much, too fast, with less than adequate training.

Educators from Washington say that they are using the Book Buddies model for DC Reads, a volunteer tutoring project launched last fall in 16 city schools. Six local colleges and universities mobilized 579 federal work-study student tutors last fall and 758 this spring, funded by more than \$1 million in federal work-study grants. In addition, colleges have kicked in \$500,000 in grants and services. They plan to "massively expand" that effort next year.

But what fell out of the model early on was an on-site reading specialist. "A reading specialist was just too expensive," says Karen Hallerman of the Corporation for National Service, which helped organize DC Reads.

Instead, DC Reads uses AmeriCorps VISTA members to supervise college students and other community tutors at the schools. But the lack of a reading specialist to solve problems shows up in the quality of some tutoring sessions.

For example, during one session, a community volunteer at the Miner Elementary School asked a first-grader to complete the spelling of the word "panda." The student's guesses at the final vowel included: o, r, d, e, o, u, d, and o. The tutor followed up each wrong guess with "No," or "How did I tell you to spell this?" or "Now, what would that make it? -pan-dOOO." There was no lack of effort on the part of the student or affection from the tutor. But neither had a clue about how to get over that phonetic hurdle.

"We just weren't prepared for the fact that so many students didn't know the alphabet," comments Martha Kreiner, who organizes tutors at George Washington University. Ms. Kreiner help develop new materials for the school's tutors, including phonics flash cards. "Our library of reading aids has really grown, and we'

re seeing kids grow in literacy," says Sanjiv Gajiwala, a freshman tutor.

DC Reads is beginning a comprehensive evaluation of the program next month, and the need for better training and supervision is at the top of the list of concerns.

"There is an opportunity here to make a difference," Ms. Invernizzi says, "if people would wake up and listen to the research: There are no quick fixes and no substitute for knowledge about reading."

* Send comments to: chaddockg@cspcs.com

Getting Started

* Start small and develop slowly. The need is so great in some school districts that there may be pressure to get a big program off the ground immediately. Take care to set up a system that allows tutors to get good training and assistance.

* Don't skip on a reading specialist, on site and available to volunteers. The specialist is usually the first to drop out of the plan, once budget constraints kick in, but experts say there is no element of a volunteer literacy plan that is more important.

* Just because you had no trouble learning to read does not mean you can teach someone to read. Volunteers need to understand the principles of language instruction, especially phonics. "It's difficult to take people cold off the street and have them do phonetic decoding without some instruction," says Barbara Wask, co-director of the Early Learning Project in Baltimore.

* Structure tutoring sessions, including: rereading familiar books as a warm-up, word study, writing, and introducing new books. Seek out books that teach new sounds

sequentially. It's better if a child is tutored by the same person every week to establish consistency.

* Provide on-site instruction and feedback. Don't just use reading experts as a resource of last resort for tutors. Often, the tutors most in need of help don't realize it. Collect data to measure the effectiveness of your program.

Publication#W\ PHP# 67. Lancaster New Era "Publication" #:\ PIP# 04/27/98Section: NEWS; Page A-3

Headline#\ PJP# Classmates nicknamed him 'Satan'Headline #:\ PKP# It was a kind of joke, a piece of adolescent gothic, when 14-year-old Andrew Wurst's friends nicknamed him "Satan."

But the joke took on a bitter irony Friday when Wurst was charged with opening fire at an eighth-grade dinner dance, fatally shooting a teacher and injuring three other people.

"He had a really sick sense of humor," said one of Wurst's friends, Triston Lucas, 14, who attended James Parker Middle School with the suspect.

Bystanders said Wurst laughed as he sat in a police cruiser after the shooting.

Lucas and another friend, Ben Mills, said that about a month before the shooting, Wurst had threatened to kill people and then commit suicide. But neither boy accepted the threats at face value.

"He would, like, laugh when he said it: 'I'm going to go to the dinner dance and kill some people,'" Lucas said Saturday. "A typical kid wouldn't have believed him."

Lucas said Wurst also talked of suicide.

"He said he had 10 shells," Lucas said. "He said he was going to kill nine people he hated and then he was going to kill himself."

Neither Mills nor Lucas thought Wurst intended to specifically kill the teacher
, John
Gillette.

Erie lawyer Philip Friedman, who has been hired to represent Wurst, said he tal
ked with
the boy in Erie County Prison Saturday and described him as "devastate
d."

"This family's devastated," Friedman added. "Their hearts go out to the Gillett
e family."

Mills said he had nicknamed Wurst "Satan" about five months ago because Wurst w
as
a fan of rocker Marilyn Manson and his dark music.

Classmate Chad Konetsky, 14, said he noticed that Wurst was becoming increasing
ly curt
and unfriendly with people during the past few weeks.

Lucas and Mills, who described themselves as among Wurst's closest friends, sai
d he was
unhappy at home and became obsessive over girls.

"He hated his life. He hated the world. He hated school," said Mills as he sat
on his
bicycle on Lucas' front lawn. "The only thing that would make him happy
was when (a girl
he liked) would talk to him."

Members of the Wurst family, who run a landscaping business, declined to commen
t.n

Publication#W\ PLP# 68. Raleigh News & Observer "Publication" #:\ PMP# 04/25
/98; Edition: Final; Section: News; Page A1

Headline#\ PNP# Government to probe Wake for racial
bias in special educationH
eadline #:\ POP#
By TODD SILBERMAN
STAFF WRITER

Civil rights investigators with the U.S. Department of Education announced
plans Friday
to examine Wake schools for racial discrimination in the placement
of black students in
special-education classes.

Concerns have been raised for years in North Carolina and elsewhere that black or other minority students often make up a disproportionate share of programs for children judged to be disabled, often with behavioral or mental impairments.

The federal agency decided to look more closely at Wake schools after a routine review of enrollment statistics from school systems across the country.

"The data indicate that we need to look at this particular school system," said Rodger Murphey, a spokesman for the Department of Education in Washington, D.C. He said the check was not prompted by a complaint.

The agency has conducted about 50 similar reviews this school year at other school systems around the nation. Wake is the only North Carolina system that will be examined this year, Murphey said.

Black students make up about 26 percent of Wake's 89,500 students, but they represent 42 percent of students in all special-education programs. In classes for students diagnosed with behavioral or mild mental handicaps - often the most racially skewed - black students account for as much as 70 percent of enrollment.

Murphey stressed that the decision by the Office for Civil Rights to review Wake's special-education practices is not an indication of discrimination by the school system.

"We understand the autonomy of a school system in setting policies and procedures for placing students," he said. "We want to make sure that the perceived imbalance is not the result of discrimination or discriminatory effect. If there's a significant justification for the imbalance, we leave it alone."

The review, to be conducted during the week of May 10, will include a public meeting May 12 to gather information from parents. A team of three or more investigators will spend several days visiting schools and speaking with Wake educators.

Bill McNeal, associate superintendent for instruction in the school system, said he hopes the review can help bring improvement to the county's schools. In addition to close scrutiny, McNeal said, the agency also can lend expertise.

"If they find there's a way to improve our process, we would be more than willing to take their technical support," McNeal said. "We are always seeking new ways to improve. If they can help us do that, we're more than glad to accept their help."

Special-education programs were added to schools in North Carolina and elsewhere during the 1970s to ensure an education for handicapped students. But some educators worry that too many students, often with only marginal problems, end up with stigmatizing labels in classes with only low rates of success.

Educators also have been concerned that as the stakes continue to rise on test performance, regular classroom teachers may be more inclined to refer problem students for special-education classes.

Over the past few years, the Wake school system has altered the way it refers students for special education in an effort to hold down the number of students being placed in such classes.

Some of those changes were made after The News & Observer reported in 1993 that

Wake and Chapel Hill-Carrboro schools ranked among the highest in the state in the percentage of blacks in special-education classes for the behaviorally or mentally impaired. A series of articles found that special-education students in those categories often came from poor families and that critics believed the imbalance to be a result of subtle class bias.

Since 1993, the percentage of all black students in Wake schools enrolled for three key disabilities often cited for racial imbalances has declined from 13.4 percent to 12.1 percent. The percentage of white students has fallen from 6.9 percent to 6.2 percent.

McNeal said that the change in the system's strategy may have affected those percentages.

"We wanted to do everything possible to keep them in the regular program unless there was a bona fide need to refer them," he said.

In deciding which students to place in special education, the school system does not rely exclusively on IQ tests - a diagnostic tool often cited as having a discriminatory effect.

"Wake has a multifaceted referral process," McNeal said. "There isn't a reliance on any one test."

Still, McNeal said, the school system has had mixed success in promoting such efforts among all schools.

"It's been more effective in some schools than others," he said. "We have to continuously provide training if we're going to get maximum effectiveness from the program."

Enforcement action by the Department of Education stemming from such reviews is rare, Murphey said. If school systems refuse to respond, the agency can refer cases to the U.S. Justice Department for civil litigation. Murphey said he knew of only one such instance, involving Denver schools, over alleged discrimination against students with limited English proficiency.

Murphey said he knows of no such action involving special education.

"We haven't had to take any action," he said. "It's been our experience that when school systems recognize that there is a disparate impact on minorities in special-ed placement, they revise their criteria."

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Speak out:

What: Community outreach meeting, sponsored by the Office for Civil Rights, U.S. Department of Education, on the issue of minorities and special education. Parents will have a chance to share concerns and ask questions.

When: 7 p.m. May 12

Where: St. Paul A.M.E. Church, 402 W. Edenton St., Raleigh, N.C.

Publication#W\ PPP# 69. U.S. News & World Report"Publication" #:\ PQP# 04/27/98Section: Culture & Ideas; Page 46

Headline#\ PRP# Vouchers for good and ill Do they work?Headline #:\ PSP#By Warren Cohen

Cleveland's 3,000-student voucher program is in its second year, and it is wildly popular: 5,000 students who applied couldn't get in. The enthusiasm isn't surprising, given that only 16 percent of ninth graders in Cleveland's regular public schools pass Ohio's proficiency tests, and only 33 percent of the city's students graduate on time. Voucher schools tend to be smaller and safer than the public schools; 60 percent of voucher students attend Catholic schools, which have a reputation for strong academics.

Yet in other ways the pilot program, advanced as a market-based remedy for public school ills, falls short of its promises. In theory, vouchers encourage public schools to improve by giving their students the option to leave. But in Cleveland, the program seems more a form of educational triage than a catalyst for reform. With only 3 percent of Cleveland's public school students participating

, the voucher program hasn't to date had a reforming effect on the whole system

Yet expanding the voucher program significantly would be hard, in part because it's proved far more costly than expected. The law requires Cleveland to transport voucher students to private schools, but the city was short on buses and drivers, so a third of students took taxis at a yearly cost of \$1,300 per student, nearly as much as the vouchers themselves.

Full up. Even if costs could be brought under control, Cleveland doesn't have enough private schools to provide voucher seats for all 77,000 public school students. Already, 33 of the city's 39 Catholic schools by far the city's largest source of private education participate in the voucher program, and many are at or near capacity. Although Cleveland's vouchers are publicly funded, voucher schools can select their students and need not accommodate all comers. The private school with the most voucher students, Hope Central Academy, offers no services for learning-disabled students. Meanwhile, the fact that a majority of the city's voucher schools include religion in the school day has triggered lawsuit challenging the program's constitutionality.

Perhaps of biggest concern, there is as yet no evidence that Cleveland's voucher schools educate kids any better than public schools do. A recent independent study of the city's public and parochial voucher-school students found that third graders in voucher schools last year progressed at the same pace in core subjects as did public school students.

Publication#W\ PTP# 70. Newport Daily Press"Publication" #:\ PUP# 04/27/98
Headline#\ PVP# Virginia's College of William and Mary Raises Out-of-State, Graduate Tuition
Headline #:\ PWP#
By Deborah Straszheim World Reporter
WILLIAMSBURG, Va."Apr. 25"The College of William and Mary Board of Visitors raised tuition Friday for out-of-state undergraduates and many graduate students.

The hike
will affect 40 percent of the student body.

The board opted not to increase tuition for out-of-state graduate students in two schools
" law and business " citing concerns the college would lose prospective students to
competitors.

In-state tuition for undergraduate students was frozen for the third year in a row.

However, all students will see an increase in student fees, to pay off the debt incurred to
refurbish dormitories and support additional technology and computer training on campus.

Under the approved changes, in-state undergraduates will pay \$9,914 in tuition and fees
next year, \$296 more than the present cost of \$9,618. Out-of-state undergraduates, by
comparison, will pay \$20,874 in tuition and fees next year, \$884 more than the cost this year
of \$19,990.

The tuition changes were needed to help pay for a 9.4 percent increase in faculty salaries over the
next two years. Faculty at William and Mary earn an average of \$61,300, placing their pay
well below their peers, said Samuel Jones, vice president for the college office of
management and budget.

Rhian Horgan, president of the student assembly, said she thinks most students understand why the board increased tuition.

"I think they didn't have much choice," said Horgan, a student from Colorado. "Tuition's
been rising every year, and my parents haven't been too frustrated.

"But now that we've gone over \$20,000, I think that will make a big difference to
people," she said.

Horgan has three younger sisters who will be attending college in coming years, she said.

Both tuition and faculty pay hikes were approved as part of an \$80.9 million academic budget for the college, up from \$75.8 million this year. The academic budget includes costs for instruction like faculty pay, library staff salaries and technology.

Students helped lobby in Richmond for state money to pay for the salary increase, which is part of the budget for the coming fiscal year, which begins July 1.

College President Timothy Sullivan said the college is sensitive to the impact of tuition increases. The state policy that forbids increasing in-state undergraduate tuition is helpful to students but does not allow for much flexibility, he said.

"This policy distorts a lot of the decisions that we have to make," he said.

Sometime in the next couple of years, Sullivan said, "We are really going to have to determine whether there is a need to take a serious look at whether adjustments need to be made."

In two cases, the college did not raise tuition for out-of-state graduate students because it was concerned about losing students to colleges with better overall financial packages.

Gillian Cell, W&M provost, said law schools across the nation are seeing a drop in applicants, which is also happening at William and Mary. The law school still has many more applicants than it can accept.

But Cell said a tuition increase could aggravate the downward trend which exists in new applications.

Jones said later that competitors like Wake Forest University and Washington and Lee University offered more attractive financial aid packages to students even though their

"sticker price" for tuition and fees looks comparable.

"If you go to two car dealerships and they both have the same sticker price, but one offers to give you \$1 dollar back and the other offers to give you \$2 back, who are you going to buy the car from?" he asked.

But he said that also assumes the cars are equal, which depends on what the student is looking for.

The burden on students has been intensified by the other changes in financial aid, said Samuel Sadler, vice president for student affairs. Federal policy has shifted from supplying students with grants and gifts to offering them loans, he said.

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Publication#W\ PXP# 71. The Pueblo Chieftain"Publication" #:\ PYP# 04/27/98
Headline#\ PZP# Colorado Lawmakers Turn Attention
to School FundingHeadline #:
\ P[P#
By Tom McAvoy World Reporter (TM)
DENVER"Apr. 27"In the wake of this week's final passage of the state's \$10.9 billion
budget, Colorado lawmakers will turn their energies next to the \$3.3 billion school finance
bill.

The House is expected to reject Senate amendments that added \$15 million to the school
bill, HB1234 by Rep. Debbie Allen, R-Aurora, and Sen. Jeff Wells, R-Colorado Springs.

At that point, the House and Senate each will name three members to a conference
committee to negotiate a compromise.

One of the questions is whether Allen will get \$3.9 million for her other bill, HB1267, to tie student standardized test scores to school district accreditation.

Allen, who chairs the House Education Committee, has support for standards-based accreditation from State Education Commissioner William Moloney.

Raw standards and assessment scores aren't the key factor in Allen's bill, however.

HB1267 starts by requiring each of Colorado's 176 school districts to establish performance-improvement goals for Moloney's state Department of Education to monitor.

The department may "but wouldn't have to" revoke accreditation if a district fails to achieve stated goals.

Allen's co-sponsor, Sen. Ben Alexander, R-Montrose, ran into trouble Friday trying to amend the bill to stamp high school graduates' 10th-grade reading, writing and math scores on their diplomas.

"We're raising the bar because we're graduating kids right now who don't have 10th-grade skills," Alexander said. "The idea is to show these kids they need to work hard and score well on these tests."

Sen. Bill Schroeder, R-Morrison, strongly objected to printing 10th-grade scores on 12th-grade diplomas.

"I don't think we should scar a kid for life by printing a score he made two years before graduation," Schroeder said.

"It's like a scarlet letter, depriving someone of opportunities in the future. All of us have had problems with tests."

The Allen-Alexander accreditation bill will be voted on in the Senate next week

.

In the meantime, school lobbyists have intensified their demand that the Senate
's extra
school finance money go into raising the House's 3 percent inflation p
er pupil in all 176
school districts in the state.

Wells, the Senate majority leader, countered with funding-formula adjustments t
hat
would boost some 30 mid-sized school districts from Fort Collins to Pueblo t
o a modest
degree.

Subject to conference committee changes, HB1234 currently provides a \$3.8 milli
on
increase to bring Pueblo District 60 to a total school finance appropriation
of \$81.3 million.

Pueblo County District 70 would get a \$2.7 million increase, bringing its total
appropriation to \$28.1 million.

Also hanging in the balance are Senate amendments that would give \$1.4 million
to small
attendance centers, mostly in Lamar Rep. Brad Young's eastern plains d
istrict, and \$157,000
to Moffat in the San Luis Valley part of Pueblo West Sen.
Gigi Dennis' district.

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Publication#W\ P\P# 72. Indian Country Today"Publication" #:\ P]P# 04/27/98
Headline#\ P^P# South Dakota School Principal
Offends Some American Indian
Wor
kersHeadline #:\ P_P#

By Jean Roach City
S.D. World Reporter (TM)

RAPID CITY, S.D. "Learning in a safe environment is the goal of every school system, but when a school official scowls at employees, is this productive to the school and students?"

Janice Burnette, a Lakota educator for 14 years, alleges she was belittled in front of children and staff by Knollwood Principal Susan Roth. She's allegedly not the only one who has left the school because of the principal's behavior; at least two other American Indian educators have moved on.

Other people have noticed the racial tension. Some people blame the revolving door of principals at the school, and others trace the problem to the principal.

At Knollwood School, the population of American Indian children accounts for more than half of the students.

Principal Roth said it's not a race issue, but there are personnel issues that are confidential. Ms. Roth said her expectations are reasonable and it doesn't matter what race a person is, "for example, if they miss twenty days of work, I'm gonna discuss my concerns with them, it doesn't matter if they are Native American, white, Asian or black." Ms. Roth said.

Ms. Burnette said she was yelled at two times by Ms. Roth and claims she wouldn't let her do her job. "On two occasions with total disregard of professional protocol (she) pointed her finger in my face, berated and belittled me in a manner showing complete disrespect of me as an individual and an employee," Ms. Burnette stated in a letter.

"I felt very intimidated, frustrated and embarrassed. I felt my job was dangled in my face. I turned and walked away and began crying." As a result of this treatment, Ms. Burnette has resigned her position.

Ms. Roth said to her knowledge she's never yelled at anyone. She added that sometimes her daughter claims she's being yelled at by her, but admits she does have a "firm voice."

Parent James Randall is concerned about the environment at the school. As a parent, he's felt unwelcome and "feels like he's stepping on toes at the school." Losing the Indian employees "hurts the children a great deal," he said, referring to them as role models.

He's experienced personal problems with Ms. Roth and has noticed the turnover of employees at the school. "She (Ms Roth) is not open-minded and does things in a sneaky way," Mr. Randall said he was "tickled" when Ms. Burnette started teaching at Knollwood School because "she's from his hometown" and he was excited with the possibility of her teaching his children. He said he was "mad" when he found out why Ms. Burnette left.

Mr. Randall, who frequents the school on a regular basis, and is a PTA member, said the principal gave him a "hard time" when he solicited two new bicycles for a raffle. Mr. Randall needed a letter from the office to give to the donor of the bicycles and the principal refused to help him.

Child Services Facilitator Ann Many Birds said "in four years we've had four principals," and that she's never experienced any problems with Ms. Roth. "We've been able to work at our relationship and she's open to learn." Regarding the turnover of principals, Ms. Many Birds questioned why "an Indian principal or someone who understands the culture" isn't assigned to the position.

Dolly Red Elk, a tutor, said she felt bad vibes immediately and asked her boss to move her. Ms. Red Elk worked at Knollwood School for 12 years as a second-grade tutor. Ms. Red Elk cited "disrespect" as the reason she left and never returned after meeting with the

principal one day.

"When she walked into the room she (Ms. Roth) sized me up and the look was so negative," said Ms. Red Elk. "Immediately, she wanted to do things her way. We all knew the way she wanted to do the testing was wrong, but she wouldn't listen to our suggestions."

Three other staff members who are still working for the public school system wanted to make anonymous comments because they felt they would be singled out if they went public. A non-Indian employee said she's noticed that "negative stereotypes are predominant at Knollwood," referring to "Indian children and their learning capacity."

An American Indian employee who was also yelled at by Ms. Roth in front of children, called the treatment, "intimidation" and accused the principal of "stalking" her at school.

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Publication#W\ P'P# 73. Los Angeles Times"Publication" #:\ PaP#* 04/28/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-8

Headline#\ PbP# School Office for Instruction Is ReorganizedHeadline #:\ PcP#

By DOUG SMITH
TIMES EDUCATION WRITER

The Los Angeles Board of Education on Monday approved a reorganization of the school district's office of instruction and the appointment of four district employees to newsuperintendent positions, moves officials promised would help boost test scores.

Effective immediately, Carmen N. Schroeder, acting head of instructional service

es for
eight months, will become associate superintendent overseeing instruction. Schroeder will
be assisted by Andrew A. Cazares, Renee Jackson and John Liechty, who will become
assistant superintendents July 1.

In the new organization, the three assistant superintendents will each oversee
a third of
the district's 27 cluster administrators.

Deputy Supt. Liliam Castillo said the cluster administrators, whose duties have
previously been largely operational, will focus entirely on instruction in an
effort to raise test
scores.

Castillo said the four new superintendents successfully competed for their jobs
against
21 outside candidates.

Board member David Tokofsky, the sole dissenter in the closed-session vote, described
the new structure as a "multi-headed hydra" and criticized the selection
of only insiders.

He said that one person should be responsible for instruction and that it diffused
responsibility to have three people reporting to Schroeder.

In other action, the board:

- * Voted to reopen three closed elementary schools to relieve overcrowding. Haynes
Street School in Canoga Park is scheduled to begin receiving students in the
fall; Newcastle
Avenue School in Reseda at the start of the 1999-2000 school year. Osage Avenue School
in Westchester is scheduled to reopen as a magnet school during the 1999-2000 school year.

Unanimously approved the appointment of 18 members to an accountability task force
charged with searching the nation for ideas on how to hold district officials at all levels
responsible for improving student performance. The appointees

include parents, PTA
representatives and experts from academia and business. The
committee is to report by the
end of July.

Publication#W\ PdP# 74. Los Angeles Times"Publication" #: \ PeP#* 04/28/98; Ed
ition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PpP# Having Devil of a Time Breaking With
TraditionHeadline #:\ Pg
P#Subhead#[\ PhP# Few students participate in voting at Birmingham
High, and s
ome who do simply write in 'Braves,'
which has been banned by the school distri
ct.
Subhead#:\ PiP# By VANESSA HUA
TIMES STAFF WRITER

VAN NUYS " In an apparent show of defiance against a court order to change the
name
of their school team, only 500 of 3,000 Birmingham High School students ca
st ballots
during two days of voting that ended Monday.

And, of those who did vote in the unusual campus election, many rejected the op
tions of
Blue Devils, Buccaneers, Breakers and Patriots, and instead penciled i
n the forbidden
mascot.

"I don't like any of the choices," said Geri Hirsch, 14, of Tarzana. "We should
stay with
the Braves."

Even the proposed new names seem to be engendering a measure of controversy, wi
th
some Christians objecting to the term "devil."

Ordered by a federal court judge to change its 45-year-old Native American
symb
ol"which Native American groups had argued perpetuated a stereotype"the Van
Nuy
s school has been polling staff, parents and students throughout the month and
is
expected to reach a decision Wednesday.

It is the last to do so of four Southern California high schools ordered to cha
nge their

team names. Last week, Gardena High School retired the Mohican and welcomed the Panther. Wilmington Middle School went from Warrior to Jaguar in March, and University High School replaced its own Warrior with the Wildcat in February.

"They're dragging their feet," said Eugene Herrod of Advocates for American Indian Children, one of the groups that lobbied for the ban. "The district gave them a whole year to change."

But school officials, faced with a fierce backlash on the campus and among alumni, said they needed the time to make sure everyone felt involved in the process.

Birmingham alumni especially had rallied around the old mascot, modeled after Chief Pontiac from the Ottawa tribe in Michigan, challenging the district's September 8 ban on Native American mascots in schools. Supporters waged a lawsuit against the district, claiming that the policy violated their rights to free speech.

But in early April, a federal judge ruled in favor of the district and set in motion the series of votes.

Many students said Monday that they were displeased with the choices offered on the ballot, which were winnowed out of an earlier vote. A committee composed of students, a parent and a teacher wrote up descriptions, which were read over the public announcement system Friday and Monday before the lunch-hour ballotting. Another committee is expected to pick the team name based on the advisory votes of students, parents and school employees.

Students were told that "Blue Devils" was the nickname given to dashing French forces during World War I, who were known for their dark blue berets and capes. The "Breakers" are a "beautiful giant wave" with "the potential to be unpredictably violent." A "Buccaneer"

was part of "a group of wandering pirates who harassed the Spanish colonies." And a "Patriot" harks back to the school's past role as an Army hospital.

In a not-so-secret vote, students Monday chattered around the wooden ballot box set up in the Oral Arts room. "Why'd you vote for that one?" exclaimed one teenager, peering over his friend's shoulder. Four lines of voters cleared out after 15 minutes.

Sirinya Tritipeskul, 16, of Van Nuys, found the debate "ridiculous," and defiantly scrawled in "Braves" on her ballot. "Why are we changing the mascot after so many years?"

Others thought the \$174,000 allotted from Los Angeles Unified School District general funds could be spent more productively on books or other equipment.

"We should keep the mascot and save the money. It's a waste," said Hasan Zaidi, 14, of Van Nuys, who voted for Blue Devils.

An impromptu exit poll showed Blue Devils and Breakers leading over Buccaneers and Patriots. But more than a dozen parents have called to protest the Blue Devil mascot, which they say goes against the Christian God, school officials said.

"My mom told me that she didn't want me to be associated with the devil," said Suzanne Cabral, 17, of Reseda, who cast her ballot anyway for the Blue Devil in youthful rebellion.

Like other students, Cabral wanted the alliteration of a mascot whose name began with the same letter as Birmingham High. "B and b go together," she said.

Cheerleader Erin Wilson, 17, was more pragmatic than poetic. "It's easier to change the cheers."

The hardest change may be to the school's property, which is emblazoned liberal
ly with
the tanned, beak-nosed and be-feathered head of Chief Pontiac. The dead
line for selecting
the new mascot is the end of the semester, in June, but the
district granted more time to the
school for its renovations.

"We know they can't do it all over the summer," said Asst. Superintendent Angie
Stockwell. "They have to paint over everything: the gym, the drums, the walls."
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Publication#W\ PjP# 75. Los Angeles Times"Publication" #: \ PkP#* 04/28/98; Ed
ition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PIP# Tax-Free Education Accounts Met
With Hope and ConcernHeadline
#:\ PmP#
By JOEL P. ENGARDIO
SPECIAL TO THE TIMES

THOUSAND OAKS " A plan approved by Congress to offer families a tax break for
c
ertain educational expenses is seen as a welcome relief to some in Ventura Coun
ty. But others view the proposal as a threat to public schools.

The bill would let parents put away up to \$2,000 per year in a tax-free savings
account
to cover education-related expenses such as private-school tuition, tu
toring or a home
computer.

Approved in the House and Senate, where some legislators described it as a boos
t for
families, the bill faces a veto from President Clinton, who says it would
give help to those
who need it least.

In Ventura County, opinions are likewise divided.

Hal Vick, a teachers union leader, said he considers the savings plan "a fancy
way to
repackage vouchers," a term for direct subsidies of private school tuiti
on that have been
rejected in the past.

"The big question is if the tax break is in addition to, or in lieu of, federal money going to education," said Vick, executive director of the Unified Assn. of Conejo Teachers. "My concern is that this is another excuse to cut back on education funding."

Norman Walker, who sits on Simi Valley's public school board and runs a private Christian school, doesn't see it that way.

*

Since parents who want to keep their kids in public school can still use the savings accounts to augment their child's education with tutors or home computers, Walker said, he believes the proposal would not improperly favor private schools. And if the tax incentive puts more kids in private schools, it can only help the public system, he said.

"I want our public schools strengthened, and I don't believe the government can do that without the stimulation of competition," Walker said. "I was a proponent of vouchers. Anything that gives parents choice is going to help public education. We shouldn't be afraid to compete."

Charles Weis, superintendent of Ventura County public schools, said he is not against the idea, but wondered if it would really benefit everyone.

"The upside is it enables kids to get more educational support, if their parents can afford it," Weis said. "The downside is children of poor families will be left out. You've got to make the money before you can get the tax break."

Weis also said the program is "just shy" of a voucher-type system that uses federal funds to subsidize private and parochial institutions.

"Any time we fund education, that's a good thing," Weis said. "But this is certainly not

a solution to what education needs."

Parents picking up their children at the public Westlake Hills elementary school Monday had mixed reactions to the savings account plan.

"I think it's great," said Jennifer Dahlke, a mother of three between the ages of 2 and 5.

"Especially if you live in an area where the public schools are not good. It gives an incentive to put your kids in a private school."

Dahlke said she likes her public school system and would use the savings account for private foreign language lessons for her children.

*

Alan Greenbaum, father of five children ranging from 10 to 18, said he was against the plan.

"We ought to focus our effort on upgrading the public schools rather than promoting private ones," he said. "This is like saying, 'Here's some money to find your own school so we don't have to sweat it out worrying about fixing the public schools.' It's not an easy task, but the public schools are absolutely worth saving."

Vick, the teachers union leader, said he finds fault with the notion that the savings plan would help public school parents buy computers for the home when many schools lack their own computers.

"There's no harm in giving parents the chance to buy a tax-free computer, but this is an example of the government cutting back on education expenditures," he said. "If there are not enough computers to go around in the schools, why would the government set up a program to subsidize them at home?"

Walker, the public school board member who also runs a private school, said it is a matter of choice.

"It's good to let the parents decide where and what to spend on their children's education," Walker said. "These federal debates are about big money and power. But kids get lost in all of that. Regardless of the liberal or conservative agenda, what matters most is being able to educate our kids."

Publication#W\ PnP# 76. The Washington Post"Publication" #:\ PoP# 04/28/98; Edition: FINAL; Section: Metro; Page D01

Headline#\ PpP# D.C. May Boost Education FundingHeadline #:\ PqP#Subhead#[\ PrP# \$121 Million Increase Would Support Wide-Ranging New Academic Program Subhead#:\ PsP# By David A. Vise Washington Post Staff Writer District officials are considering seriously a \$121 million boost in funding for the city's public schools next year, a dramatic increase of more than 25 percent that would support an ambitious new academic program and spiraling special education costs. The funding increase could be preceded by the dismissal of numerous school personnel, including some librarians, guidance counselors, custodians and administrative staff members, city officials said.

Mayor Marion Barry, D.C. Council members and D.C. financial control board members met behind closed doors for about six hours yesterday debating the proposal, which is aimed at shifting more resources directly to classrooms. The move, which has the control board's support, would increase the school system's budget from an initial \$460 million this year to about \$581 million next year. But the proposal was challenged by some officials, who questioned whether the system can spend the additional funds effectively, given its weak internal controls and overspending this year.

After allowing D.C. Chief Management Officer Camille C. Barnett to run several earlier budget sessions, financial control board Chairman Andrew F. Brimmer took charge yesterday, directing the lengthy meeting and arguing that the city's p

public schools need the increase so that Arlene Ackerman, who will take over as superintendent of D.C. public schools later this week, can implement a wide-ranging new academic program.

"No one wants to throw good money after bad, and everybody is concerned about the lack of performance," control board member Joyce A. Ladner said. "But this doesn't negate the fact that we still have to build a first-class school system. . . . If we are going to reform the schools, we have to put in the appropriate programs and systems."

Barry (D), who supports the funding increase, said the biggest budget problem is rapidly escalating special education costs. He said the District, which is under court order to test and place students with special needs, is spending more than \$40,000 a pupil in some cases to pay tuition, transportation and other costs at private schools because the city lacks a sound special education program.

Barry blamed aggressive lawyers in the District for convincing parents that if their children can be classified as having special needs, the city will pay the tuition at private schools. He said that more than 2,000 students are waiting to be tested and that the cost of special education will skyrocket next year. The city already has thousands of students in special programs.

"Lawyers are taking advantage of this program," Barry said. "Until we get a better assessment process of our own and develop [special education] programs within the school system, we are going to be stuck with this."

Ladner agreed that the program can be managed effectively only by developing more capacity within the D.C. public schools to teach special education students. "To provide for children with special needs, we are going to have to not just invest but plan for how to educate them," she said.

In addition to special education programs, Ackerman says, additional funding is needed to hire strong new teachers and expand remedial and summer school programs. However, she has acknowledged that certain trade-offs are necessary. As a result, she is asking some elementary school principals to review whether they need both guidance counselors and librarians, and she put forward numerous possible ways of cutting costs during yesterday's budget session, including possibly eliminating the city's pre-kindergarten program.

Ladner said there was no chance the pre-kindergarten program would be cut because it is wise to invest in educating young children. She said the control board had directed Ackerman to put forward a wide array of possible money-saving options, and that in suggesting the elimination of pre-kindergarten, Ackerman merely was responding to that request.

Ladner said Ackerman has identified about 60 people assigned to schools who do not show up on the school system's central payroll system. But she said Ackerman demonstrated convincingly that the system's central office staff is not bloated. Instead, Ladner said, school bus drivers, custodians and others who do not have desk jobs previously had been included in the central office count.

Both Barry and Ladner praised Ackerman's budget and academic presentation yesterday and said they had growing confidence in her performance and plans. They said the substantial increases in the school budget would wipe out most of the projected city budget surplus for fiscal 1999, which once exceeded \$100 million. Barry said the city still is trying to achieve a \$30 million surplus next year that could be used to reduce a multi-year shortfall created by years of overspending.

Barry blamed the presidentially appointed control board for allowing the school system's financial problems " which developed under Chief Executive Officer Ju

lius W. Becton Jr.
and an appointed school board " to overwhelm the city's care
fully constructed budget.

"Lack of democracy is costing us money, not saving us money," Barry said. "We are now
paying a healthy price for the mistake the control board made in [hiring
] General Becton.
But the kids shouldn't suffer for the control board's mistake
."

The mayor said it was highly unlikely that the city can afford a \$20 million tax cut that
had been proposed for businesses and individuals. But there may be some small tax relief:
Control board Vice Chairman Stephen D. Harlan strongly urged elimination of a tax that
people who move to the city must pay on cars newly registered in the District. Ladner said
Harlan's proposal, which would cost the city about \$1 million, would make the District more
attractive to new residents, and Barry said he supports the idea.

Barry said he was pleased that the preliminary 1999 budget includes about \$2 million for
his popular youth summer jobs program, enough money to support several thousand jobs.
Last year, the city budget included no local funds for the program. He also took credit for
getting an additional \$640,000 in the budget for adult education at the University of the
District of Columbia but said he was unable to persuade the others to restore funding for a
program to help the poor pay rent.

In other schools news yesterday, Del. Eleanor Holmes Norton (D-D.C.) and four members of the elected D.C. school board spoke out against a Republican plan that would
give about 2,000 poor District parents as much as \$3,200 a student to pay private school
tuition. At a Capitol Hill news conference, they said all the focus must be on strengthening
the city's public schools, and Norton criticized Republicans for pressing forward with a vote
and raising false hopes despite a certain presidential veto.

"They are using District residents," Norton said.

Publication#W\ PtP# 77. The Washington Post"Publication" #:\ PuP# 04/28/98; E
dition: FINAL; Section: Metro; Page D03

Headline#\ PvP# Plan for Nine Schools Seeks to Avert
TakeoverHeadline #:\ PwP
#Subhead#[\ PxP# Pr. George's Targets Class Size, Parents
Subhead#:\ PyP# By DeNeen L. Brown and Amy Argetsinger
Washington Post Staff Writers
Prince George's County school officials aim to significantly improve the academic
performance of nine schools in danger of state takeover by reducing class sizes, increasing
parental involvement, providing adequate textbooks and making
sure students spend more
time learning free from distractions.

The school system's proposal, which was sent to Prince George's school board members
yesterday, says that in order for the nine schools to get better, teachers must be better
trained, student and teacher attendance must improve, students must be taught higher
thinking skills, and the school system must find ways to keep classroom teachers in the system longer.
TD The nine schools were identified in January as among the poorest-performing schools
in the state and were targeted as eligible for state takeover, or "reconstitution," should local
officials fail to improve them.

The Maryland State Board of Education will vote today on whether to approve the
county's plan for turning around the schools. County officials already have consulted with
State Department of Education officials over drafts of the proposal, and state officials say
the board is likely to support the county's efforts to date.

"We have a good sense of how they're taking on a very ambitious reorganization,"
said
Ron Peiffer, assistant state superintendent for school and community outreach.

Prince George's officials will be required to submit more detailed, school-by-school plans
and reports later this spring and again during the fall and next spring.

ring " a period state
officials consider a crucial "transition year" for the st
ruggling schools.

Peiffer said state officials believe it will take about five years to turn arou
nd a school.

However, the state board has not yet set up a definite timetable f
or doing so. Eventually, if
the schools do not improve, the state could turn th
eir operation over to a university or a
private education company. If all else
fails, the state ultimately could close the schools.

Although 50 Baltimore public schools, one Anne Arundel County school and one
So
merset County school have been listed as eligible for reconstitution, no school
has
actually been taken over by Maryland since the State Department of Educati
on began using
its power to target failing schools four years ago.

"We want to intervene early if we feel things are deteriorating quickly," Peiff
er said, "and
we want to give them more time if there's reason to have hope."

Last year, the county's overall performance declined slightly on the Maryland S
chool
Performance Assessment Program, an evaluation system that relies on a var
iety of indicators
to judge schools, including tests administered to third-, fi
fth- and eighth-grade students. In
1997, 29.2 percent of public school students
in Prince George's scored "satisfactory" or
better on the tests. The county's
showing was next to last in the state, after Baltimore.

The nine schools on a warning list are Beacon Heights, Lyndon Hill, Overlook an
d
Seabrook elementary schools; and Charles Carroll, G. Gardner Shugart, Nichola
s Orem,
Stephen Decatur and Thurgood Marshall middle schools.n

Publication#W\ PzP# 78. The New York Times"Publication" #:\ P{P# 04/28/98Sect
ion: Metropolitan Desk; Section B; Page 14, Column 1

Headline#\ P|P# Hempstead School District Is Failing
Its Students, Group Asser
tsHeadline #:\ P}P#
By BRUCE LAMBERT

HEMPSTEAD, N.Y., April 27 " Since 1991, Hempstead High School has averaged 19
4
graduates a year, but typically only 11 have qualified for a Regents diploma,
given to
students who pass advanced state tests. That is one of many troubling
statistics issued by a
community group today as it charged that the Hempstead
school district was failing.

"We're going into the year 2000, and our kids are not going to be ready," sai
d one parent,
Michele Embry. She spoke at a news conference held in Village Hal
l by the Long Island
chapter of the Association of Community Organizations for
Reform, a national group.

The group called on Hempstead school officials to begin a concerted effort to i
mprove
the education of its 6,000 students, especially now that the state is ph
asing in Regents tests
for all graduates. One parent, Burbeth Smikle, said the
group is setting high expectations for
school officials and students alike. The
group's recommendations include adding enrichment
and remedial classes, improv
ing training for teachers and administrators, and allowing
parents to oversee t
he changes.

Hempstead's superintendent of schools and school board president were not avail
able for
comment at their offices, their aides said. A telephone message left a
t the board president's
home was not returned.

For several years, the State Education Department placed Hempstead High on its
list of
the 100 worst schools because of deficiencies in 11th-grade mathematics
test scores, but the school made improvements and got off that list in December

The group said Hempstead's problems start to show in the lower grades, where ma
ny
students perform below statewide norms. In Hempstead's elementary schools, f
or example,
33 percent to 60 percent of third graders were not reading at grade
level last year, the report
said. The group said its statistics were taken fro
m official records.

Hempstead's scores also ranked low when compared with those of neighboring districts whether they were wealthy like Garden City, middle class like Baldwin or working class like Uniondale, the group said. For example, while Hempstead awarded Regents diplomas to 6 percent of its graduates last year, the comparable numbers were 22 percent in Uniondale, 58 percent in Baldwin and 76 percent in Garden City.

The group did not have Hempstead's per-pupil spending figures, but several members said other districts spend less on students and achieve better educational results.

The Village of Hempstead has undergone socioeconomic changes, but the report said they do not account for the poor academic performance. When compared with similar school districts, Hempstead still lags, the report said. In eight Regents exams given last year, students at similar schools were three to six times more likely to pass their tests than were Hempstead's students.

Publication#W\ P}P# 79. The New York Times"Publication" #:\ P}P# 04/28/98Section: Metropolitan Desk; Section B; Page 1, Column 2

Headline#\ P}P# Divorced Husband Makes Her Unfit,
Priest SaysHeadline #:\ P}P
#

By JOSEPH BERGER

CORTLANDT MANOR, N.Y., April 21 " One year ago, Jeanne Hearty gave the Roman Catholic school where she teaches the kind of news that normally brings a shower of good wishes. She was to be married.

But for Ms. Hearty the disclosure has brought an abiding nightmare. Her job as a fifth grade teacher at St. Columbanus School here is in peril and she is entangled in a harsh confrontation with the school director and the Archdiocese of New York.

The reason is that Ms. Hearty, a 36-year-old Catholic, married a divorced Episcopalian who had not had a previous marriage annulled by the Catholic Church. So

me priests might have looked the other way, but Msgr. Patrick J. Keenan, 62, pastor of St. Columbanus Church and the director of the parish school, decided her marriage violated Catholic teachings and rendered her unfit to teach. He did say, however, that he might reconsider if her husband applied for an annulment and received assurances that the application was likely to succeed.

"My not taking action would send out confusing signals both to students and their families," Monsignor Keenan wrote to Ms. Hearty last September when he asked her to resign. "The students may not be adversely affected by your actions now, but later on in life, when difficulties come their way, they can reflect back, and this reflecting back may not be only in regard to marriage but other immoral behavior."

The monsignor's decision to dismiss Ms. Hearty at the end of this school year has provoked parents of the Westchester school as no other issue in years. Sixteen of the 25 families with children in Ms. Hearty's class signed a four-page letter that said the marriage was a "matter in her private life which has absolutely no relevance to her relationship to the children or her demonstrated success in educating them."

It called the monsignor's action "divisive, polarizing and destructive to our concept of community" and said it would embarrass non-Catholic children or children of divorce.

But some parents have rallied behind the pastor, arguing that Ms. Hearty would set a bad example for their children.

"It's a Catholic school, and the teacher should be Catholic," said Sarah Whitaker, acting president of the parents' association. "If you don't have your sacraments, you're not considered a Catholic. Marriage is one of the sacraments."

The conflict is an example of the problems of the church in recent decades, as more traditional priests confront a laity educated in the liberalized atmosphere following the Second Vatican Council of the 1960's and that takes a more relaxed attitude toward such doctrinal matters as abortion and birth control.

In recent years, Catholic schools have increasingly enrolled many non-Catholic children, particularly in inner-city neighborhoods, where they provide a modestly priced alternative to public schools while stressing discipline as well as morals. Some have a few non-Catholics on their faculties. But all dioceses require Catholic teachers to follow Catholic teachings.

Last year, Christine O'Keefe, a sixth grade teacher in the Archdiocese of Boston, was dismissed for marrying a divorced Catholic who had not received an annulment.

"She made it very well known among pupils and the community down there and created a painful situation for us," said John B. Walsh, a spokesman for the archdiocese. "Teachers at a Catholic school must be Catholics in good standing."

That diocese is headed by Bernard Cardinal Law, who, like John Cardinal O'Connor of New York, is one of the more traditional bishops.

The Rev. Donald Houde, an administrator with the Office of Catholic Education at the Archdiocese of Chicago, the country's largest parochial school system with 135,000 students, said that a pivotal factor is the extent of public knowledge.

"The important issue," he said, "is when the personal life of the employee causes public scandal, particularly when it's blatantly against the teaching of the church, because they're role models."

The Rev. Richard P. McBrien, a theologian at the University of Notre Dame, said

, "It is something that is happening with greater frequency in dioceses where the bishops are conservative."

Ms. Hearty's case has touched a nerve at St. Columbanus because several children there are products of marriages between Catholics and non-Catholics and marriages in which a spouse divorced, then remarried outside the church. Joshua Leibowitz, a Jewish parent, wrote a letter to Monsignor Keenan, noting that his wife was Catholic and their child, a student in Ms. Hearty's class, was being raised Catholic.

"Are my wife and I immoral because of our different religions?" asked Mr. Leibowitz, 38, a real estate manager.

There is a slim possibility that the conflict may be resolved. On April 7, Ms. Hearty's husband, Terry Barber, filed papers seeking an annulment with a church tribunal in Poughkeepsie. Norine Beaumont, Ms. Hearty's sister, said Ms. Hearty was told by Monsignor Keenan that "it was too late" and that she would be dismissed on June 26.

Nevertheless, Joseph Zwilling, a spokesman for the archdiocese, whose 293 schools educate 103,000 students in Manhattan, the Bronx, Staten Island and seven counties north of the city, said today that Monsignor Keenan "is continuing to try to work with her and her husband to see if there's a way to reach a point at which this situation can be resolved in a pastoral way."

One Catholic official, who spoke on condition of anonymity, said Monsignor Keenan could have dismissed Ms. Hearty as soon as she was married, but gave her and her husband time to pursue an annulment. The official said that the couple delayed seeking one for months.

Throughout the episode, church officials have made it clear that neither Ms. He

arty's competence nor her rigor in teaching Catholic doctrine is at issue. Ms. Hearty has received glowing evaluations, and last year the eighth grade class dedicated its yearbook to her.

Ms. Hearty has declined to talk to reporters, explaining through relatives that she is under orders from the monsignor to keep the incident quiet lest it create a public scandal. Her older sister, Ms. Beaumont, has been providing details of her case and describes Ms. Hearty as deeply distressed.

"That job is her calling," Ms. Beaumont said. "She is supposed to be a teacher."

Monsignor Keenan, too, has been unwilling to talk, saying only, "I hope it dies on the vine." But his views are apparent from his correspondence to Ms. Hearty, copies of which were made available by Ms. Beaumont.

St. Columbanus, named after an austere sixth century Irish monk, is a brick school set in Cortlandt, a mix of suburbs and country. It draws its 301 students from adjacent Peekskill as well as Cortlandt. Twenty-two students are Protestant or Jewish.

Ms. Hearty, a product of Catholic elementary schools, joined St. Columbanus five years ago. In the winter of 1995-96, Ms. Hearty met Mr. Barber, 51, a computer consultant, as he pushed a snowblower over his parents' driveway across the street from her own home in Dutchess County. They fell in love, but realized they faced obstacles to a Catholic marriage.

Mr. Barber was an Episcopalian, a matter that could have been resolved with a church dispensation. But he had also been married for 20 years, to a Catholic. That marriage had produced no children and ended in divorce. Catholic teachings have no provisions for divorce, holding that marriage is for life, but a church tribunal can annul the marriage on the grounds that it was never valid. Such annulments are based on many grounds, often finding

that psychological immaturity made it impossible for the spouses to appreciate that they were making a lifelong commitment.

About 60,000 annulments are granted yearly in the United States, a hundredfold increase since the 1960's but still a small percentage of the Catholic marriages that end in civil divorce. Many Catholics refuse to pursue annulments, particularly after having had children, because they believe they authentically entered into a marriage, but that it withered over time.

Ms. Beaumont said that Mr. Barber and Ms. Hearty decided they did not want to wait for an annulment, which can take more than two years. They wed in an Episcopal church outside Newburgh.

Parents who support Monsignor Keenan say that when he heard of the marriage he urged Ms. Hearty to have her husband file for annulment. The supporters say Ms. Hearty dawdled, forcing Monsignor Keenan's hand. Ms. Beaumont acknowledges that at her sister resisted at first, feeling that her marital status was a private matter.

Ms. Hearty, her sister said, informed Monsignor Keenan on Dec. 18 that her husband would pursue an annulment. But, Ms. Beaumont said, bureaucratic difficulties plagued them throughout January and he did not file the paperwork until April 7.

Parents learned of Ms. Hearty's plight last fall. Kenneth Hoch, who has three children in the school and three who have graduated, met with Monsignor Keenan.

"He said, 'She denounced the faith,' " he recalled. "I said, 'Martin Luther denounced the faith. Jeanne Hearty followed her heart and got married. There's a world of difference.' "n

Headline#\ P}P# Budget Cuts For Schools Draw

ProtestsHeadline #:\ P}P#

By JACQUES STEINBERG

Officials of the New York City Board of Education and the teachers' union said yesterday

that Gov. George E. Pataki had dealt the school system a substantial blow when he pruned

\$202 million from the city's school construction budget and

eliminated a \$72 million fund

intended to make the salaries of city teachers

more competitive with those in the suburbs.

If the Governor's vetoes stand, school officials said, they would be forced to delay dozens

of long-overdue repair and construction projects, as well as face the difficult choice of

cutting each teacher's salary by \$1,000 or taking the money from after-school programs and

other remedial projects.

TD In a statement released late yesterday, Schools Chancellor Rudy Crew predicted that

the Governor's action would have "dire consequences." The Chancellor said that necessary

repairs to a system in which half the buildings are more than a century old would cost

"upward of \$10 billion." Yet his aides said that

the city's capital plan for the next four years

provides less than half of

that amount "\$4.7 billion " for renovations, maintenance and new construction.

"The \$200 million the state budget would have provided for such work could have been

put to highly beneficial use," Dr. Crew said.

He also said he feared that eliminating a fund that has raised teachers' salaries since 1987

would hurt the board's efforts "to begin aggressively recruiting

a new teaching force for the

21st century."

Randi Weingarten, president of the United Federation of Teachers, said her members

were insulted by what the board estimated would be a pay cut of \$1,000 per teacher.

Ms. Weingarten cited a passage in the teachers' 1996 contract in which the city agreed to "support legislation" requesting that the fund be continued.

But if school and union officials hoped to get a helping hand from City Hall they were sadly disappointed. At a news conference yesterday morning, Mayor Rudolph W. Giuliani said that the Governor and Legislature had been generous enough, providing an increase in school aid of \$300 million over last year even with the cuts that Mr. Pataki outlined on Sunday.

"I think that what the Governor did here was responsible," the Mayor said. "And the fact is, the fiscal integrity of the entire state is important to all of us. And all that New York City can ask of a governor or Legislature is that we're treated fairly, and I would say that we were more than treated fairly here, and I respect the Governor for doing for what he did."

The different interpretations of the Governor's actions represented a rare break between the Mayor and the Chancellor. Nonetheless, each official was careful not to criticize the other by name yesterday.

It was not clear whether there would be a restoration of any of the Governor's cuts, which represent \$760 million in overall statewide spending this year and more than \$500 million in borrowing for future programs, including school construction. Officials said it was unlikely that the Legislature could muster the required two-thirds vote in each house to override vetoes on any of the 1,000 items the Governor cut from the budget.

But school officials said they hoped that the Legislature might pass new legislation resurrecting some of the excised programs, a move that would require only a simple majority of each house for a bill to reach the Governor's desk.

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Publication#W\ P}P# 81. The New York Times"Publication" #:\ P}P# 04/26/98Section: New Jersey Weekly Desk; Section 14NJ; Page 2, Column 5

Headline#\ P}P# Another School Funding Suit Creates

a 3-Ring Legal CircusHeadl

ine #:\ P}P#

By Jennifer Preston

TRENTON " In the latest legal assault against the way New Jersey pays for public schools, a coalition of 25 middle-income school districts filed a lawsuit last week asking the courts to order the state to come up with a new way to finance public education.

This is now the third lawsuit pending against the state that contends the existing state aid formula is unconstitutional. The state Supreme Court ordered New Jersey last year to come up with \$246 million to help end the spending disparity between the state's wealthiest and poorest school districts, and is now considering requiring the state to spend \$312 million more.

TD Last fall, 17 rural school districts, mostly in southern New Jersey, moved ahead with a lawsuit of their own that also claims the existing system is inequitable.

With the middle-income districts, the debate is not about rich versus poor. It is about property, and the difficulties that school districts face asking already overburdened property taxpayers to pay even more.

The Association for Middle-Income Districts argues that the state's school aid formula promotes unequal tax rates. Too many school districts, the group says, must levy higher property taxes than others to keep their public schools afloat. Take, for example, the Matawan-Aberdeen Regional School District, one of the districts that has joined the suit. Its property tax rate last year was \$2.08 for every \$100 of assessed value, far above the state average of \$1.31.

Those who filed suit want the state to cap the property tax rate at the state average of \$1.31 for every \$100 of assessed value, and make up the difference to school districts. The price tag, they estimate, is \$1 billion.

Pete McDonough, chief spokesman for Governor Whitman, said that the complaints

of
the middle-income districts do not belong in the courtroom. "We believe that education funding should be handled as a matter of policy, not a matter of litigation," he said.

Attorney General Peter Vernerio made a similar point before the State Supreme Court last month while arguing that the state should not be forced to spend \$312 million more in the most financially needy districts. He said the Governor and the Legislature, not the courts, should be deciding how to allocate state money for school programs.

The Governor and the Legislature were elected to tax and spend, not the state's Supreme Court justices. But until the Legislature and Governor Whitman address the state's overreliance on property taxes to finance public education, they run the risk of having the courts decide for them.

That is what happened just last year in New Hampshire, where the highest court ruled that the responsibility of paying for public schools belonged to the state.

New Jerseyans have been clamoring for property tax relief for some time. Two-thirds of what is collected in property taxes goes to schools in most communities. Yet despite the concerns about taxes, voters approved 74.6 percent of the school budgets in last Tuesday's election. School board officials said the state's strong economy helped produce the high approval rate, but warned that the state's overreliance on the property tax to pay for education will continue to plague schools and taxpayers.

Yet before any significant property tax relief can take place, New Jerseyans need to ask themselves a few difficult questions. Are they willing to trade lower property taxes for an increase in statewide taxes, like the income tax or sales tax? The money has to come from somewhere.

And are New Jerseyans willing to give up their cherished "home rule" style of government, which has led to the creation of more than 500 different school districts? Are they willing to give up some degree of local control over their schools and share costs and decisions with neighboring school districts?

To her credit, Governor Whitman put those hard questions on the table earlier this year in her annual address to the state Legislature. She emphasized that she opposed forced regionalization of school districts. But she did call for a referendum so that voters could send a direct message to their elected officials about what course they want to be taken.

At the time, some lawmakers criticized the Governor, saying that elected officials, not the voters, should be making those decisions. But a voter referendum would provoke a statewide debate on the issue. The public needs to know what it will be giving up and what it will be gaining.

So school districts do not need the courts to be making the decisions here. It is the people of New Jersey who need to decide what it is they really want. And they need to spell that out for their elected officials.

Maybe, then, property tax bills would fall. Or, at least, people would no longer have an excuse to complain about them.

Publication#W\ P}P# 82. Associated Press"Publication" #:\ P}P#4-28 5:55a

Headline#\ P}P# Parent of Heath High victim says
shootings share traits, need
actionHeadline #:\ P}P#

WEST PADUCAH, Ky. (AP) - The parent of a teen-ager shot to death at Heath High School says there must be a national campaign against school violence.

"We have heard a lot of talk, and we believe it's now time for action," Sabrina Steger said in a statement Monday. "This continuing cycle of school-related vi

olence carried out by
young people must be broken."

She said plans for a national campaign will be announced soon.

"At the root of these tragedies we are discovering that no one was paying attention to the causes that led to the acts of violence. No one felt the need to be accountable," Mrs. Steger said.

"We hope to start our own effort to get all Americans to accept accountability by sharing their experiences and ideas to help us find ways to end the violence," she said.

The latest violent attack occurred Friday night in Edinboro, Pa., where a middle-school science teacher was shot to death at a graduation dance. An eighth grader, 14-year-old Andrew Wurst, was charged.

Mrs. Steger's daughter, Kayce, was killed in December as teens held a prayer meeting in the Heath High School lobby before classes.

Also killed were Nicole Hadley and Jessica James. Five other students were hurt. Another student, Michael Carneal, 14, is awaiting trial for murder.

Last month in Jonesboro, Ark., four children and a teacher were shot to death, allegedly by two boys lying in ambush outside Westside Middle School. Mitchell Johnson, 13, and Andrew Golden, 11, face five murder charges and 10 battery charges.

The seeming epidemic of school violence began in Pearl, Miss., in October, when 16-year-old Luke Woodham allegedly stabbed his mother to death, then gunned down two students at his high school.

In her statement, Mrs. Steger noted that, in every case, other students had at least an inkling of impending violence but did not take it seriously.

Publication#W\ P}P# 83. Denver Post"Publication" #:\ P}P#April 27, 1998

Headline#\ P}P# Bilingual school's students double
their knowledgeHeadline #:\

P}P#
By Janet Bingham
Denver Post Education Writer

BOULDER - Stephanie and Michael Moore drive more than 20 miles a day to get the
ir
second-grader, Kevin, to a school where he can learn in two languages - Engl
ish, their own
language, and Spanish.

"We value the way the world opens up when you can speak more than one language,
"
Stephanie Moore said.

Martha Navarez, who knew little English when she moved to Colorado in 1991 from
Juarez, Mexico, also wants her son Emmanuel to learn in two languages. "It's g
reat to see
him communicate in one language, then turn his head and communicate
in another. It's two
in one. For the future."

Both families have enrolled their children at Escuela Bilingue Washington - the
Washington Bilingual School - a Spanish-English public school that draws child
ren from
throughout Boulder County.

Of the 288 children at the school, half are native English speakers and half ar
e native
Spanish speakers. The goal of the school is to ensure that all childre
n can speak, read and
write fluently in both languages by the time they leave f
ifth grade.

The school is succeeding so well that visitors come from far and near to see ho
w it
operates. Two similar schools have been started in Fort Collins and Bright
on, and there has
been some discussion in the foundation community of starting
a similar school in Denver.
Comparable programs operate in more than 200 school
s in 22 states.

In the national debate over bilingual education, crucial differences among programs often are overlooked.

Research comparing various programs shows that the model used at the Washington

Bilingual School helps students become more proficient in their native language and in fundamental academic concepts even as they master a second language.

Two languages, two cultures, are emphasized in everything done at the school, from the secretary's cheerful telephone greetings and the signs reading "Bienvenidos!" and "Welcome!" to the storybook mural that arches over the entrance to the century-old building.

Painted clay figures created by children represent characters from storybooks they have read in Spanish and English - "The Cat in the Hat," "La Llorona," "Alice in Wonderland," "Nuestra Señora de Guadalupe," "Black Beauty," "Los Tres Cerditos."

Families can gather on couches in the foyer while waiting to greet their children or see a teacher. "Parents feel very, very welcome here," Navarez said.

Children spend part of the day learning in their first language and part of the day learning in their new language.

Basic concepts in reading, writing and math are taught first in a child's native language.

As children work daily to master the vocabulary and grammar of their second language, the concepts easily transfer, Principal Joann Trujillo-Hays said. Soon students are speaking, reading and writing in the second language, too.

Native English-speakers and native Spanish-speakers come together for part of the day to learn social studies, science, music, art and physical education. The mixed group learns in English for up to three weeks, then in Spanish for up to

three weeks, rotating back and forth.

All teachers speak both languages but teach in only one. "When children come in to my classroom, they enter a 'country' where only Spanish is spoken," said second/third-grade teacher Melvid Ferry. "They must speak to me only in Spanish, and I speak to them only in Spanish."

For their English language learning, her children go to Marta Krewson's classroom, where they may speak only in English.

The two teachers work as a team, scheduling and planning together. Similar teacher teams work at all grade levels.

"It doesn't faze Kevin if his instruction is in English or in Spanish," Stephanie Moore said of her second-grader. "He is already able to read and write in Spanish as well as in English. The teachers are excellent."

Fifth-graders are expected to read novels, write long reports and stories, and understand presentations in both English and Spanish.

On one recent day, fifth-graders whose first language is English listened to a science lecture given entirely in Spanish.

Their teacher, Kathy Chumacero, was reinforcing some biology concepts previously presented in English. She used expressive gestures to make sure her students understood the Spanish words they would need to carry out a genetics assignment featuring inherited characteristics such as pecas (freckles), ojos grandes (big eyes), cutis seco y sensitivo (dry and sensitive skin) and pelo rizado (curly hair).

Across the hallway, fifth-graders whose first language is Spanish were in an all-English

classroom, expanding their knowledge of the English words for body parts.

Both groups of fifth-graders that day worked together in a computer lab on long adventure stories they are composing in Spanish. In art class they listened to a lecture in English on famous portraits by artists ranging from Edouard Manet to Pablo Picasso and Andy Warhol.

As the children learn each other's languages, they learn to respect one another, said Navarez, whose 11-year-old son is now a fifth-grader.

She enjoys seeing Emmanuel speaking English, "and it is good to also see the English speakers, the boys and girls, speaking Spanish. It's great! I love that school!"

English-speaking parents are equally pleased. Molly Hardman said her 10-year-old son, Ryan, a fourth-grader, spoke such fluent Spanish on a recent family trip to Mexico that cab drivers and waiters turned to stare, wondering where he had learned it.

But children also use their Spanish closer to home. Eleven-year-old Jessica Novack and her brother Cody, 9, have discovered Boulder vendors who sell Mexican candies such as chilitos and tamarindos. "We talk in Spanish to them, and they give us discounts," Jessica said.

Their mother, Patty Novack, who remembers trying to learn a foreign language in high school, is envious. "By starting so young, they're not having to struggle the way we did."

The Moores said they believe that knowing two languages will be a major asset for the children in the future. "As the world gets smaller, the need for more than one language is more apparent," Stephanie Moore said. Her husband, a mechanical engineer who travels internationally, "needs an interpreter to help him with

th negotiations in Central America. If he could speak Spanish, he could do the business himself," she said. "Those who have the language advantage will have the advantage over other applicants for numerous jobs."

Principal Trujillo-Hays has taught in other bilingual programs but said they do not compare to this one. "I've been in bilingual education 15 years, but I've been amazed to see what these children can do. I knew it was possible, but I've never seen a school where all children leave truly able to read and write in both languages."

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INTERNATL #:\ P}P#Publication#W\ P}P# 84. The Economist"Publication" #:\ P}P#04/25/98Section: The Americas; Page 37

Headline#\ P}P# The summiteers go to schoolHeadline #:\ P}P#

NOT so long ago, the president of the United States would have figured as headmaster at a "summit of the Americas". In Santiago last weekend Bill Clinton was only the biggest-true, far the biggest-boy in class; and almost in the dunce's cap for not having fast-track trade-negotiating authority. So, though the summit formally launched negotiations on the planned free-trade area of the Americas, the FTAA, the main subject at the Miami summit in 1994, lost its primacy to education.

That was a topic just as worthy of study, and indeed the whole weekend curriculum was worthy, ranging from commerce to civics, plus a stern warning against playground drug-snorting. True, head-prefect Eduardo Frei, of Chile, had to struggle to make the class stick to the timetable. Cheeky Carlos Menem, a senior boy from Argentina, kept the rest waiting for the class photo. Several boys, led by Jean Chretien, from Canada, muttered in the corridors about the absence of a Cuban ex-pupil expelled for disobedience some years ago. Yet, all in all, the class was a success. The exams, though, are still to come.

In the absence of fast-track, the summiteers emphasised the non-trade agenda:

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second-generation" reforms to shore up Latin America's still fragile democracies and market economies by reducing poverty, increasing personal security and giving ordinary people better opportunities.

Amid a host of good intentions, some ideas stood out. Democracy, the summit recognised, is not just a matter of free elections. Real justice and free media are needed for the exposure of corruption and wrongdoing, but both face threats from governments, criminals and the mighty in general. A training centre for judges and prosecutors is to be set up. And, though Peru and Mexico had doubts, the summit endorsed an American idea for the Inter-American Human Rights Commission—an arm of the Organisation of American States—to appoint, this year, a special watchdog for freedom of expression.

The OAS is also to establish an "objective procedure" for evaluating national efforts against drug-trafficking. Some countries hope this multilateral approach will prove effective enough to win repeal of the United States' law requiring yearly, unilateral "certification" (or not, in Colombia's case in 1996 and 1997) of its neighbours' drug-fighting zeal. White House officials hailed a new alliance against drugs; getting Congress to agree is another matter.

Trade apart, however, the big item in Santiago was education, a subject long neglected. Education and training are the key to any country's future, and without them free trade may prove more of a threat to Latin America than an opportunity. Yet it is desperately short of them—and unequal access to what exists makes worse its already wide disparities of income.

At Miami in 1994, the leaders set themselves a modest goal: primary schooling for all children, and secondary for 75% by 2010. Yet progress has been slow: of the relevant age-groups, only 85%, at the latest count, were at primary school, 36% at secondary school, with fewer than 20% in higher education. The World Bank