

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 sort 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, Mass.-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 un

derwrite \$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 educatio
n," as Sen. Daschle
told reporters.

But Sen. Slade Gorton, R-Wash., the block grant amendment's sponsor, believes h
is
"triple option" adequately addresses that concern. It would give states the
chance to continue
receiving federal dollars for specific programs, such as Tit
le I or drug-free schools; to accept
federal money in one chunk without earmark
ing 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 pres
ent education system
as perfect should we reject an experiment of this sort."

Last week also highlighted growing support for federal school choice legislatio
n.

In the early 1990s, voucher proponents couldn't get a majority in the
Democrati
c-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, bu
t could not
overcome Senate rules requiring 60 votes to overcome procedural roa
dblocks raised by
voucher critics.

Now, by shifting the debate toward tax incentives instead of cash payments, cho
ice
proponents are likely to send a bill to their liking to the White House. Ev
en 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, the y'd have a national program," said John F. Jennings, a former education aide to House Democrats who is now the director of the Center on Education Policy, a Washington nonprofit seeking public support for schools.n

Publication#W\ PP# 47. Chronicle of Higher Education Academe Today"Publicatio
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 to fill many high-paying positions.

At the same time, the threat of being cut off from welfare has been driving many 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.n

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

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

By STEPHEN BURD

WASHINGTON

Republican Congressional leaders said Monday that they had found the \$1-billio
n
needed to pay for a proposal that would sharply reduce interest rates on stud
ent loans. That
cleared the way for the full House of Representatives to consid
er 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 o
f
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 ne
w government subsidy
for banks.

The Congressional Budget Office has reported that such a subsidy would cost abo
ut
\$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 th
e Workforce, the panel that had approved the bill in March, scrambled to find th
e money to pay for the subsidy.

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

On Monday, House Speaker Newt Gingrich, a Georgia Republican, agreed, reportedl

y
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:
n: 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-Ma ss., 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.

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 jus

t 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

ril 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 applications are accepted today.

"I really believe that every school should be brought up to par, to optional level or optional classes, so if your child is an exceptional child, then we wouldn'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 from 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 eliminate 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 year 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 parents."

"We opened the building to accommodate the parents who lined up early because it 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 platitudes." 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 se

es it threatened by racial and socioeconomic divisiveness.

"The public school s

ystem is the only gateway to equality and opportunity," he said. "I see

a repla

y 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 re

ason 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 outspokennes

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 people 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 misusing and distorting test results.

The tests in reading and math, which were taken by all eighth-graders in February, must be passed to earn a diploma. In 1996 and 1997, thousands of children failed the tests. And the results provided state officials with ammunition to chastise 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 the national average on nationally normed tests.

"There's something wrong there," said Mark Mallander, the group's executive director.

"We don't know if it's a technical glitch or just a pattern of distortion 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 the tests are much harder

than the public has been led to believe.

The group said the results have been distorted "apparently to advance a political agenda."

Gov. Arne Carlson and his aides have used the results to push for vouchers 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 Angermeyr, 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 where

ther
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.n

Publication#W\ PP# 56. Milwaukee Journal Sentinel"Publication" #:\ PP#April 28, 1998

Headline#\ PP# 2 schools here ban clothing from
'South Park' show Headline #:\
PP#By Jim Stengl
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 Issac Hayes, croons expli

cit 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.

lts 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 5 to the parent-teacher organization before sending the letter. She has received 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 anymore.

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 following 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 not 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 pick up on. They're subtle. It's social satire, and I think that's where the danger lies for young children."

According to Bev Greenberg, a spokeswoman for Time Warner Cable in the Milwaukee area, the company has not received any calls so far complaining about "South Park."

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#Subhead#[\ P(P# More explicit phonics now being considered Subhead#:\ P)P# By Margoth 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

t
textbook series for all elementary school grades, expanded the options yesterday
. She
suggested three choices: using a Houghton Mifflin series for all elementa
ry grades; giving
schools three or four textbook selections; or adopting one bo
ok series for kindergarten
through second grade and another for grades three th
rough five.

Interim schools chief Robert E. Schiller decided yesterday to delay the board v
ote on the
\$3.8 million purchase " originally set for tonight " for one or tw
o weeks so he could
weigh options and consult other big-city superintendents an
d 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 avariety of polic
y 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 und
erstands 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 Superi
ntendent
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 me
asured 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 t
he medley of 15 different
programs makes it difficult to set standards. Schille

r 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. Th
ree of those panelists lack
expertise in beginning reading, although all have g
eneral knowledge about reading or
middle school reading.

Smith, the school system's chief academic officer, could not be reached for com
ment
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 publi
shing companies.

"I consider myself a national reading expert," she said, noting that she is a t
rained reading
specialist and has already conducted three reading textbook adop
tions 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 plan
s to
consult about Baltimore's decision. Others who have been involved in textb
ook 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 prof
essor
and reading researcher at the University of Utah who served on a selectio
n panel for Salt
Lake City area schools, one of the largest districts in the co
untry.

"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 t
he publishers' representatives make are

in fact substantiated."n

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 "un
iversity"
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 on
e," said
Vera King Farris, president of Richard Stockton College in Atlantic Co
unty. "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 Lod
i is also
letting the university bandwagon pass.

These schools don't criticize their peers for switching to the fancier universi
ty title, which
generally reflects the breadth of a school's graduate-level pro
grams. But Ramapo President
Robert Scott said the university label also can con
note a "large, cold, and impersonal" place
" something he hopes to avoid at hi
s 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. 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 wannabe

s" 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
Association. "These are not wannabe Rutgers or Princetons, and they shouldn't
be denigrated
for just wanting to be first-rate, comprehensive regional universities."

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 may
become its own best
advertising.

As it is, Ramapo College this year saw a nearly 40 percent rise in freshman applications,
according to officials. And the College of New Jersey, which used to
be Trenton State
College, has become arguably the state's most competitive public institution.

"It's part of our whole mission," said Susan Long, a spokeswoman for the College of New
Jersey. "With our undergraduate focus, being a college reflects what we
are much more than being a university would."

Publication#W\ P.P# 61. New York Daily News"Publication" #: \ P/P#April 28, 1998

Headline#\ P0P# Gov Is Too Cutting, Say Schools
Advocates Headline #:\ P1P#By
NANCIE L. KATZ and
JON R. SORENSEN
Daily News Staff Writers

Schools advocates yesterday blasted Gov. Pataki for slashing hundreds of millions 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 pu
blic schools,
in addition to \$100 million for teacher salaries and tr
aining 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 b
egins early grade
class-size reduction next year.

"The vetoes here cut into the heart and soul of urban education," said Randi We
ingarten,
president of the United Federation of Teachers.

And Assemblyman Steven Sanders (D-Manhattan) assailed the cuts as "heartless an
d
irresponsible."

But Pataki, who slashed a total \$500 million earmarked for school reconstructio
n
statewide, said the state already is set to spend \$900 million on building an
d 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 override.

The City University of New York, meanwhile, is losing more than \$19.8 million a year from programs 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, sparsely 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#Subhead#[\ P:P# \$19.4b plan anticipates \$500m tax reduction
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

d
yesterday by the Massachusetts Taxpayers Foundation, a business-funded watchdog group.
The spending plan anticipates a \$500 million tax cut, including the phased-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

ning
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, Ark., decided the time had come to address tardiness and discipline problems between classes.

As a former assistant principal at the town's high school, he realized that most problems occurred between classes when students spent a lot of time at lockers, gabbing to friends and sometimes getting into fights.

To eliminate these distractions, Mr. Halter and Jim Gentry, principal of Ashdown High School, decided at the beginning of the school year to remove the lockers.

"We've always had problems in our schools with students being tardy and not getting 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 concentrating on learning."

When the bell rings, the 800 students enrolled in both the junior and senior high 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 students to keep at home. Although it means having twice the number of books, the benefits, including students no longer forgetting or losing books, outweigh the extra cost, says Gentry.

"It's better this way," says ninth-grader Teresa Teehee. "We aren't late to class 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" 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 reluctant 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 then five years down the line a new principal wants lockers back in the school, then 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 efficient at teaching."

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 months 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, write 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 few that have learned to use volunteers effectively.

Volunteers are the latest strategy to resolve the nation's reading crisis. President Clinton has called for 1 million of them to help ensure that every child can read well by the end of third grade. Tens of thousands have already signed on 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 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@csps.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 skimp 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 talked with the boy in Erie County Prison Saturday and described him as "devastated."

"This family's devastated," Friedman added. "Their hearts go out to the Gillette family."

Mills said he had nicknamed Wurst "Satan" about five months ago because Wurst was a fan of rocker Marilyn Manson and his dark music.

Classmate Chad Konetsky, 14, said he noticed that Wurst was becoming increasingly curt and unfriendly with people during the past few weeks.

Lucas and Mills, who described themselves as among Wurst's closest friends, said 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 comment.

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 schools 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 discriminati
on 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 wh
en school
systems recognize that there is a disparate impact on minorities in s
pecial-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. Pa
rents 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

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 W
arren Cohen

Cleveland's 3,000-student voucher program is in its second year, and it is wi
ldly 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 th
e 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 a 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, Gr

aduate

TuitionHeadline #:\ PWP#

By Deborah Straszheim World Reporter

WILLIAMSBURG, Va."Apr. 25"The College of William and Mary Board of Visitors

ra

ised 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 t
wo schools

" law and business " citing concerns the college would lose prospect

ive 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 c
omputer 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 und
ergraduates, by

comparison, will pay \$20,874 in tuition and fees next year, \$88

4 more than the cost this year

of \$19,990.

The tuition changes were needed to help pay for a 9.4 percent in faculty salari
es 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 presiden

t 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 per pupil in all 176 school districts in the state.

Wells, the Senate majority leader, countered with funding-formula adjustments that would boost some 30 mid-sized school districts from Fort Collins to Pueblo to a modest degree.

Subject to conference committee changes, HB1234 currently provides a \$3.8 million 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 district, 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" #:\ PJP# 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

er 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 so

meone 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 services 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.

ear. Osage Avenue School
in Westchester is scheduled to reopen as a magnet scho
ol during the 1999-2000 school year.

Unanimously approved the appointment of 18 members to an accountability task fo
rce
charged with searching the nation for ideas on how to hold district officia
ls at all levels
responsible for improving student performance. The appointees
include parents, PTA
representatives and experts from academia and business. Th
e committee is to report by the
end of July.n

Publication#W\ PdP# 74. Los Angeles Times"Publication" #:\ PeP#* 04/28/98; Ed
ition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PfP# 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 we
lcomed the
Panther. Wilmington Middle School went from Warrior to Jaguar in Mar
ch, and University
High School replaced its own Warrior with the Wildcat in Feb
ruary.

"They're dragging their feet," said Eugene Herrod of Advocates for American Ind
ian
Children, one of the groups that lobbied for the ban. "The district gave th
em a whole year
to change."

But school officials, faced with a fierce backlash on the campus and among alum
ni, said
they needed the time to make sure everyone felt involved in the proces
s.

Birmingham alumni especially had rallied around the old mascot, modeled after C
hief
Pontiac from the Ottawa tribe in Michigan, challenging the district's Sept
. 8 ban on Native
American mascots in schools. Supporters waged a lawsuit again
st 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 m
otion 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 o
f students, a
parent and a teacher wrote up descriptions, which were read over
the public announcement
system Friday and Monday before the lunch-hour ballotin
g. Another committee is expected
to pick the team name based on the advisory vo

tes 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 liberally with the tanned, beak-nosed and be-feathered head of Chief Pontiac. The deadline 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; Edition: 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 certain educational expenses is seen as a welcome relief to some in Ventura County. 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, tutoring or a home computer.

Approved in the House and Senate, where some legislators described it as a boost 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 repackaging vouchers," a term for direct subsidies of private school tuition 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 could

an 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 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 Julius W. Becton Jr. and an appointed school board " to overwhelm the city's carefully 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

t 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; Edition: 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 "a period state officials consider a crucial "transition year" for the struggling schools.

Peiffer said state officials believe it will take about five years to turn around a school.

However, the state board has not yet set up a definite timetable for doing so. Eventually, if the schools do not improve, the state could turn their 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 Somerset County school have been listed as eligible for reconstitution, no school has actually been taken over by Maryland since the State Department of Education began using its power to target failing schools four years ago.

"We want to intervene early if we feel things are deteriorating quickly," Peiffer 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 School Performance Assessment Program, an evaluation system that relies on a variety of indicators to judge schools, including tests administered to third-, fifth- 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 and Seabrook elementary schools; and Charles Carroll, G. Gardner Shugart, Nicholas

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 many students perform below statewide norms. In Hempstead's elementary schools, for 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 from 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
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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
some 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
as
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. Hearty'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

Publication#W\ P}P# 80. The New York Times"Publication" #:\ P}P# 04/28/98Section: Metropolitan Desk; Section B; Page 5, Column 6

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