

Riley used the school's success with FIRST to underscore to students the importance of technology in education. "Technology opens up many opportunities for learning," he said. "Students at Pontiac Central understand that."

Pontiac Central has earned numerous achievements since partnering with Delphi Automotive Systems three years ago. The "Chief Delphi" team won three regionals this year, won the coveted "Chairman's Award" in 1997, and earned the national "Rookie All-Star" award in 1996.

"We're really proud of our association with the school and with the city of

Pontiac," said Rodney O'Neal, Delphi general manager. "You can get interested in math and science by reading a textbook, but to get really excited about these subjects and to envision a career in these fields, there's no substitute for FIRST."

FIRST, which stands for "For Inspiration and Recognition of Science and Technology," is an international program designed to get high school students

as enthused about science, math and technology as an athletic competition.

FIRST joins engineers and students together for a specific mission: To design, engineer and construct a fully functional robot, built from a kit that includes a control system, electrical components, motors, batteries, and other hardware in six weeks.

Delphi Automotive Systems, which has supported FIRST since its inception in

1992, sponsored five teams this year, including high schools in Pontiac, Flint

and Saginaw, Mich.; Warren, Ohio; and Kokomo, Ind., which won FIRST's National Championship competition in Orlando, Fla., earlier this month.

Earlier this year, to help the non-profit group expand its reach further, Delphi and General Motors Corp. (NYSE: GM) donated \$500,000, and Delphi President J.T. Battenberg III joined FIRST's board of directors.

Delphi Automotive Systems, with headquarters in Troy, Mich., USA, is the world's most diversified supplier of automotive components and systems. With

the recent integration of Delphi Delco Electronics Systems, Delphi operates 208 manufacturing facilities, 46 ventures and 27 technical centers in 36 countries. Regional headquarters are located in Paris, Tokyo and Sao Paulo.

Delphi can now be found on the Internet at <http://www.delphiauto.com>. 14:37 EDTn

Publication#W\ P}P# 130. Xinhua English Newswire"Publication" #:\ P}P# 04/27/

98 Category: Press release

Headline#\ P}P# Clinton Administration Supports

Bilingual EducationHeadline #:

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Clinton administration will send officials to California to stop a measure that they said

would dismantle the state's bilingual education programs and affect minority children's basic skills.

Opposing a Proposition 227 that would replace a multiplicity of bilingual education programs with a one-year course of instruction taught mostly in English, Marshal Smith, acting deputy secretary of the Education Department, said the move would leave school children without needed skills, including ones that will help them find jobs in the future.

The one-year immersion structure... is a major mistake, Smith said. "The movement under way in California is not based in sound policy or research."

The administration suggests an alternative with a nationwide goal of limiting most children's participation in bilingual programs to three years.

Education Secretary Richard Riley said in a statement that Proposition 227 was not the way to go and it "will lead to fewer children learning English and many children falling further behind in their studies."

Smith said, current law calls for, but does not require, non-English-speaking children to go through three to five years of bilingual education.

At present, about 3.2 million students have limited English skills, and 1.3 million are in local and state bilingual programs, the Education Department said.

Of some 5 million California public school students in kindergarten through the 12th grade, about 1.4 million have limited English proficiency.

Publication#W\ P}P# 131. U.S. Newswire"Publication" #:\ P}P# 04/27/98 Category: Press release

Headline#\ P}P# Education Secretary Statement on Helping all Children Learn English Headline #:\ P}P#

WASHINGTON, April 27 /U.S. Newswire/ "Following is a statement by U.S. Education Secretary Richard W. Riley on "Helping all Children Learn English" (Part 1 of 2):

As we look to the future of American education, one of the most important new developments is the growing number of immigrant children that we must educate. According to the latest census data, nearly 20 percent of all children in our nation's schools "one out of five" are immigrants or the American-born children of immigrants.

A new study of immigrant children (note 1) states that 13.7 million children under 18 are either immigrants or the American-born offspring of immigrants, and that they are the fastest growing part of our student population. These children come from over 150 nations with the largest number coming from Mexico, the Philippines, Cuba, and Vietnam.

Some Americans say that these children are a liability, but I welcome these children, just as the Statue of Liberty or the Golden Gate Bridge has welcomed them for years. They are a great source of strength and hope for the future of America, and we want them to be full participants in the American experience as children and as adults.

These young people, just like generations of immigrants who have come before them, can grow up to be patriotic Americans who will add their voices to our democracy if we educate them to the best of our ability and treat them as we would like to be treated. Indeed, the largest survey ever conducted of immigrant children found that these young people had higher grades and a lower school dropout rate than other children and overwhelmingly preferred to speak English by the time they were teenagers. (note 2).

These young people represent the hopes of immigrant parents who have come to America because they believe in the American dream. They have stood in long visa lines, uprooted their families, left relatives behind, changed careers, often accepted menial jobs and in many cases now work two jobs for one great purpose "to give their children a better life in America. Surely we can meet these people

ple half-way by giving their children the best education possible so that they can make their contribution to the American mainstream.

Teaching these young people English is one of the great tasks of nation-building and it falls to our public schools to accomplish. This is not the first time that the task of educating millions of new immigrants to become good citizens has been given to our nation's public schools. At the turn of the century our nation's public schools successfully taught millions of new immigrants English and educated them about our democracy.

Today, we face the same challenge. There are school districts in almost every part of our country " from Boston to Seattle to Miami " where children speak more than 40 languages. I believe that our nation's public schools can successfully educate these young people if we give them the same opportunities that other students need in order to succeed: higher standards, safe schools, smaller classes, well-prepared teachers, technology in the classroom, after-school activities, and schools that are accountable for results.

President Clinton has made education his number one domestic priority to achieve one end " to prepare all of America's children " native-born and immigrant " for the 21st century. President Clinton has also increased funding for those programs " Title I, immigrant and bilingual education, migrant education, adult education " that directly serve a disproportionate number of immigrant children and their families.

Today, however, there are growing questions about the best way to teach these young people English. In California, these concerns about how to teach English center around Proposition 227, the Unz Initiative, which would effectively eliminate bilingual education and require that all children learn English in one year.

I recognize that the decision to vote for or against the Unz Initiative this co

ming June is ultimately a decision for the voters of California. I know that there are many well-intentioned and concerned citizens on both sides of this issue and that the people of California are taking this issue seriously.

New immigrants have a passion to learn English and they want the best for their children.

We must focus on what is best for the children and in this increasingly diverse society we must make sure that all of America's children are given the best education possible. Our common goal in teaching children English should be to support those approaches that ensure that Limited-English-Proficient (LEP) children are both speaking English and making academic progress.

Proposition 227, however, is not the way to go. In my opinion, adoption of the Unz

Amendment will lead to fewer children learning English and many children falling further

behind in their studies. There are five significant reasons why I believe that the Unz

Amendment is counter-productive to a quality education for all of our children.

First, the one year time limit and one-size-fits-all approach to learning English flies in the

face of years of research that tells us that children learn in different ways and at different

speeds. A recent National Research Council report (note 3) released last month states that,

"hurrying young non-English speaking children into reading in English without ensuring adequate preparation is c

ounter-productive." The report recommends that children with no English profici

ency are best taught to read English by first being taught reading in their nat

ive language, if teachers and instructional materials in their native language are available.

Thus, while an English-only approach may be effective for some limited-English-

proficient children, it is likely to be ineffective for others. I do not oppose

special English instructional programs. In fact, about 25 percent of our current federal

bilingual funds support this type of instructional approach. What I

question is the arbitrary one-year time limit and the demand that only this approach is the right approach to help young people learn English.

The approach taken by Proposition 227 simply ignores the individual needs of each child and certainly is an educational straitjacket for teachers and parents. Good teaching starts with a child's needs and moves the child along in a timely and responsible manner.

By analogy, if we adopted the approach suggested by the Unz Initiative to help children learn to read, it would be a disaster. Some children are already good readers when they come to kindergarten and others learn by the end of the first or second grades. Other children need extra help even in third grade and beyond.

Second, the Unz Amendment limits the discretion of teachers to choose the approach that is best suited for the children they teach. Some children may learn best in an English-only class, others may learn faster in a bilingual class or through some other proven approach, but with the Unz approach, teachers are given no option to use their professional judgement.

Third, Proposition 227 would subject teachers, school board members, and educational administrators to personal liability in litigation by parents if they fail to comply with its requirements. I find this aspect of Proposition 227 both punitive and threatening. This is not the way to build parent-teacher cooperation " a key to student success.

Fourth, the Unz Initiative is a direct attack on local control of education. I am surprised that so many outspoken advocates of local control have chosen not to take issue with this fundamental flaw in the Unz Initiative. The Unz Initiative would not be a helping hand for language instruction, but rather the heavy hand of overregulation. Local flexibility to choose the approaches that work best for their students should not be constrained by a

mandate for one approach over the other. I believe that every school district should choose the approach that works best for them based on sound research.

Fifth, the Unz Initiative will in all likelihood result in problems under federal civil rights laws. In the seminal case of *Lau v. Nichols*, the Supreme Court interpreted Title VI of the Civil Rights Act to require school districts to take steps to ensure that national origin minority students with limited English proficiency can effectively participate in the regular educational program.

Similarly, the Equal Educational Opportunity Act requires public educational agencies to overcome language barriers that impede student participation in their instructional programs. Limiting special language development instruction to one year and preventing a school from providing bilingual instruction to students, despite the judgment of teachers and the school principal that children in that school need bilingual instruction to progress, are likely to result in violations under these laws.

I join all Californians who are unhappy with the status-quo and I understand the frustration that is encouraging many voters to think about voting for the Unz Initiative. But the approach of the Unz Initiative is just plain wrong. Proposition 227 may satisfy people's sense of frustration but ultimately it is counter-productive to our common goal of making sure children learn English while making academic progress in other subjects as well.

I believe that there is a reasonable and positive alternative to the current status-quo and the proposed Unz alternative.

I propose setting a three-year goal to make sure that a child is learning English. Individual differences and circumstances may cause some children to take longer, but a goal of learning English within three years is reasonable. This goal is similar to our goal of

making sure that every child learns to read independently by the end of third grade or earlier. We know that goals and standards improve academic performance: when we set goals, we find, to a greater degree than we thought possible, that students can meet them.

A goal is not a mandate or a command. And a goal is certainly not a one year educational straitjacket that limits the ability of teachers to do what is best for each child. Some children may learn English in one year or two and others may need three years or even more. The focus should be on the individual needs of each child and not on some artificial and arbitrary time frame.

Goals should be combined with flexibility and accountability. I believe in giving local school districts latitude to design their own programs contingent on their being accountable for the results. Parents have a right to expect progress. Children should be tested periodically for English proficiency and when a child is falling behind, extra efforts including after-school classes as well as summer school should certainly be considered.

If a school district chooses an approach to teaching English that simply does not achieve positive results for a large number of children, then the school district must have the good sense to fix the problem or use another approach that research shows will work. The focus of every program " be it English-as-a-Second Language, dual language immersion, bilingual education, or English immersion " must be on strengthening quality, regardless of the approach.

I believe that the key to strengthening quality is well-trained teachers and we must do a much better job of meeting the demand for more well-prepared teachers. The demand for bilingual teachers, for example, currently exceeds the supply and that is particularly true in California where the number of LEP children has nearly doubled to 1.3 million in less than a decade. The California State Board of Education estimates that there is a shortage of

21,000 bilingual teachers in that state.

This, I suspect, is one of the root causes and real reasons why some parents have become frustrated. The Administration has asked for a doubling of federal funds, from \$25 million to \$50 million, to meet the increasing demand for fully certified bilingual teachers and English-as-second-language teachers.

I have no doubt that this nation has the capacity to include our many new immigrants and their children in the American experience. We must do everything possible to make sure that all of these children learn English as quickly as possible and get the quality education that they deserve.

Finally, I think American educators need to redouble their efforts to make sure that all of our children are fluent in two languages. I just returned from Chile where I joined President Clinton at the second Summit of the Americas. Improving education was a central part of the dialogue at this summit. I was struck by the fact that several nations begin teaching their children two languages starting in the first grade.

Anyone who has traveled to Europe knows that young people all over Europe are fluent in two and often three languages. I see no reason why our children should not be their equals. Some children already come to school with the ability to speak two languages. We should build on this linguistic base and recognize that our nation will be the better for it in the new global environment.

Think of the many advantages "economic, cultural and political" that a fluency in two languages can give to the American people. America's message of democracy, human rights and economic freedom would surely reach a wider audience. This is why I encourage and support any school district that sets the goal of making sure that every one of their high school graduates will speak two languages.

fluently by the time they graduate.

We can do no less for today's immigrants than we did for earlier generations of

immigrants who turned to our nation's public schools to teach them English and the basics

of our democracy. In conclusion, I urge all Americans to welcome America's new citizens

and to help them to become part of the American dream.

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===== ATTACHMENT 2 =====

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Daily Education News



Tuesday, April 28, 1998

U.S. Department of Education
Office of Public Affairs
FB-10B, Room 2200 · 401-1576
Carlin Hertz, Editor

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Education Secretary Statement on Helping all Children Learn English

NATIONAL

1. Associated Press

04-28 3:58a

Administration to campaign against California proposition

By CASSANDRA BURRELL
Associated Press Writer

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

President Bill Clinton and other administration officials plan to travel to California to urge residents to reject the measure, which goes before voters on June 2, said **Marshall Smith**, the **Education Department's** acting deputy secretary.

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

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

Replacing the state's multiplicity of bilingual education programs with a

one-year course of instruction mostly in English would leave schoolchildren without needed skills, including those that will help them find jobs in the future, Smith said Monday.

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

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

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

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

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

Across the nation, about 3.2 million students have limited English skills, and 1.3 million are in local and state bilingual

programs, the Education Department said. The number of limited-English students has nearly doubled in less than a decade. Of some 5 million California public school students in kindergarten through the 12th grade, about 1.4 million have limited English proficiency.

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

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

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

Other versions of this article appeared in The Miami Herald and The Dallas Morning News. ■

2. The Washington Post

04/28/98; Edition: FINAL; Section: A Section; Page A03

Education Dept. Faults Anti-Bilingual Measure

Calif. Ballot Issue Has Popular Support

By Peter Baker
Washington Post Staff Writer

The administration announced yesterday that it opposes the California ballot measure that would ban bilingual education, again placing President Clinton at odds with majority sentiment in the nation's largest state on a divisive social issue.

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

"We understand the public sentiment

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

their public school population."

Proposition 227 would require that non-native speakers be provided up to a year of English immersion instruction and then shifted into regular classes where only English is spoken, unless their parents could obtain a waiver. According to the latest polls, at least 70 percent of Californians support the measure, which will be decided in a June 2 election, and even a majority of Latinos surveyed in the state have registered their support.

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

In 1994, Clinton opposed Proposition 187, which was designed to deny most state benefits to illegal aliens, and in 1996, he opposed Proposition 209, which rolled back state affirmative action programs. In both cases, California voters rebuffed his opinion and passed the

measures. California Gov. Pete Wilson (R) predicted yesterday that Clinton would "make it 0 for 3 in a reverse hat trick."

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

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

In a nod to the strong current of concern about bilingual education in

California, where 1.3 million students speak little or no English, the administration offered a compromise model yesterday that would set a nonbinding goal of three years to move immigrant students into all-English classes.

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

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

3. The New York Times

04/28/98Section: National Desk; Section A; Page 15, Column 1

White House to Fight California Initiative to Ban Bilingual Classes

By STEVEN A. HOLMES

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

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

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

California's current programs for such students include English As a Second Language. "I think a major constituency of the Democratic Party — all of the major

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

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

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

It promised vigorous opposition to the measure.

"We understand the public sentiment in California and one can easily say we are flying in the face of whatever the Latino organizations — have been fairly skeptical or in outright opposition to the

conventional wisdom is in California," said Michael D. McCurry, the White House press secretary.

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

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

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

Critics say bilingual programs do not keep students from falling behind in math or social studies, but rather hinder their mastery of English.

Unz initiative, although Latinos themselves have become increasingly

wary of bilingual education," said Linda Chavez, a former Reagan Administration official who opposes bilingual education.

Acknowledging the criticism of bilingual education, Federal Department of Education officials today also announced a three-year goal for school

districts to improve students' language skills and move them into classes taught in English. Previously the goal was three to five years.

"This is a serious goal," said Delia Pompa, head of the Office of Bilingual Education and Minority Language

Affairs in the department. "We want school districts moving their children towards not only learning English, but to achieving high standards as soon as possible." ■

4. Los Angeles Times

* 04/28/98; Edition: Home Edition; Section: Metro Desk; Page A-3

Wilson Leaning Toward Support of Unz Measure

Prop. 227: Governor says his only concern with anti-bilingual education proposal is cost. He calls Clinton's opposition 'a political gesture.'

By MAX VANZI
TIMES STAFF WRITER

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

Until now, Wilson had been silent about where he stood on the initiative sponsored by Silicon Valley entrepreneur Ron Unz, but that ended with his response to a question at a wide-ranging news conference.

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

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

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

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

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

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

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

Wilson described Kopp's bill as "outreach" legislation that would help small businesses—many owned by

same way."

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

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

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

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

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

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

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

As for the Clinton administration's minorities and women—obtain state contracts.

Wilson and Kopp both supported

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

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

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

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

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

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

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

Proposition 209.

Among other things, the Kopp bill would give an advantage to small

businesses when bidding on state projects by making it harder for larger companies to underbid small ones.

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

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

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

The move comes as Wilson's Department of Finance works to revise the governor's proposed \$73.8-billion budget for the 1998-99 fiscal year. Estimates are that the state will have several hundred million dollars more in tax revenue to spend next year than predicted.

Wilson and the Legislature raised the vehicle license fee in 1991 as part of an

effort to balance the budget during the recession. Most of the increase—roughly \$906 million this year—goes to counties to pay for the care of severely mentally ill people.

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

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Times staff writer Dan Morain contributed to this report. ■

5. USA Today

April 28, 1998

White House decries Calif. Ballot measure

By Martin Kasindorf and
Marria Puente USA TODAY

The Clinton Administration came out against a popular California ballot measure Monday that would virtually abolish bilingual education there.

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

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

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

Riley said the one-year time limit and "one-size-fits-all approach" would "lead to fewer children learning English and many...falling further behind in their studies." He said the proposal is "a direct attack on local control of education."

The Clinton administration called for an alternative strategy: setting the

nationwide goal of limiting most children's participation in bilingual programs to three years.

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

Alice Callaghan, a leader in Silicon Valley businessman Ron Unz's "English for the Children" campaign, said the administration's intervention was "annoying" but won't matter much. In 1994 and 1996, Californians approved controversial initiatives on illegal immigration and affirmative action despite Clinton's opposition, she noted.

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

Clinton's current budget requests a 17% increase in spending for bilingual programs. But Rep. Tom Delay, R-Texas, plans to introduce a bill

eliminating the **Education Department's** bilingual education office and spreading its \$200 million budget among other programs.

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

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

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

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

6. San Francisco Chronicle

April 28, 1998

Education Secretary Blasts Proposition 227

Riley calls proposed limits on bilingual programs 'disaster'

Louis Freedberg,
Chronicle Washington Bureau

Secretary of Education Richard Riley yesterday unambiguously

denounced Proposition 227, which would end most bilingual education programs in California, as a "disaster,"

"counterproductive" and "just plain

wrong."

The announcement ended a months-long debate within the administration over whether to publicly

oppose the initiative, which the latest Field Poll shows is favored by 70 percent of likely voters.

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

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

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

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

Administration officials acknowledged

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

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

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

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

Administration officials said their legal analysts have studied the proposition and concluded that it would not violate civil rights laws, including the Supreme Court's landmark 1973 *Lau vs. Nichols* ruling, which led to bilingual

programs across the nation. In that case, brought by Chinese parents in San Francisco, the court ruled that school districts must take steps to ensure that students with limited proficiency in English can fully participate in the regular school program.

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

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

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

7. San Francisco Examiner

April 27, 1998 Page A1

Clinton will stump against Prop. 227

But California voters favor measure to ban bilingual education

Stewart M. Powell and Eun Lee Koh
EXAMINER WASHINGTON BUREAU

The Associated Press contributed to this report.

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

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

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

officials said Monday.

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

English-speaking classrooms.

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

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

"I think President Clinton has become the most misinformed citizen in the

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

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

United States," said Fernando Vega, a former school board member and honorary regional chair for the Prop. 227 movement.

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

But critics said they would welcome White House support.

"We know that bilingual education works best without a time limit," said Ambrosio Rodriguez, an attorney with

the Mexican American Legal Defense and Educational Fund in Washington, D.C.

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

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

Clinton's stance on the controversial

measure could help bolster his support among Hispanic voters.

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

The impact of Clinton's stance on Prop. 227 is uncertain. The president fruitlessly opposed two earlier ballot

referendums in California that were approved overwhelmingly by voters despite critics' claims that the measures were anti-immigrant.

Californians approved Proposition 187 in 1994 to ban social services for illegal immigrants - a ban subsequently stymied by court action.

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

8. Sacramento Bee

April 28, 1998

Prop. 227 to lure Clinton to state: Wilson says he 'leans' toward it

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

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

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

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

About 1.4 million California students are in bilingual classes.

Delivering the Clinton administration's platform, Deputy Education Secretary **Marshall Smith** called the initiative a "one-size-fits-all

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

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

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

approach" that ignores children's individual needs and threatens local control of schools. The administration proposes a goal of moving students with limited English skills from bilingual programs into English-taught classes in three years or less.

While Proposition 227's wording seems to pass legal muster, its implementation may not, Smith said. The federal government might sue California, he said, if lawyers for the U.S. Department of Education decide that the initiative, if it passes, violates students' civil rights.

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

"I'm really very disappointed," said Ron Unz, the Silicon Valley executive

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

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

In 1994 and 1996, Clinton came out against Propositions 187 and 209 — initiatives that, respectively, aimed to deny benefits to illegal immigrants and end public affirmative action programs.

backing the measure. "Even supporters of bilingual education admit the system is failing."

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

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

Both propositions passed by wide margins.

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

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

Wilson has yet to announce a position

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

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

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

9. Washington Times

April 28, 1998

Clinton fights move to curtail bilingual education

By Ralph Z. Hallow

THE WASHINGTON TIMES

he Clinton administration announced yesterday its opposition to a popular California initiative that would severely curtail bilingual education in the nation's

— Continued from Front Page —
trip to California on Friday, may speak out against the initiative while there, presidential spokesman Michael McCurry said. Twice before, the president has publicly opposed popular California ballot initiatives. In 1994, he spoke against passage of Proposition 187, a ban on state government public spending on education and health for children of illegal immigrants. Nevertheless, it passed overwhelmingly. In 1996, Mr. Clinton came out against Proposition 209, which bans racial and sexual preferences and quotas in public universities and state government jobs. That initiative also passed overwhelmingly. Yesterday, the White House let the **Department of Education** take the lead in opposing Proposition 227. Attempting to strike a middle ground, **Education Secretary Richard W. Riley** said he would encourage school systems to try to move immigrant children from learning in their native language to learning in English within three years of their beginning bilingual education programs. But his language was conciliatory. "I join all Californians who are unhappy with the status quo and I understand the frustration that is encouraging many voters to think about voting for the Unz initiative," Mr. Riley said in a prepared statement handed out at a press briefing yesterday. Ron Unz, a computer software entrepreneur, heads the campaign to pass the initiative, which would put non-English-speaking children in a one-year English immersion program before sending them on to regular classes taught in English. Under the present system in California, many immigrant children not proficient in English get

most populous state. Polls show that the June 2 primary ballot measure — known officially as Proposition 227 and dubbed "English for the Children" by proponents — has strong backing from the state's electorate, including black and Hispanic almost all instruction in their native language, while also being coached in English for about a half-hour a day. As a result, many of them never learn to read and write in English, critics say. Mr. Riley called Proposition 227 "just plain wrong." It may, he said, "satisfy people's sense of frustration, but ultimately it is counterproductive to our common goal of making sure children learn English while making academic progress in other subjects as well." Marshall "Mike" Smith, the **Education Department's** acting deputy secretary, conducted the press briefing instead of Mr. Riley, whose return to Washington from the Midwest was delayed by inclement weather. In addressing reporters, Mr. Smith took a slightly harder line in defense of bilingual education than his boss did in his prepared statement. During questioning, Mr. Smith said he was unaware of any voter frustration in California over bilingual education or that Mr. Riley had used the word "frustration" at least twice in his prepared statement. As to why the administration finally spoke out against the initiative, Mr. Unz said, "Behind the president's move is political pressure from school administrators and the bilingual-education lobby." An opponent of the initiative who has ties to the White House acknowledged as much, saying that presidential advisers Bruce Reed, a "New Democrat," and Rahm Emanuel, an ideological centrist if not a "certified" New Democrat, have been arguing for months that the president should "triangulate" the issue. "They urged the president to take a position that goes some way toward satisfying [bilingual education supporters] while not totally alienating parents who support the

voters. Opponents, however, have been pressuring the administration for months to come out against the measure. President Clinton, who is scheduled to leave for a

California initiative," an official with an anti-Proposition 227 group said privately. Sheri Annis, the initiative campaign's spokeswoman, said one thing that upsets parents is that California school records show that "only 6.7 percent of the children in bilingual education programs move on to mainstream English classes each year." But **Delia Pompa**, director of the Education Department's bilingual education and minority languages office, said that one reason is the sheer numbers of immigrant children entering the program each year, especially in Los Angeles. Miss Annis disputed that explanation, however, saying that the "quantity of immigrants has been lessening in the last few years, which should make those numbers rise tremendously, but in fact the rates show no growth at all." Bilingual education opponents argue that generations of immigrant children learned English quickly simply through being thrown into an English-speaking environment and that bilingual education, a recent phenomenon, retards the learning of English and benefits mainly teachers and administrators. A solid 63 percent majority of likely voters favor the initiative, according to an April 4-9 Los Angeles Times poll of 1,105 registered voters in the state. Among blacks sampled, 67 percent favored it, and among Hispanics, 50 percent favored it. But even such overwhelming opposition to bilingual education doesn't deter those who favor continuing the status quo. "We are pleased that the administration has come out against 227, a voter initiative that would hurt California and its children," said Ambrosio Rodriguez, a lawyer in Washington with the Mexican

American Legal Defense and Educational Fund. In arguing against the initiative, Mr. Smith said, "The best data that we have, the best research that we have, suggests that the one-year immersion structure ... is a major mistake. The

movement under way in California is not based in sound policy or research." But in response to a question, the Education Department official acknowledged that "nobody has really studied one-year immersion per se, because it's never been

tried." Mr. Unz, however, maintained that the Catholic schools in America are "so successful with immigrant children precisely because they use immersion." ■

10. Inside Politics (CNN)

April 27, 1998

Clinton ... Enters Debate Over Bilingual Education

(excerpt)

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

(BEGIN VIDEO CLIP)

MIKE MCCURRY, WHITE HOUSE PRESS SECRETARY: Well, we

understand the public sentiment in California, and one could easily say we are flying in the face of whatever the conventional wisdom is in California about the popularity of that measure. At the same time, the president thinks you can make a good argument that communities need to make these decisions based on what's best for their public school population, and that trying to adopt a single model of how this

should work is not useful.

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

11. All Things Considered (NPR)

04/27/98 Section: News; Domestic;

Clinton Administration Opposes Prop 227

The Clinton Administration today announced their opposition to California Proposition 227, the California ballot measure that would dismantle the state's bilingual education programs. The administration is going to call for a three year limit to participating in bilingual programs, but opponents to Prop 227 say that there should be no time limit. Surveys show that most California voters support the ballot measure.

By Mandalit del Barco

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

NOAH ADAMS, HOST: The Clinton Today, U.S. Education Department said that approach is extreme.

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

MANDALIT DEL BARCO, NPR REPORTER: Proposition 227, which was written by conservation entrepreneur Ron Unz (ph), would replace the current patchwork of bilingual programs in California with a single system of learning English — 180 days — one year of what he calls "English immersion."

After that, limited English-speaking students would be moved into all-English classrooms. In a statement released today, Education Secretary Richard Riley said the results would be a disaster. This afternoon, Riley's deputy, Marshall

administration has announced its opposition to a California ballot measure dismantling bilingual education in the state's public schools. Proposition 227 Smith, told reporters why.

MARSHALL SMITH, U.S. DEPUTY SECRETARY OF EDUCATION: This one size fits all approach may work for t-shirts, but this administration does not support teaching our children in a cookie-cutter fashion.

DEL BARCO: During today's announcement, Delia Pompa, the Federal Bilingual Education Director, said a better goal would be to give students at least three years to learn English.

DELIA POMPA, FEDERAL BILINGUAL EDUCATION DIRECTOR: It's important that we focus on the fact that it is a goal, because we are very cognizant of the fact that not all children are going to meet the goal of

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

learning English in three, and learning to learn in English in three years — not just because of what schools are or aren't doing, but because there are lots of individual differences in how quickly children learn a second language and how quickly they're ready to learn in that second language.

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

Campaign spokesperson Sherry Anna

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

SHERRY ANNA, PROP 227 CAMPAIGN SPOKESPERSON: He has not come out to see the dismal failures of the bilingual education system. And this is the first time he's ever addressed this issue. We don't expect it to affect things, because Californians know that the current system is failing a generation of

kids. So, they're going to continue to vote with their conscience.

DEL BARCO: This is not the first time the Clinton administration has weighed in on a California ballot measure. In 1994, the president opposed Proposition 187, which would have banned undocumented immigrants from public education, health care and social services. President Clinton also came out against Proposition 209, which banned

affirmative action in the state.

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

Mandalit del Barco, NPR News, Los Angeles.

12. Good Morning America (ABC)

04/27/98 Section: NEWS;

BILINGUAL EDUCATION IN CALIFORNIA

CLINTON ADMINISTRATION WEIGHS IN ON ISSUE

By ANN COMPTON

ANTONIO MORA

ANTONIO MORA, Host: Californians go to the polls in June to vote on a measure that would dismantle the state's bilingual education program. The Clinton administration is weighing in on the issue, and ABC's Ann Compton has that from the White House. Good morning, Ann.

ANN COMPTON, ABC News: Good morning, Antonio. Once again, President Clinton appears to be coming down on the middle of an issue. President Clinton is prepared to oppose Proposition 227 in California, which would limit bilingual education to one year of very intensive training. This morning, the White House staff says the White House — the President considers that too rigid. He

would support a limit of three years of bilingual education.

Now, that puts President Clinton at odds not only with Hispanic leaders, who believe very strongly in bilingual education, but what would appear to be a majority of Californians, who say the system just simply isn't working. What no one seems to approve of or side with is the status quo, where very often millions of dollars are spent that keep kids in bilingual education classes for years and still never produce fluency. Antonio?

ANTONIO MORA: Now, Ann, this is just one of the issues that the President is looking at today concerning minorities. The other is a new report about minorities and tobacco. What does that say?

ANN COMPTON: Well, the new

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

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

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

13. The Wall Street Journal

04/24/98 Page A1

The Wall Street Journal / NBC News Poll

By Ronald G. Shafer
(excerpts)

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

TOUGHER STANCES against violent

youths gain growing support.

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

The Arkansas shooting prompts new

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

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

14. The Wall Street Journal

04/28/98

Black Lawmakers Seek Tough Tobacco Bill as Teen Smoking Rises

By Michael K. Frisby

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

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

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

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

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

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

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

Even with the health concerns voiced yesterday, Utah Sen. Orrin Hatch, a Republican, continued to express concern

about the legislation under consideration in the Senate. Mr. Hatch, chairman of the Senate Judiciary Committee, who attended the event at the White House, said that if tobacco companies are forced to pay more than \$398 billion in the legislation, it will bankrupt the industry.

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

The report also disclosed that:

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

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

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

15. Associated Press

04-28 5:52a

Minority health groups want tougher tobacco settlement

By DARLENE SUPERVILLE

Associated Press Writer

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

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

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

The report from Surgeon General David Satcher examined four ethnic

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

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

Advocates said the report highlighted the need for swift action.

"It clearly concerns what we've been saying all this time about the need for special attention to be given to the needs of minority communities," said Ruth Perot, executive director of the Summit

Health Coalition, an umbrella organization of black medical and elected public officials.

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

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

But the minority health groups say cigarette prices should be increased by at

least \$1.50 per pack, maybe even \$2. They also oppose any liability protections for "Big Tobacco."

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

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

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

- States receive grants for school-, college- or university-based programs on

the dangers of tobacco products, and for programs in minority communities.

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

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

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

The groups also want assurance that states will spend the funds only on tobacco-related programs. The provisions "really do need to require states to target

minority communities just as we've been targeted by the industry," added Perot.

But the prospects for a national tobacco policy are unclear.

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

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

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

16. Philadelphia Inquirer

April 28, 1998

White House and GOP feud on minority youth smoking

Clinton pressed for antismoking legislation. Republicans said he failed to specify solutions.

By Steven Thomma

INQUIRER WASHINGTON BUREAU

WASHINGTON — A surgeon general's report detailing a dramatic increase in the use of tobacco among young minorities touched off a new

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

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

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

Between the political sparring, the day focused on the escalating rates at which young racial and ethnic minorities are smoking.

round of political sparring yesterday between the White House and the Republican leadership on Capitol Hill.

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

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

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

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

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

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

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

adopt legislation to curb underage smoking.

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

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

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

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

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

But Lott complained that Clinton was

not helping to work out the details of what would be an historic attempt to regulate the tobacco industry.

"We're up here in the arena, senators on both sides of the aisle, trying to work through how we get a bill to the floor,

and he's out there basically lobbing bombs," Lott said.

In recent weeks, both Republicans and Democrats have become deeply divided among themselves over what to do, and political pressures are pushing them

farther apart rather than narrowing their differences.

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

17. Los Angeles Times

* 04/28/98; Edition: Home Edition; Section: National Desk; Page A-12

Minority Teens Bucking Trend

Lighting Up More, Study Finds

By ALISSA J. RUBIN
TIMES STAFF WRITER

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

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

Public health advocates said the study clearly shows why Congress should pass comprehensive legislation to curb teen smoking. The report examined the smoking habits of African Americans, Latinos, Asian Americans/Pacific Islanders and Native Americans/Alaska Blacks

*

Note: Figures for Asians and Native Americans compiled every four years,

Natives. These groups account for 24% of the U.S. population, but by the middle of the next century their share of the nation's population is expected to reach nearly 50%.

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

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

In the past, minority teenagers were a most recently in 1995, when 20.5% of Asians and 47.7% Native Americans smoked.

Source: surgeon general report

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

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

Smoking is on the rise for high school seniors of all races, according to a report issued Monday by the surgeon general.

% of high school seniors who consider themselves smokers:

Whites

Latinos

("Tobacco use Among U.S. Racial/Ethnic Minority Groups") ■

18. The Washington Post

04/28/98; Edition: FINAL; Section: A Section; Page A03

Clinton Calls For Unity to Curb Youth Smoking

By John F. Harris
Washington Post Staff Writer

A week after warning that House Speaker Newt Gingrich (R-Ga.) was parroting the company line of Big Tobacco, President Clinton markedly softened his approach yesterday. Praising Republicans in the audience on the White House South Lawn, Clinton pledged that he has no interest in quarreling over details as long as both sides agree on the larger goal of curbing youth smoking.

"Every step along the way, we have been able to reach across party lines, we've been able to put aside rhetoric, we've been able to try to look to the health issue of our children," Clinton said

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

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

But the contrast between last week and yesterday's ceremony — in which Clinton stood before a group of children wearing anti-smoking T-shirts — highlighted the political complexity of

the administration's campaign to pass comprehensive tobacco legislation this year.

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

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

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

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

At the same time, White House aides say it will take more than closed-door

stroking to pass legislation, particularly with the limited number of days Congress is scheduled to be in session the rest of the year. Clinton plans a steady drumbeat of public events over the next several weeks designed to heighten the profile of the tobacco issue.

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

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

In terms of public exhortation, Clinton's challenge is to create public pressure for action while avoiding the kind of rhetoric that would sour the legislative process. If some Republicans accused Clinton of overstepping last week, White House aides said the president was sending a useful signal to Gingrich about the risks he faces if he blocks legislation. In any event, Clinton moved back several steps yesterday. "I

have been profoundly moved by the extent to which this really has become an issue about health, not politics; an issue about our children, not partisan differences," he said.

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

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

19. Boston Globe

April 28, 1998

Teenage smoking up sharply

Drastic increase is reported among blacks

By Bob Hohler, Globe Staff,

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

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

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

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

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

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

Market."

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

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

Industry spokesman Scott Williams criticized yesterday's White House ceremony as "one gigantic photo

opportunity designed to put political pressure on the Congress to pass a half-trillion-dollar tax increase."

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

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

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

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

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

Latino Americans.

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

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

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

The surgeon general's report cites

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

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

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

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

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

20. USA Today

April 28, 1998

Calif. students face tough balancing act

By Charisse Jones, USA TODAY

OAKLAND — Ashley Shaw-Scott grew up here knowing that she would not have to go far to attend one of the nation's pre-eminent universities. The University of California at Berkeley is just up the road. And the university's other seven campuses are an hour away, at most, by plane.

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

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

"I was disgusted," said Ashley, a senior at San Francisco's University High School who was accepted at UC-Davis

and UC-Santa Barbara. "Why would I go somewhere that doesn't value students like me?"

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

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

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

In California, that decision is

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

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

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

Foes of affirmative action say that today's students should be heartened that they got into a UC campus without the

kind of preferential boost their older brothers and sisters got.

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

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

And they are right to worry.

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

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

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

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

How far to go from East L.A.?

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

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

With a grade-point average of 3.7 and

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

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

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

So concerned are university officials about losing minority prospects that they have launched outreach efforts to a SAT score of 1170 out of 1600, Yobany was accepted at every school to which he applied, including UC Irvine and Berkeley. But he always wanted to be a Bruin, swathed in blue and gold, cheering in UCLA's Pauley Pavilion.

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

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

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

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

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

encourage every student of color who was admitted to attend.

Berkeley's chancellor, Robert Berdahl, said he would lobby minority students himself. "I believe this will be a loss to Berkeley, and, if they leave the state, for the future leadership of California," Berdahl said. "I will personally phone as many of these students as I can."

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

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

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

Latino alumni association. But it may consist of three members."

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

Debating UC Berkeley vs. MIT

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

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

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

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

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

he says.

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

"Even those who got there because of affirmative action could hold their own," he says. "I wonder about people who've gone to public schools their whole life, and now the best public school in California has just closed their doors on them."

Saying no to Berkeley

The same day Xochil Jimenez got her acceptance letter from Berkeley, she wrote back, and declined. Her only regret is that she cannot specify who will get her spot.

"I tell my friends, 'If I gave up my spot

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

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

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

It is not only Berkeley's dwindling number of Hispanics that bothers her. She craves a smaller campus as well. But

her ambitions will not allow her to forsake the UC system entirely.

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

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

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

■

21. U.S. News & World Report

04/27/98Section: Culture & Ideas; Cover Story; Page 34-37, 40-41, 44, 46

The new education bazaar

Charter schools represent the free market in action—with all its problems

By Thomas Toch

David Mackey liked the idea of running his own school. So last year he got a franchise to open a branch of Life School College Preparatory, a new kind of "public" school. The company holds a charter to educate Arizona kids with public funds outside the regular school system and offers franchises to operators for a fee of \$1,000 per student. Now Mackey, who once taught public school in Utah and worked as education curator at a Phoenix firefighting museum, teaches math, science, history, and English to two dozen students, grades seven through 12, in a small room in a single-story, downtown professional building in Mesa, Ariz. He had to recruit the students himself, and if his enrollment drops, so does his \$40,000 income—each student brings about \$4,500 in state funding. The founder of Life School, James Alverson, a former public school teacher himself, says he borrowed the single-person franchise idea from Amway, the home-products distributor.

Until recently, the notion of maximizing profits and creating incentive schemes had little to do with running a public school. But Mackey and hundreds of other charter-school operators like him around the country are part of a bold new

experiment in education reform. For over a century, local school boards have held a tight monopoly on where and how students can receive schooling at public expense. But deepening dissatisfaction with traditional public schools has changed the landscape. Conservative thinkers have long argued that public schools would do a better job if they had to compete for customers, as private firms do. Now, a hybrid "free market" system, in which students and parents exercise choice but the public pays the costs, is becoming a reality.

TD Since 1988, 16 states have passed "school choice" laws granting students permission to attend schools beyond the geographic borders of their local school districts tuition free. More than 4,000 "magnet" schools allow students to select schools with special teaching or curriculum themes within their school systems. And six years after the first charter school opened in Minnesota, there are nearly 800 such independent public schools educating more than 165,000 students in 23 states and the District of Columbia.

Of all these free-market reforms, charters have attracted particular interest because they represent the most dramatic departure from traditional schooling. Proponents of charter schools include

both political conservatives—who view them as a step toward a more radically demonopolized system in which students would receive vouchers to attend public, private, or parochial schools—and moderates who see charters as a way of averting precisely this dramatic step. Both groups believe that charter schools, which in their purest form operate largely beyond the reach of school boards and teachers' unions, can strengthen public education by promoting competition and by liberating innovators from the shackles of tradition. President Clinton, a strong backer of the charter concept, has called for quadrupling the number of charter schools to 3,000 within the next two years.

In two states, Arizona and Michigan, the notion of a free-market school system has moved well beyond the theoretical stage. Charter laws in both states are the most permissive in the nation: Virtually any person or organization can open a charter school and enjoy wide latitude over staffing, curriculum, and spending, and the backing of the state lawmakers and regulators. Together, Arizona's 241 charters and Michigan's 107 make up nearly half the total number of charters in the United States.

Good and bad. Yet weeks of reporting in the two states, including visits to

nearly three dozen charter schools, yield a picture of educational entrepreneurialism that features not only the classic benefits of any market-based enterprise but also the classic drawbacks. Charter schools are both better and worse than ordinary public schools. Their problems are different, having more to do with those of a free-wheeling market than a state bureaucracy. The best charter schools pursue innovation and educational excellence with an enthusiasm sorely lacking in many traditional public schools. But these schools are the minority. Much more common are schools beset with problems as bad as—and in some cases worse than—those found in traditional public schools. If competition and market

A few schools in both states are truly innovative. In Michigan, a secondary school created by the Ford Motor Co. is located in the Henry Ford Museum in Dearborn. Students study the museum's technology exhibits as part of the curriculum. A smattering of new schools have established themselves as specialized educational powerhouses, including Sankofa Shule, an Afrocentric elementary school in Lansing, Mich., that includes instruction in four languages, and the Arizona School for the Arts, a junior/senior high school in Phoenix that couples a half-day performing-arts program with a college-prep core curriculum.

Most fundamentally, the spread of charters in Arizona and Michigan proves that competition can promote reform. So far, the Mesa school system, Arizona's largest, has lost only 1,600 of its 70,000 students to the area's many charter schools. But the mere existence of the schools seems to have motivated the mainstream bureaucracy. To stanch the flow of students to the likes of Ben Franklin and the Education Centre, the district is opening new traditional and Montessori elementary schools, building a performing-arts magnet school, and adding daylong kindergartens to many elementary schools to court working parents.

If the best of a newly marketized system is very good, however, the worst has problems rarely encountered in traditional public education. And in scores of charters in Arizona and Michigan, curricula and teaching are weak, buildings are substandard, and financial abuses are surprisingly prevalent. Nearly half Arizona's charters are high schools, the majority run by chains such as PPEP TEC High School,

models are inevitable features of tomorrow's education, the operating realities of charter schools in Arizona and Michigan are reminders of perils to avoid—and guideposts for parents seeking the right schools for their children.

High-quality charter schools share one trait: They have brought new participants who care about children's welfare into public education. A dozen or so Detroit-area clergy, for instance, have started charters to help students languishing in the city's public schools. Charter schools are also generally small and safe, offering a cohesiveness hard to find in Arizona's and Michigan's often large public schools.

Charter schools in both states offer a Excel Education Centers Inc., and the Leona Group. These companies take advantage of the fact that Arizona requires high school students to attend only four hours of school a day. They target kids on the margins of traditional public schools—low achievers, discipline problems, truants—with pledges of swift and simple routes to graduation. And many of the companies increase their revenues by running two or three four-hour sessions a day and substituting self-paced computer instruction for a regular teaching staff.

Academic standards in such "high schools"—many occupy a few rooms in commercial buildings—are often very low. Marilynn Henley, Arizona's curriculum director in the mid-'90s, who last year visited more than 100 of the state's charter schools, calls the computer coursework "work sheets on screens—mostly at a seventh- or eighth-grade level." Many "courses" last only a few weeks. There is typically no homework. And many students get credits for after-school work, including, in the case of students at the Arizona Career Academy, a nonprofit charter in Tempe, jobs in fast-food restaurants.

Standards in many of Arizona's for-profit charter high schools with conventionally taught courses aren't any higher. At the Leona Group's new Apache Trail High School in Apache Junction, where staffers are paid bonuses for raising enrollment, 30 students taking a course called "American literature through cinema" listened (with the exception of those asleep at their desks) to the soundtrack from *Last of the Mohicans*. Defenders of the charter high schools say the schools offer a second chance to students abandoned by traditional public education.

wider variety of options for students with different learning styles. The teaching philosophies of two charters in Mesa, Ariz., for example, couldn't offer a more striking contrast: Benjamin Franklin Charter School is a throwback to Norman Rockwell schools of the 1950s, with well-scrubbed students working silently at desks in tidy rows, under the watchful eye of no-nonsense teachers. Several miles away at the Montessori Education Centre Charter School, elementary students grouped three grades to a room sprawl on the floor or bunch together at tables, learning math by grouping beads and working on sound-letter relationships, or drawing in their journals. When they need help, they call their teachers by their first names.

Hard to learn. No one would dispute that bad teaching and scarce resources plague many traditional public schools. But shortages are so severe in some charter schools in Arizona and Michigan that it's hard to see how any learning can take place. Many of the charters' teachers are low-paid neophytes; as a result, staff turnover is high. Labs and libraries are rare. Even basic classroom supplies are often lacking: The kindergarten teacher at EcoTech Agricultural Charter School in Chandler, Ariz., for example, appeared to have little more than paper and pencils available for her students. And there are plenty of charter schools housed in buildings few would deem conducive to learning: Teachers at the West Michigan Academy of Environmental Sciences spent more than a year teaching 300 students at picnic tables and old desks in the Stadium Arena in Grand Rapids, briefly vacating the building for a knife-and-gun show.

Even more disturbing is the opportunity for profiteering created by charter laws in Arizona and Michigan. When William and Mary Delaney turned Warwick Pointe Academy, a private elementary school they owned and operated in Grand Blanc, Mich., into a public charter school in 1996, they began charging the school \$200,000 a year in rent for the building and furnishings—over three times the -foot rate paid by several public schools and another charter school in the area. William Delaney declined to discuss the rent.

A study of Arizona's charters conducted last year turned up a number of instances where the enrollments schools submitted to claim state aid differed sharply from the schools' average attendance. In Michigan, the Romulus public school system sought to profit

from another market reform—the state's new school-choice law. Located just west of Detroit, the Romulus system opened a school within the Detroit school district's borders. It enrolled about 2,200 students, including many dropouts, offering as one attraction a \$50 "signing bonus." The school qualified for \$14 million in state aid, but only about a fifth of the students continued to attend the school. (Last year, the Michigan legislature outlawed such practices in Detroit, causing the school to close.)

Traditional public school systems have the ability to grant charters in Arizona. Most of those that have done so, however, have been tiny, cash-strapped

Such problems have multiplied in the absence of rigorous oversight. "We have not found a single {state} with a well-formed plan for dealing with problem schools or outright failures," write conservative education expert Chester Finn Jr. and his coauthors in their 1997 report, "Charter Schools in Action." Local school systems have largely sidestepped the task of monitoring the 50 or so charter schools they sponsor in Arizona. Window Rock, for instance, hasn't assigned any staff to keep tabs on the dozen schools it has chartered, the closest of which is 400 miles away. Window Rock's new school superintendent, Paul Hanley, did move to close four schools last fall, including two run by Reed Gaddie, who in 1989 was sentenced to jail on a drug paraphernalia charge. One of Gaddie's schools, Community Campus, had no building and was conducting classes in a park; the other, the Arizona Career and Technology High School, on one occasion last fall resorted to "locking down" students in their classrooms with custodians and construction workers patrolling the halls to keep order.

State chartering boards haven't been eager to crack down on abuses, either. Last year's evaluation of Arizona's charter schools was conducted by the staff of Lisa Graham Keegan, Arizona's elected state superintendent of schools, after Keegan's office began receiving many complaints about the schools. But Keegan's department didn't make the evaluation's troubling findings public until nearly a year later—after the state school board association lawyer filed a freedom-of-information request, and after Keegan's top charter-school aide removed evaluators' handwritten notes on their school visits, as allowed by law. Says Keegan about the evaluators' report: "I would prefer that everything {the

rural school systems out to make money by charging chartering fees of up to 10 percent of the charter schools' revenues. The Arizona charter law also let sponsoring school systems count charter students as their own for state-aid purposes, a since-rescinded double-dipping opportunity that gave the 3,300-student Window Rock school district, located on the Navajo Indian reservation in northeast Arizona, an added \$200,000 to a budget of \$20 million.

Nepotism is widespread in Arizona and Michigan charter schools. One example is NFL-YET Academy, a 620-student elementary school in monitors} saw was wonderful. But if it wasn't, OK. In the main, I'm pleased, far and away, with the quality of the public charter schools. . . . How much monitoring do you think is going on in the traditional system?"

Two governor-appointed boards that grant charters in Arizona, the State Board of Education and the State Board for Charter Schools, also declined to take action against many schools discovered during the evaluation to have serious educational problems. The boards, dominated by free-market advocates, revoked two charters in the wake of the evaluation, including that of Alan Wright, a past superintendent of education at the Arizona Department of Juvenile Corrections, who recruited many students from the state's youth justice system to his 12 Success charter schools. The state said Wright failed to serve special-education students and committed other transgressions, which he denied. (A state court recently reinstated Wright's charter on due-process grounds, though the Success schools have shut down.)

But over three dozen schools in last year's evaluation of Arizona's charters that were identified as having education programs bad enough to close were left alone on the grounds that they weren't physically endangering students or defrauding taxpayers. The systematic evaluation of the charter schools by Keegan's staff ended last fall, halted by the heads of the two charter boards and Keegan, a former speech pathologist who entered the Arizona legislature at age 30 and coauthored the state's charter law after failing to push through voucher legislation. Through a spokesperson, they say that the Arizona Department of Education is not required by law to conduct charter-school evaluations.

No furniture. In Michigan, the majority of charter schools are sponsored

Phoenix. The school's founder and chief executive is Armando Ruiz, a former state senator and adviser to former Gov. Fife Symington. His twin brother, Fernando, is the school's budget director; his younger brother Reyes is the school's "spiritual development" director; his mother, Estella, is an administrator; his father, Reyes Sr., is a school carpenter; his sister, Rebecca, is a teacher. While the family-run model is ideal for many small businesses, the potential for abuse in public contracting is obvious; the law in Arizona bans nepotism in regular public schools but not in charter schools.

by state universities: Central Michigan University, Grand Valley State, Saginaw Valley State, and a few others, all of whose boards of trustees were appointed by Republican Gov. John Engler. Engler is a staunch advocate of charters who readily acknowledges that he pressed trustees to promote charter schools. Instead of closing down a severely troubled school in Muskegon, the head of the charter-school office at Grand Valley served as the school's interim principal for several weeks. Harry Ross, director of oversight at Central Michigan's charter-school office, says the university had nearly 30 charter schools in operation before it hired oversight staff.

Keegan and other market-reform advocates argue that it is consumers—parents and students—who should determine the fate of charter schools. "If the education in charter schools isn't good, people leave, and the schools don't stay in business. It's a better way to run a system," she says. Yet neither Arizona nor Michigan incorporates testing systems to measure whether charter students are learning any more than their counterparts in regular public schools—making it difficult for parents and students to make smart choices.

In fact, the choices may be fewer than many consumers realize: Though funded with tax revenues, many charters have proved less welcoming than truly "public" schools. To be eligible for federal start-up grants, the schools must be open to any student who applies and must use a lottery if they are oversubscribed. But Arizona doesn't require charters to use a lottery, and some schools that have received federal funds don't. The well-regarded New School for the Arts in Scottsdale, for example, has a lengthy waiting list. Yet it considers applicants on a first-to-apply basis and then counsels out students not suited to

its advanced arts program.

Some charter schools discourage special-needs students from applying. Lyle Voskuil, director of special education at eight Grand Rapids area charters run by National Heritage Academies, a for-profit company, says that for financial reasons his schools offer no more than three hours of special-ed services to a student a week and that they urge the parents of students who need more help not to attend the schools. "We tell them upfront that they may be better off elsewhere," says Voskuil. Traditional public schools don't have that luxury.

Bad apples. Arizona's charter high school chains may recruit troubled students, but other charter operators work to keep such students out. Many have

Nowhere are the separatist tendencies of some charter schools more strongly reflected than at Sankofa Shule, one of half a dozen African-centered charters in Michigan. While its students clearly thrive in a setting celebrating their heritage, Sankofa deliberately places itself outside the cultural mainstream. Rather than Labor Day, Memorial Day, and Presidents' Day, it observes holidays such as African Independence Day and Malcolm X Remembrance Day. "The traditional concept of Thanksgiving, like the Fourth of July, really has nothing to do with us," writes a teacher in the school newsletter. And a daily "affirmation" spoken by the entire school begins, "I pledge to my African nation . . ."

The segregation of many charter schools along ethnic, racial, and religious

"zero tolerance" discipline policies that they discuss in long, preadmission interviews with parents and students as a way to discourage potential bad apples. "We're trying to get our share of good kids," says Japen Hollist of Life School in Mesa. "We've raised the dress code to scare off a few, and we have frank conversations with others."

Twenty percent of Arizona's charter schools and nearly half the charters in Michigan are former private schools that converted to charter status—frequently as a way to raise their revenues. Many of these "conversion" schools—including some 20 Montessori schools in Arizona and two prestigious private schools in Detroit, Nataki Talibah Schoolhouse and Aisha Shule—have created more options lines has also created church-state conflicts. A year after Heritage Academy Inc., a privately run Mesa high school, converted to charter status, the Arizona Republic reported that the school was teaching creationism in its science classes—and violating the law in the process. The school's headmaster at first defended the practice. Later, faced with the loss of state funding, he vowed instead to teach neither creationism nor evolution.

Keegan and other charter backers contend that charter schools shouldn't be held to higher standards than traditional public schools. Yet charter schools offer a chance to introduce a level of accountability absent from public education in the past. For decades, public schools have been at the mercy of

for families who couldn't otherwise afford private schooling. But to the extent that such schools don't open their doors to "outsiders," charter laws are simply creating public subsidies for private schooling, and encouraging social balkanization. The A.G.B.U. Alex and Marie Manoogian School in Southfield, Mich., for example, was a private Armenian church school before it became a charter two years ago (tripling its revenue in the process). As a charter school, its board, faculty, and student body are still almost entirely Armenian. "Not a lot of new kids apply," acknowledges principal Nadya Sarafian, who keeps small U.S. and Armenian flags side by side on her desk.

central-office edicts and teacher-union contracts—and thus not responsible for their own performance. They were told what to spend money on, whom to hire, and what to teach. Many charter schools, in contrast, are largely free of such bureaucracy. In exchange for that freedom, it would make sense to allow public authorities to scrutinize charters' financial practices and educational results—and to crack down on laggards. Such a trade-off could in turn inspire a similarly rigorous system of accountability in traditional public schools. What is clear from the Arizona and Michigan experiences with charters is that, without rigorous accountability, both students and taxpayers suffer. ■

22. CyberTimes (New York Times on the web)

April 28, 1998

Study Shows Students Use Internet Primarily for Research

By PAMELA MENDELS

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

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

That is one of the findings of a study scheduled to be released in late May by Quality Education Data, a market research company that studies trends in education. Preliminary findings of the study were released this week at a trade show on education and technology in

New York City, SchoolTech, and a company official fleshed-out the findings at the request of a reporter.

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

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

of market research for the Denver-based company.

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

The largest group, 69 percent of those who turn to the Internet at least once weekly as a teaching aid, said that they use it for research.

The next largest group — 66 percent — browse the Internet to get curriculum material. The third most popular use, by 46 percent of the teachers participating,

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

Most teachers reported that the students in their classes spent an hour or less a week doing "hands-on" Internet work. But almost a quarter — 23 percent — reported that students in their class

spend up to two hours online. Research was the most widespread use, with 49 percent of teachers reporting that their students used the Internet at least once a week for this purpose. Twenty one percent reported students doing online projects in class and 19 percent reported that the students used e-mail in the classroom.

The study also asked the teachers to name the three Web sites that they use

most often in their profession. The most popular site, named by 11 percent of respondents, was the United States Department of Education site, followed by the Educational Resources Information Clearinghouse and the National Aeronautics and Space Administration (NASA) Web site. ■

23. Dow Jones News Service

04/27/98

GOP May Attach Student Loan Plan To Mid-Year Spending Bill

By Jennifer Corbett Dooren

WASHINGTON (Dow Jones)—Republican leaders may attach legislation that would lower the interest rate students currently pay on federally-backed education loans to a bill that would provide funding for weather-related disaster relief and U.S. military operations.

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

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

Lawmakers are under pressure to

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

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

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

The July 1 formula change was

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

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

(MORE) DOW JONES NEWS
04-27-98

05:04 PM ■

24. Good Morning America (ABC)

04/27/98Section: NEWS;

PARENT TO PARENT

TEACHING KIDS TO ARGUE

By STEVE AVESON
CHARLES GIBSON

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

Arguing is a real skill that not only takes serious concentration but also practice.

And our Steve Aveson is here with more. Steve?

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

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

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

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

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

Prof. ANDREW RANCER, University of Akron: Conventional wisdom would suggest that arguing is not good, don't argue. But that's because people confuse the two. People are confusing what argumentativeness is, which is constructive, and verbal aggression, which is destructive.

STEVE AVESON: (voice-over) After 20 years of studying the way people disagree, Professor Andrew Rancer is

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

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

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

6th STUDENT: Shut up, you 'tard.

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

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

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

7th STUDENT: Why?

8th STUDENT: No way. (crosstalk)

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

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

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

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

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

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

convinced, good arguing can actually decrease violence. That's why here at the Fort Couch Middle School in Pennsylvania, they're encouraging kids to argue.

1st STUDENT: Give me the controller.

2nd STUDENT: No, I have it first.

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

VALERIE WHITECAP, Fort Couch change in the way he — you know, his arguments make more sense. You know, you could see there was some thought and some logical thinking, and he was trying to, you know, present his point of view.

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

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

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

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

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

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

STEVE AVESON: Oh, a lot of parents want to learn how to do this. You can teach your kid how to argue at home. Practice makes perfect. First thing you want to do is avoid distractions. Turn off the television, turn off the radio, turn off the CD player, don't have conversations with other kids.

Middle School Teacher: They'll say, "Oh, I've been in a lot of arguments." But really what they've been in is fights and disagreements and yelling and screaming and using verbal aggression. First I try to explain to them that's not really an argument.

3rd STUDENT: Give me the (inaudible).

4th STUDENT: No! Get away!

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

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

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

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

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

STEVE AVESON: How did you respond?

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

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

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

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

CHARLES GIBSON: Well, I don't know, it was a good letter, though, it was a good letter. It worked. Thanks very much, Steve Aveson.

25. Morning Edition (NPR)

04/27/98Section: Business; Domestic;

School-to-Work Programs

A new study by the National Employer Leadership Council found significant benefits for companies and the high school and college students they hired. Many companies say one unexpected benefit they reaped from the programs was the financial rewards.

By Elaine Korry
San Francisco; Alex Chadwick,
Washington, DC

ALEX CHADWICK, HOST: Increasing numbers of companies are getting involved in school-to-work programs. Employers bring high school or college students into the workplace to teach them how academic learning applies in a real job.

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

NPR's Elaine Korry reports from San Francisco.

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

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

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

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

SOUNDBITE OF A CROWD IN OFFICE

DAN GOLDMAN (PH), TECHNICAL ASSISTANT, AUTO

KORRY: So, the company learned it was better to target community colleges

DESK, JUNIOR, SONOMA STATE UNIVERSITY: HQ91PO1.

UNIDENTIFIED AUTO DESK EMPLOYEE: Right.

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

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

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

KORRY: Before coming to Auto Desk, Goldman wasn't even thinking about college. Now he's a junior at Sonoma State University, close to making honor roll. At the same time he's acquired job skills that help alleviate the big worries many young people have about their futures.

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

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

Bob Perlman (ph) is the president of the Auto Desk Foundation, which manages the intern program. He says the company started out wanting to be a good for apprentices, but Bell South also had trouble hiring them after they graduated

corporate citizen, but it soon realized it could profit.

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

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

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

Pat Stone with the Employer Leadership Council:

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

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

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

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

from the program. That's because the company could not forecast precisely

where it would need new hires.

Again, Lee Doyle:

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

KORRY: Even though the program

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

According to the National Employer Leadership Council, no one can guarantee great results to every company

that sets up a school-to-work program. But, the success of most companies should encourage other employers to at least try.

Elaine Korry, NPR News, San Francisco. ■

26. The Wall Street Journal

04/28/98

GOP Angers White House by Loading Spending Measure With Amendments

By David Rogers

Staff Reporter of The Wall Street Journal

WASHINGTON — From federal crop insurance to bank rates on student loans, Republican leaders are loading up an emergency spending bill with last-minute amendments that the White House opposes.

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

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

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

Although more than 70 senators have

written to Mr. Lott in recent days asking for a floor vote on the package, he has clearly sided with a handful of conservatives who oppose any food stamps for immigrants.

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

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

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

Agriculture Secretary Dan Glickman, who telephoned senators yesterday, has warned he would recommend that President Clinton veto the initial

agriculture bill if the food-stamp funding wasn't included.

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

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

House Education Committee Chairman William Goodling (R., Pa.), a fierce critic of the direct-loan program, has pushed for the amendment with the blessing of Majority Leader Richard Armey (R., Texas). The precise language would be drawn from a bill adopted in March by Mr. Goodling's committee with bipartisan support. But the White House says the plan concedes too much to the banking industry and will exhaust over \$1 billion in savings needed to fund other programs.

■

27. Associated Press

04-28 3:52a

Vice president wants more Internet access for schools

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

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

who spoke Monday on condition of anonymity.

The goal is to get those schools wired by this time next year, the officials said. Efforts to connect Indian schools, which serve 53,000 children, are to begin May

16, when volunteers will establish Internet connections in 28 schools, the officials said.

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

Under Gore's plan, Internet access would be provided through a special "education rate" initiative that offers steep discounts for the service to public

and private schools and libraries, the officials said.

The proposal also calls for a Commerce Department analysis of trends in Internet usage, to determine whether there is a racial divide "between informational haves and have-nots," one official said.

And, it seeks to establish guidelines through the **Department of Education** to set up on-line mentoring, through which students can get access to information

through a special "Ask An Expert" service.

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

28. Wisconsin State Journal

04/25/98; Edition: All; Section: Local/Wisconsin; Page 1B

Milestone

By Pat Simms

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

Presidential Scholar.

Berman, a senior at Madison West High School, and two others from Wisconsin — Troy Swift of Platteville

High School and Joshua Passman of University School in Milwaukee — will be honored by the White House in June. ■

29. The Kansas City Star

04/25/98; Edition: METROPOLITAN; Section: METROPOLITAN; Page C1

One of a select few

By MIKE KENNEDY; LYNN HORSLEY; STA

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

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

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

15 at large; and 20 scholars in the arts.

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

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

- Stacy Downs ■

30. The Capital Times

04/25/98; Edition: All; Section: Local/State; Page 3A

WEST HIGH SENIOR IS PRESIDENTIAL SCHOLAR

Madison West High School senior Sarah M. Berman is one of 141 high school students from across the country named Friday as 1998 Presidential Scholars.

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

Berman, the daughter of Niles and Linda Berman, was one of seven Madison students in the running for the

award. The scholars are selected by a 32-member commission from among 2.5 million graduating high school seniors.

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

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

The scholars, who are selected for

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

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

The 141 Presidential Scholars include a boy and girl from each state, the District of Columbia, Puerto Rico and from U.S. families living abroad, as well

as 15 at-large recipients and 20 scholars in the arts. ■

31. The Seattle Times

04/25/98; Edition: FINAL; Section: LOCAL NEWS; Page A11

BAINBRIDGE, SNOHOMISH STUDENTS NAMED SCHOLARS

By NANTLE TIMES SNOHOMISH COUNTY BUREAU

A Bainbridge Island girl and a Snohomish boy have been chosen from among the nation's 2.5 million graduating high-school seniors to be 1998 Presidential Scholars.

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

Ewing was visiting Connecticut when the announcement was made, trying to

decide whether to attend Yale or Harvard next fall, said Larry Aalbu, Snohomish High principal. Ewing is active in debate and scored a perfect 1,600 on his SATs.

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

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

Baker - who has a twin brother who,

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

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

32. Pittsburgh Post-Gazette

04/25/98; Edition: REGION; Section: LOCAL; Page A-10

UPPER ST. CLAIR STUDENT NAMED PRESIDENTIAL SCHOLAR

CARMEN J. LEE
POST-GAZETTE STAFF WRITER

Kelly Doran was busy as usual when news came yesterday that she was among

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

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

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

Kelly also is co-president of Interact, an Upper St. Clair High School volunteer group. For nearly three years, she's volunteered at The Wesley Institute, an agency in Upper St. Clair that provides services for at-risk youth from across the region. Kelly and other Upper St. Clair

a select group of high school seniors chosen as presidential scholars.

In fact, the Upper St. Clair teen wasn't even in town. She was in Erie playing students work with teen-age girls who have been sexually and physically abused. She was recently named a Post-Gazette All-Star Achiever.

"Kelly is really one of the most organized, conscientious and committed young women I've worked with in a long, long time," said Paula Huffman, coordinator of volunteers for the institute. "I can depend on her. She's a great leader. Seventy to 75 of the students this year got involved in volunteering at the institute because of her leadership."

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

"If I put her in a lineup with five other women you'd never know who she was because she never talks about what she has achieved. She's a very humble, very wonderful woman," Orr said. "I was the one who called her my Renaissance woman. She not only is academically

violin with the state high school orchestra.

brilliant, she's also an athlete and a musician and she's very kind to everyone. She thinks beyond herself. She's a very remarkable human being."

A 32-member commission appointed by President Clinton selected 141 scholars from among 2.5 million graduating seniors. Scholars are chosen annually based on academic achievement - including SAT or ACT scores and transcripts - leadership and character.

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

Kelly has been accepted to every college she applied, a list including Duke, Harvard, Princeton, Stanford and Brown universities and she probably will attend Harvard. ■

33. The Washington Post

04/25/98; Edition: FINAL; Section: Metro; Page B03

Students Named Presidential Scholars

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

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

From the District, the scholars are

Susanna M. Flug, of National Cathedral School; Dorothy A. Fortenberry, of Sidwell Friends School; and Alan S. Morse, of St. Albans School.

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

McDonough School.

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

The scholars will be honored at a White House ceremony at which each will receive a medallion.■

34. Associated Press

04-25 0:33a

Two Alaskans named Presidential Scholars

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

William Falsely of Dimond High and

Sarah Marriage of East were named Friday in an announcement from the federal **Department of Education**.

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

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

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

35. Associated Press

04-24 11:04p

Montanans among 141 high school seniors chosen as 1998 Presidential Scholars

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

Zachary Pincus of Bozeman Senior High and Whitney Ward of Beaverhead

County High in Dillon were recognized Wednesday for their achievements in academics or the arts.

They will visit Washington June 13-18 and be honored at a White

House-sponsored ceremony.

The selections are made from among 2.5 million graduating high school seniors.■

36. Associated Press

04-24 7:05p

Two Nevada high school seniors among 141 1998 Presidential Scholars

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

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

The Nevada recipients are Marissa M. McClish, a senior at Reno High School,

and David K. Wong, who attends Edward W. Clark High School in Las Vegas.

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

"These 141 students have demonstrated a commitment to education and a dedication to excellence," Riley

said in a written statement. "While there is no substitute for hard work and high academic standards, the creativity, energy and discipline these young people bring to their work make their accomplishments all the more exemplary."

The scholars include one young man

and one young woman from each state, Washington, D.C., Puerto Rico and from U.S. families living abroad, as well as 15 at large recipients and 20 scholars in the arts.

They will be honored at a White

House-sponsored ceremony in June.

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

Arts scholars are selected by a

commission from students who participate in the Arts Recognition and Talent Search, which is conducted by the national Foundation for Advancement in the Arts. ■

37. Associated Press

04-24 6:47p

Grand Forks, Fargo students 1998 Presidential Scholars

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

Selected were Todd A. Johnson, a senior of at Red River High School in

Grand Forks; and Nidhi R. Kalra, a senior at Fargo South High School.

They are among the 141 high school seniors selected nationally.

The students are selected for their

achievements in academics or the arts.

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

38. Associated Press

04-24 5:58p

Wyoming high school seniors named 1998 Presidential Scholars

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

Rebekah Billings of Casper-Natrona High School and Dennis Hungerford of Rock Springs were among 141 seniors

from across the country to be recognized for their achievements in academics or the arts with the award.

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

honored in a ceremony.

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

39. Associated Press

04-24 5:57p

Virginia high school students are among this year's 141 Presidential Scholars

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

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

ceremony at which each will receive a medallion.

The Virginians are Rahul Dasgupta of McLean, a senior at Langley High School; L. Katrina Glanzer of Dayton, a senior at Eastern Mennonite High School in Harrisonburg; and Jason Munyan of

Alexandria, a senior at Thomas Jefferson High School for Science and Technology.

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

40. Associated Press

04-24 3:23p

Students from Jackson and Hattiesburg named Presidential Scholars

JACKSON, Miss. (AP) - Seniors from Jackson and Hattiesburg are among 141

high school students nationwide who have been named 1998 Presidential

Scholars.

Christine Varnado of Hattiesburg

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

Scholars were selected based on their

SAT and ACT scores, essays, transcripts, leadership and character.

"These 141 students have demonstrated a commitment to education and a dedication to excellence," U.S. Secretary of Education Richard Riley

said in a statement. "Their accomplishments in scholarship, leadership, community service and the arts serve as a model for all." ■

41. Associated Press

04-24 2:37p

Columbia, Chapin high schoolers named Presidential Scholars

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

Adams E. Rackes of Dreher High

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

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

42. Associated Press

04-24 2:03p

Three Oklahoma students named presidential scholars

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

Norman High School senior Emily K. Drennan; Karen E. Robinson, a Shawnee senior attending the Oklahoma School of Science and Mathematics in Oklahoma

City, and Ponca City High School senior Matthew J. Szabo will get to visit Washington in June.

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

A 32-member commission on Presidential Scholars selects the scholars from among 2.5 million graduating high school seniors. The commission is

appointed by the president and is comprised of eminent private citizens.

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

43. U.S. News & World Report

04/27/98Section: Culture & Ideas; Page 40-41

Sugar daddies for charters

Buying a revolution

By Thomas Toch

Foundations created by wealthy, industrial-era families like the Fords and the Carnegies have been the traditional benefactors of public school reform. But today's market-driven experiments are drawing a new generation of underwriters. They include:

Donald and Doris Fisher. The billionaire founders of the Gap Inc. have pledged \$25 million through a new foundation to help the San Francisco area public schools hire the Edison Project, a for-profit operator of both traditional and

charter public schools, and one of nearly two dozen new companies drawn to the business of public education by the chance to compete for students. "Edison has a good {education} model and we want to give Bay-area schools a chance to use it," says Donald Fisher, 69, himself a product of San Francisco's public schools. Bringing in an outside firm like Edison, Fisher says, gives public school systems a catalyst for reform "without getting caught up in the voucher debate." (The Fishers' son John independently owns about 4 percent of the Edison

Project.)

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

expand nationally.

J. C. Huizenga. This wealthy manufacturer and evangelical Christian

The Walton family. The heirs of Wal-Mart founder Sam Walton are using part of their \$28 billion fortune to encourage the shift of students from traditional public schools to both charters

founded his own for-profit charter school company—National Heritage Academies—which runs eight charter schools in the Grand Rapids, Mich., area and private schools. The family foundation has donated \$350,000 over the past two years to a national group that helps launch charter schools, for example, and John Walton, 51, has

stressing traditional values (each school has a "moral focus" committee). Huizenga, cousin of entrepreneur Wayne Huizenga, also plans to expand.

contributed \$3 million to help District of Columbia students attend private schools, one of three dozen such efforts begun nationally in the 1990s.■

TRADE

44. LRP Publications

April 24, 1998

Senate Passes Coverdell Education Savings Account Bill

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

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

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

Other provisions of the bill, including those added by way of amendments, would make \$3 billion available in school construction bonds over 5 years; allow states to choose whether to receive \$10 billion in federal education funds as a block grant at the state level, local

level, or to continue receiving funding from Washington; ban national tests in reading and math unless approved by Congress; authorize a literacy program which focuses on training teachers to teach reading in scientifically proven methods, such as phonics; and provide incentives for states to implement teacher testing and merit pay programs.

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

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

President Clinton, however, has promised to veto the bill, which casts a

shadow on the Coverdell victory.

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

Education Secretary Richard Riley echoed the president's concern.

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

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

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

45. Education Week

April 29, 1998

Black Students Found Less Likely To Access The Internet

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

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

time that the kids spend on the computer at school is enough."

"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. ■

46. Education Week

April 29, 1998

GOP Reading Proposal Approved During Debate in Senate

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

Known as the Reading Excellence Act, the measure also includes "tutorial assistance grants," which would give schools in impoverished communities

states to propose how they would incorporate the research into their professional-development plans for money to hire outside tutors for students having trouble learning to read.

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

teachers in order to receive grants. ("GOP Tutoring Grants Inspire Concerns, Praise," Oct. 22, 1997).

But last year, the Education Department said it would support the act if that provision was removed. ■

47. Education Week

April 29, 1998

Bill Previews Future Education Policy Battles

By David J. Hoff
Washington

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

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

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

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

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

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

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

"By this simple, small incentive, we are causing American families to come forward with billions of new dollars to

help public, private, and home schools," Sen. Paul Coverdell, R-Ga., the bill's sponsor, said of the savings accounts he believes would inspire \$10 billion in education spending over the next 10 years.

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

Tax-Free Accounts

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

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

"It won't do anything to strengthen our schools, and, in fact, would weaken public education by siphoning limited federal resources away from public schools," Mr. Clinton said April 21.

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

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

The Senate now must reach a compromise with the House, which

passed a related bill with just the savings incentives last year.

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

Glimpse of the Future?

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

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

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

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

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

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

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

perfect should we reject an experiment of this sort."

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

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

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

"If [the Republicans] had somebody in

legislation.

the White House who was for vouchers, they'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. ■

48. Chronicle of Higher Education -- Academe Today

April 28, 1998

Welfare-Law Changes Lead 2-Year Colleges to Alter Ways They Serve Needy Students

By PETER SCHMIDT
MIAMI BEACH

Changes in state and federal welfare laws are forcing community colleges to rethink how they serve students who are on public assistance, and some who have already 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, according to many of the educators gathered here for the American Association of Community Colleges' annual convention.

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 they can qualify for better-paying careers that will leave them and their families financially secure, U.S. Deputy Secretary of Labor Kathryn (Kitty) Higgins said 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

wealth, she said. Meanwhile, certain industries, such as information technology and 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. Nan 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. ■

49. Chronicle of Higher Education -- Academe Today

April 28, 1998

House Leaders Find \$1-Billion to Finance Key Provision of Higher-Education Bill

By STEPHEN BURD
WASHINGTON

Republican Congressional leaders said Monday that they had found the \$1-billion needed to pay for a proposal that would sharply reduce interest rates on student loans. That cleared the way for the full House of Representatives to averting a potential collapse of the

consider a bill this week that would renew the Higher Education Act.

guaranteed-student-loan program, would

reduce the interest rate on student loans by 0.8 of a percentage point, but would lower the margin that banks now earn on student loans by only 0.3 of a point. The difference would be made up by creating a new government subsidy for banks.

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

As part of that effort, they asked

leaders of the House Budget Committee to come up with about half of the subsidy's cost.

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

The House education committee will provide the other \$550-million. The panel believes it can cover most of that cost by extending the length of time before the federal government declares a delinquent student-loan borrower to be in

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

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

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

50. CongressDaily/A.M.

04/28/98Section: BANKING;

Supporters Of Student Loan 'Fix' Looking For Offsets

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

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

House members made their quest for offsets easier Monday by relying on the

lower of two CBO cost estimates that assumes a lower interest rate environment. Instead of \$3.6 billion through FY2003, House members are looking for \$1 billion. The figure could drop to \$785 million if attached to the supplemental bill, which requires offsets only through FY2002. Both Republicans and Democrats want to set a new guaranteed student loan interest rate because the rate, under current law, is scheduled to drop on July 1, 1998, five years after passage of President Clinton's direct loan program.

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

In order to keep banks in the system, they also proposed having the federal government pay banks the difference between the higher and lower rates.

Clinton opposes this subsidy, claiming banks would still make the no-risk student loans at the lower rate.

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

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

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

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

51. American Banker

04/28/98Section: Washington; Page 2

House Aye Due Wednesday for Cheaper Student Loans

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 is 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. ■

LOCAL

52. San Francisco Chronicle

April 28, 1998

Part-Time Instructors Busy Working Overtime

Some say students miss full-time faculty

Pamela Burdman, Chronicle Staff Writer

Tim Dave's Isuzu Rodeo is inching along in rush-hour traffic going south on I-680. Most of the other commuters have finished work for the day, but Dave is just starting the second leg of his workday.

By the time he returns home, he will have been gone 12 hours, shelled out \$12 for gas and bridge tolls and driven 170 miles, all for the sake of doing what he loves — teaching physics.

Like an increasing number of college instructors around the country, Dave is patching together full-time work by teaching part time at more than one college.

And like most of them, Dave earns a fraction per class of what full-timers make, gets no insurance, receives no payment for office hours and has no office. And he still doesn't know for sure whether he'll have work in the fall.

"I live on the hairy edge," he says. "You truly have to love teaching to live

"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

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. 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.

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.

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. ■

53. Orlando Sentinel

April 28, 1998

GED hopefuls must wait because of stolen tests

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

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.

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

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

in Florida last year. But Department of Education officials did not know how many people would be caught up in the state's shutdown of GED testing.

The GED test materials were stolen in Okaloosa County on April 9. The state's GED office also must screen the answer sheets and essays of all those who took the test between April 10 and 23 for unusually high passing rates or scores.

The General Educational Testing Service in Washington ordered the suspension April 23 as part of its security procedures. But it is only the second time in a decade that the agency has had to suspend testing on a statewide basis.

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."■

54. Memphis Commercial Appeal

April 28, 1998

Soggy parents rip school policy

By John Semien

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 early 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.■

55. Charleston Post & Courier

April 28, 1998

Sheheen: Racial accord key to saving schools

By SYBIL FIX

Of The Post and Courier staff

Second in a series of profiles of the candidates for state superintendent of education. A few years ago, Steve Million, an associate professor of education at Winthrop University, attended a conference of institutions that prepare college students to be teachers. A faculty member from one of the institutions stood up and complained to then-Commissioner on Higher Education Fred Sheheen that the standards for the preparation of teachers were too rigorous. "I shall never forget Fred's response," said Million. "He stood up and asked, 'Why would any institution in the state of South Carolina NOT want the highest

standards possible for programs that train the state's teachers?' " Sheheen's unabashed response says a lot about why Million believes he should be the next superintendent. "He understands issues perhaps better than anyone. His work is essentially peerless ... and he is a man of high principle," Million said. "His work is his bond, and that is very unusual in contemporary politics. "There is no question that he cares passionately about education," Million said. "When he says that education represents the future of our state, there is more to that statement than just platitude." It is hard to separate Sheheen - his private life or his discourse - from education, in which he became involved as a young parent in Camden

and to which he has devoted most of his life. It takes him little to explain what now brings him to this race: The preservation of the public school system. Decades ago, he saw it threatened by the racism of the Civil Rights era; now he sees it threatened by racial and socioeconomic divisiveness. "The public school system is the only gateway to equality and opportunity," he said. "I see a replay of the white flight from the public educational system. I see a breakdown in racial harmony. It is more subtle, but it is sinister. And it is not a valid reason to abandon the public schools." Sheheen, 61, is a quick-witted, short man with a bursting, high-pitched laugh. He grew up in Camden in a large,

politically active family of Lebanese descent. He was exposed to politics early, with his father's election as mayor of Camden. His brother, Bob, later became House speaker. A member of the family's first generation of college students, he excelled quickly, earning As and Bs in everything except for conduct (he talked too much). 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 scholarship propelled him to Duke University, where he studied political science, edited the school paper and won his class' leadership award for men (Elizabeth 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

grandfather). When not divided between those, he swims, fishes, gardens, plays raquetball, plays the piano and sings in his church choir. Sheheen spent 26 years in education, mostly with the Commission on Higher Education. He advocated tighter fiscal management for schools, tougher academic standards for athletes and simpler financial aid processes. He fought against segregation and fought for technical schools as educational stepping stones for the poor. He was ousted from the job - admired for his contributions, yet criticized for his outspokenness, strong opinions and maverick personality. He stepped on many toes, fighting against duplication of academic programs, or colleges spending money on pet projects such as hotels and golf courses. Some

critics still say he didn't fight for funding for higher education, that he didn't advocate the interests of faculty or defend the importance of research. He comes to the race with widespread contacts 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."■

56. Minneapolis Star Tribune

April 28, 1998

Fight over school testing heats up; scores out Thursday

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

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."

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

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.

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."

"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

whether we're delivering or not, and this is one of many measures."

Last year's results showed that 41 percent of Minnesota eighth-graders flunked the test in reading, while three in 10 couldn't pass a similar test in math. ■

57. Milwaukee Journal Sentinel

April 28, 1998

2 schools here ban clothing from 'South Park' show

By Jim Stigl
of the Journal Sentinel staff

"South Park," the most popular show on cable TV these days, especially among kids, is just beginning to appear on the radar screen of most parents and educators who are looking past the sweet-faced cartoon urchins and finding shockingly adult themes.

At least two schools in the Milwaukee area have banned clothing depicting the cute but potty-mouthed characters from the half-hour animated program on the Comedy Central network.

The satirical show is tagged with a TV-MA (mature) rating and is preceded by an advisory to parents.

Concerned schools here are joining districts in Georgia, Connecticut, Texas, New Jersey and other states that have warned parents about the adult content of

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 explicit sexual songs.

Kathie Lee Gifford showed up as a cartoon, and Jesus fought Satan in a pay-per-view match on one show that brought complaints to Comedy Central from a national Catholic organization.

"They thought that was outrageous, but it was a positive story about Jesus. He ended up winning the fight," said Tony Fox, a spokesman for Comedy Central in New York.

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 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.

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.

Moore, principal at Stormonth, who in 1996 banned Beanie Babies from school because they distracted the children, thinks children who watch "South Park" have been imitating the put-downs they hear and have become disrespectful toward adults and peers.

"We have become aware that some of our children are taping it and sharing it with their friends, so your child may be watching it when you are not at home," the letter to parents says.

She said she consulted her staff and showed a videotape of "South Park" episodes 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 any more.

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." ■

58. Richmond Times Dispatch

April 28, 1998

School fund bid likely facing trim

Prince George board sought 10.5% boost

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

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

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 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

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.

improvement from an earlier meeting between the boards when the supervisors either stonewalled school officials or gave rude responses to budget inquiries. ■

59. Baltimore Sun

April 28, 1998

Special education in city schools pushed to the back of the bus again

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.

■

60. Baltimore Sun

April 28, 1998

Baltimore schools shift on reading texts

More explicit phonics now being considered

By Marego Athans Sun Staff

Baltimore school officials changed direction yesterday on the purchase of reading books, and are now considering programs that teach more explicit phonics in the early grades.

Chief academic officer Searetha Smith, who was set last week to recommend one textbook series for all elementary school grades, expanded the options yesterday. She suggested three choices: using a Houghton Mifflin series for all elementary grades; giving schools three or four textbook selections; or adopting one book series for kindergarten through second grade and another for grades three through five.

Interim schools chief Robert E. Schiller decided yesterday to delay the board vote on the \$3.8 million purchase

— originally set for tonight — for one or two weeks so he could weigh options and consult other big-city superintendents and reading experts.

He said he was partial to programs that offer direct, explicit phonics in early grades, and was looking closely at McGraw-Hill's Open Court program for grades kindergarten through two.

"It's not a matter of changing the thinking — I like to have a variety of policy options," he said. "We've been talking it through; it may well be that we'll wind up with one basal [textbook series]. But I want to make sure the board understands its range of options."

The shift comes as school officials face criticism for rushing into a decision and paying too little attention to reading research.

"They should take time to do this process correctly," said state schools Superintendent Nancy S. Grasmick. "It's a very significant decision. It will totally guide the instructional program for several years. It must be done in a very measured way and take into account the opinions of national experts in research."

As part of a sweeping reform of the troubled school system, Schiller had called for one or two sets of textbooks to bring consistency to the district, where the medley of 15 different programs makes it difficult to set standards. Schiller has said he feels an urgent need to pick books so that teachers can be trained by fall.

The stakes are enormous: 88 percent of third graders don't meet state standards in reading.

Schiller and the school board will now weigh the textbook issue, which already has provoked some controversy. In March, a panel of teachers and administrators favored two textbook series — including the Houghton Mifflin series recommended by Smith — that have sold well around the country but have not been rigorously tested for effectiveness.

The panel rejected two other textbooks that have proven successful in major studies and were developed by scripting into practice the most reliable research on how to teach beginning readers.

Robert E. Slavin, a nationally recognized Johns Hopkins researcher, said that the selection process was typical of many school districts — influenced more by publishers' marketing prowess than solid proof.

"It's business as usual at a time when business as usual is not a good idea," he said. "Evidence of effectiveness is hardly ever an issue. If I were making the decision I'd be looking for evidence."

Baltimore's textbook debate is the latest incarnation of the "reading wars" between phonics, which focuses on sounding out words, and whole language, which emphasizes engaging literature.

But now, with mounting attention to Smith, the school system's chief academic officer, could not be reached for comment yesterday evening. But in a recent interview, she said she saw no need to consult national experts, many of whom, she said, are affiliated with the publishing companies.

"I consider myself a national reading expert," she said, noting that she is a trained reading specialist and has already conducted three reading textbook adoptions in other school districts.

She said that particular textbooks are less important than an overall strategy

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, and good teacher training. She said she doesn't believe that all children need explicit phonics; some need a more "visual" method, she said.

Schiller, the acting superintendent, would not name the outside experts he plans to consult about Baltimore's decision. Others who have been involved in textbook purchases advised taking time to study reading research and what it should look like in practice.

"We took six weeks, and I thought we were rushing," said Kathleen Brown, a professor and reading researcher at the

speaking and listening in grades three through five.

In late March, a 35-member panel of teachers, administrators and others heard presentations from six publishers and selected two: Macmillan/McGraw-Hill and Houghton Mifflin, programs that are hot sellers around the country and are marketed aggressively.

What raised questions among many reading experts is that the panel rejected two programs that have proven successful in independent studies: Open Court and SRA Reading Mastery, both owned by McGraw-Hill.

The panel disqualified SRA Reading Mastery, mainly because it lacked an adequate language arts program in grades three through five.

Of the remaining programs, Open Court ranked fourth.

School officials consulted six reading specialists with the State Department of Education, Coppin and Morgan State universities and the University of Maryland, College Park — but only asked them to review the top two recommendations. Three of those panelists lack expertise in beginning reading, although all have general knowledge about reading or middle school reading.

University of Utah who served on a selection panel for Salt Lake City area schools, one of the largest districts in the country.

"One district in Utah takes an entire school year to review books when they're about to issue a recommended list. It would be very difficult to look carefully at six different series in that time frame and see whether or not the claims the publishers' representatives make are in fact substantiated."■

61. Bergen Record

April 28, 1998

Not all colleges want to be universities

By JOHN MOONEY Staff Writer

Will Ramapo College soon be Ramapo University? How does Stockton U. sound? Or University of New Jersey?

New Jersey's state college system is swiftly being transformed into a state "university" system, with Jersey City State College the latest institution seeking to become a university.

But there are a few holdouts that

continue to go by "college" and have no plans to change.

"If you look across the country, the term 'college' remains a very venerable one," said Vera King Farris, president of Richard Stockton College in Atlantic County. "We're very happy where we are."

Concurring are officials from the College of New Jersey, Ramapo State

College, and Thomas Edison State College. Among private schools, Felician College in Lodi is also letting the university bandwagon pass.

These schools don't criticize their peers for switching to the fancier university title, which generally reflects the breadth of a school's graduate-level programs. But Ramapo President Robert Scott said the university label also can

connote a "large, cold, and impersonal" place — something he hopes to avoid at his 5,000-student campus in Mahwah.

"I think there is a niche for a public liberal arts college like ours," he said.

So what's all this fuss about a name, anyway?

In the past five years, four state colleges and two private colleges have made the switch to university. Rider and Montclair State were the first, and William Paterson and Kean the most recent.

Jersey City State would be the seventh college-turned-university. It is asking the state Commission on Higher Education to kindly dub it New Jersey City University. 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

Atwell said the danger is the possible creation of a bunch of "flagship wannabes" striving to compete with true statewide institutions like Rutgers University — a prospect that can drain public money and resources.

But he and others said that doesn't seem to be happening in New Jersey. The state still has a separate category for established research universities, and the new universities have to obtain separate approval for doctoral programs.

"It's a straw man," said Greer, of the

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 New Jersey State College Governing Boards 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

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.

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."■

62. New York Daily News

April 28, 1998

Gov Is Too Cutting, Say Schools Advocates

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 as fiscally prudent.

Pataki on Sunday sliced about \$1.6 billion in spending and borrowing approved this month by the Legislature — angering lawmakers on both sides of

the aisle and spurring vows of overrides and legal action.

He cut more than \$200 million earmarked to rebuild the city's public schools, in addition to \$100 million for teacher salaries and training programs.

Schools Chancellor Rudy Crew said the education cuts "will have dire consequences for our students if they are not restored."

He said school buildings need more

than \$10 billion in repairs, and noted space will be further squeezed when the city expands pre-kindergarten programs and begins early grade class-size reduction next year.

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

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

But Pataki, who slashed a total \$500 million earmarked for school reconstruction statewide, said the state already is set to spend \$900 million on building and reconstructing schools.

"A lot of things I would have liked" to keep in the budget, he said. "But what you have to do ultimately is make sure the budget meets the needs of the public, not just this year — which is an election year — but in the future."

Pataki got a thumbs up from Mayor Giuliani, who praised his fellow Republican's fiscal restraint. "By and large, the city was helped by this,"

Giuliani said.

"Gov. Pataki's actions on the veto and the budget were signs of real leadership."

But Assembly Democrats said they are ready to go to court, saying the governor's vetoes are illegal. And Senate Republicans haven't ruled out an attempted override.

The City University of New York, meanwhile, is losing more than \$19.8 million 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. ■

63. Hartford Courant

April 28, 1998

National Group Taps Local Educator

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

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

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 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

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." 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. ■

64. Boston Globe

April 28, 1998

Special ed reform ignored in House budget

\$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

"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

education, shortchanging students in regular classrooms. The education committee recommended some reforms but stopped short of adopting the most controversial changes.

The House budget, up 5 percent from what the House passed last year, was praised yesterday by the Massachusetts Taxpayers Foundation, a business-funded watchdog group. The spending plan anticipates a \$500 million tax cut, including the phase-out of a tax on the insurance industry that will reduce annual revenues by \$10 million next year and as much as \$75 million when fully phased-in after 10 years.

Included in Haley's budget is a small but highly symbolic plan to save \$70,000 by eliminating the state Emergency Finance Board. Both Treasurer Joseph Malone and Auditor Joseph DeNucci are members of the board and earn \$100 and 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 landing in special education.

\$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.

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. ■

65. Associated Press

April 28, 1998

No honor for student mom

By Associated Press

XENIA, Ohio - A student with a 3.8 grade point average has been barred from joining her high school's National Honor Society chapter because she is a teenage mother.

Amanda Lemon, 18, was invited to join Xenia High School's chapter until the five-member faculty council that oversees the society learned the senior has a 9-month-old daughter.

School officials said parenthood is a

barrier to joining the national society.

"In Xenia, we have not allowed that," said Xenia schools Superintendent James Smith. "This community is a very - what would I say - conservative community."

The National Honor Society, established in 1921, allows the more than 14,000 high school chapters across the country to set their own standards in four areas: grade point average, service, leadership, and character.

Smith said the school's society has

also barred male students who have children.

Lemon filed a formal discrimination grievance with the high school's principal on Friday, saying the school's decision violates federal law.

The school is now reviewing its policy. However, a spokeswoman for the national group that oversees the society said a school can bar a teenage parent from joining.

"If the child was seen as evidence the

girl was engaged in sex behavior, that can be used as a gauge of her character," said Pat Scanlan, spokeswoman for the National Association of Secondary School Principals.

Lemon's mother said her daughter is a role model who deserves to be inducted.

"She has shown you don't have to have an abortion, you don't have to drop out of school, you don't have to feel like your

whole world has crumbled around you," Barbara Lemon said. "You can make it and excel."■

66. Christian Science Monitor

April 28, 1998

Schools Slam the Door on Hallway Lockers

Suzi 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

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

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 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

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.

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."■

67. Christian Science Monitor

April 28, 1998

What Happens When They Teach the ABCs?

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,

Reading specialist Mary Boylin is on site and observes part of the session. She will also see in Barber's report that "ad" was tough going, so "ad" words will feature prominently in the next lesson plan she develops.

It takes at least 15 hours to prepare for the 30 hours of tutoring she supervises each week at the Burnley-Moran Elementary School. She develops lesson plans and then assembles appropriate books, games, and phonics cards based on her ongoing diagnosis of what a child needs to learn.

Tutoring sessions are tightly focused: 10 to 15 minutes for rereading familiar stories, 10 to 12 minutes for word study, 5 to 10 minutes for related writing, and 10 to 15 minutes to introduce a new book.

"Several programs have tried to copy the Book Buddies model, but omit the reading specialist because it won't fit the budget. That decision undermines the whole program," says Marcia Invernizzi, who teaches at the University of Virginia's Curry School of Education and helped develop Book Buddies. "Most people have no clue how they learned to read. They just took it for granted. For kids that have problems learning to read, for whatever reason, it's hard work. And the tutor has to know exactly what to do," she says.

What people don't like to hear is that good tutoring is extremely labor intensive, she adds. She worries that volunteer programs like America Reads try to do too much, too fast, with less than adequate training.

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 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.

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

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!"

that so many students didn't know the alphabet," comments Martha Kreiner, who organizes tutors at George Washington University. Ms. Kreiner help develop new materials for the school's tutors, including phonics flash cards. "Our library of reading aids has really grown, and we're seeing kids grow in literacy," says Sanjiv Gajiwala, a freshman tutor.

DC Reads is beginning a comprehensive evaluation of the program next month, and the need for better training and supervision is at the top of the list of concerns.

"There is an opportunity here to make a difference," Ms. Invernizzi says, "if people would wake up and listen to the research: There are no quick fixes and no substitute for knowledge about reading."

* Send comments to: chaddockg@cspcs.com

Getting Started

* Start small and develop slowly. The need is so great in some school districts that there may be pressure to get a big program off the ground immediately. Take care to set up a system that allows tutors to get good training and assistance.

* Don't 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 Wasik, 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.■

68. Lancaster New Era

04/27/98Section: NEWS; Page A-3

Classmates nicknamed him 'Satan'

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.

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

"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 "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

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."

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.■

69. Raleigh News & Observer

04/25/98; Edition: Final; Section: News; Page A1

Government to probe Wake for racial bias in special education

By TODD SILBERMAN
STAFF WRITER

Civil rights investigators with the U.S. Department of Education announced plans Friday to examine Wake schools for racial discrimination in the placement of black students in special-education classes.

Concerns have been raised for years in North Carolina and elsewhere that black or other minority students often make up a disproportionate share of programs for children judged to be disabled, often with behavioral or mental impairments.

The federal agency decided to look more closely at Wake schools after a routine review of enrollment statistics

from school systems across the country.

"The data indicate that we need to look at this particular school system," said Rodger Murphey, a spokesman for the Department of Education in Washington, D.C. He said the check was not prompted by a complaint.

The agency has conducted about 50 similar reviews this school year at other school systems around the nation. Wake is the only North Carolina system that will be examined this year, Murphey said.

Black students make up about 26 percent of Wake's 89,500 students, but they represent 42 percent of students in all special-education programs. In classes

for students diagnosed with behavioral or mild mental handicaps - often the most racially skewed - black students account for as much as 70 percent of enrollment.

Murphey stressed that the decision by the Office for Civil Rights to review Wake's special-education practices is not an indication of discrimination by the school system.

"We understand the autonomy of a school system in setting policies and procedures for placing students," he said. "We want to make sure that the perceived imbalance is not the result of discrimination or discriminatory effect. If there's a significant justification for the imbalance, we leave it alone."

The review, to be conducted during the week of May 10, will include a public meeting May 12 to gather information from parents. A team of three or more investigators will spend several days visiting schools and speaking with Wake educators.

Bill McNeal, associate superintendent for instruction in the school system, said he hopes the review can help bring improvement to the county's schools. In addition to close scrutiny, McNeal said, the agency also can lend expertise.

"If they find there's a way to improve our process, we would be more than willing to take their technical support," McNeal said. "We are always seeking new ways to improve. If they can help us do that, we're more than glad to accept their help."

Special-education programs were added to schools in North Carolina and

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

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 the program."

Enforcement action by the Department of Education stemming from such reviews is rare, Murphey said. If school systems refuse to respond, the agency can refer cases to the U.S. Justice Department for civil litigation. Murphey said he knew of only one such instance, involving Denver schools, over alleged discrimination against students with limited English proficiency.

Murphey said he knows of no such action involving special education.

"We haven't had to take any action," he said. "It's been our experience that

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.

when school systems recognize that there is a disparate impact on minorities in special-ed placement, they revise their criteria."

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Speak out:

What: Community outreach meeting, sponsored by the Office for Civil Rights, U.S. Department of Education, on the issue of minorities and special education. Parents will have a chance to share concerns and ask questions.

When: 7 p.m. May 12

Where: St. Paul A.M.E. Church, 402 W. Edenton St., Raleigh. ■

70. U.S. News & World Report

04/27/98Section: Culture & Ideas; Page 46

Vouchers for good and ill Do they work?

By Warren Cohen

Cleveland's 3,000-student voucher program is in its second year, and it is wildly popular: 5,000 students who applied couldn't get in. The enthusiasm isn't surprising, given that only 16 percent of ninth graders in Cleveland's regular public schools pass Ohio's proficiency tests, and only 33 percent of the city's students graduate on time. Voucher schools tend to be smaller and safer than the public schools; 60 percent of voucher students attend Catholic schools, which have a reputation for strong academics.

Yet in other ways the pilot program, advanced as a market-based remedy for public school ills, falls short of its promises. In theory, vouchers encourage

public schools to improve by giving their students the option to leave. But in Cleveland, the program seems more a form of educational triage than a catalyst for reform. With only 3 percent of Cleveland's public school students participating, the voucher program hasn't to date had a reforming effect on the whole system.

Yet expanding the voucher program significantly would be hard, in part because it's proved far more costly than expected. The law requires Cleveland to transport voucher students to private schools, but the city was short on buses and drivers, so a third of students took taxis—at a yearly cost of \$1,300 per student, nearly as much as the vouchers themselves.

Full up. Even if costs could be brought under control, Cleveland doesn't have enough private schools to provide voucher seats for all 77,000 public school students. Already, 33 of the city's 39 Catholic schools—by far the city's largest source of private education—participate in the voucher program, and many are at or near capacity. Although Cleveland's vouchers are publicly funded, voucher schools can select their students and need not accommodate all comers. The private school with the most voucher students, Hope Central Academy, offers no services for learning-disabled students. Meanwhile, the fact that a majority of the city's voucher schools include religion in the school day has triggered lawsuits 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. ■

71. Newport Daily Press

04/27/98

Virginia's College of William and Mary Raises Out-of-State, Graduate Tuition

By Deborah Straszheim World Reporter
WILLIAMSBURG, Va.—Apr. 25—The College of William and Mary Board of Visitors raised tuition Friday for out-of-state undergraduates and many graduate students. The hike will affect 40 percent of the student body.

Under the approved changes, in-state undergraduates will pay \$9,914 in tuition and fees next year, \$296 more than the present cost of \$9,618. Out-of-state undergraduates, by comparison, will pay \$20,874 in tuition and fees next year, \$884 more than the cost this year of \$19,990.

The tuition changes were needed to help pay for a 9.4 percent in faculty salaries over the next two years. Faculty at William and Mary earn an average of \$61,300, placing their pay well below their peers, said Samuel Jones, vice president for the college office of management and budget.

Rhian Horgan, president of the student assembly, said she thinks most students understand why the board increased tuition.

"I think they didn't have much choice," said Horgan, a student from Colorado. "Tuition's been rising every year, and my parents haven't been too frustrated."

"But now that we've gone over \$20,000, I think that will make a big difference to people," she said.

Horgan has three younger sisters who will be attending college in coming years, she said.

Both tuition and faculty pay hikes were approved as part of an \$80.9 million

The board opted not to increase tuition for out-of-state graduate students in two schools — law and business — citing concerns the college would lose prospective students to competitors.

In-state tuition for undergraduate students was frozen for the third year in a 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

row. However, all students will see an increase in student fees, to pay off the debt incurred to refurbish dormitories and support additional technology and computer training on campus.

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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72. The Pueblo Chieftain

04/27/98

Colorado Lawmakers Turn Attention to School Funding

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

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

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 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.

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 midsized school districts from Fort Collins to Pueblo to a modest degree.

Gigi Dennis' district.

Visit The Pueblo Chieftain Online at <http://www.chieftain.com/>

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73. Indian Country Today

04/27/98

South Dakota School Principal Offends Some American Indian Workers

By Jean Roach City

S.D. World Reporter (TM)

RAPID CITY, S.D.—Learning in a safe environment is the goal of every school system, but when a school official scowls at employees, is this productive to the school and students?

Janice Burnette, a Lakota educator for 14 years, alleges she was belittled in front of children and staff by Knollwood Principal Susan Roth. She's allegedly not the only one who has left the school because of the principal's behavior; at least two other American Indian educators have moved on.

Other people have noticed the racial tension. Some people blame the revolving door of principals at the school, and others trace the problem to the principal.

At Knollwood School, the population of American Indian children accounts for more than half of the students.

Principal Roth said it's not a race issue, but there are personnel issues that are confidential. Ms. Roth said her expectations are reasonable and it doesn't matter what race a person is, "for example, if they miss twenty days of

work, I'm gonna discuss my concerns with them, it doesn't matter if they are Native American, white, Asian or black." Ms. Roth said.

Ms. Burnette said she was yelled at two times by Ms. Roth and claims she wouldn't let her do her job. "On two occasions with total disregard of professional protocol (she) pointed her finger in my face, berated and belittled me in a manner showing complete disrespect of me as an individual and an employee," Ms. Burnette stated in a letter.

"I felt very intimidated, frustrated and embarrassed. I felt my job was dangled in my face. I turned and walked away and began crying." As a result of this treatment, Ms. Burnette has resigned her position.

Ms. Roth said to her knowledge she's never yelled at anyone. She added that sometimes her daughter claims she's being yelled at by her, but admits she does have a "firm voice."

Parent James Randall is concerned about the environment at the school. As a parent, he's felt unwelcome and "feels like he's stepping on toes at the school."

Losing the Indian employees "hurts the children a great deal," he said, referring to them as role models.

He's experienced personal problems with Ms. Roth and has noticed the turnover of employees at the school. "She (Ms Roth) is not open-minded and does things in a sneaky way." Mr. Randall said he was "tickled" when Ms. Burnette started teaching at Knollwood School because "she's from his hometown" and he was excited with the possibility of her teaching his children. He said he was "mad" when he found out why Ms. Burnette left.

Mr. Randall, who frequents the school on a regular basis, and is a PTA member, said the principal gave him a "hard time" when he solicited two new bicycles for a raffle. Mr. Randall needed a letter from the office to give to the donor of the bicycles and the principal refused to help him.

Child Services Facilitator Ann Many Birds said "in four years we've had four principals," and that she's never experienced any problems with Ms. Roth. "We've been able to work at our relationship and she's open to learn."

Regarding the turnover of principals, Ms. Many Birds questioned why "an Indian principal or someone who understands the culture" isn't assigned to the position.

Dolly Red Elk, a tutor, said she felt bad vibes immediately and asked her boss to move her. Ms. Red Elk worked at Knollwood School for 12 years as a second-grade tutor. Ms. Red Elk cited "disrespect" as the reason she left and never returned after meeting with the principal one day.

"When she walked into the room she

(Ms. Roth) sized me up and the look was so negative," said Ms. Red Elk. "Immediately, she wanted to do things her way. We all knew the way she wanted to do the testing was wrong, but she wouldn't listen to our suggestions."

Three other staff members who are still working for the public school system wanted to make anonymous comments because they felt they would be singled out if they went public. A non-Indian employee said she's noticed that "negative stereotypes are predominant at

Knollwood," referring to "Indian children and their learning capacity."

An American Indian employee who was also yelled at by Ms. Roth in front of children, called the treatment, "intimidation" and accused the principal of "stalking" her at school.

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74. Los Angeles Times

* 04/28/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-8

School Office for Instruction Is Reorganized

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

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

75. Los Angeles Times

* 04/28/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Having Devil of a Time Breaking With Tradition

Few students participate in voting at Birmingham High, and some who do simply write in 'Braves,' which has been banned by the school district.

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 cast ballots during two days of voting that ended Monday.

And, of those who did vote in the unusual campus election, many rejected the options of Blue Devils, Buccaneers,

Breakers and Patriots, and instead penciled in 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, with some Christians objecting to the term "devil."

Ordered by a federal court judge to change its 45-year-old Native American

symbol—which Native American groups had argued perpetuated a stereotype—the Van Nuys 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 change their team names. Last week, Gardena High School retired the Mohican and welcomed the Panther. Wilmington

Middle School went from Warrior to Jaguar in March, and University High School replaced its own Warrior with the Wildcat in February.

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

But school officials, faced with a fierce backlash on the campus and among alumni, said they needed the time to

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

make sure everyone felt involved in the process.

Birmingham alumni especially had rallied around the old mascot, modeled after Chief Pontiac from the Ottawa tribe in Michigan, challenging the district's Sept. 8 ban on Native American mascots in schools. Supporters waged a lawsuit against the district, claiming that the policy violated their rights to free speech.

But in early April, a federal judge ruled in favor of the district and set in motion the series of votes.

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.

Many students said Monday that they were displeased with the choices offered on the ballot, which were winnowed out of an earlier vote. A committee composed of students, a parent and a teacher wrote up descriptions, which were read over the public announcement system Friday and Monday before the lunch-hour balloting. Another committee is expected to pick the team name based on the advisory votes of students, parents and school employees.

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." ■

76. Los Angeles Times

* 04/28/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Tax-Free Education Accounts Met With Hope and Concern

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.

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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

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

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 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?"

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.

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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." ■

77. The Washington Post

04/28/98; Edition: FINAL; Section: Metro; Page D01

D.C. May Boost Education Funding

\$121 Million Increase Would Support Wide-Ranging New Academic Program

By David A. Vise

Washington Post Staff Writer

District officials are considering seriously a \$121 million boost in funding for the city's public schools next year, a dramatic increase of more than 25 percent that would support an ambitious new academic program and spiraling special education costs. The funding increase could be preceded by the dismissal of numerous school personnel, including some librarians, guidance counselors, custodians and administrative staff members, city officials said.

Mayor Marion Barry, D.C. Council members and D.C. financial control board members met behind closed doors for about six hours yesterday debating the proposal, which is aimed at shifting more resources directly to classrooms. The move, which has the control board's support, would increase the school system's budget from an initial \$460 million this year to about \$581 million next year. But the proposal was challenged by some officials, who questioned whether the system can spend the additional funds effectively, given its weak internal controls and overspending

this year.

After allowing D.C. Chief Management Officer Camille C. Barnett to run several earlier budget sessions, financial control board Chairman Andrew F. Brimmer took charge yesterday, directing the lengthy meeting and arguing that the city's 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 their 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

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 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.

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

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.

program. He also took credit for getting an additional \$640,000 in the budget for adult education at the University of the District of Columbia but said he was unable to persuade the others to restore funding for a program to help the poor pay rent.

In other schools news yesterday, Del. Eleanor Holmes Norton (D-D.C.) and four members of the elected D.C. school board spoke out against a Republican plan that would give about 2,000 poor District parents as much as \$3,200 a student to pay private school tuition. At a Capitol Hill news conference, they said all the focus must be on strengthening the city's public schools, and Norton criticized Republicans for pressing forward with a vote and raising false hopes despite a certain presidential veto.

"They are using District residents," Norton said. ■

78. The Washington Post

04/28/98; Edition: FINAL; Section: Metro; Page D03

Plan for Nine Schools Seeks to Avert Takeover

Pr. George's Targets Class Size, Parents

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 Orem, Stephen Decatur and Thurgood Marshall middle schools. ■

79. The New York Times

04/28/98Section: Metropolitan Desk; Section B; Page 14, Column 1

Hempstead School District Is Failing Its Students, Group Asserts

By BRUCE LAMBERT

HEMPSTEAD, N.Y., April 27 — Since 1991, Hempstead High School has averaged 194 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," said one parent, Michele Embry. She spoke at a news conference held in Village Hall 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 improve the education of its 6,000 students, especially now that the state is phasing 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, improving training for teachers and administrators, and allowing parents to oversee the changes.

Hempstead's superintendent of schools and school board president were not available for comment at their offices, their aides said. A telephone message left at 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. ■

80. The New York Times

04/28/98Section: Metropolitan Desk; Section B; Page 1, Column 2

Divorced Husband Makes Her Unfit, Priest Says

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. 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

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 Whittaker, 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.

come their way, they can reflect back, and this reflecting back may not be only in regard to marriage but other immoral behavior."

The monsignor's decision to dismiss Ms. Hearty at the end of this school year has provoked parents of the Westchester school as no other issue in years. Sixteen "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 that 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,

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."

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

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

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 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,'"

husband file for annulment. The supporters say Ms. Hearty dawdled, forcing Monsignor Keenan's hand. Ms. Beaumont acknowledges that her sister resisted at first, feeling that her marital status was a private matter.

he recalled. "I said, 'Martin Luther denounced the faith. Jeanne Hearty followed her heart and got married. There's a world of difference.'"

81. The New York Times

04/28/98Section: Metropolitan Desk; Section B; Page 5, Column 6

Budget Cuts For Schools Draw Protests

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.

82. The New York Times

04/26/98Section: New Jersey Weekly Desk; Section 14NJ; Page 2, Column 5

Another School Funding Suit Creates a 3-Ring Legal Circus

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 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

existing state aid formula is unconstitutional. The state Supreme Court ordered New Jersey last year to come up with \$246 million to help end 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

the spending disparity between the state's wealthiest and poorest school districts, and is now considering requiring the state to spend \$312 million more.

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. ■

83. Associated Press

4-28 5:55a

Parent of Heath High victim says shootings share traits, need action

WEST PADUCAH, Ky. (AP) - The parent of a teen-ager shot to death at Heath High School says there must be a national campaign against school violence.

"We have heard a lot of talk, and we believe it's now time for action," Sabrina Steger said in a statement Monday. "This continuing cycle of school-related violence carried out by young people must be broken."

She said plans for a national campaign will be announced soon.

"At the root of these tragedies we are discovering that no one was paying attention to the causes that led to the acts of violence. No one felt the need to be accountable," Mrs. Steger said.

"We hope to start our own effort to get all Americans to accept accountability by sharing their experiences and ideas to help us find ways to end the violence," she said.

The latest violent attack occurred Friday night in Edinboro, Pa., where a middle-school science teacher was shot to death at a graduation dance. An eighth grader, 14-year-old Andrew Wurst, was charged.

Mrs. Steger's daughter, Kayce, was killed in December as teens held a prayer meeting in the Heath High School lobby before classes.

Also killed were Nicole Hadley and Jessica James. Five other students were

hurt. Another student, Michael Carneal,

Last month in Jonesboro, Ark., four children and a teacher were shot to death, allegedly by two boys lying in ambush outside Westside Middle School. Mitchell Johnson, 13, and Andrew Golden, 11, face five murder charges and

14, is awaiting trial for murder.

10 battery charges.

The seeming epidemic of school violence began in Pearl, Miss., in October, when 16-year-old Luke Woodham allegedly stabbed his mother to death, then gunned down two students

at his high school.

In her statement, Mrs. Steger noted that, in every case, other students had at least an inkling of impending violence but did not take it seriously. ■

84. Denver Post

April 27, 1998

Bilingual school's students double their knowledge

By Janet Bingham

Denver Post Education Writer

BOULDER - Stephanie and Michael Moore drive more than 20 miles a day to get their second-grader, Kevin, to a school where he can learn in two languages - English, their own language, and Spanish.

"We value the way the world opens up when you can speak more than one language," Stephanie Moore said.

Martha Navarez, who knew little English when she moved to Colorado in 1991 from Juarez, Mexico, also wants her son Emmanuel to learn in two languages. "It's great to see him communicate in one language, then turn his head and communicate in another. It's two in one. For the future."

Both families have enrolled their children at Escuela Bilingue Washington - the Washington Bilingual School - a Spanish-English public school that draws children from throughout Boulder County.

Of the 288 children at the school, half are native English speakers and half are native Spanish speakers. The goal of the school is to ensure that all children can speak, read and write fluently in both languages by the time they leave fifth grade.

The school is succeeding so well that visitors come from far and near to see how it operates. Two similar schools have been started in Fort Collins and Brighton, and there has been some discussion in the foundation community of starting a similar school in Denver. Comparable programs operate in more than 200 schools in 22 states.

In the national debate over bilingual education, crucial differences among programs often are overlooked.

Research comparing various programs shows that the model used at the Washington Bilingual School helps students become more proficient in their

She enjoys seeing Emmanuel speaking

native language and in fundamental academic concepts even as they master a second language.

Two languages, two cultures, are emphasized in everything done at the school, from the secretary's cheerful telephone greetings and the signs reading "Bienvenidos!" and "Welcome!" to the storybook mural that arches over the entrance to the century-old building.

Painted clay figures created by children represent characters from storybooks they have read in Spanish and English - "The Cat in the Hat," "La Llorona," "Alice in Wonderland," "Nuestra Señora de Guadalupe," "Black Beauty," "Los Tres Cerditos."

Families can gather on couches in the foyer while waiting to greet their children or see a teacher. "Parents feel very, very welcome here," Navarez said.

Children spend part of the day learning in their first language and part of the day learning in their new language.

Basic concepts in reading, writing and math are taught first in a child's native language. As children work daily to master the vocabulary and grammar of their second language, the concepts easily transfer, Principal Joann Trujillo-Hays said. Soon students are speaking, reading and writing in the second language, too.

Native English-speakers and native Spanish-speakers come together for part of the day to learn social studies, science, music, art and physical education. The mixed group learns in English for up to three weeks, then in Spanish for up to three weeks, rotating back and forth.

All teachers speak both languages but teach in only one. "When children come into my classroom, they enter a 'country' where only Spanish is spoken," said second/third-grade teacher Melvid Ferry. "They must speak to me only in Spanish, and I speak to them only in Spanish."

For their English language learning, her children go to Marta Krewson's English, "and it is good to also see the

classroom, where they may speak only in English.

The two teachers work as a team, scheduling and planning together. Similar teacher teams work at all grade levels.

"It doesn't faze Kevin if his instruction is in English or in Spanish," Stephanie Moore said of her second-grader. "He is already able to read and write in Spanish as well as in English. The teachers are excellent."

Fifth-graders are expected to read novels, write long reports and stories, and understand presentations in both English and Spanish.

On one recent day, fifth-graders whose first language is English listened to a science lecture given entirely in Spanish.

Their teacher, Kathy Chumacero, was reinforcing some biology concepts previously presented in English. She used expressive gestures to make sure her students understood the Spanish words they would need to carry out a genetics assignment featuring inherited characteristics such as pecas (freckles), ojos grandes (big eyes), cutis seco y sensitivo (dry and sensitive skin) and pelo rizado (curly hair).

Across the hallway, fifth-graders whose first language is Spanish were in an all-English classroom, expanding their knowledge of the English words for body parts.

Both groups of fifth-graders that day worked together in a computer lab on long adventure stories they are composing in Spanish. In art class they listened to a lecture in English on famous portraits by artists ranging from Edouard Manet to Pablo Picasso and Andy Warhol.

As the children learn each other's languages, they learn to respect one another, said Navarez, whose 11-year-old son is now a fifth-grader.

English speakers, the boys and girls,

speaking Spanish. It's great! I love that school!"

English-speaking parents are equally pleased. Molly Hardman said her 10-year-old son, Ryan, a fourth-grader, spoke such fluent Spanish on a recent family trip to Mexico that cab drivers and waiters turned to stare, wondering where he had learned it.

But children also use their Spanish closer to home. Eleven-year-old Jessica Novack and her brother Cody, 9, have discovered Boulder vendors who sell Mexican candies such as chilitos and tamarindos. "We talk in Spanish to them,

and they give us discounts," Jessica said.

Their mother, Patty Novack, who remembers trying to learn a foreign language in high school, is envious. "By starting so young, they're not having to struggle the way we did."

The Moores said they believe that knowing two languages will be a major asset for the children in the future. "As the world gets smaller, the need for more than one language is more apparent," Stephanie Moore said. Her husband, a mechanical engineer who travels internationally, "needs an interpreter to help him with negotiations in Central

America. If he could speak Spanish, he could do the business himself," she said. "Those who have the language advantage will have the advantage over other applicants for numerous jobs."

Principal Trujillo-Hays has taught in other bilingual programs but said they do not compare to this one. "I've been in bilingual education 15 years, but I've been amazed to see what these children can do. I knew it was possible, but I've never seen a school where all children leave truly able to read and write in both languages."■

INTERNATIONAL

85. The Economist

04/25/98Section: The Americas; Page 37

The summiteers go to school

NOT so long ago, the president of the United States would have figured as headmaster at a "summit of the Americas". In Santiago last weekend Bill Clinton was only the biggest-true, far the biggest-boy in class; and almost in the dunce's cap for not having fast-track trade-negotiating authority. So, though the summit formally launched negotiations on the planned free-trade area of the Americas, the FTAA, the main subject at the Miami summit in 1994, lost its primacy to education.

That was a topic just as worthy of study, and indeed the whole weekend curriculum was worthy, ranging from commerce to civics, plus a stern warning against playground drug-snorting. True, head-prefect Eduardo Frei, of Chile, had to struggle to make the class stick to the timetable. Cheeky Carlos Menem, a senior boy from Argentina, kept the rest waiting for the class photo. Several boys, led by Jean Chretien, from Canada, muttered in the corridors about the absence of a Cuban ex-pupil expelled for disobedience some years ago. Yet, all in all, the class was a success. The exams, though, are still to come.

In the absence of fast-track, the summiteers emphasised the non-trade agenda: "second-generation" reforms to shore up Latin America's still fragile democracies and market economies by reducing poverty, increasing personal security and giving ordinary people better

More money will be needed. So will

opportunities.

Amid a host of good intentions, some ideas stood out. Democracy, the summit recognised, is not just a matter of free elections. Real justice and free media are needed for the exposure of corruption and wrongdoing, but both face threats from governments, criminals and the mighty in general. A training centre for judges and prosecutors is to be set up. And, though Peru and Mexico had doubts, the summit endorsed an American idea for the Inter-American Human Rights Commission—an arm of the Organisation of American States—to appoint, this year, a special watchdog for freedom of expression.

The OAS is also to establish an "objective procedure" for evaluating national efforts against drug-trafficking. Some countries hope this multilateral approach will prove effective enough to win repeal of the United States' law requiring yearly, unilateral "certification" (or not, in Colombia's case in 1996 and 1997) of its neighbours' drug-fighting zeal. White House officials hailed a new alliance against drugs; getting Congress to agree is another matter.

Trade apart, however, the big item in Santiago was education, a subject long neglected. Education and training are the key to any country's future, and without them free trade may prove more of a threat to Latin America than an opportunity. Yet it is desperately short of political commitment. In the past, even if

them—and unequal access to what exists makes worse its already wide disparities of income.

At Miami in 1994, the leaders set themselves a modest goal: primary schooling for all children, and secondary for 75% by 2010. Yet progress has been slow: of the relevant age-groups, only 85%, at the latest count, were at primary school, 36% at secondary school, with fewer than 20% in higher education. The World Bank reckons 24m more school places are needed.

Some countries, such as Chile, Argentina, Peru and Jamaica, should have little trouble meeting the target. Nor should Brazil, where enrolment in secondary schools jumped to 52% last year, says Paulo Renato de Souza, its education minister. Poorer countries have far to go: on present trends, says UNESCO, secondary-school enrolment in Bolivia, El Salvador, Honduras and Nicaragua by 2010 will still be under 45%, and in Haiti just 17%.

Quality varies widely. Rich children often attend good private schools (and thence may go on, as in Brazil, to benefit disproportionately from subsidised public universities). Standards in most Latin American public schools are low. The school day in many countries is only five hours, because classrooms have to be used in two shifts. Teaching materials are often poor; and teacher training has been neglected.

reform was planned, often it did not

happen, thanks to frequent changes of education ministers and weak bureaucracies. But things are moving. Brazil (where Mr de Souza has been three years in his job) is directing more of its spending to the poorest schools in its north-east. Chile has extended the school day. Argentina has raised the school-leaving age. Costa Rica plans to put a computer in every school. Bolivia and Colombia have decentralised school management. But much more needs to be

done-in teacher training, for example.

Santiago may mark a turning-point for Latin American education. Spurred by the summit, the Inter-American Development Bank and the World Bank have rejigged their priorities: between them, they are offering \$8.2 billion over the next three years for education, an area they once ignored. In June, education ministers will meet in Brasilia to discuss the use of new technology in schools, development of common school testing

systems, and teacher exchanges.

Ironically, Latin America's most effective educational performer was not in Santiago. Mr Chretien, whose country will hold the next summit in "two or three" years' time, said he would like Cuba invited then. The United States will block that unless Fidel Castro meanwhile proves he has learnt the lesson of democracy. Perhaps others could learn not from the content but the zeal of education in Cuba?■

86. The Economist

04/25/98Section: Britain; Page 58

Private education: Money no object

FIVE years ago the outlook for private schools was fairly bleak. After a long recession, parents had become reluctant to commit themselves to paying fees of thousands of pounds each year until their child reached 18. Despite their success in recruiting more foreign pupils, boarding schools were in sharp decline, as the feeling grew among Britain's middle classes that sending one's progeny away to school was a form of child abuse. And a Labour government was looking ever more likely: the party no longer vowed publicly to abolish all private schools but still seemed determined to penalise them somehow.

But things have been looking up ever since. The incomes and job prospects for Britain's professional classes have improved sharply, encouraging more to take the plunge and sign up their children for private education. Boarding is still in decline but the number of day pupils is now showing marked growth. The annual survey of the Independent Schools Information Service (ISIS), published on April 23rd, showed that pupil numbers (day plus boarding) grew by 1.6% in the past year, despite a fall in the number of foreign pupils because of financial crises in East Asia.

The survey covers the 80% of private schools (also known as independent or, confusingly, public schools) which are affiliated to ISIS. It suggests that the total number of British pupils in private

Though pupil numbers are now rising steadily, the shake-out among private schools in the early 1990s is continuing. Big, famous boarding schools are finding it easier to fill their places-enrolments for Ampleforth in North Yorkshire are up 10% this autumn after eight years of decline. Such schools are having to invest

education is now around 625,000, a level not seen since the early 1980s. About 6% of British children now attend a private school, up from 5% in the mid-1970s. Comparisons with other countries can be difficult: in France, for example, 17% of pupils go to nominally "private" schools, but many of these are Catholic ones, heavily subsidised by the government, whose British counterparts are counted as part of the state sector. But in America, where there are constitutional barriers to state financing of religious schools, around 10% of pupils go private.

The Labour government's impact has been only mildly hostile. It has dropped its threats to impose value-added tax on school fees, and to remove the other tax breaks that most private schools get by virtue of being registered charities. But it is phasing out, from this autumn, the assisted-places scheme, which currently pays all or part of the fees for about 40,000 pupils.

However, some parents who would have qualified for assistance are likely to pay the fees themselves. Others will get bursaries from new trusts that many schools have set up, financed from appeals to former pupils. And some Conservative local councils are considering whether to create their own private-school bursaries (though the schools bill, now going through Parliament, grants the government a veto over such schemes).

heavily to please parents, who increasingly demand that their children be kept in hotel-quality accommodation, not draughty dormitories. But smaller, less prominent schools often lack the capital to upgrade their facilities or to market themselves and are being squeezed out. This week, for instance,

Given all this, and the rise in demand for private education, pupil numbers seem likely to go on rising in the next few years, despite the loss of assisted places. At Dulwich College in London, for instance, the K1.2m raised for bursaries will replace only a fraction of the assisted places that are being lost. But applications this year, from those able to pay their own fees, are up 40% on the average for the previous five years.

Schools now earn K160m a year from their 18,000 foreign pupils. East Asia provides around two-fifths of such recruits, so there is concern at the drop in applications from Hong Kong since the handover to China, and the fall in recruitment from South Korea and Thailand. It is too soon to tell whether these downturns will be permanent. But private schools are widening their recruitment drive anyway. ISIS, which is their marketing body, recently ran promotional trips to mainland China and South America, where there is growing demand for English-language education.

A few schools have ventured further into the export market by franchising their name and their curriculum to newly created schools in East Asia: both Dulwich College and Harrow, for instance, now have franchised schools in Thailand, with mainly British staff.

Only the strong survive

Douai School in Berkshire, set up in 1615 by Benedictine monks, announced its closure. Of the 2,500 private schools, 92 closed and only 64 opened last year.

As some schools close, others are being reorganised. Some educational charities are merging with each other and buying up struggling schools run by sole

proprietors, to create chains of schools with shared administrative costs. And chains of for-profit schools are being set up, with capital from City investors. The largest of these, Nord Anglia, has 24 schools in Britain and Eastern Europe, and is listed on the stockmarket. Others are catching up, such as the expanding Jigsaw Group, which now has 14 nursery schools and aims to be the "Marks and Spencer of early-years education".

Increasingly, religious and ethnic minorities are choosing to set up their own schools. There are now around 50 of these, mainly in the inner cities. Parents seem to be choosing them partly to escape racism in state schools and partly for fear that their children are rejecting their cultural and religious roots. Inspectors find that most such schools create a strong ethos of learning. Often, though, their lack of capital means they are unable to teach a broad curriculum, are short of books and other materials, and are stuck in unsuitable (or even dangerous) buildings. But in many cases

the aim is to convince the government to provide full funding for the school, as with the many existing Catholic, Protestant and Jewish state schools. Progress on this has been slow, but this week Islamia School in London, set up by Yusuf Islam (formerly Cat Stevens, a 1960s pop star), became Britain's first state-financed Muslim school.

Most private-school pupils get good exam results and go on to university and a well-paid career. But then most come from affluent families whose parents are clearly committed to supporting their children's education (otherwise they would not be paying so dearly for it). These children might be expected to do well in any school, so it is not immediately obvious what their parents are getting in return for their school fees. Parents often cite the much smaller class sizes of private schools compared with state ones; but a number of studies have suggested that, except for the youngest pupils, class size has little effect on the quality of education.

However, some research published last month, by a team led by Professor Geoff Whitty of London University's Institute of Education, showed that private schools are justified in claiming that their good results are not just a function of their intake. The researchers monitored the progress of 347 people, all from the most academically able third of the population, some of whom went to state schools and some to private schools. Those who went to the private schools got a much better set of A-levels than those in state schools, went on to the most prestigious universities and ended up in the best jobs.

For those from poor families, whose parents had few academic achievements, who got into private school via the assisted-places scheme, the benefits were especially marked. A shame, then, that such pupils, whom the government would regard as more deserving than those from privileged backgrounds, will be the main casualties of its decision to abolish the scheme. ■

87. Christian Science Monitor

April 28, 1998

Mathematics Educators: Make Use of Technology

Brian Smith

MONTREAL — At a recent mathematics conference I witnessed a computer algebra system do in minutes what, with pencil and paper, took me weeks in the 1960s. When as a young teacher I abandoned the slide-rule and square-root tables for hand-held calculators and simple programming languages, I could not have foreseen the wealth of technological aids available today.

I have incorporated technology into my classroom ever since I began teaching college classes in 1970. My fascination with technology as a medium for education has accompanied me through a 27-year career in the two-year college system, from which I recently retired, and continues in my current position teaching undergraduate mathematics and statistics.

Graphing calculators and computer algebra systems are - contrary to the

The mathematics reform movement struggles with the issues created by the rapid progress of technology. We adapt curricula to the new capabilities that are, literally, at our fingertips. We redefine examinations to exercise old skills and enhance new ones.

assertions of a few backward thinkers - remarkable innovations. They put within our grasp, neophytes and old pros alike, the ability to solve our equations, and then to see those solutions come alive before our eyes.

The capacity to visualize answers to complicated abstract and real-world problems, to graph slope fields for systems of differential equations, to immerse oneself in the twists and turns of three-dimensional surfaces and curves - these are no mere tricks of the trade. They are profound breakthroughs.

Think of aviation without modern navigational techniques. No serious pilot would do without radar, and no one expects apprentice pilots to learn how to fly using only the tools that were available to the previous generation. The mathematics educator who refuses to teach the use of graphing calculators because they were not around when he or

Math organizations at all levels - serving K-12 educators, two-year-colleges, and universities - offer sessions on innovative and appropriate use of the new technologies. Conscientious teachers enthusiastically present their ideas and report on their

she went to school is like the pilot who refuses to exploit modern instrumentation because of a reluctance to rely on newfangled gadgets.

In my doctoral research I spent many hours in search of solutions to complex systems of partial differential equations. Would reliance on the computer have made me a less accomplished mathematician? On the contrary; it would likely have made me more productive.

What of the criticism that students who are allowed (or encouraged) to use technology will never develop the basic mathematical skills necessary to survive in the modern world? This argument has been used to resist every technological advance since the Industrial Revolution. Somehow, we are intelligent enough to survive technological innovation, to acclimatize ourselves to our strange new environment and to bend it to our needs.

successes.

Incorporating technology into math has breathed new life into my lectures and generated a sense of discovery that exhilarates teacher and student alike. I am gratified that the new technologies permit me and my students to see the world

anew.

* Brian Smith teaches mathematics and statistics at the Faculty of

Management at McGill University in Montreal. He is the author of 'Simplifying Mathematics using the

TI-82/83 or TI-85/86,' (Mathware, Urbana, Ill.).■

88. London Guardian

April 28, 1998

Those great expectations

Roy Hattersley questions whether Labour is fulfilling the spirit of its pledges

Like every other element of government policy, Labour's first education year has to be judged against four different and distinct criteria - the promises of the manifesto, the needs of the nation, the aspiration of the socialists who once inspired the party, and the Government's obsession with winning the next general election. At least two of these objectives have been completely achieved. The limited promises that the party made before the election have been undoubtedly fulfilled. The Assisted Places Scheme has been abolished and the consequent savings are to be used to finance the extension of nursery education. Those decisions deserve unequivocal support. And the determination to reduce infant classes to a maximum of 30 should be a cause of unrestrained rejoicing.

But a problem has arisen over the achievement of the other obligations. Education policy has helped to maintain the allegiance of the suburban middle classes. But, in order to win their support, the Labour Party has abandoned its commitment to universal comprehensive education.

All that needs to be said on the subject was included in Baroness Blackstone's speech to the House of Lords as she tried to reconcile her loyalty to the Government with her almost unrivalled understanding of education policy. Asked to explain why a Secretary of State - who had promised "no selection by examination or interview" - was actually extending selection by aptitude, she replied, "The researchers defined 'ability' as an all-embracing factor which suggests whether a candidate will be successfully able to undertake a course of study and

But breaking down the old bureaucracies and harnessing the talent of independent entrepreneurs is the sort of thing in which New Labour honestly, if incoherently, believes. The policy is misguided but genuine.

However Labour has become

'aptitude' as being narrower, determining whether someone has the capacity to be trained and developed." The academic care with which Baroness Blackstone attributed those bizarre views to 'researchers' may have escaped some of their lordships. So, just to emphasise the point, she added, "That may not satisfy (her questioners) but that is what the researchers came up with." The sub-text to that explanation is clear enough. New Labour - far from ending selection - has actually extended it. Incorporating the existing 163 grammar schools into the comprehensive system is made intentionally difficult by the organisation of the parental ballots which are to determine the pattern of secondary education. Meanwhile schools may select by ability. That, all the legitimate researches confirm, advantages exactly the same pupils who would have benefited from 'the scholarship' and won grammar school places under the old 11 plus. The middle classes can sleep easy in their beds.

The Blessed Blackstone, in what was the year's most plausible defence of the School Standards and Framework Bill, gave one glorious hostage to political fortune. It ought to result in her full canonisation. Asked to comment on the government's slogan, 'standards, not structures', she replied that the two are "intimately linked". That is self-evidently right.

It is also a modern heresy. The distinction between performance and organisation is central to the Government's attempts to improve overall results without antagonising the vested interests of those who want something special for their children. It is the disastrously detached from teachers - once the intellectual, as well as organisational, backbone of the party. Nobody wants or expects David Blunkett to capitulate to the extremists of the NUT annual conference. But hardworking teachers, without an independent political

'standards, not structures' shibboleth which enables the Government's education policy to fit into the thrust of New Labour's general philosophy. Education is to be improved by changes to the 'supply side' - not by increased investment.

More money has been made available - though rather less than appears to be the case once it is realised that the transfer for the reserves was anticipated by the previous government. But the whole emphasis has to be on individuals - teachers as well as pupils - doing better. That is the justification for 'naming and shaming' - the identification of schools which are said to have failed. The idea is that humiliation will act as a stimulus for improvement. No serious educationist accepts that analysis. Like 'selection by aptitude', the extension of league tables and the increasing involvement of the Secretary of State in day-to-day teaching methods, 'naming and shaming' has less to do with improving performance than polishing the Government's image.

Not all this year's initiatives have been motivated by such venal considerations. The calculated decision to diminish the role of local education authorities - like the involvement of private companies in the management of Education Action Zones - is entirely consistent with the philosophy of 'the third way'. It is hard to imagine how a great city could successfully organise its secondary admissions policy or its programme of pre-school education without some overall co-ordination of policy. And we have yet to be told what special stimulus private enterprise can provide to the improvement of education in the inner cities.

agenda, expected more from Labour than the Government has provided. If they are not to receive the money they deserve, they ought at least to enjoy the respect which they are due. The Labour Party has alienated teachers who ought to be its friends. If, even by its own standards, its

education policy begins to fall apart, its attitude towards teachers will almost certainly be to blame.■

89. London Guardian

April 28, 1998

Still more to be done

David Blunkett tells John Carvel about his achievements and his concerns

Reflecting on the first year in office, David Blunkett talks as much about the mountain still to be climbed as the journey so far through the foothills of government. The anniversary of Labour's election victory may be the moment for a brief look back, but the Education and Employment Secretary's priority is the move to the next base camp.

In legislative terms, the Government will have fulfilled its manifesto commitments on education when the current bills complete their passage through Parliament. But implementation is another matter. That will need resources and the outcome of the Treasury's comprehensive spending review is still uncertain.

So Mr Blunkett's attempts to claim due credit for an energetic year with relatively few political upsets are interrupted by flashes of anguish about the continuing inadequacy of parts of the education service.

First the optimism. "There is nothing that we promised to do that we haven't done - and we have done a great deal more than we promised," he said. "We dampened expectations. As a party, we were very cautious. We tried to make sure people didn't expect more than could be delivered. But the problem is people didn't hear that. Their expectations of early progress were very high. They got more than we promised and more quickly, but now they put that in their pocket and ask for more." For example, the Government made faster progress than expected on implementing plans to

He is unrepentant about the early decision to put pressure on failing schools and incompetent teachers. "We were tough because we had to be. Otherwise people would have let out a sigh of relief and said our standards drive was just an election ploy. And that won't do. For the first three or four months it was necessary to establish that we meant business. Then we could talk about more

improve pre-school education. All but one of the local authorities had early years development plans in place for September and there would be 65,000 more places for 4-year-olds. "People say: very good, we thought you would do that. They forget that in fact they didn't." The same applied to the extra funding for education in the July Budget. "If we hadn't got that money, it would have been a disaster. Without those resources we would not have been able to hold the line. It was a crucial change." Increased spending on capital was helping to lift morale. "People seeing the buildings improving - even if it's in a neighbouring school - get new hope and that gradually begins to seep its way through into the classroom." Mr Blunkett claims to detect a mood swing in the schools over the last three months. Instead of 75 per cent of the staff grumbling, "75 per cent are talking positively about what they are trying to do and their hopes for the future." But this possibly over-rosy vision of walking already through the sunlit uplands does not last long. Mr Blunkett is soon firing off the statistics showing the dreadfulness of the funding for further education. The sector looks after 60 per cent of 16- to 19-year-olds. Student numbers have increased by 22 per cent over five years, but income has been progressively cut by four per cent a year in real terms.

"Those figures are staggering. We have an enormous mountain to climb to put the sector back together again. It may not be the sexiest part of the portfolio, positive things, to broaden the area of appeal and start to put the jigsaw together." There have been rumblings of speculation that Tony Blair might switch Mr Blunkett in the summer to a new portfolio as welfare supremo, exploiting his background and salesmanship talents in a difficult area of policy. But there are no signs of the Education Secretary wanting to move on. "If things turn out as

but it's the sector in the greatest depression and we must help them to help themselves." That is no doubt part of the case that Mr Blunkett is making to the comprehensive spending review. He is worried by international comparisons showing the percentage of French and German teenagers getting the equivalent of five good passes at GCSE is double the figure for British youngsters.

Labour's preparation in opposition was uneven. It developed a clear agenda on schools, but was vaguer on post-16 education. Within the DfEE, there is no equivalent on the further education side to Michael Barber, the professor brought in to head the school standards unit.

Mr Blunkett had to spend a lot of time in the early weeks of this year rewriting badly-worked drafts of the lifelong learning green paper, to avoid its derailment. He praises Michael Bichard, his permanent secretary, but notes that the DfEE civil servants "are having to learn how to take on a new way of developing ideas, including the art of writing policy papers".

They were evidently surprised by his interest in administrative efficiency - a hangover from his days as leader of Sheffield city council. The ingenuity learned while running a rate-capped authority in the early 1980s may have helped him find savings worth about £500 million, providing growth money for other education projects in this no-growth period of Government spending.

I hope from the spending review, we really could see a total transformation of the life chances of young people in this country... I want to be there for the length of time needed to show we can achieve the targets we have set. I want to have been given the chance to do a decent job of work," he said.■

90. Sydney Morning Herald

April 28, 1998

Now lower income families choose private schools

By STEPHANIE RAETHEL
Education Writer

Middle-income families are paying thousands of dollars a year to secure places in non-government schools, according to official new figures that show not only wealthy families opt for private education.

The figures, based on information from the Bureau of Statistics census, show that even in the lower-income bracket, where families earn below \$26,000, almost one in five families has opted for private education.

Among families earning between \$26,000 and \$41,500, about 22 per cent opted for private schools while the figure rose to 28 per cent for families in the \$41,500 to \$61,000 bracket.

At the other end of the income scale, about 50 per cent of families earning more than \$104,000 a year send their children to government schools.

It is the first time the ABS has collected data linking family income to the type of school children attend and the new data comes as the Federal Government reviews funding arrangements for non-government schools.

The Federal Government has already lifted restrictions on the setting up of new non-government schools, making it easier for low-fee independent schools to open their doors.

The executive director of the Australian Parents' Council, Ms Josephine Lonergan, said the figures exploded the myth that only the rich send their children to non-government schools.

She said the argument that the growth of non-government schools could lead to government schools being marginalised was also not supported by the figures, with about 50 per cent of high-income

earners sending their children to government schools.

While the majority of enrolments in private schools were in Catholic schools, 7 per cent of families earning between \$31,200 and \$52,000 enrolled children in other independent schools and this figure climbed to 10 per cent for families earning up to \$78,000.

The executive director of the NSW Association of Independent Schools, Mr Terry Chapman, said the figures showed that independent schools were not the sole domain of the wealthy and that not all wealthy people sent their children to private schools.

"The shift to private schools is not because families have become more wealthy," he said.

"It appears to be families right across the socio-economic spectrum focusing more on what they are looking for in schools. ■

91. Sydney Morning Herald
April 28, 1998

Today's lesson: how private can pay off

By HUGH MACKAY

WE ARE in an era of extraordinary parental interest in the formal education of children. Older Australians report that their parents rarely came near their schools, rarely attended sporting events, rarely met the teachers and scarcely knew what their children were being taught.

The parent's ritual question, "What did you learn at school today?", was regarded in many families as a kind of running gag. The ritual response - "nothing much" - was usually interpreted as welcome reassurance that no boats were about to be rocked.

Reactions are not always so benign today, certainly not in the upper reaches of the middle class. A child coming home

Taxpayers have the same right to complain, of course, about inadequacies in the public education system but, in the private sector, the voice of the fee-paying parent can demand a more immediate response.

A second factor is the belief that private schools will typically place more emphasis than public schools on discipline, and that the staff will be more committed to a set of explicit moral and

from school with such a bland report of the day's activities might well send its parents into a frenzy, precipitating a visit to the school to demand a transfer to a more goal-focused, outcome-orientated, child-centred learning environment.

This is part of a larger trend. It is as though parents, naturally wishing their children to be happy and successful, have decided that the way to achieve this is to ensure that they have the best of everything: the best bat, the best clarinet, the best holiday, the best computer, the best study area ... and certainly the best available teacher.

It's a trend driven partly by materialism, and partly by the parents' conviction that their children need to be philosophical ideals.

This leads, in turn, to the expectation that they will be more willing to accept pastoral responsibility for their pupils. All of this is thought to civilise a child to an extent not demanded, or expected, of the State system.

And then there's the question of getting a job. For some parents, private schools are still associated with high marks in the HSC as a stepping-stone to

equipped to face a tougher and more competitive world than the one they faced.

Add to this the emerging economic imperative, "user pays" (which breeds the conviction that you get what you pay for), and you have the basis of a growing tendency for parents to consider the private-school option.

Three factors influence their thinking. One is the sense of control that fee-paying parents feel they can exert over the education process. "If I'm paying," the argument runs, "I can call the shots. If I'm not happy with the product then, like a consumer in any market, I have the right to complain."

tertiary qualifications, though that situation is rapidly changing under the influence of the selective high schools.

By refining their entrance requirements and placing their heaviest emphasis on academic achievement, the selective high schools will soon be clustered at the top of the HSC league table.

But HSC marks are only part of the job story. As the employment outlook for

the rising generation remains bleak, a growing number of parents are prepared to make big sacrifices to give their children whatever advantages - tangible or intangible - a private-school education

might be thought to offer.

This thing called "education" can be interpreted pragmatically or idealistically, rationally or emotionally, spiritually, culturally, academically or socially.

However it may be interpreted, a better education is precisely what parents believe they are buying from private schools. Why else would they pay all that money?■

92. London Daily Telegraph

April 28, 1998

Parents can demand that class sizes be cut

By Rachel Sylvester
Political Correspondent

PARENTS will be able to demand an extra teacher or classroom at their child's school if they fear that the drive to cut class sizes is putting education standards at risk.

The Government yesterday announced plans to increase the power of parents to influence the make-up of schools as it set out proposals for reducing the pupil-teacher ratio. Education authorities will be required to publish a detailed strategy for fulfilling Labour's manifesto pledge to have no more than 30 children in infant classes. According to a consultative document published yesterday, they will also have to consult parents before implementing any of their proposals.

There have been fears that limits will lead to children being taken from popular

schools to fill surplus places elsewhere. However, Stephen Byers, the schools standards minister, said parents would be able to object to specific plans if they thought that they would damage their children's education. Special protection will be given to pupils at village schools. Ministers acknowledge that children could suffer if a blanket rule on class sizes is imposed in remote communities.

Parents will be able to demand that the education authority allocates money for extra teachers if children have to travel long distances to other schools. Ministers have also decided that the authorities will not be able to reduce classes by shifting children around from good schools to bad ones. Parents will have the power to ask for additional resources to fund staff or to build new classrooms in over-subscribed schools rather than being forced to send their children elsewhere.

The Government has allocated £22 million to pay for more infant teachers and £40 million to build extra classrooms. Mr Byers said 100,000 pupils aged five to seven would benefit from smaller classes from September. Extra places should be created in popular schools, if necessary, by expanding the number of teachers and improving the infrastructure.

He stressed that the Government's new drive should increase rather than decrease the power of parents. He said: "The regulations and guidance make it clear that local education authorities will have to consult parents, schools, churches and others to make their plans reflect local needs and parental preferences. In the longer term LEAs should seek to increase the proportion of provision in successful■

93. London Daily Telegraph

April 28, 1998

Teachers attack drugs education for infants

By Philip Johnston and Liz Lightfoot

GOVERNMENT plans to educate children as young as five about the dangers of drugs, as part of a long-term strategy to curb abuse, were criticised by teachers' leaders last night.

Nigel de Gruchy, general secretary of the National Association of

Mr de Gruchy also attacked the Government for "dumping social problems on to schools. It is unrealistic to expect schools to fill the moral vacuum created by so many different forces at work in society. Dumping on schools is a cop-out by Government and society."

A White Paper published yesterday said that the national curriculum should include lessons introducing pupils aged five to the dangers of drugs. Keith Hellawell, the so-called drugs tsar, who devised the strategy, defended the

Schoolmasters Union of Women Teachers, also accused Tony Blair of setting a bad example by courting pop stars. He said: "As always, politicians expect others to act. The Prime Minister could probably achieve more than 1,000 lessons in drugs education if he set a good example and refrained from inviting proposal, though some ministers believe that eight or nine would be a more suitable age.

Mr Hellawell said: "We do not intend to start talking to children aged five about crack cocaine and all the paraphernalia, but they need to understand the consequences that drugs have. They need to understand resistance so that they can make a choice. It's crucial that we get to the children before the drug dealers do."

Jack Straw, Home Secretary, said: "If schools don't spell out the facts, then for

pop stars associated with the drugs scene to receptions at No 10."

Guests at Downing Street have included Noel Gallagher, of Oasis, who said last year that taking drugs might now be as normal as "getting up and having a cup of tea in the morning".

sure children will have them spelt out in the playground or on the street corner."

Many primary schools teach children about drugs as part of the science curriculum. Teachers are advised to emphasise that all drugs can be harmful if misused. Under Government guidelines, children can be taught about illegal drugs and their harmful effects from the age of seven. In secondary schools, the curriculum covers drugs and their use and misuse in more detail.

Mr de Gruchy said there was little

evidence that drugs education for the very young would succeed. He said: "I question the wisdom of involving all five and six-year-olds in a programme of this kind because one or two youngsters have been found with drugs in primary schools."

Despite an enormous increase in drugs

education in schools over the past decade, the problem seemed to be as bad as ever. David Hart, general secretary of the National Association of Headteachers, said too many were "streetwise" about drugs. Teachers had to balance protecting pupils from abuse against encouraging experimentation.

Peter Smith, general secretary of the Association of Teachers and Lecturers, said: "Learning about drugs does not encourage children to experiment. Many already know more than their teachers about drug use."■

94. Financial Times

04/28/98; Edition: London Edition; Section: NATIONAL NEWS; Page 10

Government campaign to target schoolchildren

By Simon Buckley

Social Affairs Correspondent

A long-term strategy to tackle the growing use of illegal drugs was unveiled by the government yesterday amid controversy over its plan to focus on drug education for all schoolchildren.

The new strategy is contained in a white paper which follows a review of policies impacting on the problem by Keith Hellawell, former chief constable of West Yorkshire police. He began work as the country's first anti-drugs co-ordinator in January.

Mr Hellawell estimates the government spends GBP 1.4bn combatting a problem, which costs the country more than GBP 4bn a year in crime and sickness bills. International drugs trafficking accounts for 8 per cent of total world trade, according to the United Nations.

The government's aim to shift resources from reacting to the consequences of the problem to preventing misuse, was highlighted by an announcement that assets seized from drug dealers would be invested in anti-drugs work. Last year, more than GBP 5m was recovered from drug barons.

Mr Straw said efforts had to be linked to the government's working party on anti-social behaviour by young men. He

Plans for a nationwide drugs-education programme for children between five and 16 years was attacked by Nigel de Gruchy, general secretary of NASUWT, the teachers' union. He said: "There is little hard evidence that drugs education of this kind will achieve its purpose. I question the wisdom of involving all five and six year olds in a programme of this kind because one or two youngsters have been found with drugs in primary schools."

However Jack Straw, the home secretary, whose teenage son was cautioned earlier this year for selling cannabis, said: "If schools don't spell out the facts, then for sure children will have them spelt out in the playground or on the street corner."

Tony Blair, the prime minister, praised Mr Hellawell for getting to the "root of the problem". He said a series of government initiatives would impact on drugs. "They are often part of a complex web of difficult social problems. We are tackling inequalities with a programme of reform in the welfare state, education, health, criminal justice and the economy."

Mr Hellawell said he would set monthly and annual targets for reducing said dealing with under-skilled and under-educated young men was the "most serious social problem we face". Tackling

the number of people under 25 reporting the use of illegal drugs. Targets would also be set for reducing repeat offending, increasing participation in treatment programmes and reducing the availability of drugs to children between five and 16 years.

Government advisers believe by the age of 14 some pupils may be "drinking regularly and/or smoking" and "almost all pupils will be aware of at least some illegal drugs". Mr Hellawell said young people's use of legal drugs was linked with illegal drug use and should be addressed within the same strategy.

The Standing Conference on Drug Abuse, a think-tank, welcomed the new initiative. But Roger Howard, its chief executive, called for increased investment. "The strategy and vision will not amount to much unless the government can find the resources to invest more in prevention, education and rehabilitating addicts."

Mr Hellawell said drug problems did not occur in isolation, and were often connected to "unemployment, low self-esteem, educational failure, boredom and physical, psychological or family problems".

Drugs To Build A Better Britain, Stationery Office, 0171 873 0011. GBP 6.50.■

95. Associated Press

4-28 5:18a

Japan to implement new plan

TOKYO, April 28 (Kyodo) - The Education Ministry revised its education reform program Tuesday, outlining a schedule for such measures as

implementation in fiscal 2002 of a five-day school day system for elementary, junior and senior high schools.

The revision followed a report

submitted by an advisory panel to Education Minister Nobutaka Machimura in March calling for the five-day system and urging parents to take more responsibility for the education of

children at home following a series of crimes committed by knife-wielding teenagers.

Machimura said at a press conference, "It is unusual for the administration to deal with education of children outside school hours, but it is necessary to do so since the educational capacities of homes and local communities has been lost these days."

The program aims at enriching students' minds and realizing a school system which enables them to develop their personality.

It is also intended to allowing individual schools to be independent

from the ministry in constructing their own school programs, as well as promoting research studies at universities.

Under the program, a complete five-day school system will be implemented in fiscal 2002, which ends in March 2003, after the ministry finishes compiling textbooks for the new school system. Currently, elementary and junior high schoolchildren, as well as public high school students, get every other Saturday off.

It also includes setting up counseling rooms in schools where professional counselors can help children with

problems.

The ministry will call on TV networks to check the contents of their programs and make regulations to protect children from harmful broadcasts, such as programs depicting violence and explicit sex.

The ministry's program also calls on fathers to review their work-oriented life styles and take a more active role in the family.

It also gives instructions on matters of common sense which are apparently neglected at home, such as the need for parents to firmly scold their children whenever they do anything bad. ■

COMMENTARY

96. The Baltimore Sun

04/24/98; Edition: FINAL; Section: EDITORIAL; Page 23A

Republican, White House battle on education a play for votes

By JACK GERMOND
& JULES WITCOVER

WASHINGTON — The confrontation between President Clinton and Republicans in Congress over education is another of those sham battles intended to con the folks back home.

From the outset, neither side has had a realistic chance of winning. The Republicans lack the votes to override Mr. Clinton's veto of their measure. The Democrats lack the votes to pass their own.

So what the whole exercise is about is political positioning for the midterm elections in November. Both the White House and the Republicans understand fully that so long as the economy remains

It's one of the key legislative proposals for Christian conservatives, perhaps the single most influential Republican constituency and run a lot of private schools of their own. For them, tuition vouchers rank right behind opposition to abortion and support for prayer in public schools.

The Republican plan has other, more intriguing political ramifications. Like the voucher plan, the proposal has divided the Democrats and attracted some of the most liberal to the Republican view. The reason is obvious: Help in paying for private schools is important to many low-income, inner-city families

as healthy as it is today, education is the single issue most important to most Americans.

Education gets an especially high priority from women voters, who make up a majority of the electorate and have been splitting clearly for the Democrats.

So it is not far-fetched to believe that the issue could be decisive in some close contests for seats in the House of Representatives, the principal battleground in a year in which the Democrats could regain control by picking up 11 seats.

But both sides are guilty of gross rhetorical excesses in the cases they are making for their own proposals and in their attacks on the opposition.

who want to send their children to parochial schools but find it too expensive.

The counter argument from the president and Democratic congressional leaders is that the Republican plan is another attempt to undermine the public schools and that the best remedy for those inner-city parents is more help to improve the public schools.

So the Democratic plan has two principal planks — interest subsidies to provide \$22 billion in loan guarantees to build or modernize 5,000 public schools over several years and, second, \$7.3 billion to add 100,000 teachers.

The heart of the Republican plan is a proposal that would allow parents to create education savings accounts, the interest on which would be tax-exempt if used to pay tuition at private or public schools. The Democrats are depicting this as another example of Republican welfare for the affluent. But the fact is that the most a parent might realize from the bill would be \$37 a year, hardly a make-or-break savings for a well-to-do family.

But this initiative is essentially a Republican attempt to establish the principle of public help for private schools, the same principle involved in their support for school vouchers that could be used for tuition anywhere.

However, neither party's plan has the potential to have a major effect on schools nationally. The reality is that federal money accounts for less than 7 percent of national spending on elementary and secondary schools.

The Republicans are feeling some pressure to emphasize their credentials on education because, as many of them concede, Mr. Clinton has been so successful in identifying himself with concern for children. Some of his proposals, such as those for computers in every classroom and more use of school uniforms, have been modest or vague. But they have identified the president and

his party as the most devoted to U.S. schoolchildren.

There is a serious issue in education today. The public schools have been under attack from all levels of government because of their inadequacies in so many communities. But universal

public education is one of the fundamentals on which U.S. democracy rests. And so is the separation of church and state. Neither fundamental should be undermined by the political needs of the moment.

The debate going on now, however,

doesn't directly confront those fundamentals. Instead, it is all about how the candidates will be seen by the voters in November.

Jack W. Germond and Jules Witcover write from The Sun's Washington bureau. ■

97. The Newark Star-Ledger

04/24/98; Edition: FINAL; Section: EDITORIAL; Page 026

Whitman plan would harm higher education

By Abby Demel-Brown

Gov. Christie Whitman's plan to reward colleges and universities that meet certain criteria and punish others that don't is flawed for three essential reasons.

First, it would all but guarantee that struggling colleges and universities decline further. Second, it would create an unhealthy competition based on so-called objective statistics. Finally, it would open the door wide for political patronage. A governor could demand loyalty from college and university administrations and punish them financially.

The Governor has proposed rewarding colleges and universities that keep tuitions down. But we have to ask whether it makes sense to cut funding to a school whose tuition is too high. Would that not force the school to further increase tuition or cut programs, thus guaranteeing the same outcome the following year? It would certainly be unfair to students, who would see their program options decline while their tuitions increase.

Another criterion for reward is the

graduation rate. Forcing colleges and universities to compete in an effort to increase graduation rates would inevitably lead to decreasing standards. It would be a disservice to students, and to employers who hope to hire qualified graduates, to make funding dependent on graduation rates, which are easily manipulated by college and university administrations. It is a crime that so many students are permitted to graduate from high school without achieving a third-grade reading level. It would be an even greater crime if the Governor's proposal spread such practices into our higher education institutions.

The Governor's proposal would open the doors of our colleges and universities wide to politics. College and university administrations would have to behave the way the Governor wishes or risk retribution through the budget process. The Governor could use supposedly objective criteria to mask arbitrary funding decisions. This would be even more easily accomplished since there is no universal agreement on which criteria really matter. Thus the Governor's choice

of criteria is necessarily subjective.

The Governor's approach to college and university funding would mean merit pay, a system she wishes to apply to state government at a time when many businesses are abandoning the practice after discovering that it reduces productivity because it breeds animosity between staff and supervisors and among workers.

The Governor's plan is yet another budget gimmick. It sounds good, but on closer inspection, it is apparent that higher education would suffer greatly as a result of it.

The real answers to the problems facing higher education in New Jersey (tuition costs, lack of access and diversity and diminished educational quality) are quite simple. Affirmative action, increased financial aid and full funding of college and university salary and fringe benefit accounts are investments in New Jersey's future that will pay for themselves in the long run. The difficulty lies in finding the money in the short run. Real leadership, not gimmickry, will get us there. ■

98. The Charleston Gazette

04/24/98 Page P7A

Read to Me Day

Reading to your kids helps their brains

By Jeff Crist

READING TO CHILDREN is one of the most important activities for building knowledge required for success later in life.

We know from research on infant brain development that the brain grows primarily by connections between neurons, or nerve cells.

These connections make it possible to

think and learn.

Although most nerve cells are present at birth, the wiring between them has yet to stabilize. Research shows that a loving, nurturing and stimulating environment encourages the growth of these connections and lays the foundation for healthy physical, emotional and mental development.

The issue of early childhood

development has drawn significant attention recently due to new imaging technology which provides concrete evidence about earlier theories of brain development.

According to neurologists, 90 percent of human brain growth occurs by age three. However, reading to children at any age provides stimulation that is crucial to brain development.

Because of the impact reading can have on children's lives, the West Virginia Kids Count Fund endorses the third annual "Read To Me" day April 29 throughout the state.

West Virginia Public Television, the state Library Commission, Read Aloud West Virginia, the West Virginia Association of Elementary and Middle School Principals, and the West Virginia

State Chamber of Commerce, spearhead Read To Me as an opportunity to promote awareness of the importance of reading to children every day.

Although babies learn from the moment they are born, the brain of a baby that lacks appropriate stimulation, such as being read to, played with, or touched and held, will not develop as well as the brain of a baby who receives such

stimulation. A baby's intelligence can be increased or decreased by how parents interact with the child.

This fact makes Read To Me day all the more important as parents, educators and the business community see the importance of what they do and how it affects their children.

Crist is communications director of the West Virginia Kids Count Fund. ■

99. The Las Vegas Review-Journal

04/24/98; Edition: Final; Section: EDITORIALS; Page 15b

Casinos vs. schools

By Ken Ward

Who says casinos don't care about education? They care plenty when confronted with a plan to fund scholarships through abolition of the gaming tax deduction.

Sen. Dan Coats, R-Ind., doesn't like the idea that gamblers can write hundreds of millions of dollars off their federal taxes each year. He figures that money could be better spent helping low-income children exercise school choice.

The Hoosier lawmaker's scheme was a clever device to keep Republicans in the education debate. Alas, he folded his hand when fellow senators, notably Majority Leader Trent Lott, R-Miss., bailed out this week. But Coats has resurrected a question that won't go away: Why should unlucky gamblers be subsidized by the U.S. Treasury?

Currently, a player who hits a \$2,000 jackpot doesn't have to pay any taxes if he, say, also loses \$2,500. Under Coats' erstwhile bill, that person would pay

Instead, the Clark County School District will be asking voters this fall to pass a \$2 billion construction bond. It will be cleverly advertised as a "tax freeze" because it pledges no increases for 10 years. That, of course, is marketing obfuscation. What it really means is that your property taxes won't go down, something that voters were promised

taxes on the \$2,000 win - and eat the \$500 net loss.

Sens. Richard Bryan and Harry Reid, D-Casino, responded in full battle mode. They expressed outrage at this accounting assault on their monied patrons in the gaming industry. They pointed out, correctly, that deductions are standard tax policy for activities that generate taxable income.

But does that make it right when we're talking about an activity that is essentially nonproductive and ultimately degenerate?

Whatever the merits of Coats' educational agenda, he exposed the tax deduction for the crass shell game it is. To put it another way, casinos are getting fat and the feds are providing the slop.

The charade is particularly egregious in Nevada, where the gaming tax has been stuck at 6.25 percent since 1989. During that time, hundreds of other taxes and levies have gone up on individuals. Sales taxes have surpassed the gaming when they approved previous bonds.

But back to Washington. Sen. Coats has obviously set off the casino alarms. Lott & Co. have answered the bell this time. And American Gaming Association President Frank Fahrenkopf, a Nevadan who formerly served as chairman of the Republican National Committee, helpfully offered support in seeking other

tax as the state's chief source of revenue. And, contrary to popular myth, only about a quarter of those sales taxes are paid by tourists.

As if that weren't enough, casino mogul Steve Wynn got the 1997 Legislature to enact a tax break on publicly displayed art. He recently sold about \$74 million in company stock, and his ensuing purchase of pricey paintings for the Bellagio will qualify him for a tax reduction.

A few people, including state Sen. Joe Neal, have questioned this arrangement. The North Las Vegas Democrat and gubernatorial candidate says that such artful deals shortchange the state and, inevitably, take dollars away from schools.

Would our Education Governor really let that happen? Perhaps. Yet one thing is certain: No one at the state level is coming up with a dime to help Nevada's schools keep pace with the explosive and ongoing demand for new classrooms. federal subsidies to cut in an effort to fund Coats' scholarship program. Most magnanimous.

Thus the industry's message is clear: We care about education ... just don't expect it to come out of our pocket.

Ken Ward is a free-lance writer who covers education. ■

100. Portland Oregonian

04/25/98; Edition: SUNRISE; Section: EDITORIAL; Page E09

CHARTER SCHOOLS IMPROVE EDUCATION THROUGH COMPETITION AND CHOICE

Congress is debating the merits of a school voucher system, which would

allow the use of tax dollars for private education. Many Republicans claim that

parents should be permitted to choose their children's schools, even if that

means opting out of the public education system. Most Democrats argue that vouchers would lead to widespread abandonment of public education. But a middle ground exists in this argument: charter schools.

Twenty-seven states and the District of Columbia now host charter schools. (A bill authorizing charter schools in Oregon narrowly failed to pass in the last legislative session.) Success stories abound on how these schools have improved education and alleviated

overcrowding, especially in urban areas.

Charter schools are essentially deregulated public schools that are given the freedom to develop innovative methods of teaching. If we passed a charter-school bill here in Oregon, parents would have the option of enrolling their children in either a charter school or a mainline school. Charter schools therefore upgrade educational standards by forcing schools to compete against one another and by attracting new educators who can provide challenging

environments for learning.

Charter schools bring needed competition and choice to our educational system, yet unlike vouchers, charters affirm our country's commitment to public education. Charter schools encompass the strengths of vouchers without depleting the resources of public education.

STATE SEN. TOM HARTUNG
Chairman, Senate Education
Committee Northwest Portland ■

101. The Columbus Dispatch

04/25/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 09A

PROPOSAL IS WRONG WAY TO PAY FOR EDUCATION

The conditions that brought the school-funding suit before the Ohio Supreme Court are straightforward. An inequality exists in the education available to children in poorer districts compared with that in wealthier districts.

This inequality results from an overreliance on the property tax for school funding. The goal should be to shift toward a larger contribution from the state, together with a base-line contribution from every community.

The first task was to decide what constitutes an adequate education and its cost. After that, how to fund it and then

There are others who say that the tax is not necessary. For 1999, they are probably right, but what about down the line? Their projections are based on an ever-expanding economy. If this did not occur, then cuts in other state services would be necessary. Most notably, published figures show deep cuts in higher education. Does it make sense to have to cut the top of the educational pyramid at a time when more education is

how to administer the funds. Fortunately, in its eagerness to avoid responsibility, the General Assembly has given voters the option to turn the plan down.

The voters rejected what was perceived to be a flawed workers' compensation law. The same fate should befall State Issue 2, the current school-funding proposal.

Some say that the legislature raised too little money. When using the legislature's own numbers, this view appears to be right. In House Bill 650 (the implementation bill) \$4,063 per pupil is set as the necessary base for necessary to prepare students for global competition?

Cutting the reliance on the property tax can be achieved in two ways:

Give a rebate to homeowners, as State Issue 2 proposes.

Give sufficient funds to the schools to diminish the need for levies.

The current proposal is unfair. A sales tax is very regressive and all are taxed but the rebate is given to only a few. Only

1999. Yet provisions are made for only \$3,851. Even in 2000, the amount specified is below the 1999 base. Assuming 2 percent to 3 percent inflation, the amount still is insufficient in 2001, and only in 2002 does it approach the base plus inflation.

Ninety percent of the districts spend more than the base amounts. Do legislators really think that all those school district officials so love levy campaigns that they propose them for unnecessary programs?

homeowners benefit. If levies are made less necessary, all would benefit - renters, whose landlords would not have to pass on the tax, as well as business, which would not see its real estate and personal property taxes increased.

Abramo Ottolenghi, former member
Worthington Board of Education
Worthington ■

102. San Antonio Express-News

04/26/98; Edition: Metro; Section: Editorial; Page 02G

Affirmative action need starts early

By Veronica Flores

Foes of affirmative action in higher education should get to know a little girl I'll call Lisa. The grade-schooler, Hispanic and from a poor family, attends classes in an inner-city public school and her future is anything but bright.

Hers is the story seldom heard when talk turns to affirmative action.

Lisa is the symbol of an uneven playing field. For affirmative action opponents, Lisa's story isn't even on their radar. But if they want to eliminate the need for affirmative action programs, it

should be.

Her lessons in various subjects regularly consist of a teacher handing out copies of a page from a workbook. Students complete the sheet and turn it in at the end of class. No more, no less, as if a teacher could do any less. Lisa will be

lucky if she is motivated enough to make it through high school.

It would be an overly broad generalization to say all inner-city public schools in Texas operate this way. Most do the best they can. A few shine. But more than 30 years after schools were desegregated and affluent folks, then mostly Anglos but today a rainbow of hues, took their money and their children to the suburbs, students in the inner city still are in poorly funded, segregated campuses.

Observers often point to the disparities that remain between the quality of education offered in such school districts as Edgewood and Alamo Heights. The respectively poor and rich systems have come to exemplify the gaps in public

education.

Money buys good teachers, nice buildings, good books and equipment. And if you think the latter three have nothing to do with a student's ability to do well in school, try sitting in class with rusty science equipment while water drips on your head.

What does any of this have to do with affirmative action?

It's the front end of the school bus - arguably, the most critical part - that those who are so quick to kill affirmative action in higher education don't consider. They don't make the connection between the quality of public education and a child's readiness for college. The state attorney general's office made the connection when it argued the Hopwood

case. But the ruling of the 5th U.S. Circuit Court of Appeals indicates the judges didn't get it.

The architects of affirmative action in higher education, a patronizing lot who meant well, didn't think of it either. Had they, public education in this entire nation would be in less of a sorry state and there would be less need for race-based solutions.

Remedies now come too late for the many generations that have fallen through the cracks of public education in this state. And it's almost too late for Lisa. But Latino children soon will be the majority in the state's public schools, together with black children making up a majority minority. Will we wait until it's too late for them? ■

103. Philadelphia Inquirer

April 28, 1998

The threat to take over Philadelphia's schools

I really hope Gov. Ridge follows through and takes over Philadelphia's public schools (Inquirer, April 22).

While the magnet schools are terrific, the pathetic elementary schools keep pushing a large portion of the middle class — those who cannot afford two, three or more private-school tuitions — right out into the suburbs.

This exodus has slowed for several

From the outset, it was no secret that the "Children Achieving" plan of Philadelphia School Superintendent David Hornbeck was going to be expensive. But those in power over Hornbeck have tied his hands. They've given him a job to do, but not enough money to do it. Now they plan on stripping away his authority as well (Inquirer, April 22). I'm very surprised he hasn't walked away in disgust.

Yes, Children Achieving is an expensive plan, but it is obvious that the old way wasn't working. The state has wasted so much money in the past, why not give Hornbeck enough money to implement his plan and see what happens? Give him enough rope to hang himself, or give him the chance to fail. I have a feeling we will all be pleasantly surprised.

Our superintendent came into his position with some excellent ideas, and he hasn't been allowed to put many of them into action. If things stay the same, how does anyone expect anything to ever change?

years, but now that the economic expansion has finally reached the mid-Atlantic region, families are seizing the chance to sell their houses and get out. Friend after friend has told me this spring that their house is on the market.

Mayor Rendell has squandered the opportunity to restructure the city in a way that will attract — not repel — taxpaying middle-class residents.

My son attends first grade at Thomas Holme Elementary. I volunteer in his classroom as often as I can. I see firsthand that, contrary to what State House Majority Leader John M. Perzel (R., Phila.) says, the Philadelphia School District is not "a total failure." The teachers and staff at my son's school are very dedicated, but their efforts would be more successful with more money available. Cutting down the class size alone would give all children a tremendous advantage.

Give David Hornbeck a chance before he quits and walks away.

Laura Brook Neubauer
Philadelphia

Czechs, Poles deserve NATO As a Czech, I am horrified by the voices against the planned expansion of NATO (Inquirer, April 20).

The critics demonstrate very little political wisdom and a lack of knowledge of the political and historical development and the importance of the Central European region. Some are incredibly nearsighted, lacking sensitivity

Without school vouchers to offer real educational opportunities, and with nothing but pennies cut from the wage tax, the financial penalties on middle-class families are far too great for any but the uppermost few to bear.

When will we stop pushing our last hope out of town?

Michael Woods
Philadelphia

and psychological understanding of the situation.

Ted Galen Carpenter, of the Cato Institute, worries that U.S. troops might very well die defending those countries (presently, the Czech Republic, Poland and Hungary). Isn't it clear that troops of those countries might very well die defending other NATO countries, including ours? Fighting against Nazi Germany, didn't Czech fliers fight for Great Britain, didn't Czech and Polish soldiers die in the battles of World War II, while some countries who are already members of NATO did very little or nothing for the defense of Europe?

Czechoslovakia was created with the considerable help and understanding of President Woodrow Wilson, and it developed into one of the more splendid democracies between the wars. It was let down by the Munich agreement and by the agreement of Yalta, both without the presence of any Czech representative. It was let down in 1968 when the Russians invaded the country that started to be too independent under the leadership of

Alexander Dubcek.

Which European countries have shown as much dedication to defending democracy and freedom as the Czechs and the Poles? They were already accepted by all NATO members except us. Should we be the only ones rejecting them? Should we be again responsible for a divided Europe?

J. Klugar

Lansdale

Judging Paul Robeson Frank Tempone (Letters, April 24) chooses to compare Nazism to communism in what appears to be an attempt to forgive the way this country treated one of its greatest men, Paul Robeson.

To paraphrase Tempone, let us imagine an American entertainer in the 1930s who, despite being an all-American end in football, a member of Phi Beta Kappa, the valedictorian of his class at Rutgers University, and earning a law degree from Columbia University, is still treated as a second-class citizen in his own country. Imagine turning to the entertainment field largely because of racism in the first place. One of the final insults he endured as a lawyer was from a stenographer who refused to take dictation from a black man.

It's very easy to say now, after the demise of the Soviet Union, that Paul Robeson was wrong about communism. But it's also very understandable why a

The first Thursday of May is the National Day of Prayer. Designated since 1988, this is a great opportunity for all Americans to unite in recognition of our incredible need for God. The theme for May 7 is "America, Return to God." It is only through the working of God within our society, our laws, our judgments and our hearts that America will know the healing of God's power upon our land.

William H. Woehr

Warrington

Arts center parking plan I agree that

man such as he would find Marxism appealing. Its rhetoric was full of ideas about equality, and it held the working man in high esteem. We must not forget that in the 1930s this country was in the midst of a terrible Depression. Robeson was not alone in thinking that maybe Karl Marx had a better way.

But it was not until 1950 that our government chose to revoke his passport, crippling his career as a performer. Contrary to Tempone's opinion, that indeed is attributable to McCarthyism.

Tempone ends his letter saying that a man must be judged by all his actions. I agree. But if we are to do so, let's not pretend that being a communist is the moral equivalent of being a Nazi.

Stephen C. Prentice

West Chester Overhaul campaign financing While it is refreshing to see someone actually attempting to address the need for judicial campaign-finance reform (Inquirer, April 16), it is a shame that the approach is so limited and that a glaring loophole exists in the proposal.

In terms of the report submitted by the special Supreme Court panel, the proposed monetary limits should also apply to the candidates and their families. If you do not apply the monetary limits to them, an uneven playing field will continue to exist. The wealthy will continue to have a distinct advantage in judicial elections. The special panel should close this loophole immediately. 150 parking spaces under the Regional Performing Arts Center is not adequate for the needs of the public (Letters, April 21).

I propose the following: Demolish the woefully inadequate Food Rite market on the southwest corner of 15th and Spruce Streets, along with the three other stores: a Chinese restaurant, a vacant store and a pizza restaurant. Build a multilevel parking garage on this site with an enclosed bridge over 15th Street, directly connecting to the Performing Arts

The fact that the proposals are limited to judicial elections is understandable, considering the lack of power inherent in the Supreme Court on this issue. Nevertheless, it would seem that the first step should be to address the need for campaign-finance reform in all statewide elections. The members of the Pennsylvania judiciary are the least inclined to abuse their power as elected officials. Why focus on them first?

The current system of financing elections must be scrapped. Mere tinkering will not suffice in addressing the problem. The public rightfully believes that politicians are bought and sold by the wealthy and by special-interest groups. It is indeed sad — but perfectly understandable — that our citizens are disillusioned, frustrated and downright apathetic regarding elections.

To restore the citizens' faith and continued participation in the democratic process, we must insist on fundamental changes in the way we finance the election of all public officials.

P. Andrew Schaum

West Chester

A day to pray All through history, America has turned to God in times of conflict and in peace. Yet we are systematically removing mention of God from our children's training. What can bring America back? Prayer can.

Center. Build a high-quality supermarket on the current parking lot on the northwest corner. The lot is large enough to include parking for supermarket patrons.

This proposal offers solutions to three problems: It provides parking for the RPAC. It provides all-weather access to the center. And it provides a much-needed modern supermarket for those of us who live in the area.

William A. Loeb

Philadelphia

104. Orlando Sentinel

04/27/98; Edition: METRO; Section: EDITORIAL; Page A11

15 YEARS LATER, A NATION AND ITS SCHOOLS STILL AT RISK

By Tait Trussell

Special to The Sentinel

"Our nation is at risk."

Those were the first words of a historic educational document that jarred

the country 15 Aprils ago. Tragically, we are still at risk, as shoddy academic records keep piling up in Central Florida and elsewhere in the United States.

The "A Nation at Risk" report,

subtitled "An Imperative for Educational Reform," was issued by the National Commission on Excellence in Education on April 26, 1983.

Its purpose was to "define the

problems afflicting American education and to provide solutions."

"Children born today," stated the report, "can expect to graduate from high school in the year 2000." But, alas, one-third of the class of 2000 in Central Florida is on the brink of failure, the latest grades show. New state standards applied to freshmen for the first time last year dictate that they must have a C average to graduate from high school.

In Lake County, for example, 40 percent of freshmen had D or F averages. A recent poll of Leesburg High School students found that many of them expected school to be "easy" and "fun." Alternative schools have been started to help some of the at-risk kids. Some Orange County students receive remedial help with reading when they enter high school.

Money spent per pupil nationally has more than doubled since the "At Risk" report was issued. And the Florida Legislature has just approved new spending, averaging \$197 a year more per student.

But the real problem in public education has not been financial as much as structural, with too few effective incentives and expectations for improved student performance, according to most researchers.

The report of 15 years ago, focusing

Meanwhile, reportedly 500,000 jobs in the information-sciences field are open in California's Silicon Valley, home of

on high schools, declared dramatically:

"The educational foundations of our society are presently being eroded by a rising tide of mediocrity. ... If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."

Among other findings, the report stated, "About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent."

The report called for greatly strengthened graduation requirements, including four years of English, three of mathematics and three of science and social studies; a longer school day or school year; school discipline "consistently enforced"; more qualified teachers paid on the basis of performance; and minimal federal "intrusiveness."

It also warned parents that their children should be "of strong character and well educated in the use of language, science, and mathematics" and "disciplined work" with "more demanding courses."

To students, the report stated: "Even with your parents' best example and your teachers' best efforts, in the end it is your many computer and software manufacturers. Some 23 percent of the workers there now are immigrants,

work that determines how much and how well you learn."

But many of the recommendations have been brushed aside.

How has the nation progressed educationally during these past 15 years?

Not just Florida is lagging academically. A 21-nation survey, the Third International Mathematics and Science Study released a few weeks ago, showed that high-school seniors throughout America ranked near the bottom in international test scores in advanced mathematics and physics.

According to the National Center for Education Statistics, 17-year-olds were reading slightly more at home than in years past but also were spending more time in front of the television. Their proficiency in mathematics and science had increased a bit. But a gap still remained between whites and minorities.

The typical school year is still 180 days. Half of all 12th-graders still take no science courses. One of three takes no math during the final year of high school.

The head of the National Education Association, the country's largest teachers union, Bob Chase, complained that teachers' salaries are too low to attract qualified instructors. So, 28 percent of high-school math teachers and 55 percent of physics teachers don't have college degrees in the subject they teach.

largely Asians whose culture gives a high priority to education and disciplined learning, which America has yet to do. ■

105. Orlando Sentinel

04/27/98; Edition: METRO; Section: EDITORIAL; Page A10

BILINGUAL EDUCATION TRANSLATES INTO A REAL PLUS FOR EVERYONE

By Myriam Marquez
of The Sentinel Staff

Veronica Garcia has to make a decision soon. Should she go to Emory University in Atlanta or the University of Florida?

The 23-year-old University of Central Florida graduate applied and has been accepted to attend medical school at Emory University, UF and more. Not bad for a kid with dirt-poor roots, the product of her farmworker-parents' labor of love.

"I couldn't have gotten where I am without the bilingual-education program," Garcia told me recently. She began the bilingual program in second grade at Apopka Elementary School. Her Mexican parents had just moved to the

area. By fifth grade Garcia was totally fluent in English and a great academic performer.

"A child needs to learn certain material by a certain age," she said. "If I had not had the help of the bilingual program, I would have fallen behind in science and math and social studies."

Blecks St. Hubert also praises the bilingual program that helped him succeed in school. He recently was elected a student-government senator at Valencia Community College, the first Haitian student to win such a prestigious seat.

Garcia and St. Hubert went before the Orange County School Board earlier this

month to get a commitment from the superintendent and school-board members that they won't dismantle bilingual-education programs. The board's chambers were packed with people whose children are being taught English as a second language.

Sister Ann Kendrick and Sister Cathy Gorman, two Catholic nuns who run the Office for Farmworker Ministry in Apopka, wanted the board to see how much those parents care about their kids getting ahead in school.

For months there had been rumors that Superintendent Dennis Smith was being pressured by some school principals and administrators to give up on bilingual

programs. Back in February, Smith told me that he supports bilingual education, so long as there are clear goals and timetables to ensure that children are learning English.

He figured that the rumors took off because he used to be in the school system in California, where a voter referendum may do away with bilingual education.

California's bilingual programs are a mixed bag. Some work well for kids, many of whom move back and forth between Mexico and California. But lots of those programs are so focused on keeping kids fluent in Spanish that the

children aren't progressing in English.

That's not the type of program that helps children succeed in this country, and Sisters Ann and Cathy made that clear to the board, too.

Nonetheless, the sisters were worried. There had been a proposed name change for the bilingual program, which Sister Ann said could signal "subtle shifts in value or direction" of the program.

Orange County School Board member Linda Sutherland promised that the school system here is committed to expanding bilingual education - not gutting it. "I'm such a strong believer that all children should be bilingual, which is

why we're seeding the idea of having more elementary schools involved in second-language acquisition for English-speaking students."

Sutherland is right on the mark. We know from child-development research that young children can learn many languages simultaneously and that it helps children better understand other disciplines, such as math and science.

This is a wonderful nation. A strong nation. There's no reason American children of every background can't be learning more than one language. It can only help keep America strong. Ask Veronica Garcia. ■

106. Chicago Tribune

04/27/98; Edition: NORTH SPORTS FINAL; N; Section: COMMENTARY; Page 14

MINORITY WOES AT UIC MEDICAL SCHOOL

By Marsha Brazley M.D.
Secretary, Cook County Physicians Association.

Whoever wrote the editorial "Biting the hand that feeds them" (March 7) obviously is unaware of what is being dished out to "them" in the College of Medicine and other Health Science Colleges at the University of Illinois at

UIC's obligation to deal with the under-representation of minorities in the health profession is the result of a contractual obligation that the university sought through the Illinois State Board of Higher Education. In essence the university has said to the taxpayers, "Give us the money and we will effectively and efficiently perform the duty of improving the representation of African-American, Latino and Native Americans in the health field."

UIC received upwards of \$1.2 million a year in state and federal funds to rectify ethnic disparity in the health-service profession. We don't have adequate documentation that this money was

Chicago. The editorial found it ironic that a dozen past and present minority medical students have filed complaints of racial discrimination.

What is ironic is that after being sued year after year for unfair practices, the UIC administration has not corrected its policies. And that the university applied for additional resources to alleviate the utilized to help those students for whom it was intended. In fact, more than \$10 million disbursed to the university and its six health-professions colleges has not been accounted for. A good question would be, "Where is the money, and how was it spent?"

The editorial stated that the college is mentoring minorities, but who are these mentors? Are they Latino and African-American faculty? Are they knowledgeable about the plight of blacks in a white-dominated society?

I doubt that's the case when there are fewer than three tenured black and Latino salaried faculty among the approximately 300 tenured faculty in the College of

underrepresentation of minorities in the health professions and now doesn't know how to carry out that mandate.

The UIC does enroll more minority students than any other public medical school in the state, but it also enrolls more whites than any other public medical school.

Medicine. I doubt that with the number of tenured-track minority faculty forced out of this public institution annually there would be enough left to mentor that 25 percent of the student body to whom you refer.

UIC has many serious problems related to issues concerning minority medical students, minority faculty/staff and accountability of funds mandated to the institution for the Urban Health Program. The issues raised by the students and staff should prompt UIC to evaluate its existing policies and procedures. Those UIC administrators responsible for the current situation should be replaced. ■

107. The Washington Post

04/28/98; Edition: FINAL; Section: OP-ED; Page A17

The Educational Importance of Race

By Lee Bollinger and Nancy Cantor

Until fairly recently, our society enforced the separation of the races in virtually all important areas — social, economic, political and educational. As a result of racial isolation, African

Americans and white Americans often learned about each other by relying on unfounded images and stereotypes. Demeaning and hurtful images proliferated in the media, in textbooks, in movies and on radio and television.

There were no countervailing institutions to perform the function of education and understanding. By design, we did not know each other.

In the decades since Brown vs. Board of Education, institutions of higher

education have strongly influenced a change in this design. They have opened their doors and aggressively recruited minority students — African Americans at first, and then other underrepresented minority students, to create remarkably diverse student bodies.

TD Today, with a campus where nearly 14 percent of students are African American, Hispanic and Native American, the University of Michigan is the target of a lawsuit that seeks to prohibit us from ensuring a racially diverse student body by using race as one factor in admissions. The suit, brought by the Center for Individual Rights (CIR), is at the center of a great public debate over one of the most important issues of our time: how our governing constitutional principles permit us to use race to achieve a truly integrated society.

Virtually all institutions with selective admissions consider race when they choose among applicants who experience shows can thrive in and contribute to a more vital educational environment. This practice was explicitly upheld against constitutional challenge in the Supreme Court's 1978 decision in *University of California v. Bakke* — and wisely so, for

CIR's challenge to "affirmative action" in higher education is a challenge to our philosophy of education and to the historical purposes of our great public universities. Implicit in its claim is a presumption that we admit some students who are not qualified. Let us be clear: All students admitted to the University of Michigan meet threshold requirements establishing that they are fully qualified to do the work of a demanding undergraduate program. That being the case, surely CIR's objectives rest on an oversimplified idea of what is, in fact, a complex process of selecting students, as well as on a constricted view of the role

now that we have the design in place, we have begun to know each other.

Institutions of higher education have pursued a conception of education that emphasizes the joys of variety and the benefits of engaging those with different experiences and perspectives. This means we ask of every applicant: What will you contribute to the whole, not where do you stand in splendid, isolated comparison with everyone else?

A first-class education is one that creates the opportunity for students, expecting differences, to learn instead of similarities. Likewise, encountering differences rather than one's mirror image, is an essential part of a good education. Race is educationally important for all students, because understanding race in America is a powerful metaphor for crossing sensibilities of all kinds.

Our public universities have always cast a wide net in admitting students. Selecting a student body is not a simple matter of drawing a line though some rank ordering of individual applications. Universities have been especially watchful for merit wherever it is found. They have been alert to the potential of universities and the nature of merit. They also rest on a profoundly mistaken conception of education and the role of race in a modern education.

CIR seeks to eliminate all consideration of race in college admissions. If it is successful, as it was in an earlier lawsuit against the University of Texas, we will in all probability soon return to a largely segregated system — de facto rather than de jure, to be sure, but segregated nonetheless. The University of Texas Law School now has only four entering African American students, where former classes had more than 30. We are particularly alarmed at

those who may not have had full opportunity to manifest their talent (immigrants, for example), those who have served the country (e.g., veterans), or who have unconventional talents. They must be responsive to the communities from which they derive (e.g., state residents) as well as to the nation itself (through geographic diversity).

The CIR lawsuit presumes that admissions is an atomized process in which each applicant is evaluated according to his or her "qualifications" and measured against every other applicant. They offer up grids that have been used in our undergraduate admissions process. These grids assign different weights to a variety of factors — academic grade-point average, test scores, alumni relationship, race, residency and so on — that help us make an admissions decision. Different outcomes will follow, depending on any variety of factors. CIR's real argument is not with our use of these grids. There are no grids in the law school process, yet CIR challenges our use of race there, too. Rather, to CIR the fact that race is one of these factors at all is what makes the process unacceptable.

the significant drop in minority admissions at the most selective institutions in the University of California system, which operates under an affirmative action ban.

The country cannot afford to deprive institutions of higher education of the ability to educate generations of young Americans — minority and nonminority — in an environment that enables all to flourish, and understand each other, in a truly integrated society.

Lee Bollinger is president of the University of Michigan. Nancy Cantor is the university's provost. ■

108. The New York Times

04/28/98Section: Editorial Desk; Section A; Page 18, Column 6

After-School Help

To the Editor:

An April 23 news article on Schools Chancellor Rudy Crew's proposal to require New York City schoolchildren to meet minimum academic standards by fourth and seventh grades notes that outside assistance will be needed to achieve this goal.

TD Such assistance is already in place

in 66 public elementary schools through the Y.M.C.A.'s Virtual Y after-school literacy program. Every day some 3,000 second, third and fourth graders stay after school to concentrate on reading and getting homework help.

Sponsors of Virtual Y sites, primarily large corporations, will enable us to establish the program in 200 schools —

one-third of elementary schools — by 2000, strong testimony to the business community's commitment to boost scholastic achievement in New York.

BENJAMIN R. JACOBSON
Chmn., Y.M.C.A. of Greater N.Y.
New York, April 24, 1998■

109. The Wall Street Journal

04/28/98

Let Those Who Can, Teach

By Paula Sullivan

Many people rightly perceive that not enough public-school teachers know their subject well. Nationwide, 36% of teachers didn't major, or even minor, in the subject they teach. In my state of California, half the math teachers and more than half the physical science teachers did not even minor in their subject in college. Someone with a teaching credential in physical education can teach math and science — but not someone with a graduate degree in math or science.

The rule in most states is that only people certified by teachers colleges are allowed to teach in elementary and secondary schools. A teaching credential is considered more important than knowledge of an academic subject, with a predictable result: The academic quality

Adjunct instructors often end up teaching remedial courses. I have a Harvard doctorate in English and teach remedial reading to unprepared community-college students — some of whom plan to transfer to a nearby school of education and become teachers. Adjunct instructors get experience teaching high-school-level and even elementary-school-level courses in reading, writing and math to college students. Yet they are not allowed to teach the same subjects in a public school.

Why not allow people with master's degrees or doctorates to teach courses in their fields in the public schools? Such people have the advantage of being academic achievers who know their material. And teaching itself is not the dauntingly complex job that professional educators would have us believe. Indeed, I suspect that the heavy use of jargon and acronyms by professional educators serves no other purpose than to snow the general public. One touted pedagogical technique is "sustained silent reading," which, in plain English, simply means

of teaching is poor. So now, in order to raise academic standards, and to meet a projected shortage of teachers in the next decade, President Clinton and some congressmen propose to spend hundreds of millions of dollars on grants and scholarships for teachers colleges.

TD But academic standards for teacher credentialing are not being raised. On the contrary. A few years ago, California, which often sets trends for the rest of the nation, removed algebra and geometry from the math section of its written CBEST exam, the final step for a multiple-subject teaching credential, after a lawsuit was filed on behalf of minorities, who disproportionately failed the math section. Even before the state scrapped algebra and geometry, would-be teachers were already allowed to retake the exam an unlimited number of times having the students read quietly to themselves for a while. "Computer-aided instruction" and the "whole language" approach to reading have conveniently made it unnecessary for English teachers to know grammar.

I inquired of the three schools of education in my area and learned that to get a teaching credential I would need to take a year of education courses followed by a year of practice teaching, at a cost of about \$10,000. Although I have done five years of graduate work in English and three years of full-time teaching at a college, the education bureaucracy considers me no more qualified than someone with a freshly minted bachelor's degree.

Mine is a view you don't often hear, for journalists and policy makers usually rely on education "experts" who represent of schools of education and teachers unions and thus have a vested interest in the current system. Teachers unions understand supply and demand and are all too happy to keep in place the teaching profession's rigid barriers to entry. Schools of education want to keep

and to spend the whole three hours of the exam on sections they had previously failed.

Rather than continue to pour money into the teachers colleges, the government ought to recruit from the large surplus of people with graduate degrees in academic fields. There are so many unemployed and underemployed holders of master's degrees or doctorates, whose dream was to teach. Colleges now exploit them as cheap labor, hiring them as "adjunct" instructors — low-paid part-timers with no job security or health benefits. They now make up 42% of all college faculty, up from 25% two decades ago. Many highly educated people reluctantly leave teaching in order to earn a decent living.

the profitable business of churning out new teachers to fill a shortage created in part by their monopoly on teacher certification.

Many budget-conscious school superintendents, too, prefer inexperienced new recruits from teachers colleges because they are malleable and start out at the bottom of the pay scale. But often the taxpayers have spent a lot of money on scholarships to train them.

The interests of the public, however, diverge from those of the education bureaucracy. Students taught where the teaching credential is not required — in private schools, parochial schools and homes — score higher on standardized tests. The impetus behind the school-voucher movement is largely a desire for better teachers. Meanwhile, there is a wealth of academic talent waiting to be tapped by our public schools.

—
Ms. Sullivan is an adjunct instructor of English at Kings River Community College in Reedley, Calif. ■

110. The New York Times

04/26/98Section: New Jersey Weekly Desk; Section 14NJ; Page 1, Column 3

Be Careful What You Wish For

By IVER PETERSON

"TT'S in Spanish," the mother of the

brilliant daughter decided at last. She held the letter up to the light in the kid's

bathroom, which has the brightest lights in the house, teen-agers being pretty

unafraid of what the mirror shows. The letter was unopened, of course, and addressed to the daughter, and its return address mentioned an important college and the words Office of Admissions. Reading a folded letter inside an envelope is hard, but the mother is good at it, except when the typing seems to spell "Ysidro esta noche." Of course, the letter turned out to be in English, and to say something else.

This is supposed to be a time of high tension for high school seniors as they await final word from the colleges. Each day they scan the mail on the kitchen counter with dread; they create telephone trees to spread the news of who got in where, and who did not, and, as good news and bad arrives, they must continually adjust their dreams and their priorities: if not this one, then that one? No wonder they become testy.

So the parents, too, scan the mail. They quickly learn that admissions letters come in two sizes, the good size and the bad size. The good size is as big as a sales folder for a retirement community, and it removes any suspense by carrying little stickers that say "You're invited!" or "California, here you come," or, at the classier places, just the word "Yes!" Acceptance packages have to be fat because they contain not only a letter of acceptance but also several pamphlets that emphasize the campus's quality as a resort hotel, and a second letter telling the parents they don't qualify for financial aid.

Bad-news letters come in machine-stuffed envelopes and are no thicker than an overdraft notice. They

But who worries about the parents? They know from personal experience that even the most disappointed Harvard applicant ends up loving her days at Duke or Pitzer or Penn State. They know that however bad the disappointment, the worst thing facing seniors is the prospect of moving to a place where they can hang with their friends 24 hours a day, not just the 16 hours or so allotted in high school. At 18, being rejected by your first choice hardly qualifies as a life-changing experience.

But for parents, like those peering at someone else's mail in the bathroom, the early-April wait is much more fraught. The most competitive colleges are also the most expensive, as a rule, so the letters in the creamiest envelopes with the most subtly embossed seals always come as a two-edged sword: acceptance and pride with penury, or rejection and a begin, "We are sorry to inform you," or "After much consideration." They could be gibberish after those words, for no one has the heart to read further.

But wait. Not all thin letters are all bad, and this is the reason conscientious parents sometimes casually hold their children's mail up to the light. A small New England school got everyone's hearts in their throats three times with skinny envelopes from the admissions office that contained requests for more information — Uncle Hjalmar's Norwegian W-2 from 1893, for example. Two more thin letters acknowledged receipt of the requested documents, and a third assured the brilliant daughter that her application was complete and that she would be hearing soon.

chance to retire by 75.

The parents believe a good college may at least buy her a good life, or at least good choices, and happiness. And they labor under the yoke of pride. A lifetime spent extolling first words, first walks, first violin in school orchestra, first in her class, or almost, naturally accustoms a parent to expect the right some day to drop one of those heavy, conversation-stopping names at parties. Something like "Oh, she's just fine. She's a freshman at . . ." And here we do not mention names because that particular envelope has not yet arrived.

Worst of all, parents lose a child after high school, and so they pull against her yearning for freedom with the hope that she will choose a school within a reasonable distance — something, say, no farther than she can go in a single day on Amtrak.

To prolong the agony, intermediate letters inform the daughter that she is not in or out but on a waiting list, kept in line but at the back of it, and given a chance at a space someone else doesn't want. By this time, colleges that have said yes are trying to force an answer, calling up and leaving an 800 number for the daughter to call. One sent a T-shirt; another is offering a summer research job paying \$1,000. For the brilliant daughter, this only complicates the calculus of potential: "If not this one, that one, unless the one with a waiting list comes through."

Maybe it is easier for the parents after all. They just watch and wish, "Not too far away!" ■

111. Boston Globe

April 27, 1998

Back to basics in the schools? Then start with children's health

By Eva Marx and Daphne Northrop

Last month's wake-up call about our public schools was the finding that math and science scores of US students were significantly lower than the scores of students in 14 other industrialized countries. President Clinton's response: "We need smaller classes, better teaching, higher standards, more discipline, greater accountability." Agreed. But what's missing?

Unless schools address students' health — their physical, mental, social

well-being — as directly as they do math, reading, and science, even the most brilliant curriculum or discipline plan will fail. If we expect students to succeed, schools must help them surmount the problems that interfere with learning — such as unsafe schools, distractions caused by family problems, and chronic, untreated health problems. When schools do not deal with children's health by design, they deal with it by default.

One child in four — 10 million — is at risk of failure in school because of social,

emotional, or health handicaps, according to a leading researcher, Joy Dryfoos. Education reform has fallen far short of our expectations and the needs of children. It is likely to continue to do so unless educators directly address the causes of underachievement, and poor health is clearly one. Continued inattention to this most basic of basics will render highly publicized reforms largely ineffective.

In some schools, dropout, depression, chronic infections, alcohol and drug

abuse, violence, and adolescent pregnancy are rampant. In others they simmer beneath the surface. Wherever they emerge, they can disrupt individual lives, classrooms, and the overall school environment.

Clearly schools did not create these problems, and ultimately they alone will not be able to solve them. But many schools are working with their communities to consolidate and maximize their resources in ways that place students' overall well-being at the heart of education decisions. For example, an elementary school in Louisiana houses a family resource center where a pediatrician holds office hours, parents attend literacy classes, and a counselor offers group sessions for student-aged mothers.

Report after report, from the World Health Organization, the federal government, foundations, local organizations, emphasize that an underpinning of school performance is emotional, social and physical health. This premise is reflected in numerous national initiatives such as Healthy

In Rhode Island, a team of teachers, administrators, parents, and counselors meets regularly in an elementary school to devise solutions to problems that are interfering with students' school success. In districts around the country, classroom instruction on health is reinforced by activities in gym class, the cafeteria, or by school policies on smoking and violence.

These initiatives, sometimes called "school health programs," are much more than "AIDS Day" or essay contests on the perils of drug abuse. They feature classroom activities, psychological and health services, and an improved school climate that boost children's health so that they can succeed in school. What is novel about these programs is not their individual components - many schools already have much of this in place - but People 2000 and Education Goals 2000. In fact, the first education goal is that children "start school ready to learn." Sadly, the admonition of the National Commission on the Role of the School and the Community in Improving Adolescent Health in 1990 still needs to be repeated today: "Efforts to improve

their quality, continuity, and coordinated approach.

Schools that directly address health reap great financial and health rewards: improved attendance, fewer disciplinary problems, decreased use of drugs, alcohol, and cigarettes, reduced suspension and dropout rates, improved test scores, and reduced teacher absence and frustration.

Public support is strong for schools to take this approach. A Gallup poll reported in 1994 that most parents, students, and school administrators believe that health education is at least as important as other subjects taught in school. In a Harris survey, 80 percent favored providing health services in school.

school performance that ignore health are ill-conceived, as are health improvement efforts that ignore education."

Eva Marx and Daphne Northrop are co-editors of "Health is Academic: A Guide to Coordinated School Health Programs." ■

EDITORIAL

112. San Francisco Chronicle

April 28, 1998

Clinton Takes Stand Against Prop. 227

NO ONE CAN accuse President Clinton of jumping on the bandwagon with his decision this week to campaign against California's Proposition 227.

The initiative, which would severely curtail bilingual education programs, is supported by about 60 percent of the state's voters — including about half of Latino voters, according to most polls.

Silicon Valley businessman Ron Unz, who sponsored the initiative, argues that students who know little or no English would be better served by putting them in a one-year intensive English program. Unz comes to the debate well armed with anecdotes about the failures of bilingual education, including cases in which native-language classes became a long-term remedial track for too many immigrant children.

Frankly, the opposition to Proposition 227 has not done a good job of countering the articulate Unz. The No on

227 campaign has not offered a clear alternative to the simplistic Unz initiative, and the status quo is difficult to defend.

So the Clinton administration's entry in the debate should help voters focus on potential consequences of the "one-size-fits-all" initiative. Administration officials not only came out with a scathing analysis of what's wrong with the Unz initiative, they presented a more flexible alternative.

In coming out strongly against the measure yesterday, Clinton's **Education Department** provided the following for Californians to consider:

— The "best research" available suggests that a one-year immersion program would be "a major mistake," said acting Deputy Education Secretary **Marshall Smith**.

— The initiative may run afoul of federal civil rights laws, because U.S.

court rulings have required schools to make accommodations for national-origin minority students with limited English proficiency.

— A more reasonable national goal — not requirement — would be a three-year limit on bilingual education.

"The Unz initiative is a direct attack on local control of education," **Education Secretary Richard Riley** said. Clinton, who was criticized for not campaigning actively against the anti-affirmative action Prop. 209 two years ago, should be prepared to personally engage in the 227 debate. The three main Democratic contenders for governor oppose 227, but Republican Dan Lungren has remained neutral. He needs to take a stand.

The president's participation should help raise the public's attention level on this critical education-policy issue. ■

113. Los Angeles Daily News

04/24/98; Edition: VALLEY; Section: Editorial; Page N23

ROBBING FROM THE POOR

NO ON PROPOSITION 223: A SCHOOL REDISTRIBUTION-OF-WEALTH MEASURE

Widespread public anger that bloated education bureaucracies are eating up too many dollars intended for classrooms propelled Proposition 223, which would impose rigid spending limits on school administration.

Nicknamed 95/5, Proposition 223 would require every district to spend no more than 5 percent of its operating budget on administration. Districts would

Generally, it would hit small districts, which have far less flexibility, particularly hard. And since it could force a shift from relatively efficient, centralized operations - in managing supplies and evaluating textbooks - to redundant school-site administration, it could actually produce more inefficiency.

But it would also take away the voice of parents and taxpayers at the local level. If voters want to reward superintendents who show leadership by paying more, or if parents feel greater administrative costs are justified to oversee a district, that's their right.

However, this bill would remove their voice and choice at the local level.

The measure also stipulates that "direct services to pupils" means immediate and "unbrokered" services to school-site employees, such as training or professional development sessions or

face severe penalties for failing to meet the 95 percent spending minimum for classrooms.

In principle, it sounds great. Bureaucracies shouldn't be bingeing on tax dollars meant for the students.

But this initiative would bludgeon the life out of local control while creating more bureaucracy in Sacramento to oversee it. It's a path we're not willing to classes.

Critics argue that inserting "unbrokered" into the measure means districts no longer can contract outside for services. Supporters could offer no compelling reason to include the word in the measure.

Districts that fail to cut administrative costs are penalized up to \$175 per student. That could prove disastrous for smaller districts.

In addition, the measure offers no clear process of redistributing those fines back to the classroom. That means lawmakers in Sacramento could redirect funds to their districts that were out of compliance in the first place.

The bottom line is that Proposition 223 is a reverse Robin Hood measure, designed to rob from the poor, smaller districts to give to the rich, like LAUSD that can have far too many administrators

take.

Written by the Los Angeles Unified School District's teacher's union, the initiative is meant to reduce administrative costs throughout the state by up to \$700 million.

The measure attacks a problem without offering real reforms. Supporters estimate roughly 40 school districts of the nearly 1,000 meet the 5 percent test, and still come close to meeting the 95/5 ratio because they are so immense.

That's not reform. That's a travesty of justice.

PROP. 223 AT A GLANCE

Here is a summary of Proposition 223 on the June 2 state primary election ballot:

School administration spending limits: Proposition 223 would prohibit districts from spending more than 5 percent of funds from all sources for costs of general administration, instructional resources supervision and supervision of instruction, beginning fiscal year 1999-2000.

It requires the State Board of Education to fine districts failing to comply.

The Daily News recommends: No ■

114. The (Jacksonville) Florida Times-Union

04/25/98; Edition: CITY; Section: NATIONAL / INTERNATIONAL; Page A-12

Dogless in D.C.

Talking heads on television breathlessly inform us that because the Democratic president and Republican congressional leaders disagree on education they may not "do anything" in this session.

They say that like it is a bad thing.

Actually, such a standoff could be a major benefit to the nation's schoolchildren.

Education is a local problem. In Jacksonville and communities all across the nation, parents, teachers and

administrators are working hard to improve the public schools.

Washington, as they say in the South, doesn't have a dog in this fight.

If Congress does "do something," the U.S. Senate's approval of tax-free savings accounts for school expenses is a good start.

Before approving the bill by Sen. Paul Coverdell, R-Ga., the Senate voted to reject President Clinton's proposal to federally subsidize local school construction, despite a non sequitor

appeal by Clinton for Congress to be "as generous with schools as it is with favorite highway projects."

Republicans correctly noted that school construction is a local issue.

Supporters had promoted the savings bill as a modest way to help working and poor families meet school expenses and, if necessary, find alternatives to dangerous or substandard public schools.

The bill, which must be reconciled with a House-passed version, carries amendments opposing new federal math

and reading tests and curbing the Education Department's control of some school spending programs.

"What we have here is a choice between the status quo and people who want to empower parents to have more of a role in the education of their children," said Sen. Judd Gregg, R-N.H.

The usual liberal hyperbole followed. "What this means is the death of public education," said Democratic leader Tom Daschle of South Dakota. Clinton said the bill "weakens our commitment to making America's schools the best they can be in the 21st century."

To the contrary, forcing the public school monopoly to compete and improve probably is the best thing that has happened to it in decades. And Clinton's comment merely reflects his view that for every problem in society, there is a solution in Washington.

The bill would allow tax-free savings accounts to be created for children, starting at birth. Up to \$2,000 a year could be contributed, with money coming from relatives, employers, foundations or other sources.

The interest and withdrawals would be tax-free, and the money could be used for various expenses from kindergarten through college, including tuition at private or religious schools. The bill will save taxpayers an estimated \$1.6 billion over 10 years.

In addition to creating the accounts, the bill would expand popular exemptions for employer-provided educational assistance, make savings for state prepaid tuition plans tax-free and offer some aid for school construction.

Some Democrats said the accounts were worth trying, to give some life to a

tired system providing weak academic performance and limited choices.

"There is a sufficient amount of good in this bill," said Sen. Bob Graham, D-Fla., who supported the bill.

Perhaps the most enlightened view was voiced by veteran Sen. Robert Byrd, D-W. Va.

"I think it is a new approach, and it's entitled to be tried, to be tested," Byrd said. "Public education is going to have to shape up, or else public support for it is going to completely erode."

Precisely.

By returning power to states, school boards and parents, and denying power to a centralized bureaucracy that has failed to use it wisely, the Senate acted responsibly and in timely fashion. Let's hope the House follows suit. ■

115. The Raleigh News & Observer

04/26/98; Edition: Final; Section: Editorial/Opinion; Page A28

Campus cast-offs?

A new report from a well-regarded think-tank minces no words in taking research universities to task for the shabby way they tend to treat undergraduates. According to the Carnegie Foundation, most such institutions entice prospective students with promises of studying with an all-star faculty and tapping into a wealth of academic resources. But when they arrive on campus, students may be left to flounder, taught by ill-prepared teaching assistants and left out of research activities. Many earn their degrees haphazardly and without gaining the skills or experiences they need for work or further academic pursuits.

That blunt message wasn't a complete shock in the Triangle, whose three major research institutions may be ahead of the curve in revamping how they serve undergraduate students. For example:

- Since 1995 students entering N.C. State University have had the option of

attending First Year College, a program that prepares them to take advantage of all the university has to offer. Faculty also encourage students' independent research, the results of which are presented at symposia such as one held just a few days ago.

- Each year Duke admits 450 freshmen to its first-semester FOCUS program, consisting of courses arranged around themes that vary from year to year. The program stresses learning in small groups and interdisciplinary study. In addition, Duke's "Writing Across the University" curriculum responds to one of the major problems identified in the Carnegie report: the need for students in all subject areas to be proficient in written and oral communication.

- As part of an effort to improve its intellectual climate, UNC-Chapel Hill is beefing up academic advising so that undergraduates build close relationships with faculty mentors from their first days

on campus. A new series of small seminars for freshmen is also in the works.

The Carnegie scholars would no doubt applaud these efforts. But they also might be skeptical. Having seen too many trendy experiments come and go, they argue for research universities to make long-term commitments to basic change. Exactly how that happens at each institution depends on circumstances, resources and focus. But the report's principal recommendation of better integrating research and teaching seems universally applicable.

Research institutions make up just 3 percent of U.S. institutions of higher learning, and they have something special to offer. Instead of replicating other colleges' programs, they should build on those strengths - and enrich their own efforts - by doing more to teach students in a well-coordinated manner the art and science of inquiry. ■

116. The Las Vegas Review-Journal

04/26/98; Edition: Final; Section: EDITORIALS; Page 2D

More valuable diplomas?

Last week, Nevada high-schoolers breezed their way (best case scenario!)

through a supposedly tough new graduation exam whose passing score has

yet to be determined.

It's up to the the members of the State

Board of Education to establish the passing standard, and they won't do that until, at the earliest, mid-May.

According to board member Bill Hanlon, the passing mark can't be set until the State Department of Education and its "focus groups" determine whether the tests in math, reading and writing contain errors of fact or show a racial or gender bias. Should such politically incorrect (or simply incorrect) questions crop up, they will be thrown out and not counted toward any student's score.

We cannot wait to see the questions the state discards because they are "racially or gender biased."

The test thousands of Nevada high school students took last week was mandated by the 1997 Nevada Education

Perhaps the new test is tougher than the amazingly easy proficiency exam for high schoolers administered to Nevada students in 1986 - sample questions from which the state board did supply us.

Reform Act. It replaces the previous exam that was so easy, says Mr. Hanlon, that less than 1 percent of students failed. In a toughened-up pilot test given last fall, 47 percent of students flunked when the passing mark was set at 60 percent.

The new test is a three-parter which includes an hour-long writing exam, a math test that goes beyond the basic stuff, and a reading section.

Students who fail the test - after five tries - get no diploma.

If the pilot tests given last year are any indication, hundreds of kids who managed to take all the required courses to graduate high school won't - because they simply didn't absorb enough basic knowledge to be deemed minimally educated.

According to Thomas Klein, evaluations consultant with the State Department of Education, the questions on the new test will change each time it is given. That - we assume - would obviate

Mr. Hanlon says he speaks only for himself when he says that, "I'm not a believer that everyone should be passed in high school. If they don't have the knowledge and skills, they shouldn't have the diplomas." Agreed.

One still has to wonder how difficult the new test really is. The State Board of Education won't release copies of the test - security concerns, you know. But we do have a few indicators of how nasty these proficiency exams can be. In California, prospective teachers - college graduates, mind you - take a basic skills test, which is so easy that any self-respecting eighth grader could pass it. But, routinely, more than one-quarter of prospective California teachers fail.

the need for secrecy, and we hope to be able to obtain and publish sample questions from those tests so that parents and taxpayers can judge the new exams for themselves. ■

117. The (Jacksonville) Florida Times-Union

04/26/98; Edition: CITY; Section: INSIGHT; Page G-2

Pay the best more

Both the House and Senate have good ideas concerning merit pay for outstanding teachers. They should be able to merge them into a single piece of legislation.

State Sen. Jim Horne, D-Jacksonville, has done an excellent job of crafting — and holding together — a bill that seeks to designate the best teachers by an academic process involving tests and certification. It has the support of teacher union leaders.

Horne would reward the best teachers with a salary increase of up to 20 percent.

His version requires a process that would take approximately two years to complete, and it includes passing a test used nationwide.

In the House, another version would rely on the assessments of parents, peers and principals to select the best 10 percent of teachers and give them a \$2,000 bonus.

The House version has some merit. Principals are the direct supervisors of teachers, managers of the schools, and are in the best position to know which teachers are most effective. They should have input into the process.

Union leaders fear that allowing the principal total control would make the process subject to political considerations and that letting parents rule would turn it into a popularity contest.

Horne's bill, which is not strictly "merit pay," is an open-ended process. Theoretically at least, every teacher in the state could pass it and the state would have to come up with the money to pay them, for a period of 10 years. However, it is expected that about 15 percent would qualify, at the most.

Another issue is whether the bill adequately relates the pay to student achievement. Horne said there is a provision to do so, and legislators must

judge whether it is sufficient. The point is that sheer mastery of material does not always translate into classroom performance.

In the 1980s, the state had merit pay, briefly, until teacher unions managed to get it repealed. At that time, union leaders basically took the position that no teachers were more proficient than any others and all should be paid at the same, substantially higher, rate.

Now that the unions are working with the process instead of fighting all change, there is a chance to treat teachers more like professionals rather than assembly-line workers.

The final product probably should require an effort by teachers to prove mastery of their craft through tests and training, but also include outcome measures, input from principals and perhaps a role for parents. ■

118. Allentown Morning Call

04/26/98; Edition: THIRD; Section: COMMENT; Page A30

NO MORE MONEY FOR PHILADELPHIA

Gov. Tom Ridge has made a telling comment regarding the controversy between the state and the Philadelphia

School District. Philadelphia School Superintendent David Hornbeck, said the Governor, is "the only superintendent in Pennsylvania who's decided to budget based on what he thinks he should have, rather than what he's going to get."

Two months ago, Mr. Hornbeck unveiled his proposed \$1.5 billion budget for the 1998-99 school year. The plan anticipated a \$95 million deficit which, if the state didn't cough up the cash, would mean Philadelphia's public schools would close in March 1999. Backed by his school board, Mayor Ed Rendell and the Philadelphia City Council, Mr. Hornbeck maintained the district deserved more

Philadelphia officials must stop looking with envy at how much suburban districts spend on their students. They keep pointing out that Lower Merion School district spends \$12,000 per pupil while Philadelphia only spends \$7,000 per pupil (the statewide average is \$6,800). Most other districts envy the wealth of the Lower Merions and Fox Chapeles. Philadelphia officials must keep in mind that the district is subsidized to a higher degree — 52 percent compared to

state support because it educated more needy children than other districts in the state.

Last week, as it passed the state budget for the 1998-99 fiscal year, the General Assembly answered. It amended the state School Code to give Education Secretary Eugene Hickok the authority to take over the Philadelphia School District if Mr. Hornbeck carries out his threat.

"I don't think there's any desire on our part to step in," said Secretary Hickok, who urged the school district to adopt a responsible budget. No one wants to see the state takeover the Philadelphia school district. And it shouldn't have to. an average of 36 percent — than other school districts.

Without question, there's a shared state-local responsibility for public education. Just as indisputable is the fact that Philadelphia's educational needs are dramatically different from those of most other school districts.

However, other districts live within their means — and with considerably less state help. If needs outstrip revenue, taxes are raised. Mayor Rendell doesn't want

By week's end, it appeared Mr. Hornbeck had flinched. No longer was he talking about \$95 million deficits but shortfalls of \$85 million or less. He even was willing to give the state audit authority over district finances — if there is more money. Mr. Hornbeck and Mayor Rendell must accept that the pot is fixed — and it's a big pot. The 215,000 children in the Philadelphia School District represent 12 percent of the state's public school children. Yet, the district gets 18 percent, or \$626 million of state funds.

that, but neither does the chief executive of any other municipality. The answer is for Mr. Hornbeck and his board to adopt a balanced budget before the end of May. If that means tax hikes or other economies, that is the tough political reality they must face. And the trick is to do it while still providing quality education. No doubt, that's a big challenge in Philadelphia, but looking for more state money isn't part of the answer. ■

119. The Northern New Jersey Record

04/26/98; Edition: All Editions.—Sunday; Section: REVIEW & OUTLOOK; Page o02

THE AFFIRMATIVE ACTION BAN SOME CONSERVATIVES RECONSIDER THEIR POSITION

ONLY one black student will be among the 268 students entering the University of California at Berkeley's law school this fall.

The number of minority students entering UC Berkeley as freshmen will drop from 23 percent to 10 percent.

At UCLA, the number of first-year minorities will drop from 20 to 13 percent.

This can't be what supporters of Proposition 209 and other affirmative action opponents wanted — a higher education system where the best colleges start resembling the all but segregated public schools of the 1950s.

Two years after California voters approved Proposition 209, which prohibits the use of race as a factor in state hiring and college admissions, we're finally getting answers to the question: What would happen if affirmative action programs were outlawed?

In the case of admissions to California's best public universities, the discouraging results have persuaded

some staunch opponents of affirmative action to reconsider their position.

Fearing a similar resegregation because of a court decision, Texas ordered its public university system to accept any student, black or white, who finished in the top 10 percent of a public high school.

In a recent New Republic article (see article on previous page), conservative Harvard sociologist Nathan Glazer wrote that "affirmative action is bad. {But} banning it is worse." Mr. Glazer, whose 1975 book "Affirmative Discrimination" is practically required reading for opponents of affirmative action, now says principles must be weighed against reality. Mr. Glazer has joined conservatives Glen Loury, James Wilson, and John Bunzel in abandoning the hard-line position that all affirmative action programs are inherently bad.

Why? Mr. Glazer now believes that the country has a special unfulfilled obligation to blacks, and that ending these programs would send a message of

despair and indifference to many blacks.

Moderate thinkers have said the same thing for decades. Affirmative action, even with its faults, is still needed to counter the traditional exclusion of minorities from hiring, public contracting, and college admissions.

Berkeley had no shortage of qualified minority applicants. Some 800 black and Hispanic applicants who were rejected had scored at least 1,200 on their SATs and had 4.0 grade point averages.

But they were rejected primarily because of Proposition 209, which, like similar measures, requires college admissions officers to ignore race and make decisions primarily on academic ratings and SAT scores. Such a policy overlooks some important realities.

In many cases, students from rich suburban districts have a big competitive advantage over students from urban districts because their schools are so much better. Their districts often have more money and better facilities. They do a better job of preparing students for

standardized tests. If we acknowledge that public school systems are not equal, should we then further penalize promising students in urban districts by keeping them out of colleges and universities because of where they live?

The danger of not having enough minorities in top colleges is that they then have little way of rising to positions of

influence and leadership in such professions as law, medicine, academia, media, advertising, and the arts. Those professions will become even less diverse since the number of minority college graduates will drop. Minorities will be relegated to a permanent underclass. That's bad for the minorities, but it's also bad for whites and for the nation as a

whole.

It's good that Mr. Glazer and other conservatives are rethinking their position. Others who still doubt affirmative action's value and necessity should take a close look at the California experiment and its ultimate ramifications. ■

120. Buffalo News

04/26/98; Edition: FINAL; Section: EDITORIAL PAGE; Page H2

STATE IS CUTTING SCHOOL TAXES, BUT LOCAL INCREASES CAN SKEW THE RESULTS

The big reform from last year's session of the State Legislature is intended eventually to cut the school taxes of every homeowner in New York State. The politicians call the program STAR (School Tax Relief), and it shifts a significant proportion of school funding from the local property tax to broader-based state taxes.

STAR came tied with the attractively arranged ribbons of a carefully planned gift. But two things could reduce the value of what's inside.

First, the state might run into a financial wall and change the law to go back on its promise. That hasn't happened. Indeed, Gov. Pataki and the Legislature, enjoying flush times, have accelerated STAR's benefit for most seniors. Party on.

The second catch, however, could work its harm. It involves the ability or inability of local school districts to hold the line on tax rates. If they can't keep tax rises at or near the level of inflation in the economy, the value of the STAR tax breaks will decrease.

Some districts have been able to keep rates from increasing much, but Western New York is also seeing some districts with percentage tax-rate increases in the double digits.

The STAR benefit comes through a formula that works to reduce the taxable assessed valuation of owner-occupied homes. But the state cannot set the tax rates that are applied to the reduced assessments to determine the tax bills. Tax rates are the work of local boards of education.

Apologists for big tax-rate increases might want to say that STAR makes the tax bills lower than they would have been without STAR. That's true. But most people will want to compare a current tax bill with the prior year's. In such a comparison, STAR's full effect is undercut by a tax-rate hike, the degree of damage depending on the size of the increase.

Fortunately for those whose homes' taxable assessed value will be reduced by STAR to zero, a tax-rate hike of whatever size cannot hurt. Every number multiplied by zero is zero. But a big tax increase can hurt others. Under some circumstances, homeowners could even wind up paying larger bills than they did a year earlier, STAR notwithstanding.

Here come the Lancaster schools proposing a 12 percent tax increase. It's less than some early projections suggested it might be, but still enough to put a goodly dent in STAR benefits.

Lancaster has particular problems that are pushing the tax rate higher. It is the scene of a home-building boom that's adding many children to the school system.

And here comes the Cheektowaga-Sloan school district with a 10 percent tax increase. This district is experiencing higher enrollment as families move inside the village line from Buffalo.

And Cheektowaga Central schools are chiming in with a tax-rate increase of 8.5 percent.

All three districts found themselves short of surplus funds from the past to throw into their new budgets. Some other districts are using surplus funds this year to keep taxes under control, but they are rightly worried about future years when the extra money may not be there. STAR's benefits may be undermined eventually in these districts.

Local school boards need to consider STAR a challenge. To bring homeowners the relief intended by Gov. Pataki and the Legislature, they must find ways to control costs and keep taxes from going up so quickly. It can be a delicate balancing act because the quality of education must be maintained, too. But, presumably, school board members ran for office to take on challenges. ■

121. The Atlanta Journal

04/27/98 Section: EDITORIAL; Page A:08

Savings accounts a win for education

IN A STUNNING victory for Republicans and U.S. Sen. Paul Coverdell (R-Ga.), the Senate passed legislation late last week to allow parents to set up education savings accounts

without paying tax on the interest. Coverdell's bill now goes to a House-Senate conference committee, where we hope language to provide block-grant education programs to the

states will be removed. It's the only way the bill might have a chance of becoming veto-proof in Congress.

The bill is a strong Republican statement about education. It wants to

give parents more school choice while returning education funding — and the rules and regulations that go with it — to local school districts. But as passed it tries to bite off more than a two-thirds majority in the Senate will chew.

We have always supported

We hope the conferees will meet quickly to clean up this legislation to make it a sure bet for strong support in both the House and Senate. Then President Clinton will be forced to face

block-granting many education programs (and dismantling the entire U.S. Department of Education), but in practical terms we don't believe this is the place to pick that fight. Coverdell's education savings accounts idea is too important and it needs more Democratic the issue at hand: giving parents an opportunity to save for primary and secondary education expenses, including private schools, with tax breaks now only offered at the collegiate level.

support to stand up strong against the White House. It would be the first venture into national school choice. And it should not be loaded with other ideas, despite their merits.

Remember, that's a choice the president had with his own daughter, while so many others don't. ■

122. The Newark Star-Ledger

04/27/98; Edition: FINAL; Section: EDITORIAL; Page 098

No school break

There are several good reasons for President Clinton to veto the education tax break bill Congress seems bent on passing.

The easiest to understand is the most important: We should not be subsidizing private school education with public money instead of using those dollars to improve public schools.

A largely Republican congressional majority (plus our very own Democratic junior senator) is pushing the idea of publicly funded school vouchers or the stealth version found in the just-passed Senate bill, tax breaks for private school tuition.

Backers claim this diversion of public money would be good for poor urban parents who want their children to escape bad city schools and good for middle-class parents who choose to use parochial or private schools.

A tax break you don't get unless you

can stash away money in a tax-exempt account is not a goodie the poor or those living on every-dollar-counts budgets get to enjoy.

And how many urban parents struggling to pay school fees might see a free public school system that they could use with confidence as the best gift?

Often overlooked in the debate about education are the benefits that come when the majority of children in a neighborhood attend the same schools and the schools not only educate the children but unite the parents and the community.

Good public schools would be the better way to rebuild communities where schools are not the only thing gone wrong. And the better route for good neighborhoods that want to stay that way.

It is just such communities that Congress is trying to woo with the education tax break. Still, most

middle-class families use public schools, and many are happy with them and willing to work to enrich and improve them.

Those parents should fear opening the door to federal tax policies that could drain more kids from public schools. In many communities, there is a tenuous balance between fixed operating costs, enrollment and funding based on enrollment. A federal tax break could translate into local tax hikes or school budget cuts.

You'll hear this campaign slogan: We tried to give you a tax break and do something for education but the President vetoed it. But the public should know that this private tuition tax break would ultimately benefit very few.

If Congress wants to do something for most folks, its time and our tax money would be better spent improving public schools. ■

123. The Columbus Dispatch

04/27/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 08A

SCHOOL REPORT CARDS

LET'S NOT WAIT UNTIL 1999 TO DISTRIBUTE DATA

Only four of 17 school districts in Franklin County have agreed to distribute "report cards" comparing the performance of Ohio's schools and districts this June. That disappointing number can be improved upon. Central Ohio boards of education and other boards statewide should reconsider decisions not to participate.

Given the importance of improving

performance in primary and secondary schools, few issues are of greater priority than accurately measuring how Ohio schools are doing, how they stack up against each other and whether and how they improve from year to year.

The goal is accountability and getting to parents and other citizens accurate information on such matters as student attendance, dropout rates and proficiency

test scores. As part of the accountability statute passed to help build support for the proposed state sales tax increase, school report cards are mandated by July 1, 1999.

Understandably, there is considerable start-up time for so large an undertaking. In early June, the Department of Education plans to test various methods of distribution. It asked for and received

109 volunteers out of 611 districts statewide to distribute report cards based on 1996-97 data.

The department encountered many delays in getting the first test ready and its projected release date of March was

The department is trying to get the information out, but it needs reminding that the report cards are eagerly awaited by parents. When contacted by The Dispatch, department officials said that it was too late to involve more districts in the test program before 2000. Eventually,

unrealistic. It's doubtful all the districts could have been handled that quickly.

Still, it's important for Ohio school districts to embrace accountability. Districts such as Columbus, Upper Arlington and Dublin that chose not to officials agreed to consider ways to help districts distribute the report cards this year. A full distribution, reflecting 1997-98 data, is expected in February 1999.

Report cards are useful in gauging the performance of schools. But now that

participate in the test still will receive copies, including some that could be duplicated and distributed to parents yet this year.

report cards are on their way to the printer, it would be a shame if school districts couldn't find a way to get them to parents. The report cards are not required until 1999, but distributing them is the right thing to do. ■

124. Minneapolis Star Tribune

April 28, 1998

Poverty antidote — Provide more chance for education

At North Hennepin Community College, young women with mathematical aptitude are invited to consider the applied accounting program. Its graduates often get jobs with starting salaries exceeding \$25,000 a year, North Hennepin President Ann Wynia says.

But if the prospective student is a single mother on welfare, she is cautioned to try something else, Wynia says. The applied accounting program takes two years to complete. Under the new welfare law, the student won't be able to afford to stay in school that long.

Never mind how able she is in mathematics. Or how promising her family's future might be if she could land an accounting job. Or how likely it would be that she would never again need a handout from taxpayers if she could complete the two-year program.

Twelve months in a vocational education program is all she's allowed under the new welfare law. That's more than adequate for some, but for too many would-be students on welfare, 12 months isn't enough.

Minnesota Sen. Paul Wellstone believes that flaw in the 1996 welfare law has become so apparent that even some backers of the new law are ready to

change the higher education limit. He's itching to bring to the Senate floor an amendment allowing states to increase from 12 to 24 months the time a welfare recipient can spend enrolled in a post-secondary school before triggering a work requirement. He thinks his amendment will pass.

The Senate's Republican leaders must think so too. They've been wearing out the Senate rule book finding ploys to keep the Wellstone amendment off the floor.

Their latest trick last week was to advance an amendment to the education bill that Wellstone abhorred, giving schools more latitude to expel students with disabilities. Republican leaders then promised to set their amendment aside if Wellstone would do the same with his. Under pressure from colleagues and friends of the disabled, Wellstone backed off, vowing to try again when the higher education bill is debated later this spring.

His determination is well placed. Not only is allowing welfare recipients a chance at more education the compassionate thing to do, it's also the fiscally conservative thing to do. The more education a welfare recipient can get, the better her chances of leaving the

public dole permanently.

Wynia, a former state human services commissioner and a former legislator whose specialty was welfare, says she knows what happens when welfare recipients are denied a chance at education and pushed into \$6-an-hour jobs instead.

A single mother in a job at that wage isn't self-sufficient. She still needs substantial subsidies from the taxpayer — food stamps, sliding-fee child care, health care for her children. Neither is she secure. Low-wage jobs are often the first to go in an economic downturn. And they are often the least flexible when the inevitable family emergencies arise.

"The new welfare law is going to look good at first. We're going to generate some statistics that say people are getting off welfare," Wynia says. "But those numbers will give a false picture. Unless we can give welfare recipients some level of skill and training beyond high school, we won't really be moving them on a road to self-sufficiency."

Generations of Americans have proven that education is the best antidote to poverty. Congress should give today's welfare moms a chance to prove it again. ■

125. Milwaukee Journal Sentinel

April 28, 1998

Tax-break bill puts public schools in peril

Public education in America was tossed into the smelly swamp of partisan politics last week when the Senate endorsed a costly, unfair and destructive measure

that would make the nation's public schools suffer the consequences of congressional zeal for needless tax breaks.

Passed along mostly partisan lines, the bill would give parents a tax break for the school expenses of their children; endow states with new authority to determine

how to spend federal education money, and kill President Clinton's plan for national math and science tests.

The bill's chief flaw is its tax-break

The bill's Republican defenders argue that the measure would relieve the tax burden on middle-class Americans. They ignore that this break would cost the government \$1.6 billion over 10 years. Paying for this tax break might require cuts in programs that middle-class and other Americans need and want.

Giving this tax break to those who can afford to send their kids to private schools amounts to special treatment for higher-income families and is unfair to many struggling families less apt to benefit.

And by promoting parochial school

provision. It would allow families and others to contribute up to \$2,000 a year into special savings accounts, interest from which would be tax-free, so long as education, the measure also would be unfair to Americans of many different religious faiths, or of none, by requiring them in effect to subsidize schools of particular religious faiths. This provision also may run afoul of the Constitution's required separation of church and state.

Worst of all is the damage this measure would inflict on public education. At a time when Republicans, Democrats and others should be doing their best to strengthen public education, this bill would encourage the movement of students and funds away from public schools and fatten the coffers of private

the money was used for education expenses, including tuition for private and parochial elementary and secondary schools.

Our editorials have consistently supported school choice — but only on an experimental basis and in a form that would help poor families that do not now have a choice. The Senate-passed bill is a far cry from that concept.

The president has vowed to veto this measure if it ever hits his desk, and if the 56-43 Senate vote is any indication, he has enough support to sustain a veto. That may be the only encouraging aspect of last week's vote. ■

126. Detroit News

April 28, 1998

A Tale of Two School Systems

Last week brought news of two education experiments - one in Seattle and one in San Antonio - that travel a step beyond Michigan's approach to school choice. Both hold lessons for policy makers in Detroit and Lansing.

The state of Michigan's largest program to strengthen parental choice in primary and secondary schooling is interdistrict enrollment, which allows state money to follow a student to a nearby district if he is accepted in a public school there.

This is a good approach, but it's limited. One purpose of having money follow the child is to discipline bad schools and reward good schools. Since the money in Michigan's system is sent to school districts, not the schools themselves, a poor school that loses a student won't really feel the money crunch unless the district decides to pass the loss directly into the school's budget.

This brings us to Seattle. This year, the Seattle school district has taken choice directly to the school level by allowing students throughout the district to apply for admission at any of the city's

public schools. Schools then receive money primarily on a per-student basis. Schools that attract students receive a direct and proportionate budget hike; schools that lose students are directly penalized.

The resulting competition for school money has been remarkable. Schools are aggressively wooing parents with tours, enrollment fairs, advertisements, brochures and specialized new curricula.

We can imagine little that would make a more immediate difference to Detroit's public education than creating such a system locally. Detroit parents would be ecstatic to be courted by their public schools, instead of feeling they have to go shout at the Detroit Board of Education in order to provoke change. Best of all, the Detroit board can jumpstart this reform without help from Lansing.

And Lansing has a natural way of generating more market-driven education, too: increasing the number of charter schools. Charter schools, which are public schools, are paid by the state solely on the basis of the number of

students they attract, much like the schools in Seattle. The state's cap on the number of the schools should be lifted.

Opponents of such measures in Detroit and Lansing should contemplate San Antonio. Last week, a private consortium of businesses and foundations announced it will provide \$50 million in scholarships during the next 10 years to 14,000 "at-risk" students in the San Antonio school district. The scholarships will pay for kids' schooling at both public and private schools in the San Antonio area.

This is the largest private "voucher" program of its kind. But Michigan has a similar foundation, CEO Michigan, which provides private scholarships. It's not hard to imagine Michigan's generous philanthropic community making a similar, large-scale tuition program available here.

In short, as the San Antonio program suggests, school choice will not be denied. Detroit and Lansing should look around and open up the schools if they don't want to get left behind. ■

127. Detroit News

April 28, 1998

Detroit Schools: Cut the Fat

A new analysis of the Detroit school

district by the consulting firm KPMG

Peat Marwick has unsurprisingly found a

top-heavy bureaucracy that is unproductive and poorly managed. School officials should use this critique to bring the district's ratio of administrators to students into line with that of other districts.

Commissioned by New Detroit Inc., the KPMG analysis cited a host of management deficiencies. Too many administrators, for example, had limited skills and poorly defined roles. Routine clerical activities were performed by too many people. Discipline was ineffective. And, according to the report, the administration seemed more concerned with position and titles than performance.

Highlighted among the findings are the 1,143 administrators who give the district the highest bureaucratic overhead in the state. Last year, The News reported that Detroit's administrator-to-student ratio was one for every 135 pupils. The statewide average was one for every 361 pupils.

Major staff reductions were not ruled

out as an option. But the crux of the KPMG recommendations is that 300 Detroit schools employees be redeployed from central administration jobs to individual schools.

The report breaks no new ground. If anything, the KPMG findings dovetail with a recent internal examination by the Operational Review Panel of New Detroit Inc. It too cited employees in critical positions who were never given the necessary training and professional development needed to carry out their responsibilities.

What is noteworthy about the KPMG analysis is that the second largest school budget expenditure, after management and administrative costs of \$14 million, is the \$13 million spent on clerical staff. These numbers suggest that the district has a long history of adding people at the top without improving student outcomes. Despite this glut of noninstructional staff, teachers continue to complain about shortages of books, paper, pencils - in the

classrooms. The supply of soap, towels and toilet paper in schools is a perennial problem. It's difficult to fathom how relocating administrative support staff from the central office will increase either the accountability or the performance of these high-priced personnel.

School officials should use the KPMG report as a guideline for a major management restructuring. The district's mission would be enhanced by asking employees in all decision-making positions to submit their resignations and reapply for the jobs they hold. Performance evaluations would help weed out nonessential and under-trained staffers. Jobs that do not serve basic education goals could be eliminated.

Another round of decentralization is likely to produce another round of questionable results. Taxpayers and students would best benefit from a lean and mean, top-to-bottom management overhaul that slashes excess fat from a bloated bureaucracy. ■

128. Investors Business Daily

April 28, 1998

America's Most Costly Educational Failure

The education establishment thinks the cure for what ails America's public schools is more money. But spending a fortune is no guarantee of better schools. It certainly didn't help a poorly performing school district in the heart of Kansas City, Mo.

School reformers rejoiced when Federal District Judge Russell Clark took control of the district in '85. He ruled it was unconstitutionally segregated, with dilapidated facilities and students who performed poorly.

To bring the district into compliance, the judge ordered it and the state over the next 12 years to spend nearly \$2 billion to build more schools, renovate old ones, integrate classrooms and bring student test scores up to national norms.

But when the judge finally took himself off the case last year, there was

Suddenly a poor district that had horrible credit and never paid its bills on time was getting hundreds of millions of dollars more every year.

For more than a decade, the Kansas City district got more money per pupil than any other of the 280 major school districts in the country. Yet in spite of having perhaps the finest facilities of any school district its size in the country,

little to show academically for all that money. Although the district's 37,000 mostly minority students enjoyed some of the best-funded school facilities in the country, student performance hadn't improved.

It was a major embarrassment - and an ideological setback - for backers of vastly increased funding for public schools. From the start, proponents of Kansas City's desegregation and education plan had touted it as a controlled experiment that would resolve once and for all two radically different philosophies of education.

For decades, critics of excess spending for public schools had said, "You can't solve educational problems by throwing money at them." To which educators and public school advocates replied, "No one's ever tried."

Nothing changed. Test scores stayed put, the three-grade-level achievement gap between blacks and whites did not change, and the dropout rate went up, not down.

Why? One reason was that Judge Clark was unwilling to challenge the educational status quo in Kansas City. After many decades of slow decline, the district was burdened with many

Kansas City settles the argument. Judge Clark invited the district to "dream." Forget about cost, he said. He urged administrators to let their imaginations soar and assemble a list of everything they might possibly need to boost the achievement of inner-city blacks. Using the extraordinary powers granted judges in desegregation cases, Clark said he would find a way to pay for it.

The judge may have been misinformed about the solutions. But no one can accuse him of being timid or indecisive. To pay for all the changes, improvements, programs and new schools, he unilaterally increased property taxes 150%, imposed a 1.5% income tax surcharge and, when that wasn't enough, ordered the state of Missouri to make up for the shortfall. Incompetent teachers. The quickest way to raise achievement would have been simply to fire the bad teachers and replace them with good ones.

But for many, the school district was as much a jobs program as an educational institution. Firing teachers was too traumatic. Instead, the district increased teacher pay 40% across the board, which guaranteed that poor teachers would stay

forever.

Eventually, the ineffective or burned-out teachers ended up at the district's office downtown. In time, the central administration grew so large - three to five times the size of the bureaucracy of comparable school districts - that it consumed over half the district's entire education budget.

Of course, the district's biggest problems weren't just administrative. The

ideological biases of local educators, politicians and Judge Clark against accountability made them reject solutions that might have worked - merit pay for teachers, penalties for failure or vouchers for private schools.

There's a lesson in all this for lawmakers in Congress. It's not that money never helps. Sure, money can help - especially where teachers and administrators have overcome their

professional bias against competition and accountability. But unless that happens, even massive funding increases aren't likely to help very much.

Paul Ciotti is an education writer in Los Angeles. He is the author of the policy brief "Money and School Performance: Lessons from the Kansas City Desegregation Experiment," published by the Cato Institute. ■

129. Albuquerque Journal

04/24/98Section: EDITORIAL PAGE; Page A14

Open Dialogue Might Reduce Dropout Rate

Mayor Jim Baca is making good on a campaign promise to work with Albuquerque Public Schools on programs to keep middle school students on campus from 3 p.m. to 6 p.m. or later — the hours they're most likely to get into trouble.

He proposes expanding the city's Middle School Cluster Initiative, which provides 19 middle schools with tutoring and a variety of extracurricular activities after school. There is no question these programs are worthwhile; they just don't run long or often enough. Teachers and others recognize that after-school options can help improve kids' grades (and, in turn, their self-confidence), and provide diversions like computer time or drama classes which, for students on the edge of dropping out, may be the tenuous thread holding their interest in school.

But cluster programs operate only three or four days a week and usually extend the school day by an hour to 90 minutes. (Bernalillo County operates a similar program at the five APS middle schools in the county, also limited in terms of time. It lacks funds to operate

the entire school year.)

Unfortunately, Baca is proposing the middle school expansion at the expense of the city's High School Dropout Prevention Program. He's proposed boosting the former by taking \$100,000 from the general fund and \$200,000 from the high school program. Phil Baca, the mayor's assistant in charge of youth and education issues, says it's more effective and less expensive to work with middle school children than those in high school.

There's no question that after-school programs constitute money well spent. Nearly 5 million children in the United States are unsupervised by an adult after school each week, the U.S. Census Bureau says. Consequences show up in U.S. crime statistics: juvenile crime peaks between 3 and 7 p.m., according to the U.S. Justice Department.

What isn't reflected in these numbers are the other things kids get into after school. A study published in the September 1989 issue of *Pediatrics* found eighth-graders home alone after school reported greater use of cigarettes, alcohol and marijuana. Lacking supervision, kids

also experiment with sex.

Mayor Baca is to be lauded for advocating a five-part plan for decreasing the city's rising dropout rate. In addition to expanding after-school programs, he wants to expand and improve weekend and summer youth activities; recruit 2,000 mentors for young people; develop and promote literacy programs; improve community center services; better coordinate youth services; and develop a public-private partnership to help teens get summer jobs.

Getting all of these initiatives going will take hard work and tough decisions on spending priorities. An important aspect of the mayor's initial proposal, however, is that the city and APS are in open dialogue about after-school programs and high school dropout intervention — issues of critical concern to the children and the future of the city. By working together, perhaps they can find some way to expand the middle school program without leaving students in the classes of '99, 2000, 2001 and 2002 more vulnerable to dropping out, lost in the funding transition. ■

PRESS RELEASES

130. PR Newswire

04/27/98 Category: Press release

U.S. Secretary of Education Honors Pontiac Central H.S. And Delphi Automotive Systems for 'FIRST' Achievements

TROY, Mich., April 27 /PRNewswire/ — In his visit to Pontiac Central High

School today, U.S. Secretary of Education Richard W. Riley applauded

the school's participation and achievement

in the "FIRST" program.

"I'm excited about what's going on here," Riley said to an auditorium full of students, teachers, administrators, city officials and Delphi Automotive Systems engineers. "I was so happy and shocked when I went into the FIRST team area and saw all those robotics and all the learning taking place."

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Riley used the school's success with FIRST to underscore to students the importance of technology in education. "Technology opens up many opportunities for learning," he said. "Students at Pontiac Central understand that."

Pontiac Central has earned numerous achievements since partnering with Delphi Automotive Systems three years ago. The "Chief Delphi" team won three regionals this year, won the coveted "Chairman's Award" in 1997, and earned the national "Rookie All-Star" award in 1996.

"We're really proud of our association with the school and with the city of

Pontiac," said Rodney O'Neal, Delphi general manager. "You can get interested in math and science by reading a textbook, but to get really excited about these subjects and to envision a career in these fields, there's no substitute for FIRST."

FIRST, which stands for "For Inspiration and Recognition of Science and

Technology," is an international program designed to get high school students

as enthused about science, math and technology as an athletic competition.

FIRST joins engineers and students together for a specific mission: To design, engineer and construct a fully functional robot, built from a kit that includes a control system, electrical components, motors, batteries, and other hardware in six weeks.

Delphi Automotive Systems, which has supported FIRST since its inception in

1992, sponsored five teams this year, including high schools in Pontiac, Flint

and Saginaw, Mich.; Warren, Ohio; and Kokomo, Ind., which won FIRST's National

Championship competition in Orlando, Fla., earlier this month.

Earlier this year, to help the non-profit group expand its reach further,

Delphi and General Motors Corp. (NYSE: GM) donated \$500,000, and Delphi

President J.T. Battenberg III joined FIRST's board of directors.

Delphi Automotive Systems, with headquarters in Troy, Mich., USA, is the world's most diversified supplier of automotive components and systems. With

the recent integration of Delphi Delco Electronics Systems, Delphi operates 208 manufacturing facilities, 46 ventures and 27 technical centers in 36 countries. Regional headquarters are located in Paris, Tokyo and Sao Paulo.

Delphi can now be found on the Internet at <http://www.delphiauto.com>. 14:37 EDT■

131. Xinhua English Newswire

04/27/98 Category: Press release

Clinton Administration Supports Bilingual Education

Clinton administration will send officials to California to stop a measure that they said would dismantle the state's bilingual education programs and affect minority children's basic skills.

Opposing a Proposition 227 that would replace a multiplicity of bilingual education programs with a one-year course of instruction taught mostly in English, Marshal Smith, acting deputy secretary of the Education Department, said the move would leave school children without needed skills, including

Of some 5 million California public school students in kindergarten through

ones that will help them find jobs in the future.

The one-year immersion structure... is a major mistake, Smith said. "The movement under way in California is not based in sound policy or research."

The administration suggests an alternative with a nationwide goal of limiting most children's participation in bilingual programs to three years.

Education Secretary Richard Riley said in a statement that Proposition 227 was not the way to go and it "will lead to the 12th grade, about 1.4 million have limited English proficiency.■

fewer children learning English and many children falling further behind in their studies."

Smith said, current law calls for, but does not require, non-English-speaking children to go through three to five years of bilingual education.

At present, about 3.2 million students have limited English skills, and 1.3 million are in local and state bilingual programs, the Education Department said.

132. U.S. Newswire

04/27/98 Category: Press release

Education Secretary Statement on Helping all Children Learn English

WASHINGTON, April 27 /U.S. Newswire/ — Following is a statement by U.S. Education Secretary Richard W. Riley on "Helping all Children Learn English" (Part 1 of 2):

As we look to the future of American

education, one of the most important new developments is the growing number of immigrant children that we must educate. According to the latest census data, nearly 20 percent of all children in our nation's schools — one out of five — are

immigrants or the American-born children of immigrants.

A new study of immigrant children (note 1) states that 13.7 million children under 18 are either immigrants or the American-born offspring of immigrants,

and that they are the fastest growing part of our student population. These children come from over 150 nations with the largest number coming from Mexico, the Philippines, Cuba, and Vietnam.

Some Americans say that these children are a liability, but I welcome these children, just as the Statue of Liberty or the Golden Gate Bridge has welcomed them for years. They are a great source of strength and hope for the future of America, and we want them to be full participants in the American experience as children and as adults.

These young people, just like generations of immigrants who have come before them, can grow up to be patriotic Americans who will add their voices to our democracy if we educate them to the best of our ability and treat them as we would like to be treated. Indeed, the largest survey ever conducted of immigrant children found that these young people had higher grades and a lower school drop-out rate than other children and overwhelmingly preferred to speak English by the time they were teenagers. (note 2).

These young people represent the hopes of immigrant parents who have come to America because they believe in the American dream. They have stood in long visa lines, uprooted their families, left relatives behind, changed careers, often accepted menial jobs and in many cases now work two jobs for one great purpose — to give their children a better life in America. Surely we can meet these people half-way by giving their children the best education possible so that they can make their contribution to the American mainstream.

Teaching these young people English is one of the great tasks of nation-building and it falls to our public schools to accomplish. This is not the

Thus, while an English-only approach may be effective for some limited-English-proficient children, it is likely to be ineffective for others. I do not oppose special English instructional programs. In fact, about 25 percent of our current federal bilingual funds support this type of instructional approach. What I question is the arbitrary one-year time limit and the demand that only this approach is the right approach to help young people learn English.

The approach taken by Proposition 227 simply ignores the individual needs of each child and certainly is an educational straitjacket for teachers and parents. Good teaching starts with a child's needs and moves the child along

first time that the task of educating millions of new immigrants to become good citizens has been given to our nation's public schools. At the turn of the century our nation's public schools successfully taught millions of new immigrants English and educated them about our democracy.

Today, we face the same challenge. There are school districts in almost every part of our country — from Boston to Seattle to Miami — where children speak more than 40 languages. I believe that our nation's public schools can successfully educate these young people if we give them the same opportunities that other students need in order to succeed: higher standards, safe schools, smaller classes, well-prepared teachers, technology in the classroom, after-school activities, and schools that are accountable for results.

President Clinton has made education his number one domestic priority to achieve one end — to prepare all of America's children — native-born and immigrant — for the 21st century. President Clinton has also increased funding for those programs — Title I, immigrant and bilingual education, migrant education, adult education — that directly serve a disproportionate number of immigrant children and their families.

Today, however, there are growing questions about the best way to teach these young people English. In California, these concerns about how to teach English center around Proposition 227, the Unz Initiative, which would effectively eliminate bilingual education and require that all children learn English in one year.

I recognize that the decision to vote for or against the Unz Initiative this coming June is ultimately a decision for in a timely and responsible manner.

By analogy, if we adopted the approach suggested by the Unz Initiative to help children learn to read, it would be a disaster. Some children are already good readers when they come to kindergarten and others learn by the end of the first or second grades. Other children need extra help even in third grade and beyond.

Second, the Unz Amendment limits the discretion of teachers to choose the approach that is best suited for the children they teach. Some children may learn best in an English-only class, others may learn faster in a bilingual class or through some other proven approach, but with the Unz approach, teachers are

the voters of California. I know that there are many well-intentioned and concerned citizens on both sides of this issue and that the people of California are taking this issue seriously.

New immigrants have a passion to learn English and they want the best for their children. We must focus on what is best for the children and in this increasingly diverse society we must make sure that all of America's children are given the best education possible. Our common goal in teaching children English should be to support those approaches that ensure that Limited-English-Proficient (LEP) children are both speaking English and making academic progress.

Proposition 227, however, is not the way to go. In my opinion, adoption of the Unz Amendment will lead to fewer children learning English and many children falling further behind in their studies. There are five significant reasons why I believe that the Unz Amendment is counter-productive to a quality education for all of our children.

First, the one year time limit and one-size-fits-all approach to learning English flies in the face of years of research that tells us that children learn in different ways and at different speeds. A recent National Research Council report (note 3) released last month states that, "hurrying young non-English speaking children into reading in English without ensuring adequate preparation is counter-productive." The report recommends that children with no English proficiency are best taught to read English by first being taught reading in their native language, if teachers and instructional materials in their native language are available.

given no option to use their professional judgement.

Third, Proposition 227 would subject teachers, school board members, and educational administrators to personal liability in litigation by parents if they fail to comply with its requirements. I find this aspect of Proposition 227 both punitive and threatening. This is not the way to build parent-teacher cooperation — a key to student success.

Fourth, the Unz Initiative is a direct attack on local control of education. I am surprised that so many outspoken advocates of local control have chosen not to take issue with this fundamental flaw in the Unz Initiative. The Unz Initiative would not be a helping hand for

language instruction, but rather the heavy hand of overregulation. Local flexibility to choose the approaches that work best for their students should not be constrained by a mandate for one approach over the other. I believe that every school district should choose the approach that works best for them based on sound research.

Fifth, the Unz Initiative will in all likelihood result in problems under federal civil rights laws. In the seminal case of *Lau v. Nichols*, the Supreme Court interpreted Title VI of the Civil Rights Act to require school districts to take steps to ensure that national origin minority students with limited English proficiency can effectively participate in the regular educational program.

Similarly, the Equal Educational Opportunity Act requires public educational agencies to overcome language barriers that impede student participation in their instructional programs. Limiting special language development instruction to one year and preventing a school from providing bilingual instruction to students, despite the judgment of teachers and the school principal that children in that school need bilingual instruction to progress, are likely to result in violations under these laws.

I join all Californians who are unhappy with the status-quo and I understand the frustration that is encouraging many voters to think about voting for the Unz Initiative. But the approach of the Unz Initiative is just plain wrong. Proposition 227 may satisfy people's sense of frustration but ultimately it is counter-productive to our

Finally, I think American educators need to redouble their efforts to make sure that all of our children are fluent in two languages. I just returned from Chile where I joined President Clinton at the second Summit of the Americas. Improving education was a central part of the dialogue at this summit. I was struck by the fact that several nations begin teaching their children two languages starting in the first grade.

Anyone who has traveled to Europe knows that young people all over Europe are fluent in two and often three languages. I see no reason why our

common goal of making sure children learn English while making academic progress in other subjects as well.

I believe that there is a reasonable and positive alternative to the current status-quo and the proposed Unz alternative.

I propose setting a three-year goal to make sure that a child is learning English. Individual differences and circumstances may cause some children to take longer, but a goal of learning English within three years is reasonable. This goal is similar to our goal of making sure that every child learns to read independently by the end of third grade or earlier. We know that goals and standards improve academic performance: when we set goals, we find, to a greater degree than we thought possible, that students can meet them.

A goal is not a mandate or a command. And a goal is certainly not a one year educational straitjacket that limits the ability of teachers to do what is best for each child. Some children may learn English in one year or two and others may need three years or even more. The focus should be on the individual needs of each child and not on some artificial and arbitrary time frame.

Goals should be combined with flexibility and accountability. I believe in giving local school districts latitude to design their own programs contingent on their being accountable for the results. Parents have a right to expect progress. Children should be tested periodically for English proficiency and when a child is falling behind, extra efforts including after-school classes as well as summer school should certainly be considered.

If a school district chooses an children should not be their equals. Some children already come to school with the ability to speak two languages. We should build on this linguistic base and recognize that our nation will be the better for it in the new global environment.

Think of the many advantages — economic, cultural and political — that a fluency in two languages can give to the American people. America's message of democracy, human rights and economic freedom would surely reach a wider audience. This is why I encourage and support any school district that sets the

approach to teaching English that simply does not achieve positive results for a large number of children, then the school district must have the good sense to fix the problem or use another approach that research shows will work. The focus of every program — be it English-as-a-Second Language, dual language immersion, bilingual education, or English immersion — must be on strengthening quality, regardless of the approach.

I believe that the key to strengthening quality is well-trained teachers and we must do a much better job of meeting the demand for more well-prepared teachers. The demand for bilingual teachers, for example, currently exceeds the supply and that is particularly true in California where the number of LEP children has nearly doubled to 1.3 million in less than a decade. The California State Board of Education estimates that there is a shortage of 21,000 bilingual teachers in that state.

This, I suspect, is one of the root causes and real reasons why some parents have become frustrated. The Administration has asked for a doubling of federal funds, from \$25 million to \$50 million, to meet the increasing demand for fully certified bilingual teachers and English-as-second-language teachers.

I have no doubt that this nation has the capacity to include our many new immigrants and their children in the American experience. We must do everything possible to make sure that all of these children learn English as quickly as possible and get the quality education that they deserve.

goal of making sure that every one of their high school graduates will speak two languages fluently by the time they graduate.

We can do no less for today's immigrants than we did for earlier generations of immigrants who turned to our nation's public schools to teach them English and the basics of our democracy. In conclusion, I urge all Americans to welcome America's new citizens and to help them to become part of the American dream.

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