

RECORD TYPE: PRESIDENTIAL (NOTES MAIL)

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

CREATION DATE/TIME:19-OCT-1998 13:09:52.00

SUBJECT: Clips

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

READ:UNKNOWN

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

READ:UNKNOWN

TO: shireman_r@A1.EOP.gov (shireman_r@A1.EOP.gov [UNKNOWN]) (OPD)

READ:UNKNOWN

TO: peay_j@A1.EOP.gov (peay_j@A1.EOP.gov [UNKNOWN]) (OMB)

READ:UNKNOWN

TO: martin_t@A1.EOP.gov (martin_t@A1.EOP.gov [UNKNOWN]) (OPD)

READ:UNKNOWN

TO: schnur_J@A1.EOP.gov (schnur_J@A1.EOP.gov [UNKNOWN]) (OPD)

READ:UNKNOWN

TO: cohen_m@A1.EOP.gov (cohen_m@A1.EOP.gov [UNKNOWN]) (OPD)

READ:UNKNOWN

TEXT:

Good afternoon,

Here are today's education clips.

Carlin Hertz
Education Department public affairs
401-1576

- 10191998.win - 10191998.w51

===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

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

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

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

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- ` ` NATIONAL
1. Associated Press
More girls attending school worldwide, study finds
 2. The Washington Times
Global study finds girls, despite gains, trail boys in
education
 3. All Things Considered (NPR)

- Kids Grading Kids
- 4. The Washington Post
Options for Parents As College Costs Climb
- 5. The Washington Post
GOP Criticizes Clinton on Education
- 6. The Washington Post
Budget's Modest Start on Teachers
- 7. Los Angeles Times
The battle of the binge
- 8. The Washington Post
Education Funding Issue Colors New England Fall
- 9. The Washington Post
In Indiana, a Moral Tug of War on School Vouchers
- 10. All Things Considered (NPR)
100,000 Teachers
- 11. New York Times
Congress Provides \$1.2 Billion for Hiring Teachers Nationwide

TRADE

- 12. LRP Publications
Budget Agreement Addresses IDEA Discipline, Regulations
- 13. LRP Publications
Amid Budget Disappointments, Administration Hails 'Historic' Education Achievements
- 14. Education Daily
Legislative Update
- 15. Education Daily
Spending Accord Will Boost ED Funding To New Heights
- 16. Education Daily
California's Prop 8 Tops List Of State School Initiatives
- 17. Education Daily
Assessment Plan Scuttled With Little Fanfare
- 18. Chronicle of Higher Education
Congress Passes Bill to Extend Federal Vocational Education Programs
- 19. Chronicle of Higher Education
White House's Education Policy Adviser Is Leaving for San Francisco Foundation
- 20. Chronicle of Higher Education
Appeals Court Revives Reverse Discrimination Lawsuit Against U. of Texas
- 21. Chronicle of Higher Education
In Reporting Lobbying Expenses, Some Institutions Do Not Reveal All
- 22. Chronicle of Higher Education
U. of Phoenix Picks New Jersey for Its First Foray in Eastern U.S.
- 23. Chronicle of Higher Education
Will the Next Generation Internet Create a New Class of 'HaveNot' Universities

?

24. Chronicle of Higher Education

Tenure Will Be Harder to Get, Experts Say, but It Won't Disappear

LOCAL

25. The Washington Post

Teachers' Must See TV

26. Seattle Times

Money for new teachers will hardly reduce class sizes

27. Seattle Times

UW's ambitious effort to promote diversity

28. Sacramento Bee

A plan to shake up schools: Prop. 8 would give parents control of curriculum

29. San Francisco Chronicle

California Gets Budgetary Boost for Education

30. Dallas Morning News

Foreign students' numbers rise at community colleges

31. Ft. Worth Star Telegram

High dropout rate alarms Hispanic groups 32. Miami Herald
Teaching evolves to meet brain's abilities

33. Miami Herald

College classrooms using more hightech bells and whistles

34. Columbia (S.C.) State

Critics say districts' 'zero tolerance' too harsh

35. Chicago Tribune

TENSION IN CLASSROOMS BRINGS GAY ISSUES TO FORE

36. Richmond Times Dispatch

City offers program for gifted pupils

37. Baltimore Sun

More students are learning Jewish roots

38. Bergen Record

Tech schools seeking more girls

39. Cleveland Plain Dealer

NRA, HANDGUN CONTROL COMPETE IN CLASSROOMS

40. The Washington Times

Schwartz offers teachers bonuses

41. The Kansas City Star

Panel offers ideas on school violence

42. Los Angeles Times

'A Model of What Every Principal Tries To Be'

43. Dallas Morning News

Support sought for vouchers

44. Associated Press

Auditor supports call for more money for charter school

45. Associated Press

State test scores improve, still below national average

46. The New York Times

To Students, Having a Beeper Isn't a Close Call Despite

Law

- 47. The New York Times
Pay Was Up in 'Gilded' Year For University Leaders
- 48. The Washington Post
Educators' Load Eased In Calvert
- 49. The Washington Post
HomeSchoolers Seek A Closer Community
- 50. Los Angeles Times
An Academic JumpStart
- 51. Los Angeles Times
The SmallClass Shuffle
- 52. The Washington Post
Md. Candidates On Same Page On Education
- 53. The Associated Press
Budget deal to bring 300 new teachers to Oregon's crowded schools

INTERNATIONAL

- 54. The Economist
Education: The capital takes the plunge
- 55. Macleans (Canadian newsweekly)
WHY COLLEGE GRADS GET JOBS
- 56. Los Angeles Times
France's Education Minister Vows to Hire More Teachers

COMMENTARY

- 57. Boston Globe
From free speech to speech codes on American campuses
- 58. The Washington Times
We don't need more teachers, just better ones
- 59. The Washington Times
Colleges for young Republicans?
- 60. Portland Oregonian
SMALLER CLASSES ARE BETTER
- 61. Raleigh News & Observer
Vouchers and funding
- 62. Raleigh News & Observer
Vouchers for change
- 63. The Columbus Dispatch
VOUCHER PROGRAMS WASTE PRECIOUS TAX DOLLARS
- 64. The San Diego UnionTribune
Literacy and poetry
- 65. The Indianapolis Star
Teacher standards
- 66. The Indianapolis Star
Teacher training
- 67. Boston Globe
Bipartisan sham on education
- 68. The New York Times
A Provider of Programs For Exchange Students
- 69. The Washington Post
Cheating: Who Started It?

EDITORIAL

70. New York Times
Girls And Computers
71. Philadelphia Inquirer
Recess for vouchers
72. Omaha WorldHerald
School Violence Proposal Poorly Timed
73. The Salt Lake Tribune
School Uniforms Work
74. Buffalo News SCHOOL ADMINISTRATORS ARE HELD
ACCOUNTABLE
75. Los Angeles Daily News
TEXTBOOK DIPLOMACY
76. Richmond Times Dispatch
NonPhysical Education
77. Denver Post
OK midsize schools' funds
- Body type#\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Associated Press"Public
ation" #:\ P#P#October 19, 1998

Headline#\ P\$P# More girls attending school worldwide,
study finds Headline #:

\ P%P#

By DAVID BRISCOE
The Associated Press

WASHINGTON " The world has made striking gains in increasing school enrollment
of
girls during the past 10 years, with the most progress in some unexpected p
laces such as the
Middle East and sub-Saharan Africa.

A new report says girls now actually outnumber boys in secondary schools in 18
countries,
mostly in Latin America. But 51 countries still have serious gender
gaps, with 75 million fewer
girls than boys in their schools, according to a re
port released Sunday by Population Action
International.

Researchers and government officials credit the decade's gains to factors that
include a
spreading awareness of the importance of women, as well as general ec
onomic growth. The
United Nations, the World Bank, and non-government groups ha
ve been pushing education
programs for girls in a global effort to clear the ge
nder gap by 2005 and achieve universal
primary education by 2015.

In Malawi, where the gap has been sharply reduced, pregnant girls are no longer automatically expelled from school. In Egypt, an aggressive school-building program in rural areas increased enrollment of girls by 60 percent in rural primary schools.

A project involving training of female teachers and other initiatives in Pakistan increased girls' enrollment in villages of the province with the largest gender gap, Baluchistan, by 87 percent, the report said.

But in Pakistan and many other countries, the gap remains wide and obstacles for girls still are great.

"Educating a girl is like watering your neighbor's garden," said Shanti Conly, co-author of the report, in describing a prevalent attitude in India. In that country, girls often are valued most for the help they provide at home.

In Africa and Latin America, increasing numbers of unmarried teenage girls are dropping out because of unplanned pregnancies, the report said. In Pakistan, customs still discourage girls from having contact with male students and teachers, and girls who do attend often leave school to marry.

The 51 countries with serious gender gaps have a total school enrollment estimated at 600 million. The report estimates that the additional cost of educating as many girls as boys in those countries would be about \$5.8 billion "and could nearly double in 10 years.

Despite the increase in the proportion of girls educated, when compared with boys, the number of girls in the gap continues to grow because of rapid growth in the number of school-age children, the report says.

The report ranked 132 nations according to the extent to which girls and boys differ in access

to schooling. In order to cover as many countries as possible, it used figures from 1995 and compares them with 1985.

More than half the countries have no gender gap, including the United States, where 99 percent of boys and girls go to school.

Ten countries — Nepal, Oman, Algeria, Saudi Arabia, Togo, Lebanon, Congo, Egypt, Iran, and Malawi — are cited as making the most progress in closing the gap between girls and boys in school. The inclusion of Middle East and poor African countries is striking because those regions, along with South Asia, traditionally have had the largest gender gap.
Publication#W\ P&P# 2. The Washington Times"Publication" #: \ P'P# 10/17/98; Edition: 2; Section: A;WORLD; Page A6

Headline#\ P(P# Global study finds girls, despite gains, trail boys in education
onHeadline #:\ P)P#
By Chiharu Kamimura
THE WASHINGTON TIMES
Although school enrollment rates have increased throughout the world, girls lag far behind boys in access to education, contributing to higher teen-age birth rates and poverty in developing countries, according to a new study released yesterday.

Noting the strong correlation between girls' education and increased earnings, reduced birthrates and increased status, Muneera Salem-Murdock, deputy director of Women in Development, U.S. Agency for International Development, called the findings important.

"You can imagine the tremendous cost that implies not only for these girls, for immediate future families, but also for the communities, for the nations, and for us all worldwide," she said.

Conducted by Population Action International (PAI), a Washington-based family planning group, the study measured the enrollment rate in primary and secondary schools of 132 countries from 1985 to 1995. It found that 51 countries, primarily in South Asia, the Arab world

and Africa, have significant gender gaps in education. In these countries, there are 75 million fewer girls than boys in school out of total enrollment of 600 million.

Shanti Conly, PAI's director of policy research and analysis, said girls seeking an education in many countries face cultural, economic, and social obstacles.

The study found:

Girls are more likely to marry and leave their homes, while boys are more likely to contribute financially to family income, so parents don't see benefits in educating daughters. Girls are also important labor forces for domestic chores.

Poverty keeps girls from school. Tuition, books, uniforms and transportation are expensive, and parents often give a higher priority to educating sons.

Cultural and social norms keep some girls home. In regions where chastity is highly valued, parents can be reluctant to allow girls to travel long distances to school, be taught by male teachers or have close contact with boys.

Publication#W\ P*P# 3. All Things Considered (NPR)"Publication" #:\ P+P# 10/17/98Section: News; Domestic;

Headline#\ P,P# Kids Grading Kids Headline #:\ P-P#Subhead#[\ P.P# Kristja Falvo of Owasso County, Oklahoma is suing the school district there over the practice of allowing students to grade one another's work, and then read the grades aloud. She says the practice encourages an environment of humiliation, as well as violates her kids' rights to privacy Subhead#:\ P/P#

DANIEL ZWERDLING, NPR HOST: Kristja Falvo sends her three children to a public junior high school in the town of Owasso, Oklahoma. She says the roofs seem solid enough, there are plenty of teachers, but a common practice in the classrooms is making one of her sons so

miserable that Falvo is taking the school district to court.

When the kids take tests or turn in other assignments, the teacher doesn't always grade them.

Other students often do.

TD Actually, student-grading has become a common practice in some schools across the country. Supporters say it frees up overworked teachers, and helps kids learn what it means to evaluate people on their merits.

But Falvo says the system is squelching her son's spirit.

KRISTJA FALVO, OKLAHOMA RESIDENT: My son had situations where he received poor grades. And if the teacher asked him to call the grade, he wants to be like everyone else, and he would call out his grade. At that time, people would call him stupid and call names. And he's not the only one to have this happen to.

What happens is when you're having your peers call you stupid or ridicule you, you start to feel like you're stupid. And you're more concerned about how you do on your tests and more concerned about someone grading your tests than you are about taking the test and doing well on it. And so I " I saw a decline on his self-esteem...

ZWERDLING: Hmmm!

FALVO: ... through this practice. I saw a decline on his ability to take tests, because of this practice.

ZWERDLING: Now, it sounds like what you're mainly upset about, or what your son's upset about, is when other kids tease him for getting a bad grade. But that doesn't sound like it really has directly anything...

FALVO: No, that's not the issue. That's not the issue. Having someone tease you is not the issue. The issue here is the privacy issue. We have a right to keep these grades private, and the

right for these children. And any child in this school district has a right for an education and has a right to learn. I am just trying to make a practice available to all students to make a learning environment more productive for them.

ZWERDLING: Do you "do you find that the students generally try to be fair with each other's work? Or do you find any students, you know, saying, "I don't like Johnny, and I'm going to give him a bad grade"?

FALVO: That has exactly happened to my older daughter. I have an older daughter in honors classes, and she does have a student who has ridiculed her, called her names and harassed her. And he has intentionally graded her papers incorrectly.

Now, the problem here is she is torn between going to the teacher and, as they say, tattling "which they don't want to do. There's a tremendous amount of peer pressure in this age-group, or speak to him directly, which we would expect an adult to do, but not a child, or just allow that to happen. And so that has happened to her.

We've had instances where "my younger daughter, who is in the sixth grade, has had a child request that she change her grade. The student's grade she was grading was a 55. The student said, "Can you change it to a 75?" Now...

ZWERDLING: Did she change it?

FALVO: No, she didn't, but then she was faced "was making a decision, a moral issue, a decision of do I do what my friend wants me to do, or do I keep the grade the same?

ZWERDLING: You see, I can imagine that a lot of people listening to this are thinking, "All right, so maybe you have a gripe there, and maybe they don't even like you know student-grading in their own schools. But do you really have to

go to court? You know, here's another lawsuit. Can you go talk to the principal, to the teacher, and just, you know, try to work it out informally?"

FALVO: Well, you know, I did do that. I did go to the principal. I went to the teachers. I spent " this has been going on for over a year. I wrote a letter at the end of last year's school year, explaining the fact that this grading system that I have been complaining about had not been resolved. They said they would look into it.

But during these meetings, I was told that I was the only person in the school district to have a problem with this grading-system.

ZWERDLING: Is that true?

FALVO: That's not true. After this became public in the paper, I have received many calls of parents telling me that they have had the same problems, and the same concerns.

ZWERDLING: You have sued the school district in federal court?

FALVO: Yes.

ZWERDLING: If the court gives you your way, if it is not swayed by the many people who say that student-grading can be helpful " a helpful educational tool in the classroom, if they give you your way, what do you want them to do? F

FALVO: What I would want is for all districts to have certain guidelines for the teachers to follow. My suggestion was to have students grade their own papers. After the papers are graded, the teacher then collects those papers and privately writes the grades down into a grade-book.

I just want an environment for all students, where the children's rights are taken into consideration and they're giving an environment where they're able to learn.

ZWERDLING: Kristja Falvo is the mother of three children who go to school in Owasso, Oklahoma. But she's been speaking to us from Omaha, Nebraska.

Publication#W\ P0P# 4. The Washington Post"Publication" #:\ P1P# 10/18/98; Edition: FINAL; Section: Financial; Page H01

Headline#\ P2P# Options for Parents As College Costs ClimbHeadline #:\ P3P#

By Albert B. Crenshaw

One of the goals American families often mention when they talk about saving is paying for the kids' college tuition. College costs are rising, they know, and few parents want to deprive their children of college because they can't afford it.

Despite all the talk, however, a new study of the role parents play in financing college educations has turned up an interesting trend: Overall, parents are paying a steadily declining share of their offspring's higher-education bills.

The numbers are fairly straightforward. While average parental contribution has been rising in absolute terms, it has been falling behind inflation " and thus declining in real terms. College costs, on the other hand, have been running well ahead of inflation, rising in both absolute and real terms.

Cash "gifts" " tuition and other expenses paid by parents, along with allowances and other cash turned over to children without the expectation of repayment " grew 54 percent from 1986-87 to 1997-98, according to the new study, carried out by the Institute for Higher Education Policy here and sponsored by the USA Group Foundation of Indianapolis. After adjusting for inflation, though, this was actually an 8 percent decrease, the study said.

Average college costs at four-year institutions, by contrast, climbed 81 percent during the same period, or 38 percent after subtracting inflation.

The result is a widening gap between the total tab and the amount that parents pick up. Parental "gifts" covered 69 percent of college costs in 1986-87 but only 52 percent by 1992-93.

Kids are still going to college, obviously, so who's paying the difference?

The study did not address this question, but Jamie P. Merisotis, president of the institute, said other research suggests much of the gap is being filled by student borrowing.

"If parent contributions are declining, part of the reason has to be the availability of student loans," he said.

Data on student loans shows the volume of loans has more than doubled to more than \$30 billion annually and "you simply can't have much money available through student loans and not see some of the burden shifting toward the student," Merisotis said.

At some schools, especially more expensive private ones, part of the difference is also being made up by increased financial aid, while at community colleges and other less expensive institutions, students often have jobs and contribute that way.

But if borrowing accounts for most of the shift, it means that a substantial portion of the burden of paying for college is shifting onto students. Some researchers have already reported growing resentment among students who feel they are trapped into starting life loaded with debt.

Most surveys show that parents place great value on their children's education and vow to make sure their kids can get the education they need. Almost half of all parents surveyed by the institute promised to pay all or most of their children's college costs, while another 42 percent promised to pay some.

But in many cases these promises seem to be going the way of New Year's resolutions.

ions.

The institute's survey found that the average amount parents have saved for their children's college is \$9,956 " or about a quarter of the average cost of four years at a public college, and less than a third of the tab for a single year at the most expensive private schools.

Also, when studies ask parents how they plan to pay for college, the top choice is savings, followed by scholarships, then loans. Current income is a distant fourth.

But the new study found that in fact current income was the main source of parental support for students, "suggesting that a severe dichotomy exists between intentions and reality among parents in their college financial planning."

Financing a college education out of current income is an especially risky strategy at a time when college costs are outpacing most families' income growth.

Merisotis noted that the study found a distinct correlation between parental income and both the amount of support given students and the price of the schools they attend. In other words, offspring in higher-income families go to more expensive schools and the parents pick up more of the tab.

This is not surprising, perhaps, but if the trend continues it is likely to have important consequences both for lower-income students and colleges with high tuitions and modest reputations.

Students of limited means are finding their choice of school restricted, and some private schools are having difficulty filling their classrooms with qualified students.

For lower-income students the problem is particularly acute, Merisotis said. "Pushing more of the [cost] burden onto them has some emerging consequences that we've really got to think

about," he said.

It's fashionable in the higher education community to blame cutbacks in federal aid for most college-financing problems, but whatever the merits of that argument, it's clear that with college, as with retirement and many other issues, families are being forced to rely increasingly on their own resources.

The federal government and a number of states have implemented a number of new higher-education savings plans that may help, but only if parents participate. And the earlier the better, of course. But some of the programs provide a pittance compared with the full cost of a four-year degree.

Nonetheless, every little bit helps, so parents should look at everything. Among the programs:

Education IRAs. Families may contribute up to \$500 per year per student to a tax-deferred savings account similar to an individual retirement account. The contributions are not deductible, and the amount is so small that some brokerages and mutual funds won't bother with them. But if a family established an education IRA for a newborn and contributed to it faithfully for 18 years, assuming decent investment returns, it should provide a meaningful sum for college.

State prepaid tuition programs. Many states offer programs that allow parents to prepay tuition for state schools, either in a lump sum or through installments. Most of these programs promise to cover tuition and mandatory fees when the student reaches college. Typically, however, they are limited to state residents and state schools and do not cover room, board and other costs. Maryland and Virginia have prepaid tuition programs.

State higher-education savings plans. Changes in federal tax law now permit states to operate tax-deferred investment trusts that enable parents to save very large amounts for college. These are just getting off the ground, and only a fe

w states, including New Hampshire, New York and Delaware, have them. They are not restricted to state residents or state schools, however, and proceeds can be used for any higher-education expenses, ranging from tuition to food and books.

Typically the state sets up the trust, then contracts with a money-management firm. New Hampshire hired Fidelity, New York picked TIAA to invest the money.

The parents have no say in the investment decisions, but generally the money is invested more aggressively for younger children and less so as the child nears college age.

At college, the money is withdrawn and is taxable to the student, who presumably has little other income and is in a low bracket. (If the parents wind up with the money because their child doesn't go to college they have to pay taxes at their rate, plus a 15 percent penalty.)

The program has many advantages. First, the limits are high. New Hampshire will let parents put in more than \$100,000. Second, some states give tax breaks. New York allows a \$5,000 deduction against state taxes. Programs are open to residents of any state, and proceeds can be used with any legitimate U.S. college.

Maryland, Virginia and the District do not have college savings trusts, but all are studying them.

Hope Scholarships and Lifetime Learning Credits. Taxpayers are now allowed credits of up to \$1,500 a year for the Hope Scholarship and \$1,000 a year for the Lifetime Learning Credit to offset tuition and certain college expenses. These have many rules and are phased out for taxpayers with income over \$40,000 for singles and \$80,000 for couples. But credits, unlike deductions, reduce taxes dollar for dollar and thus are equally valuable to taxpayers in high and low brackets.

Tax deduction for higher-education loans. Beginning this year, parents or independent students may be eligible to deduct up to \$1,000 in interest paid for college loans. There are income limits, and of course deductions save only the amount of tax, not the amount of interest paid. But the deduction is "above the line," meaning the taxpayer does not have to itemize other deductions to take this one.

THE MOM-AND-DAD FACTOR

Not only have parents been contributing less for college costs, as a share of the total price . . .

Percentage of costs as a parental gift

1986-87 69%

1992-93 52%

. . . but their share of the costs in the form of loans also has declined.

Percentage of costs as a parental loan

1986-87 48%

1992-93 27%

SOURCE: Institute for Higher Education Policy

Publication#W\ P4P# 5. The Washington Post"Publication" #:\ P5P# 10/18/98; Edition: FINAL; Section: A Section; Page A04

Headline#\ P6P# GOP Criticizes Clinton on EducationHeadline #:\ P7P#Subhead#[\ P8P# President 'Signed Republican Bills Into Law,' Sen.

Coats Says

Subhead#:\ P9P# Reuters

Republicans took issue yesterday with President Clinton over their education record in

Congress, accusing him of failing to tell the whole story.

"The president's rhetoric on education has been misleading," Sen. Dan Coats (R-Ind) said in the Republican weekly radio address.

"He has accused the Republican Congress of not doing enough for education, yet this Congress has passed many important education bills. The president knows this, because he signed these Republican bills into law," Coats said.

At a Rose Garden ceremony Friday, Clinton hailed the agreement reached between the White House and congressional negotiators on a \$500 billion-plus federal spending bill to fund nearly a third of the government.

He hailed Democrats for their "hard-won gains" for education, the environment and the economy, and harshly criticized Republicans for rejecting other education initiatives.

But Coats listed six areas in which Republicans had passed bills designed to improve education, including strengthening the Head Start program, ensuring students with disabilities received a quality education and assisting children with reading problems.

"Unfortunately, however, President Clinton has killed several bills which would have given parents the right to choose where their children go to school and would have bypassed Washington bureaucrats and sent more money directly to state and local schools," Coats said.

He also criticized Clinton for vetoing a scholarship program aimed at helping some of the poorest students in the District.

"It is time this administration stopped promising educational reforms without actually reforming anything," Coats said. "In fact, they perpetuate the failing system by throwing ever more money at failing programs."

Coats noted that the billions of dollars the federal government had provided to educational programs over the past 30 years had not reduced the danger in schools, improved students' test scores or prepared teachers any better.

"Now you know the rest of the story," he said.

Publication#W\ P:P# 6. The Washington Post"Publication" #: \ P;P# 10/17/98; Edition: FINAL; Section: A Section; Page A06

Headline#\ P<P# Budget's Modest Start on TeachersHeadline #:\ P=P#Subhead#[\ P>P# Democrats Say \$11 Billion More Needed to Hire All 100,000
Subhead#:\ P?P# By Linda Perlstein
Washington Post Staff Writer
The day the budget deal was announced, President Clinton heralded what he called a "truly historic" victory: \$1.2 billion in federal money to hire 100,000 new elementary schoolteachers.

But the \$1.2 billion will be enough to hire only 30,000 teachers in fiscal 1999, which began Oct. 1.

To bring on 70,000 more teachers in the next six years, and to keep paying the ones hired this year, Democrats are depending on Congress to appropriate an additional \$11 billion in the future.

Republicans are touting the deal in public. Rep. William F. Goodling (R-Pa.), chairman of the Committee on Education and the Workforce, called it a "huge win" for educators and parents. But privately, many Republicans say the money is not a down payment, as Democrats describe it, but merely a one-year appropriation. In other words, school districts next year may have to pay the teachers themselves.

Clinton's push to hire teachers is part of an effort to improve early education by reducing the average class size in first through third grades from 22 to 18 students. But critics say reducing class size is no panacea.

"Giving schools money to hire more teachers doesn't solve the quality problem at all," said

Jeanne Allen, president of the Center for Education Reform in Washington. The biggest problem, she said, is that "we don't reward teachers for their performance and we don't penalize teachers for a job poorly done."

The administration had originally proposed hiring teachers as part of the proposed settlement with tobacco companies. Clinton had asked that \$12 billion in mandatory funding " which doesn't have to be reapproved by Congress each year " be allocated from the settlement to hire the initial 30,000 teachers, and 10,000 or 15,000 more for each of the next six years. Tobacco firms would have had to provide funds to pay the teachers for 25 years. When the deal fell apart, the administration had to request the money as an annual appropriation.

Marshall Smith , acting deputy secretary of the Education Department , said he is hopeful Congress will continue to appropriate enough funds to cover the increase in teachers. "You don't ever know," he said. "But this is a program that people out there love, that the administration is going to back 100 percent, that touches practically every educational agency out there."

The program's eventual fortunes will depend in part on how much public support it receives. Clinton's 1994 crime bill initiative to hire 100,000 police officers has proven so popular that Congress has given the administration, on average , 94 percent of the funds requested each year.

The money for teachers, 15 percent of which can be used for training, will be allocated to 18 states based on poverty levels and 32 states and the District based on school enrollment. States will then distribute the funds to districts, based 80 percent on poverty levels and 20 percent on enrollment. Democrats had wanted funding based solely on poverty.

There are 15,000 U.S. public school districts, so this year each district should average two additional teachers. But the Education Department said a school district such as New York City's could get an additional teacher or two for ever

y elementary school. For a second grade that has 125 students in five classes, class size would shrink from 25 to about 21. In Washington, not every school is likely to get a new teacher, and many smaller districts may get none, the department said.

School districts will receive the money July 1. Some may install new teachers by September; others may choose to spend the 1999-2000 school year recruiting and training.

The budget agreement also includes more funds to improve reading instruction, implement after-school and summer programs, train teachers in technology, help disadvantaged children plan for college and increase the maximum Pell Grant for college students.

Some critics have said the shortage of qualified applicants may make it difficult for school districts to find the additional teachers. But Smith, of the Education Department, said, "There are a lot of people out there who might be attracted to teaching if they knew that class sizes are going to be smaller."

The National Education Association said the funds included for training should make recruiting possible.

However, NEA President Bob Chase said, because Congress rejected the president's request for \$5 billion to build and renovate schools, finding room for the teachers is another matter.

"There just aren't 100,000 empty classrooms in America's schools," he said.
Publication#W\ P@P# 7. Los Angeles Times"Publication" #:\ PAP#* 10/19/98; Edition: Home Edition; Section: Health; View Desk; Page S-1

Headline#\ PBP# The battle of the binge
Headline #:\ PCP#Subhead#[\ PDP# Some U.S. colleges are adopting new strategy to shut down out-of-control student drinking. A \$10 million grant program is encouraging them to take the dry road.

IOWA CITY, Iowa " It's late Saturday night on Homecoming weekend in this picturesque
Midwestern college town. But in the dozens of bars just off the University of Iowa campus, the
atmosphere is tranquil. There are no lines forming to enter the bars, and the pedestrian malls and
sidewalks show no signs of the heavy student drinking that has characterized this town for many
years.

A mile away from the downtown scene, several fraternity houses appear quiet. Only one
house has an obvious party underway.

The post-football game victory celebrations "at least the ones featuring booze" have gone
underground at the University of Iowa this autumn.

The change has much to do with an ambitious new program at Iowa that is attempting to
curb the high rate of binge drinking among students. The programs, part of a \$10-million
initiative funded by the Robert Wood Johnson Foundation, are also in place at nine other U.S.
colleges, including the University of Colorado in Boulder, the University of Delaware, Florida
State and Louisiana State.

The stakes are high. Success, which Iowa administrators define as a gradual reduction in
binge drinking rates, has the potential to do to binge drinking behavior what Mothers Against
Drunk Driving did to the practice of driving under the influence of alcohol, says Laurie Leiber,
director of the nonprofit Center on Alcohol Advertising in Berkeley.

Failure, however, could mean the addition of yet another well-intentioned plan to the public
health compost pile.

"There really hasn't been anyone asking the questions that MADD started asking, which is,
'What are the predictable consequences of alcohol in our society?' "

Leiber says. "What MADD did was simply point out that we are losing people on the road."

Likewise, Leiber said, drinking-related deaths, such as a 1995 death in a fraternity house at Iowa, several throughout the country in 1997, and one last week at Rutgers University, "rivet people's attention."

The Robert Wood Johnson Foundation, a Princeton, N.J.-based philanthropy devoted to health, stipulates that the grantees must involve both the college and surrounding community to focus on the environment that leads to excessive drinking "especially access to alcohol."

The program differs significantly from other substance abuse prevention programs of the last two decades (such as DARE, "Just Say No" and others) because it deemphasizes educating youths about their personal responsibility in favor of creating an environment in which drinking to excess is frowned upon, too difficult and too risky.

"The personal responsibility approach is not going to suffice; there are too many pressures," says University of Iowa president Mary Sue Coleman, who has been urging college presidents nationwide to address the problem. "We are talking about the environment and the culture we create that leads to something like a student's death."

But to critics of the program, this "environmental approach" smacks of Big Brother oversight, infringement of individual rights or even a throwback to Prohibition.

"When we tell Americans you cannot have something, they tend to reach for it," says Janet Reis, an associate professor in community health at the University of Illinois. With funding from the alcoholic beverage industry, Reis has developed an education program for colleges, called Alcohol 101, which stresses personal responsibility. "The environment is very important. But

we first have to modify individual attitudes about drinking."

Efforts such as the Iowa program, however, spring from a growing recognition that at previous efforts to curb binge drinking have been largely unsuccessful, says Richard Yoast, director of the office of alcohol and other drug abuse at the American Medical Assn., which administers the Johnson grants.

"In the past, we have tried to deal with youth who have been drinking by scolding them and punishing them without getting to the causes of why they are drinking," Yoast said. "It's like putting kids in a candy store, advertising the candy, and then telling them not to eat the candy. If we had wanted students to drink, we couldn't have created any better environment in colleges than we have now."

The statistics bear that out. A recent annual survey from Harvard University showed that bingeing rates have not changed much in recent years, with 42.7% of college students admitting to the practice in 1997. Bingeing is typically defined as five drinks in a row for men, four in a row for women.

Slightly more than half of the Harvard students who drank said they aimed to get drunk, while a recent survey from the American Academy of Pediatrics found that at adolescents ages 16 to 19 said they drink to fit in and have fun. Emphasizing the Costs of Alcohol Abuse

The time seems right to marshal forces for an assault on America's alcohol-friendly culture, says Iowa's Coleman.

"Just like the antismoking effort found, you can rarely have success locally when no one is paying attention nationally," she says. "I saw a sea change when [the student drinking deaths] happened. I think people sat up and said, 'What is going on here?'"

Indeed, the AMA's initiative, called "A Matter of Degree," is tapping into a tried-and-true public health model. Just as the antismoking campaign ultimately rejected a narrow "it's bad for your health" tactic to discourage smoking, the Johnson grantees are emphasizing the cost of irresponsible alcohol use to society at large.

"Binge drinking affects other people and their rights to function," says Phillip Jones, vice president for student services at Iowa. "This is the development of a social movement. We have to work on changing the social structure, the law enforcement structure and the economic structure."

With its \$770,000 Johnson grant, Iowa is attempting to do just that. Its plan, called the Stepping Up Project, unites individuals at the university and in the community to look for ways to curb binge drinking, including:

A plan called "reclaiming Mondays and Fridays," in which instructors are urged to avoid making fewer academic demands on students on those days just because students are less than alert after partying.

* An education effort in the city's high schools to address bingeing.

More campus social activities that do not feature alcohol, such as movies, concerts, speakers and street dances.

Banning alcohol next fall in a parking lot that is popular for football game "tailgating" parties.

Cooperation with police to encourage more patrolling of bars for underage drinkers and of neighborhoods for vandalism related to drinking.

Persuading local bars to eliminate all-you-can-drink or other types of specials that encourage excessive drinking.

The university has already seen some progress. Iowa's fraternities, rather than fight the restrictions, have gotten on board. The fraternities earlier this year voted to "go dry."

"The [fraternity] chapter presidents see the danger and risks and liability that excessive drinking brings to the houses," said Nick Mauro, president of the Intrafraternity Council at Iowa. "Backlash Against Tightening Rules

But there has been plenty of backlash too. A survey of Iowa City residents showed only moderate support for a proposed rule to prohibit kegs on campus and a tighter nuisance ordinance that would not require a complaint from an individual before the police could address the situation.

"[Stepping Up] can't push ordinances down their throats," says Brian White, president of the UI student government and a member of the Stepping Up Project executive committee. "If you don't change perceptions, it won't work."

It's even hard to know whether students "many of whom have moved their parties to residences off campus" are paying attention to the efforts going on around them. Dormitory literature making students aware of their rights to a clean, quiet, alcohol-free dorm seem to have stirred little interest or opposition.

However, there has been no reaction similar to one last spring at Michigan State University, when students rioted after the university banned alcohol in an 11-acre lot popular for partying before and after football games.

Such restrictive programs run the risk of alienating the people they are trying to reach, says Illinois' Reis.

"Choking the supply doesn't work to the degree we would hope it does," she says. "The environmental approach doesn't give enough emphasis to the social influence

nces on a youngadult."

Reis helped create and test Alcohol 101, an interactive, CD-ROM program for college students. The program is funded by the Century Council, a Los Angeles-based industry group representing brewers, vintners, distillers and wholesalers and is available free to 650 U.S. colleges and universities this year.

Alcohol 101 is intended to help students anticipate the impact of alcohol and teaches such facts as how many drinks it takes to get drunk and how long it takes alcohol to leave the body.

According to Reis, a four-year study at Illinois shows the program is successful in helping students understand the effects of alcohol "more so than in traditional" alcohol education programs.

"Many students come to college feeling like they have heard it all and are tired of the dreaded lecture," says Lawrence Lokman, vice president of program development for the Century Council. "Particularly at the college level, not feeling lectured to is very, very important."

But Yoast and other skeptics say Alcohol 101 "plays into the whole idea that the only ones responsible are the students. It doesn't look at all at the tremendous amount of advertising and promotion of alcohol to students. It doesn't really talk much about not drinking as a major alternative. The entire [computer program] takes place in a bar. And, when I used it, the program asked, 'Are you 21?' I said no, and it still let me into the bar."

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Publication#W\ PFP# 8. The Washington Post"Publication" #:\ PGP# 10/18/98; Edition: FINAL; Section: A Section; Page A03

Headline#\ PHP# Education Funding Issue Colors New England FallHeadline #:\

PIP#Subhead#[\ PJP# Changes in Tax Code, Redistribution of Revenue Go
Against
the Grain of Many Yankee Residents
Subhead#:\ PKP# By Pamela Ferdinand
Special to The Washington Post

As students settle into a new school year and politicians approach November elections, the debate over how to finance an equitable and adequate public education is raging across northern New England.

Rebellion beckons in the crisp Vermont air, in talk of protest marches on the state capital and tax revolts by wealthy towns. In New Hampshire, a state Supreme Court order goes unenforced and fiscal crisis looms after nearly a year of acrimonious debate. Frustrations echo in Maine, where legislators continue to tinker with a complicated funding formula still resented by some school districts.

For years, poorer school districts nationwide have challenged the tax codes that have allowed for generous funding for schools in wealthier communities. But it is here in northern New England that policies to level public education spending have most dramatically pitted rich against poor. At stake, many people believe, is the fundamental character of a region bound by a traditional spirit of individual rights, a deep commitment to public education and a cherished legacy of local control.

"We're the land of the town meeting and direct democracy," said Gov. Angus King (I) of Maine. "People in Brunswick don't want people in Topsham telling them how to run their schools."

More than any other part of the country, northern New England has relied on local revenue rather than state or federal aid to finance its public schools, generating on average 67 percent of its funding from taxes based on individual communities' property wealth. New Hampshire, the "Live Free or Die" state that prides

es itself on having no state income tax or state sales tax, has depended on local property taxes for 90 percent of its school budgets.

The differences between education spending in prosperous and strapped communities is a perpetual concern of Franklin, N.H., school superintendent Christine Tyrie, whose students receive among the least per-pupil expenditures and register some of the lowest test scores in the state.

In Franklin, a gritty former mill town roughly 15 miles north of Concord, plummeting property values barely sustain a World War II-era high school with a foundation so rickety its athletes' pounding feet rattle the gym floor and shake crumbling tiles off the ceilings of classrooms below. Locker room showers run out of hot water in minutes, and overhead projectors routinely blow electrical fuses shared by multiple classrooms.

"The problems we have are critical," Tyrie said, adding asbestos and the resignations of more than 21 educators this year to her list of woes. "If [a new funding formula] doesn't involve help for our schools, there isn't much light at the end of the tunnel."

By contrast, several miles away in the prosperous suburb of Bow, local property taxes translated into a new, \$17 million high school where teenagers sign up for media lab time, SWAT volleys on pristine tennis courts, and typically score higher than the national average on the Scholastic Assessment Test.

Bow High School Principal George H. Edwards Jr. said it would be a "tough sell" persuading his community to help support schools in other parts of the state, but he sympathizes with Tyrie. Showing off a state-of-the-art television production facility, he asked: "Can you offer a student a good education without it? You can. Does this make it easier? Yes. Does this better prepare students for entering the world? We think it does."

Jennifer Cusanelli, a 17-year-old senior at Stevens High School in Claremont, said school dollars were so scarce last year that band members could not afford to buy sheet music and ski team members had to wear field hockey uniforms in competitions against other schools. "Usually they look richer than we are," she said.

A lawsuit filed by Claremont and several other communities resulted in a state Supreme Court mandate giving New Hampshire legislators a deadline of April 1, 1999, to overhaul their school financing scheme. In response, Gov. Jeanne Shaheen (D) proposed the "Advancing Better Classrooms" program, widely known as ABC, which called for a uniform statewide property tax rate estimated at \$15 per every \$1,000 of assessed property value.

Under the plan, state grants would be provided for towns with low property values, while wealthier communities would be able to keep excess funds in their districts. Additional monies would come from cigarette taxes and, possibly, video gambling machines at state racetracks. But the court ultimately declared a key provision in the proposal unconstitutional, and deadlocked legislators recently adjourned until January without resolving the crisis.

Interim funding will give communities an extra \$62 million next year, the largest single increase in state aid to local education in the Granite State's history. A newly elected legislature will face the dreaded options of enacting broad-based taxes, amending the state constitution or facing further court action, while local schools wonder how long their money will last.

If there is one thing the people of New Hampshire are happy about when it comes to school funding, though, it is this: At least they do not live in Vermont.

No state in the country can match Vermont for the speed with which it adopted a new school funding system and for the amount of venom that plan has engendered.

The ink was barely dry on a February 1997 court decision declaring its education funding system unconstitutional before Vermont lawmakers enacted a state tax rate providing \$5,010 per student. Under Gov. Howard Dean (D), who is running for reelection, Act 60 also required that wealthier communities who choose to raise money above and beyond that amount donate a percentage of their taxes to the state "a provision outraged critics derided as "the shark pool."

About half of the state's communities will pay less in property taxes under Act 60, and half will pay more by the time Act 60 takes full effect in 2001, according to state officials. An income sensitivity clause limits property taxes to 2 percent of incomes under \$75,000, which effectively caps taxes for about 90 percent of the state's households. The state also sent out \$50 million worth of "prebate" checks to help qualified homeowners pay their first bills.

To state Sen. Cheryl Rivers (D), a supporter, "Act 60 is a sea change." Others, however, consider it a taxation tidal wave that threatens to sweep them out of the state.

Howard Zack, 73, a retired schoolteacher who lives down the road from the Mount

Killington ski resort, says he's voting Republican for the first time in his life "and he's the Democratic Party town committee chairman. His tax bill is increasing by an estimated \$600 this year, and he fears his retirement savings will soon be drained. "We're getting taxed out," he moaned.

The protest movement has spawned "Ax 60" jewelry and a protest song, as well as the creation of nonprofit education foundations. Several towns threatened to withhold their taxes, and some parents, including best-selling author John Irving, are founding private schools and seceding from the public education system.

Even Act 60 beneficiaries are skeptical, so wary are Vermonters of government interference. "I'm kind of taking a wait-and-see attitude to see if it's the cur

e-all," said Sue Kellogg, the teaching principal at Whiting Elementary School, a low-slung building with humble classrooms and no teachers' office. "Something had to be done, so it's a start."

Outlining his education agenda on the campaign trail, where roadside signs hoot "I'm Soured on Howard," Gov. Dean said he is looking at ways to soften the blow of high property taxes, especially on small businesses. He spoke of trying "to heal" the state, but has postponed offering details until after the Nov. 3 election.

"Under Act 60, one penny on the property tax raises exactly the same amount of money per child," he said in a recent debate. "I think that's fair. Everybody has to play by the same rules."

In Maine, the least populous of the three states and the first to tackle reform, many basic funding issues are resolved after more than two decades of debate. Today, the state spends one-third of its general fund expenditures on public education, and many say the system is acceptable. Yet problems remain: The percentage of state funding to schools has stagnated, and most school districts still have to raise money on their own. Student test scores are among the highest in the nation, but uneven results persist, and gaps in teachers' salaries are wide.

If there are lessons to be shared with their grumbling neighbors, Maine officials say property values should continue to play a role in school funding if communities are to maintain control of their own destiny. At the same time, Evan Richert, the director of state planning, also believes that broad-based taxation is the only way to pass constitutional muster "even if it means defying tradition."

"It's worth whatever turmoil they might go through," he said. ART photo, HUBERT SCHRIEBL for the Washington Post. CAPTION: Tom and Cindy Logan, owners of the Red Fox Inn in Bondville, Vt., say the state's new education funding plan may put them out of business.

Headline#\ PNP# In Indiana, a Moral Tug of War on School VouchersHeadline #:\ POP#

By Thomas B. Edsall
Washington Post Staff Writer
Fourth in a series of occasional articles

The contest between Rep. Julia Carson (D-Ind.) and Republican challenger Gary H ofmeister has become a clash of values, pitting hard-nosed American individualism against compassionate American egalitarianism.

Tom Viehmann, a white, 40-year-old owner of the Copier Connection, a small business downtown, put the case for Hofmeister in blunt terms. Asked why he will vote for the GOP challenger, Viehmann said: "Because what I want to do is take care of myself, and I'm capable of doing that. The less government we have, the better chance we have to take care of ourselves."

Dollie Reese, a black Postal Service worker, made the case for Carson. When there were problems with post office supervisors, Reese said, "She stood up for us. I think she is concerned about the working man, the middle-class people, the poor, the seniors, making sure their Social Security is in force, their health and welfare."

The contest here in Indiana's 10th Congressional District is typical of the way campaigns often attempt to force voters to choose between conflicting sets of values. Political candidates do this because they believe it is the way to win elections. Carson and Hofmeister have seized on beliefs and attitudes that citizens seek daily to balance " tolerance and moral judgment, compassion and self-discipline, concern for the poor and the pursuit of self-interest " and turned them into two competing and mutually exclusive ideologies.

A national survey by The Washington Post, the Henry J. Kaiser Family Foundation

and
Harvard University underscores this gulf between an electorate that sees the world in shades of gray and a political system that tends to eliminate the middle ground.

The congressional election here is between a black woman born out of wedlock 60 years ago who has built a powerful political organization based in the African American community, which makes up 30 percent of the district vote, and a 56-year-old divorced white male jewelry store owner active in local and national conservative causes.

The Hofmeister campaign is premised on the assumption that for him to win in this Democratic-leaning district, voters, especially white working-class voters, must be given stark choices on values-based issues if they are going to shift to the GOP.

"I don't believe that there is anyone in this district or anywhere in America that is homeless over a very long period of time unless they want to be," Hofmeister said on a local television talk show. "That would include the people that are hooked on alcohol and drugs."

In the 1960s, Hofmeister told the Old National Road Business Association here, "we kind of took our history, our traditions, our morals, our whole spiritual base, and we kind of flushed it, and now we are reaping the whirlwind. We've got to go back, and we've got to start talking about personal responsibility. . . . It's a 'tough love' world, it's a 'tough love' kind of program that works for people, not just coddling them."

Jay Height, a Hofmeister supporter, runs the Shepherd Community Ministries providing food, work and other services to the homeless. Height applies the kind of "tough love" policies Hofmeister supports.

There are, for example, specific times during the week when mothers can pick up food for their families; if someone shows up at the wrong time saying " 'my ki

ds are hungry,' we say,
'Fine, okay, I need you to do this for me, you need to mop this floor.' Most every time, those folks leave," Height said, "and sometimes that can still bother me, but if my kids are hungry, I'm going to be willing to mop a floor. When you add structure, you add accountability."

To Carson, who ran the Marion County Center (Indianapolis) Township program providing welfare services before she was elected to Congress two years ago with 53 percent of the vote, this kind of "tough love" is anathema.

"I don't think you should punish children for the lack of accountability that may have been demonstrated by the parent," Carson said, noting that she initiated workfare programs and eliminated a \$17 million deficit in the city's welfare budget. "So I would never, when I was township trustee, close my doors knowing that some parent had asked for food on behalf of children and was told no. I would not do that."

As a member of the state legislature, she noted, "I supported scholarships for prisoners. I make no apologies for that. I think if you want to reduce recidivism, you have to do something about it. You educate people and make them employable and give them something positive to do when they get out of prison."

American voters of all races and parties voice general agreement on such abstract principles as the importance of personal responsibility, that hard work pays off and that people shouldn't blame others for their failures, according to the Post/Kaiser/Harvard survey.

Fully 72 percent of Democrats, 84 percent of Republicans, 81 percent of whites and 64 percent of blacks agreed that "people should take responsibility for their own lives and economic well-being and not expect other people to help."

But contradictions also exist within the electorate. Substantial majorities in every major

demographic category said people who don't get ahead have only themselves to blame, but similarly large majorities said the poor are poor "because of circumstances beyond their control." Only 21 percent said poverty results from a lack of effort.

The tension between individual responsibility and government obligation becomes apparent when voters are asked to choose between two statements: "The government in Washington should do everything it can to improve the standard of living of all Americans," or, improving the living standard "is not the government's responsibility; each person should take care of themselves."

The country is almost evenly divided, with 51 percent in favor of government action, 46 percent against. Democrats and African Americans are in favor of government intervention by 64 percent to 34 percent and 67 percent to 32 percent, respectively, while Republicans are opposed, 39 percent to 59 percent. Independents and whites are split evenly.

Carson and Hofmeister disagree on everything from free needles for drug addicts to mandatory trigger locks on handguns, from abortion to impeachment proceedings against President Clinton, from the death penalty to affirmative action.

But the issue that has the potential to cut most deeply here is the mounting Republican drive to enact at the state and federal level education tax credits, school vouchers or a combination of the two.

The voucher-tax credit debate pits individualism and the virtues of market forces in education against community obligation to perhaps the most important public institution Americans hold in common, the school system. The debate also places the value of giving individual parents more power to pick their children's schools against the value of ensuring that resources and quality students are not drained from the public schools, leaving them poorly equipped to help the wo

rst off.

For the first time, public schools across Indiana have been required this year to publish in local newspapers and display on a World Wide Web site the results of achievement tests given in the third, sixth and eighth grades, along with a 10th-grade test in math and English. Passing the 10th-grade test will be a requirement for graduation starting in 2000.

The results of these tests were devastating for parents of children in the Indianapolis school system.

Statewide, 42 percent of 10th-graders failed the math test, but in Indianapolis, 75 percent did. Thirty percent of all students flunked the English-language arts test statewide, while 59 percent of Indianapolis 10th-graders did. Altogether, 46 percent of Indiana students failed one or both of the tests, meaning they won't qualify to graduate until they pull their scores up, while an overwhelming 79 percent of the Indianapolis students "eight out of 10" will not graduate without improving their scores.

"Just about everybody I talk to agrees the system is broke and we need to do something foundational," Hofmeister said. "So I am for some kind of tax credit, voucher system, that allows people to pick and choose their own schools."

Such programs, according to Carson, tend to isolate the poor from the working and middle classes, who can use tax credits, and drain resources from public schools.

"To blame public schools is a cruel hoax," she said. "The public schools are not the problem. The problems that public schools face "and those are the deterioration of buildings and the oversize classes" was created by politicians. The y [Republicans] are too quick to put the blame other than where it belongs. . . . If you lose a button on a coat, you don't throw out the coat, you get a new button."

Parental discontent with the school system, according to Republicans and Democrats, is beginning to reach the boiling point, with Democratic opposition to proposals subsidizing private and parochial school tuition starting to fray in the state legislature. State Rep. William Crawford, a black Democrat, said he now supports vouchers, but not tax credits because they would not help the very poor. State Rep. John Day, a white Democrat, said he supports proposals to help parents with tuition costs.

State Sen. Billie Breaux, co-chair of the Carson campaign, finds these trends disastrous: "You are going to end up with a public school system of nothing but have-nots, of the lesser of the have-nots, and you've taken all the resources from those schools. I fail to see how this advances the situation."

The issue of school vouchers is a case study of a policy that is both divisive " the public nationally is split right down the middle, 49 percent to 49 percent " and highly volatile: Many people on both sides of the debate are quick to change their minds when presented with negative information about the consequences of their choices.

Of those who said they support vouchers, nearly half said they would shift their position if presented with evidence that the program reduced money for public schools " a central claim of opponents.

Similarly, of those who oppose vouchers, nearly half said they would drop their opposition if they could be convinced that without vouchers, low-income children would have less of a chance to go to better-quality schools " the central argument of proponents.

Republicans favor vouchers by 56 percent to 41 percent, while Democrats oppose them 54 percent to 44 percent. Independents are opposed 53 percent to 44 percent.

Black legislators, almost all of whom are Democrats, are generally opposed to vouchers, but blacks overall support them by 54 percent to 44 percent. Whites are split right down the middle.

Catholics and born-again evangelicals are both supportive of vouchers, by 61 percent to 38 percent and 55 percent to 41 percent, respectively, while Protestants generally are slightly opposed, 52 percent to 45 percent.

At a meeting of the Washington Township parents' council in Indianapolis, the tension over public vs. private schools could be felt as state Rep. James D. Atterholt (R), who supports education tax credits, initially struggled to explain why he did not put his child in the public school kindergarten. As the discussion continued, however, Atterholt became more direct:

"I've seen how much time teachers spend with maybe two or three bad apples, the problem students, the disruptive students in that classroom," he said. "I think it's time that the rights of those children who want to learn begin to outweigh the rights of those children who don't want to learn and want to be disruptive. . . . I am concerned that there is this mind-set to reach out to those kids at risk at the expense of those kids who are not."

But Carson argues that what is needed is more public support and money for public school teachers so that they will be able to reach out to needy children, and she cites her own experience as an example.

"When I was in grade school I couldn't even tell people what my name was because I had such a terrible speech impediment," Carson recalled in an interview. "But . . . the public school teachers got me to a speech therapist who started making me feel better about myself, building my esteem, because I was the only one in my class who didn't have a father at home, because I was born without one. . . . You should have the room and the latitude [in public schools] to extend it

he kind of support that most teachers want to extend."

Both Carson and Hofmeister point to their own experiences as the basis for their contrasting stands on compassion, individualism, tolerance and discipline.

Hofmeister cites the fact that 15 years ago, he had "a serious drinking problem . I'm not particularly proud of that, but that to me is one of the reasons that I have this philosophy of 'tough love.' I know that when you hit the brick wall, that you don't just fall down and die. . . . When you overcome problems, look them in the eye, then you are stronger for the next group of problems that comes along."

Hofmeister argues that the federal government under Democrats has encouraged an erosion of responsibility so dangerous that soon "you have a society that is going to border on chaos." Programs passing out free needles to drug addicts only serve to encourage and sanction activities that government should be trying to restrain, he said.

Legalized abortion, Hofmeister contends, lies at the root of what he sees as contemporary moral decay, especially the late-term procedure known by opponents as "partial-birth" abortion. In Hofmeister's graphic words, the baby is in "a breech position, it comes out, the arms and legs are moving, you reach in, stab it in the head to kill it, and then you suck the brains out."

Under an ethical system, Hofmeister said, in which "you can say that a baby should be killed right at the time it's going to be born, it's not too difficult then to understand why we see people killing people because they have better jackets or better tennis shoes."

For Carson, providing clean needles for addicts does not sanction wrongdoing. "Persons who are addicted use needles. They scrape them up in alleys, they pass needles around among themselves and then what we have are transmittable diseases. People get HIV, AIDS, all kinds

of sicknesses by using dirty needles," she said. "I believe people who are addicted ought to be first and foremost able to walk into any clinic anywhere in this country and say, 'I'm a drug addict and I need treatment,' and get it." On abortion, Carson's stand is 180 degrees from

Hofmeister's. "I have maintained the position unequivocally that the U.S. government has no business interfering in medical decisions. Government should not be in the business of making medical decisions. That is between a woman, her God and her doctor."

While Carson and Hofmeister are separated by a deep canyon on these values and moral issues, the views of the American electorate are far more complex.

An overwhelming majority, 69 percent, agreed that "Americans are too tolerant and accepting of behaviors that in the past were considered immoral or wrong." This finding suggests strong public backing for Hofmeister's assertion that the abandonment of traditional values has gone too far.

But even though decisive majorities said Americans are too tolerant of behavior once considered immoral, decisive majorities are themselves tolerant of such behavior.

Fully 55 percent of the population said sex before marriage is acceptable, and another 19 percent said it is unacceptable but "should be tolerated by society." Only 24 percent said premarital sex should not be tolerated.

A striking 57 percent said out-of-wedlock childbearing is acceptable either "always" or "in some situations." Another 23 percent said it is "unacceptable, but should be tolerated," and only 18 percent found out-of-wedlock childbearing intolerable. In the case of divorce, the numbers are substantially larger: 19 percent said divorce was always acceptable, 57 percent said it was sometimes acceptable, and 14 percent said it was unacceptable but "should be tolerated." Only 9 percent reject divorce altogether.

A slim 51 percent majority described abortion as acceptable, and another 10 percent said it is not acceptable but should be tolerated. Unequivocal opposition was limited to 38 percent.

It is the nature of political campaigns to eliminate subtlety and nuance from issues, and to turn them into yes-or-no choices for voters.

State Rep. Mike Young (R), who is managing the Hofmeister campaign, has won fame in Indiana political circles as a strategist who is willing to push issues to the furthest limits. In 1994, for example, Young orchestrated a mailing accusing Democratic state representatives of voting in favor of "giving free limousine rides to welfare recipients who go to hospital emergency rooms."

In the current contest, Young has stirred controversy with brochures that show Hofmeister in a formal portrait, smiling, over the headline "Conservative," next to a dark and threatening photo of Carson that makes it hard to tell whether she is a man or woman, above the headline "Liberal."

One of the basic purposes of elections is to give the voters choices, Young said. "If you don't have a proper contrast, there is no way for people to vote one way or another."

Yet even strong supporters of candidates are sometimes conflicted about certain values. The ambiguity and complexity of the moral and values issues posed in the campaign between Carson and Hofmeister become apparent when voters and politicians who are not directly caught up in the contest discuss them.

Take, for example, Crawford, a Carson backer and liberal member of the legislature who is assured of reelection. He has broken with many of his black colleagues "and his candidate" to support school vouchers. The children of his African American constituents are often put at "an economic and educational disadvantage" because of the poor-quality education they receive,

Crawford said. A voucher program would "empower parents to choose. There is nothing wrong with empowering parents to make choices." Height, the conservative missionary and Hofmeister supporter, has faced equally tough decisions. His hard-nosed views that men and women should earn what they receive, even charity, begin to soften when he describes the men who began to show up at Shepherd Community mission after Indiana initiated new closures of mental institutions:

"Now we have all these mentally ill people on the street who can live, but have no life. No jobs program can help them, they are paranoid schizophrenic. What's the answer?"

"Cutting off his benefits is not going to do any good. So there is that part of me, where I'm a Christian first and a conservative second and a Republican and instant third," Height said. "And it has to come down through that filter. So there is a part of me that says I have a responsibility as a Christian to care. The Bible tells us the poor will always be with us. For some, we cannot expect them to meet our expectations, but for many, they can."

Polling director Richard Morin and assistant polling director Claudia Deane contributed to this report.

The Survey Team

These surveys are the fifth in a series of projects that The Washington Post, the Henry J. Kaiser Family Foundation and Harvard University are conducting on contemporary issues.

Representatives of the three sponsors worked closely to develop the survey questionnaire and analyze the results on which this series is based. The Post and the Kaiser Family Foundation with Harvard University are publishing independent summaries of the findings; each organization bears the sole responsibility for the work that appears under its name. The Kaiser

Family Foundation and The Post

paid for the surveys and related expenses. The survey data will be sent later this year to the Roper Center for Public Opinion Research at the University of Connecticut, where copies of the survey questionnaire and data will be available.

The project team included Richard Morin, Post director of polling, and Claudia Deane, assistant director of polling; Robert J. Blendon, a Harvard University professor who holds joint appointments in the School of Public Health and the Kennedy School of Government, and John Benson, deputy director for public opinion and health/social policy at the Harvard School of Public Health; Drew Altman, president of the Kaiser Family Foundation, and Mollyann Brodie, director of special projects for the Kaiser Foundation, a nonprofit organization that sponsors

research into health care and other public policy issues.

ART PH,,INDIANAPOLIS STAR; PH,,R. BRENT SMITH FOR TWP CAPTION: GOP challenge

r Gary Hofmeister and Rep. Julia Carson (D-Ind.) debate in campaign that has pitted

Hofmeister's individualism against Carson's egalitarianism. CAPTION: Jay

Height, who runs

a service that aids homeless people, supports Hofmeister's "tough love" policy approach.

Publication#W\ PPP# 10. All Things Considered (NPR)"Publication" #:\ PQP# 10/17/98Section: News; Domestic;

Headline#\ PRP# 100,000 Teachers Headline #:\ PSP#Subhead#[\ PTP# The budget more or less agreed to last week provides

some funding for President Clinton

's plan to hire 100

thousand new teachers. Daniel speaks with Arthur Levine, p

resident of Columbia University's Teacher's

College about the nation's need for

more teachers and

whether the administration's proposal will solve the problem

lemSubhead#:\ PUP#

DANIEL ZWERDLING, NPR HOST: Democrats and Republicans are all rushing to put the

best possible spin on the budget agreement they reached this week, although

privately many

Republicans say President Clinton and his party got the better deal.

One program the president and his colleagues won in the budget is designed to strengthen the nation's school. Congress voted to set aside a pot of money to begin hiring 100,000 new teachers.

And the way Arthur Levine sees it, there's no question students need them. Levine is president of Teacher's College at Columbia University in New York. But he says the problem is the budget solution will fall short, far short of what students really need.

ARTHUR LEVINE, PRESIDENT, TEACHER'S COLLEGE, COLUMBIA UNIVERSITY:
What's happening in America right now is that we know we're going to need 2 million teachers in the next several years, 2 million new teachers.

ZWERDLING: Why?

LEVINE: It's going to be caused by a growth in the number of young people that we've experienced in the country. We're going through another baby boomlet. It's also going to be caused by retirement rates. We're going to see a lot of older teachers retire.

And it's also going to be caused by shrinking class-sizes. Several states " a number of states " are now moving towards smaller classes, particularly in elementary education.

ZWERDLING: So when the president and people who agree with him say we need 100,000 new teachers, you as an educational specialist say: yes, we really do, and we need them soon.

LEVINE: We need them in particular areas. They're areas in which we're really, really weak. We don't have enough science teachers. What we're seeing is most or a lot of the people teaching science today don't have the certification to be able to do it. We need math teachers. Same problem. We need English, the same problem. We need second-language teachers. Same problem.

ZWERDLING: And what about geographical areas? Do we need more teachers, say, in cities than rural areas, or visa versa?

LEVINE: There are particular parts of the country are really suffering, states like Utah, in which population is growing; states like California. The Sun Belt has got to increase the number of teachers.

In contrast, there are in " there are some industrial states that aren't growing quite as quickly. There are some Midwestern states that aren't growing quite as quickly. They're going to need fewer teachers. We're going to see in urban areas some needs. Suburban areas are really going to expand.

The other problem in urban areas is we have a high turnover rate of teachers. So if they shrink class-size, it's going to be exacerbated by the need to keep replacing teachers at higher rates than other areas.

ZWERDLING: What's happening in the budget essentially is that Congress is coming up with enough money to start preparing 100,000 new teachers. But it's really going to, according to some analysts "it's going to provide only about 35,000 teachers for one year, and then someone's going to have to come up with the rest of the money to get the rest of the 100,000.

LEVINE: It would have been better if Congress had agreed to this over three years, or five years, or made this a longer-term program, because the need is large, and it's a long-term need for the country. That would have been much better. But this was a Democrats-versus-Republicans battle, in which the Democrats embraced the education agenda. And Republicans tried to move toward causes that weren't associated with public education, so that, yes, this is a real iffy kind of thing; this isn't the ideal way to have done it for the country.

ZWERDLING: Speaking of Democrats versus Republicans, the Republicans blocked a

provision in the budget that the Democrats wanted, and that would have upraised billions of dollars through bond-issues to repair schools around the country, repair crumbling walls, leaking roofs, heating-systems that didn't work. How far would that money have gone toward repairing schools in a way that they need to be repaired?

LEVINE: That money was really important. One they are experiencing around the country is schools that are dilapidated. Also, as class-sizes have gotten smaller, we're finding that there are classes that are taking place in closets, in bathrooms, in places that were never intended for kids to study.

There are some schools that are a roof away from really hurting kids; roofs could fall in. One walks into urban schools today " I've visited a few in the past year " in which your heart does flip-flops when you see this place " these places. No kid should have to study in them.

Some money, whether it's from Washington or the state capitals or somewhere, is desperately needed for facilities. And I think it's a real disappointment that Congress didn't approve this provision.

ZWERDLING: Arthur Levine is president of Teacher's College at Columbia University. He's been speaking to us, though, from Northfield, Minnesota, where I take it you just gave a convocation speech at your daughter's college.

LEVINE: It's all true.

ZWERDLING: Congratulations!

LEVINE: Thank you.

ZWERDLING: Bye bye.

LEVINE: Bye.

n

Publication#W\ PVP# 11. New York Times"Publication" #:\ PWP#October 16, 1998

Headline#\ PXP# Congress Provides \$1.2 Billion for
Hiring Teachers Nationwide
Headline #:\ PYP#
By ETHAN BRONNER

School officials across the country hailed the additional \$1.2 billion that Congress is allocating for the hiring and training of new teachers in grades one through three, saying that reducing class sizes, especially in lower grades, was one of their highest priorities.

But uncertainty over how the money will be allocated and how many years the program will continue left questions. Moreover, officials and analysts said that the money, a tiny portion of what is spent nationally on education, will be effective only if used with care and intelligence.

"If you gave me a pot of money to do whatever I wanted in my district," said Ann Lowe, deputy superintendent of the Dayton, Ohio, school system, "I would use it to hire and train new teachers. That's how great the need is to get down class sizes."

Ms. Lowe's comments were echoed by Paul G. Zallas, chief executive of the Chicago school board. "For every \$5 million, we can hire about 135 teachers," Zallas said. "We would target them to those schools that most need them and could make a significant dent in our class size at the local level."

It was not clear last night how much of the money Chicago or any local district would get. But Illinois will receive more than \$50 million, 80 percent of which will go to areas with high poverty levels like those in Chicago's inner city.

The \$1.2 billion is what the White House has called a "down payment" on a seven-year, \$12-billion proposal to hire 100,000 new teachers and reduce classes to 18 pupils in the lower grades in coming years. There is no set number of teachers due to be hired next year.

The idea of more money for reducing class sizes came from President Clinton last February in his State of the Union address. Republicans, who favor local control over schools and were less than enthusiastic about creating more Federal programs, originally opposed the plan.

But in recent months, as opinion surveys showed education to be at the top of voter concerns, Republicans yielded, saying they were willing to spend the money but insisting that it be given to local school districts to be used as they saw fit.

They favored handing out the money in block grants based on school-aged population, while Democrats wanted the money distributed according to need, so that states and districts with the highest poverty levels would get the most money.

The Democratic version triumphed with some Republican modifications. Once the states receive their money, 80 percent of the disbursement within the state will be based on need, 20 percent based on population. That means that better-off communities will receive very little of the new Federal money.

This is in contrast to Federal money dedicated to putting 100,000 new police officers on the streets in 1994. Under that plan, the officers were distributed based on population rather than need. And Congress financed salaries for only three years, leaving it up to municipalities to assume the costs after that.

Spending on education in the United States amounts to about \$400 billion a year, only 6 percent to 8 percent of which comes from the Federal Government. So adding \$1.2 billion is unlikely to alter the landscape.

But Adam Urbanski, president of the Rochester Teachers Association, said that the point of Federal spending on education was for it to be directed to specific programs or needs and that this plan fit that description. "The most important element in a child's education, after the home, is the teacher," Urbanski said. "We don't have enough teachers to staff our classrooms. So the first thing we need is more teachers."

One problem with this approach is that, at the moment, there does not appear to be many qualified teachers available for hire. In California, where class size has already been reduced by state law to 20 pupils in kindergarten through grade three, many new teachers have been hired on emergency credentials.

Santiago Jackson, assistant superintendent of Los Angeles Unified School District, said he would welcome the new money to train those new teachers and free state money for training and emphasis on neglected areas like guidance.

Frank Newman, president of the Education Commission of the States, a nonprofit organization in Denver that advises state officials on education policy, said a crucial consideration concerning the new money was whether it could spur better recruiting and hiring in areas where there have been difficulties.

"New York City has had a real problem recruiting new teachers," Newman said. "Here is a chance for Rudy Crew to leverage some change in the system and attract more highly-qualified teachers." Dr. Crew is chancellor of the city's schools.

New York State is to receive \$104.5 million, of which a large share will go to New York City.

Publication#W\ PZP# 12. LRP Publications"Publication" #:\ P[P#October 16, 1998

Headline#\ P\# Budget Agreement Addresses IDEA Discipline, Regulations Headl

ine #:\ P]P#

Republicans and Democrats are claiming victory over the federal budget agreement reached Thursday (Oct. 15), but special education advocates may have the most to cheer about.

While the new budget, as expected, will give special education programs a \$500 million dollar increase in funding next year, the budget agreement also delivers some unexpected prizes: a defeat of GOP attempts to amend discipline provisions for students with disabilities; a requirement that the Department of Education release the long-awaited IDEA regulations by Dec. 1, 1998; and a renewed focus on the hiring of special education teachers.

Republican lawmakers made several attempts throughout the legislative session to alter the IDEA discipline provisions. Language included in the House spending bill would have given schools greater flexibility in dealing with students who engage in violent behavior with the intent to harm. Special education advocates, who vehemently opposed any amendment to the special education law, ultimately won the battle as the IDEA provision was dropped from the final bill.

Republicans were able to win a small victory on the issue when Democrats agreed to let the General Accounting Office conduct a study on the issue. Under the agreement, the GAO will evaluate how the IDEA statute affects the ability of local education agencies to maintain safe school environments conducive to learning. GAO is required to submit a preliminary report no later than March 1, 1999, and to submit the final report no later than July 30, 1999.

The study notwithstanding, Republicans have promised to revisit the issue next year.

Schools, which have been waiting since spring for the Education Department to release the final IDEA regulations, now have assurance that they will be in

hand before the new year.
Congress has frequently voiced frustration over the department's repeated delays in releasing the regulations and finally took legislative action. Republicans and Democrats agreed to include language in the budget bill mandating that the final rules be issued by Dec. 1, 1998.

The Education Department, which recently announced it would release the rules before the end of the year, should have no problem meeting the Dec. 1 deadline, a department source said.

Special education may also get a boost from President Clinton's plan to hire 100,000 new teachers. GOP lawmakers agreed to allocate \$1.2 billion to the effort, but directed that local school districts be given total control over the funds. LEAs will have final say in how the money is spent, but Republicans are encouraging them to give priority to the recruiting, hiring, training and testing of special education teachers and teachers of special needs children.

While the basic outline of a budget agreement is in place, a final vote is not expected until Tuesday evening (Oct. 20). Congress will pass a fifth continuing resolution tonight to keep the government operating until the budget bill is passed.

With the budget agreement not yet finalized, special education advocates are cautious in their optimism.

"We are extremely pleased with congressional efforts to protect IDEA," said Beth Foley, a policy specialist with the Council for Exceptional Children. "And, we're waiting for the final agreement."

Publication#W\ P^P# 13. LRP Publications"Publication" #:\ P_P#October 19, 1998

Headline#\ P`P# Amid Budget Disappointments, Administration Hails 'Historic' Education Achievements Headline #:\ PaP#

As budget negotiations wind down, the Clinton administration is focusing on its education victories, rather than on key initiatives ultimately rejected by the GOP-led Congress.

President Clinton and Capitol Hill negotiators yesterday reached agreement on a fiscal year 1999 budget that allows for the hiring of thousands of new teachers, the creation of additional after-school programs, educational technology, and college awareness initiatives - all of which are pet projects of the administration.

"This is an historic commitment by the United States to put 100,000 teachers out there for smaller classes in the early grades," said Clinton.

The \$1.2 billion allotted to teacher hiring will actually only fund approximately 30,000 new teachers to reduce class size in the early grades, according to the administration. It sees the allotment as just the first step in fulfilling the president's goal of hiring 100,000 teachers, and pledged to obtain an additional \$12 billion from lawmakers over the next seven years.

"President Clinton and [Department of Education] Secretary [Richard] Riley are two of the most determined people there are when it comes to education," said Acting Deputy Education Secretary Marshall Smith. "We didn't get everything we wanted, but we made progress."

The administration also rejoiced in the passage of a \$260 million child literacy initiative - the Reading Excellence Act. The provision aims to help every child read independently and well by the end of the third grade, and includes significant increases in Title I funding for those schools with a large population of disadvantaged children.

The passage of the new \$121 million GEAR UP partnership grants, or "Gaining Early Awareness and Readiness for Undergraduate Programs," was touted as another administration

victory. The program allows funding for early intervention and college awareness activities at both the local and state level.

In addition, funding for after-school programs will increase by \$160 million in FY 99, up to \$200 million. The administration said the increase will allow for a total of 250,000 children to take part in after school activities.

"Over a quarter-of-a-million students will have a safe alternative to the arcades and the streets through after-school and summer programs that will enrich their minds and reassure their working parents that their children are involved in wholesome activities," said Riley.

The budget also allows for a \$75 million technology training initiative for teachers designed to properly instruct them to use educational technology. Program grants will enable teachers education programs to invest in modern information technology, provide support for faculty development, and create technology-based teaching tools and resources.

The president was not without hope for his dashed school modernization and education opportunity zones initiatives - both of which were cornerstones of his education agenda.

"Now, I wish I had been able to persuade the Republican majority to give us the school construction and rehabilitation proposal because we need modern facilities," said Clinton. "And I believe in the empowerment educational opportunity zones to reward schools that end social promotion and fund more after-school [programs]. But we can debate those and work for those in the election."

Riley, too, had hope for these initiatives in the next legislative session.

"This is a national challenge that cannot be ignored," said Riley. "The time to modernize America's schools is now, while the economy is in good shape and the resources are available."

I look forward to working with a new Congress to get these jobs done."

A final vote on the budget is not expected until Tuesday (Oct. 20), sources said. A fifth continuing resolution will be passed through Wednesday (Oct. 21), and both sides are cautioning that that nothing in the budget agreement is final until the bill is approved.

"[The budget] is still a slight work in progress," said Smith. "Things don't get locked in until the final moments."

Publication#W\ PbP# 14. Education Daily"Publication" #:\ PcP#October 19, 1998

Headline#\ PdP# Legislative Update Headline #:\ PeP#

The White House and Congress have agreed on a massive, \$500 billion funding accord for fiscal 1999, including a plan to spend \$1.2 billion on reducing class sizes, training special education teachers and hiring instructors through alternative certification programs. Congressional aides on Friday were drafting a bill to enact the wide-ranging budget agreement, while House and Senate leaders slated a vote for tomorrow. Fiscal 1999 began Oct. 1.

Awaiting the President's Signature ...

School Meals

H.R. 3874: Would ease some restrictions for nonprofit groups participating in the school meals program; expand the after-school snack program to serve children up to age 18; create a five-state pilot program for universal school breakfasts; and extend flexibility in shifting administrative expenses among nutrition programs.

Last action: The House Oct. 9 approved the bill 422-1. The Senate Oct. 7 agreed on the House-Senate conference report by unanimous consent.

Next action: President Clinton has not yet set a date to sign the bill.

Vocational Education

H.R. 1853: The conference report would give localities 85 percent of the basic state vocational grants. States would receive a total of 15 percent, with 5 percent for administration, \$60,000 to \$150,000 for gender equity activities and about 8.5 percent for state leadership activities. The funding formula for localities would be based 70 percent on poverty and 30 percent on population.

Last action: The House passed the compromise bill by voice vote Oct. 9, and the Senate approved it by unanimous consent Oct. 8.

Next action: President Clinton has not yet set a date to sign the bill.

AmeriCorps Appropriations

H.R. 4194: Would level fund AmeriCorps at \$425 million in fiscal 1999.

Last action: The House on Oct. 6 passed the conference report, 409-14. The Senate approved the measure, 96-1, on Oct. 8.

Next action: President Clinton has not yet set a date to sign the bill.

Head Start

S. 2206: The House-Senate conference bill would require the Health and Human Services Department to allocate 60 percent of new Head Start funds to improve the quality of preschool teaching in fiscal 1999. HHS would also have to spend half of its Head Start funds on quality control, such as teacher training and salaries (ED, Oct. 1).

Last action: The House passed the bill Oct. 8 by voice vote, and the Senate passed it by

unanimous consent Oct. 9.

Next action: President Clinton has not yet set a date to sign the bill.

Charter Schools

H.R. 2616: Would require charter schools to include students in state- and district-wide assessments and to publicly report results; award federal funds to states with the most charter schools; and direct the Education Department to ensure that charters get their fair share of Title I money and funds for disabled students.

Last action: The House Oct. 10 passed the compromise bill, 369-50. The Senate passed it by unanimous consent on Oct. 8.

Next action: President Clinton has not yet set a date to sign the bill.

School Resource Officers

S. 2235: Would establish school-based partnerships with law enforcement agencies providing for the use of school resource officers to combat school-related crime and disorder problems, gangs and drug use.

Last action: The House on Oct. 8 passed the bill unanimously; the Senate did the same on Oct. 9.

Next action: President Clinton has not yet slated a bill-signing ceremony, but last week pledged to enact the measure.

Recent or Upcoming Action ...

Fiscal 1999 Appropriations

A bipartisan spending accord would increase ED funding by about \$3.5 billion, to \$32.9

billion, according to ED's estimate. The measure would hike Title I funding by \$301 million, to \$7.67 billion overall; increase the maximum Pell Grant by \$125, to \$3,125; provide \$1.2 billion to reduce class sizes and train teachers; and provide \$121 million for an initiative that would prepare middle school students for postsecondary education. The proposal exceeds President Clinton's request for \$31.2 billion. However, it bans the National Assessment Governing Board from conducting pilot national tests in reading and math. Instead, it allows NAGB to continue developing individual test items, and calls for studies of voluntary assessments. The measure does not amend the Individuals with Disabilities Education Act's discipline provisions or limit bilingual education, as proposed by House Republicans, according to a White House source. Instead, lawmakers have agreed to request a study about discipline problems posed by special education students, the source explained. H.R. 4274: Would provide a \$1.1 billion increase to \$30.55 billion over fiscal 1998 for ED, level-funding Title I at \$7.49 billion. S. 2440: Would provide a \$1.5 billion increase to \$31 billion for ED, increasing Title I funding by \$300 million and raising the maximum Pell Grant by \$100, to \$3,100. H.J. Res. 136: Level-funds all federal agencies, including the Education Department, through tomorrow at midnight.

Last action: Lawmakers and the White House last week agreed on a massive spending package for this year, and then passed, H.J. Res. 136 to keep the government running through Tuesday at midnight. The measure amends P.L. 105-240. President Clinton planned to sign the stop-gap funding measure.

Next action: House lawmakers have slated a vote for the omnibus spending package "which has not yet been introduced as a bill" for tomorrow evening, after 5 p.m. Majority Leader Trent Lott's staff added the Senate will vote on the measure tomorrow as well, but set no specific time.

Childhood Literacy (America Reads)

H.R. 2614: Would authorize \$260 million in each the next two years for competit

ive grants
to states for literacy programs. Districts would apply to the state
for teacher training funds,
which would be dedicated to improving instruction i
n elementary schools with the greatest need.
Eligible districts would fall into
three categories: those having one or more low-performing
schools participatin
g in a Title I school improvement program; those having the highest and
second-
highest enrollment of poor children in the state; and those with the highest an
d
second-highest poverty rates in the state. The bill would direct 80 percent o
f its funds to local
reading improvement grants; 15 percent for tutoring progra
ms approved by districts; and 5
percent for state administration.

Last action: Lawmakers and the White House announced last week agreed on a mass
ive
spending package for this year, and that they intend to include the authori
zing language from
H.R. 2614 in the overall spending bill. The spending agreeme
nt will not only authorize the new
program, but it will also provide the full \$
260 million requested by President Clinton for fiscal
1999.

Next action: House lawmakers have slated a vote for the omnibus spending packag
e, which
has not yet been introduced as a bill, for tomorrow evening. Senate la
wmakers also plan to vote
on the bill tomorrow.n

Publication#W\ PfP# 15. Education Daily"Publication" #:\ PgP#October 19, 1998

Headline#\ PhP# Spending Accord Will Boost ED
Funding To New HeightsHeadline #
:\ PiP#
by William J. Cahir

Congressional appropriators have an encouraging budget message for the Educati
on
Department : Let the good times roll.

The fiscal 1999 funding according reached last week by Congress and the Clinton
administration "slated for final passage in the House and Senate tomorrow "wou
ld increase

ED's discretionary budget by about \$3.5 billion, to \$32.9 billion overall.

Sources cautioned that the numbers aren't final, but agreed that the final proposal will far surpass President Clinton's request of \$31.2 billion for federal education programs.

The measure will authorize and fund a new teacher training and hiring initiative, providing \$1.2 billion in grants to school districts for the hiring of well-trained teachers, training of special education teachers and reductions in class sizes. It does not include subsidies for school construction or repair (ED, Oct. 16).

"We fought 8 and won the right for the 100,000 teachers," President Clinton said Friday. "Now, we've got to fight to give the teachers someplace to teach and to give those smaller classes someplace to meet."

The spending agreement will not contain any amendments to the Individuals with Disabilities Education Act (IDEA), according to a White House source and Bruce Hunter, lobbyist for the American Association of School Administrators. "We got steamrolled on IDEA," Hunter said. "Too many Republicans didn't want to touch it."

In a bid to reach the bipartisan spending agreement for fiscal 1999, lawmakers have scrapped provisions written by Rep. Bob Livingston, R-La., that would have deleted limits on the extent to which disabled students could be suspended for offenses involving weapons, drugs or school safety.

In a blow to California, the measure will not include any provisions addressing how ED can punish states that stop serving prison inmates ages 18-21 who are eligible for special education services, according to Capitol Hill aides.

House appropriators in June approved language allowing states to forfeit only the small

proportion of their federal grant targeted for inmates ages 18-21 (ED, June 24).

The final proposal will increase IDEA grants to states funding by about \$500 million, to \$5.3 billion overall, sources added. "William J. Cahirn

Publication#W\ PjP# 16. Education Daily"Publication" #:\ PkP#October 19, 1998

Headline#\ PIP# California's Prop 8 Tops List Of State
School InitiativesHeadl
ine #:\ PmP#
by Eli J. Lake

Of all the education initiatives on state ballots this year, the most sweeping may be Proposition 8, a school reform and class size reduction plan on the California ballot.

The initiative would cap enrollment in K-3 classrooms at 20 students; give local school boards more power to set their school's curricula; toughen teacher certification requirements; set mandatory drug policies for every school; and establish an independent inspector's office in the state's education department to report every other year on public schools.

While the ballot initiative has drawn fierce condemnation from teachers, Democrats and most of the state's largest newspapers, polls suggest the ballot measure will pass. But a coalition of California education and tax groups have poured \$3 million into a campaign to defeat the initiative in November.

"This is yet another poorly-crafted initiative that hopes for voter approval by spreading popular window dressing items over bad ingredients which cost money and create more bureaucracy," said John D'Amelio, president of the California School Boards Association.

Giving Parents More Power

Teachers groups are particularly concerned about a provision that would give

parent-dominated councils unprecedented power over their school's curriculum.

The curricula framework for California schools is currently set by state level boards comprised of experts in their given subject area.

Under the new initiative, parent-teacher councils comprised of two-thirds parents would work with the school's principal to establish curricula for the school, and make any discretionary budget decisions for the school.

California teacher groups fear the approach would create a chaotic patchwork of school curricula and undermine the state's recently developed uniform academic standards.

The California Teachers Association says the move "is a recipe for academic chaos. Curricula would be inconsistent from one school to the next."

But Mitch Zak, a spokesman for an advocacy group fighting for the proposition, claims the teacher union is misrepresenting the initiative.

According to Zak, the parent-teacher councils could only propose curricula that meet the school district's academic standards and stay within the confines of the state's academic framework.

Furthermore, the councils would have to secure the support from a majority of the school's teachers in order to change their school's curriculum.

The ballot initiative also would toughen certification standards for teachers who instruct outside of their subject matter.

California now certifies teachers for a given subject matter if they pass a subject-based exam, or if they've accumulated relevant course credits in the area.

Proposition 8 would require new teachers to pass a subject-based exam as a prerequisite for teaching that subject.

Proposition 8 also would require principals or another outside agent to approve lesson plans for teachers teaching out of their expertise.

An Intriguing Bond Deal

Not all of California's ballot initiatives are causing heartburn for the state's education community. The state's teachers and Gov. Pete Wilson both support a school construction bond aimed at shrinking class sizes.

Proposition 1(a) would create a \$9.2 billion bond to build and repair the state's K-12 schools and public colleges. However, once the bond is passed, new Senate-passed legislation could dramatically reduce local communities' ability to extract school construction fees from real estate developers.

The political cost of the new bond was almost too high for the CSBA, which vigorously opposed the Senate bill that tinkered with a school district's ability to tax developers.

Under current California law, a city's accountant may block construction for a residential area if the local government can show the current school system can't absorb additional students the new development would bring to their schools.

Laura Jeffries, CSBA's legislative advocate, said this often gave school districts the leverage they needed to get more construction funding from developers to expand or build new schools.

"The only thing that's on the ballot is the bond. The \$9.2 billion is a lot of money," she added.

A Tale Of Two Taxes

Nebraska and Montana education advocates are watching two tough ballot initiatives they claim could paralyze their states' ability to increase funding for their school districts.

In November, Nebraska's voters will decide on Measure 413, which would prohibit the state legislature from raising taxes above increases in the consumer price index.

The ballot measure, supported by some of the state's largest businesses, is opposed by the Nebraska State Education Association (NSEA), the South Platte Chamber of Commerce, and even the Republican front-runner in the state's governor race, Mike Johanns.

At the same time, 41 percent of Nebraskans favor the measure while only 33 percent oppose it, according to an Omaha World Herald poll last month.

NSEA President Duane Obeirmeir believes the provision would jeopardize critical funding many Nebraska schools are counting on in the next budget.

In 1996, the state legislature imposed graduated caps on the property taxes that local school districts can charge landowners to raise revenue for schools.

Currently, school districts can charge up to \$1.10 per \$100 worth of property for the school budget. In the subsequent legislative session, the legislature okayed \$110 million for schools that lost as a result of the property tax cap.

When the tax school districts are allowed to levy drops next year to \$1 per \$100, Obeir-meir is hoping the state legislature will approve a similar spending package to offset the decreases. Under Measure 413, Obeirmeir fears such relief would be impossible. NSEA and 50 other groups have teamed up to advertise against the initiative.

Montana's Tax Plan

In November, Montana residents will decide on an amendment to their constitution that would require a popular vote for any tax increase at the state or local level.

Education advocates fear Constitutional Amendment 75 would be a death knell for future increases in education spending, and would hamstring teacher unions in negotiating fair contracts.

According to a poll taken last month by the Lee Newspaper chain, 65 percent of the citizenry supports the initiative, despite heavy opposition from the teachers, state employees and even the state's Chamber of Commerce.

Montana Education Association (MEA) President Eric Feaver thinks that the initiative would spell the end of collective bargaining in the public sector if it passed.

Feaver says the provision would strip school districts of their ability to guarantee salary increases, higher pensions and other funding basics without holding a vote in the county.

"The district could not guarantee that the county voters would approve the necessary tax increase to fund payroll deductions," Feaver said.

Furthermore, the amendment could violate the state's constitution on the grounds that it would jeopardize the financial health of state pension funds; the constitution stipulates that these accounts remain fiscally sound.

In addition, the potential inability of counties to raise enough taxes to keep school funding equal with other districts would likely violate a law requiring equitable school funding, Feaver says.

The Montana Constitution also prohibits a single constitutional amendment from

unraveling
numerous portions of the constitution. "Eli J. Laken

Publication#W\ PnP# 17. Education Daily"Publication" #:\ PoP#October 19, 1998

Headline#\ PpP# Assessment Plan Scuttled With Little
FanfareHeadline #:\ PqP#

by Jonathan Fox

President Clinton's voluntary national testing plan suffered what may become a
fatal blow
in this year's budget negotiations.

While the White House declared a big victory after winning \$1.2 billion in new
funding to
cut class sizes, it quietly gave in to Republican demands that the t
ests be shelved indefinitely
"while insisting the proposal would eventually be
resurrected.

Republicans have "clearly delayed the test a year," said Acting Deputy Education
Secretary
Mike Smith at a budget briefing. "We will come back to it. It's an
administration priority for next
year."

The GOP, however, said such hopes are in vain as long as they rule Congress. Ho
use
Speaker Newt Gingrich and Senate Majority Leader Trent Lott both signed ple
dges to oppose
national testing in any form, and the funding ban in the budget
deal has no time limit (ED, Sept.
4).

"The president's proposal really lost steam early last fall," said Jay Diskey,
spokesman for the
House Education and the Workforce Committee. "Only seven stat
es signed on, and it got to the
point where the White House found it difficult
to push politically."

Dead In Its Tracks

Under the pending deal, federal pilot testing of fourth-grade reading and eight
h-grade math

tests, set for March of next year, effectively would be banned. The National Assessment Governing Board (NAGB) planned a final rollout of the tests by March 2001.

There is confusion, however, over whether the deal allows development of test questions to go forward and possibly be used as part of future assessments.

Smith said the National Academy of Sciences would be permitted to study whether test items could be embedded in state and commercial tests to compare scores nationally.

Diskey maintained that the "embedding" proposal wouldn't be part of the final bill. "We've had plenty of study on this," he said. "Clearly the time has come to end it."

The lack of furor over proposed national tests this year stands in stark contrast to last year's budget battle, when passage of the Education-Labor spending bill hinged on the issue (ED, Nov. 10, 1997).

Clinton wanted pilot testing to begin as early as this fall while Republicans wanted to kill the program. As a compromise, oversight of test development was handed from the Education Department to NAGB and test item development was allowed to proceed.

Diskey said the legislative branch was the ultimate victor in the matter, since the Education Department had maintained it didn't need approval from Congress to administer voluntary national tests: "We want to do our job of authorizing programs." "Jonathan Foxn
Publication#W\ PrP#18. Chronicle of Higher Education"Publication"#:\ PsP#October 23, 1998

Headline#\ PtP#Congress Passes Bill to Extend
Federal Vocational-Education
Pr
ogramsHeadline#:\ PuP#
By JEFFREY SELINGO

The House of Representatives and the Senate unanimously approved a compromise bill this month that would extend federal vocational-education programs for another five years.

President Clinton is expected to sign the bill.

Almost half of the \$1.2-billion authorized in the bill for the 1998 fiscal year is geared toward postsecondary education, primarily community colleges. Lobbyists for the American Association of Community Colleges said they were satisfied with the bill, after fighting to protect programs important to two-year colleges.

The original House and Senate versions of the bill differed on how grants to states would be divided between states and localities. Under the compromise, 85 percent of the money would be sent to local agencies, an increase of 10 percentage points over the current law. The legislation retains the current formulas of distributing money to states based on the size of their population in certain age groups.

The U.S. Department of Education and each state would negotiate a percentage of vocational-education students in that state who would be expected to meet performance goals. States would determine their own goals based on four general areas to be measured. If a state fell short of the goals, it could risk losing a portion of its program's federal financing.

The compromise bill does not change Tech-Prep, which provides money for programs that combine two years of high school and two years of community college. Some lawmakers had considered lumping federal support for Tech-Prep into block grants to states, making community-college officials worry that the program would get a low priority if states were not forced to spend money on it.

Headline#\ PxP# White House's Education-Policy
Adviser Is Leaving for San Fran
cisco
FoundationHeadline #:\ PyP#

The banks and student-loan-guarantee agencies won't have Robert Shireman to kick them around anymore.

The White House aide is moving on at the end of next month, after serving for the last two years as a senior education-policy adviser at the National Economic Council and at the Office of Management and Budget. He will head up the higher-education division of the James Irvine Foundation, a private, non-partisan organization in San Francisco that provides grants for education-policy development, among other things.

Before coming to the White House, Mr. Shireman served as legislative director for the now-retired Sen. Paul Simon, the Illinois Democrat who championed the Clinton Administration's effort to replace the guaranteed-student-loan program with direct lending, which many colleges now use.

At the White House, Mr. Shireman has been a key adviser in crafting the President's student-loan policies. He has been a vocal critic of lenders and guarantee agencies, which he believes have reaped excessive profits from the loan program on the backs of students and taxpayers.

Mr. Shireman says he has enjoyed his service in the White House, but has long yearned to return to California, where he grew up.

"I've been here three times longer than I originally planned," he says. "It's been a fascinating experience, and I hope to apply what I have learned here to efforts that are closer to what people are doing on the ground."

Publication#W\ PzP# 20. Chronicle of Higher Education"Publication" #:\ P{P#October 23, 1998

Headline#\ P|P# Appeals Court Revives
Reverse-Discrimination Lawsuit
Against U
. of TexasHeadline #:\ P}P#
By PATRICK HEALY

In one of the first applications of a 1996 decision banning the use of racial p
references by
Texas public universities, the U.S. Court of Appeals for the Fift
h Circuit last week revived a
lawsuit charging that the University of Texas at
Austin discriminated against white applicants.

Francois Daniel Lesage was denied admission to the university's doctoral progra
m in
counseling psychology at the Austin campus. He sued in 1996, charging that
the university's
entrance criteria discriminated in favor of black and Hispani
c applicants. A federal district judge
dismissed the case in 1997, agreeing wit
h the University of Texas that Mr. Lesage's denial of
admission had nothing to
do with the university's affirmative-action policies at the time.

But the appeals-court panel ruled last week that Mr. Lesage's qualifications as
an applicant
had nothing to do with the university's liability for its admissi
ons policies, if they were
discriminatory.

Citing Hopwood v. Texas, an anti-preference ruling by another Fifth Circuit pan
el that
involved the University of Texas School of Law, the appeals court sent
Mr. Lesage's case back
to the lower court for reconsideration.

While this case does not change law in the Fifth Circuit, the ruling offered a
look at the
disputes within the judiciary and higher education about Hopwood. I
n a brief footnote to last
week's decision, one of the judges said he supported
Mr. Lesage, but not the legal rationale taken
from the Hopwood decision. He su
ggested that the Fifth Circuit erred in Hopwood by contesting
a 1978 U.S. Supre
me Court decision that upheld the use of race as a factor in college
admissions
.n

Headline#\ PP# In Reporting Lobbying Expenses,
Some Institutions Do Not Reveal
All Headline #:\ PP#Subhead#[\ PP# On a federal tax form, only 75 of 475 col
leges said they
had spent money on the activitySubhead#:\ PP#
By DOUGLAS LEDERMAN

WASHINGTON

A trio of top guns at Cassidy and Associates, one of this city's highest-powere
d lobbying
firms, hit the halls of Congress last year on behalf of Golden Gate
University.

Their aim: drum up funds to help the San Francisco-based university build an ag
ribusiness
center at Fort Ord, a shuttered military base in Monterey, Cal.

Cassidy dutifully reported to Congress that Golden Gate had paid the firm \$240
,000 in
1996-97 to seek funds from lawmakers and federal agencies. Under the Lo
bbying Disclosure
Act, a federal law, the firm had little choice. But the unive
rsity didn't mention the \$240,000 on
Form 990, the annual federal tax return on
which it was supposed to report how much it spent
on lobbying.

The federal tax code defines lobbying as direct contacts with legislators or ex
ecutive-branch
officials about specific bills.

Sharon K. Meyer, vice-president for operations at Golden Gate, says that its co
ntract with
Cassidy called for the firm only to "advise us on contracts and gra
nts that might be available to
us." Ms. Meyer says she compared the tax-code de
finition with the university's contract with
Cassidy and concluded: "We did not
pay them to lobby for us."

Cassidy, however, is well-known for persuading lawmakers to earmark money in sp
ending
bills for specific projects at individual institutions. On its lobbying-
disclosure form, Cassidy said

that it had sought funds for Golden Gate through two specific appropriations bills.

If so, Cassidy's work for Golden Gate seems to qualify as lobbying under the tax-code definition.

Reporting on lobbying expenditures is among the information, in addition to salary and benefit figures, that colleges must provide on Form 990. Yet only 75 of the 475 colleges surveyed by The Chronicle reported spending anything at all on lobbying.

Like much of the material on the tax form, the reporting about lobbying is often skimpy, and sometimes misleading.

That's true, in part, because the guidelines can be fuzzy and confusing, so colleges and other tax-exempt entities frequently don't understand what they're supposed to be reporting.

But it's also true because some institutions try to reveal as little as possible in the case of lobbying, because they seem embarrassed to be doing it.

More fundamentally, the different approaches to lobbying reporting reveal differing ideas about the purpose of the federal tax form, and about how institutions perceive their obligation to file it. Though primarily a tax document for Internal Revenue Service purposes, Form 990 is also the public's main view into the operations of private institutions that in many ways are quite opaque.

"The form is not a perfect tool for insuring that there is full disclosure of an organization's activities and expenditures," says Marcus S. Owens, who oversees non-profit groups for the I.R.S. "But it is intended to create a window for the I.R.S. and the public for what is going on. We expect completeness and candor in completing it."

How colleges fill out the 990 is important because federal tax law threatens to strip the tax-exempt status of non-profit groups that dedicate a "substantial part" of their activities to efforts to influence legislation. Since 1934, the I.R.S. has asked non-profit groups to report on their lobbying activities, so it can assess whether they are violating that stricture.

Until 1976, the I.R.S. did not clearly define what it meant by "substantial" or by efforts to influence legislation; as a result, many non-profit institutions complained that they did not really know when they were lobbying, or how much was too much. Some just avoided lobbying altogether, rather than risking I.R.S. scrutiny.

In response to those complaints, Congress in 1976 gave non-profit groups a second option: a formula that limited them to spending a certain proportion of their budgets on lobbying activities, and defined such activities in a clearer "and far narrower" way. This "safe harbor," known as the 501(h) election, defines "direct lobbying" as any direct contacts with federal, state, or local legislators or their aides, or with top executive-branch officials, for the purposes of influencing a specific bill.

That definition excludes much of what most colleges do to try to influence public policy in Washington: seek contracts and grants from federal agencies, keep campus officials informed about developments in Congress, and try to limit government regulation. The Lobbying Disclosure Act definition, by contrast, includes many such activities, though only at the federal level; such differences in the two definitions may explain why a college would report expenses under the disclosure act but not the tax code, or vice versa.

"What the tax code defines as lobbying is not what you or I or the man on the street necessarily defines as lobbying," says Margaret DeBoe, a Washington accountant and expert on tax-exempt groups.

The 75 institutions in the Chronicle survey that reported spending money to lobby varied widely in how much they spent " from the \$846,993 that Boston University reported " most of which it paid to Cassidy and Associates " to the \$600 listed by Southern Methodist University.

Several major universities with a significant presence in Washington reported little or no lobbying on their tax forms. Princeton University, which maintains a five-person office here, said it spent \$35,000 on direct lobbying in fiscal 1997. Duke University offered two words to describe its lobbying: "De minimis."

"We're not quiet in any way, shape, or form about the fact that we are engaged in lobbying," says John Burness, Duke's senior vice-president for public affairs. "But on any assessment, the amount of time that is actually spent on what would be called formal lobbying is very small on an institutional budget of more than \$2-billion."

Mr. Burness says that given the options the government offers colleges for reporting their lobbying expenses, Duke chose one that was "realistic, but was also the least burdensome in terms of regulatory paperwork and bureaucracy."

But Duke did seem to fall short in its reporting. It did not attach to its tax form a statement describing its lobbying activities, as institutions that do not choose the 501(h) election are required to do.

New York University took a different approach in reporting spending of \$291,721 in fiscal 1997. Lynne P. Brown, the vice-president for government and community relations, says that the university decided long ago to use a "common-sense test" in deciding what to count as lobbying.

"The 990 is filled with tortuous definitions and Talmudic explanations of what is direct

lobbying," she says. "What's the point here? Are you going to try to fall back on legalisms? Or are you going to try to do a good-faith effort, to give people a view into your level of involvement in public policy and government affairs?"

N.Y.U. is the largest private university in the country, Ms. Brown notes. "Is anybody going to think we don't have issues that involve us at the local, state, and national level, and that we aren't going to try to get our position across, and that it's not going to take some money?"

"Why be defensive about it?" she adds.

Hall Daily, director of government and community relations at California Institute of Technology, also takes an expansive approach to reporting lobbying costs. He reports far more than the direct contacts with legislators required by the I.R.S., including his office's entire \$232,000 budget.

"We count any policy workup papers I do for internal consumption, and I even include conference calls with peers when it's related to specific legislation or policies," says Mr. Daily.

Other institutions were similarly expansive. The University of Mary Hardin-Baylor reported spending \$36,234 in 1997, and attached a detailed statement explaining efforts to inform Texas lawmakers about its "legitimate concerns" regarding the proposed creation of a public two-year college in Killeen, about 20 miles from the Hardin-Baylor campus in Belton, Tex. The state opted not to create the new campus.

Golden Gate University was not the only institution that paid lobbyists to represent it in the nation's capitol, but did not report the funds to the I.R.S.

DePaul University, Dowling College, Stevens Institute of Technology, Suffolk University, and Union College in New York all reported on their tax forms that th

ey spent nothing on lobbying. Yet Washington lobbyists for each of them said on lobbying-disclosure forms that they had contacted lawmakers about specific measures for the institutions.

Officials at Dowling, Stevens, Suffolk, and Union say they do not believe the work the firms did for them qualified as lobbying. But DePaul acknowledged that it should have reported the \$120,000 it paid Cassidy and Associates in 1997.

"Clearly we have made a mistake," says Denise Mattson, a spokeswoman for DePaul. She says the university will file an amended return with the I.R.S. shortly.

Publication#W\ PP# 22. Chronicle of Higher Education"Publication" #: \ PP#October 23, 1998

Headline#\ PP# U. of Phoenix Picks New Jersey for Its First Foray in Eastern U.S. Headline #: \ PP#Subhead#[\ PP# Many colleges in the state oppose for-profit institution's plan to offer six degree programsSubhead#:\ PP# By JEFFREY SELINGO ROSELAND, N.J.

The University of Phoenix built an educational empire over the past 22 years by staying close to home. From its Arizona base, the for-profit university expanded to neighboring states in the West, then largely to the Midwest and the South. It has built campuses "learning centers," as Phoenix calls them in 13 states, British Columbia, and Puerto Rico.

Although the university's enrollment of 50,000, on 87 campuses, now puts it among the largest institutions in the country, Phoenix has kept well under the public radar until recently. That's not by accident.

The university grew up in the West, in states where the rules for getting licensed to operate are lax, and opposition from the relatively few existing non-profit institutions was muted. The university avoided the East, where the population was ripe for its business programs aimed at adults, but where regulation

ns are rigid and the educational establishment is entrenched.

Now that low profile is about to rise. With the help of a well-connected lobbyist, Phoenix has worked quietly for two years on a plan to move into New Jersey. In February, the university formally applied for a license to operate here. It filed a 2,000-page application to the state's Commission on Higher Education, Phoenix proposed to offer six degree programs in business " three undergraduate and three graduate " which would enroll 800 students within five years.

The stakes are high, because New Jersey is seen nationally as having the country's second-toughest rules for licensing a new institution, behind only New York. Success here, Phoenix officials know, could help them in at least three other Northeastern states " including New York " where they have also applied for licenses.

The stakes are high for its competitors as well. Thirteen colleges within a 20-mile radius of this bustling New York City suburb " where Phoenix has proposed opening a branch campus " already offer business degrees aimed at working adults. Such programs are cash cows for small private colleges, helping them to pay for discounts on tuition for undergraduate students.

Many, though not all, of New Jersey's non-profit public and private colleges are urging the state to stick to its licensure regulations, which they say the for-profit university does not meet. Yet while they cloak their opposition to Phoenix largely in complaints about its academic shortcomings, they acknowledge that at they are just as worried about their own bottom lines as about the university they're trying to keep out.

The outcome here will have national implications. "States are going to have to decide to what extent their rules protect the student, and to what extent they protect the indigenous institutions and their turf," says Patrick M. Callan, president of the National Center for Public Policy and

Higher Education, an independent research organization in San Jose, Cal.

In New Jersey, those decisions are left to the Commission on Higher Education, created four years ago to deregulate the state's higher-education bureaucracy. The panel will decide Phoenix's fate this winter, having heard advice from a five-member team of out-of-state educators, a group of presidents of New Jersey colleges, and its own staff members.

In what has so far been a very public debate about the application, Phoenix officials remain tight-lipped. "It doesn't serve any purpose to debate this in public," says Charles M. Seigel, vice-president for national affairs. "There's a process and we should let that work."

The university's application generated letters from more than a dozen other institutions and higher-education groups to the commission. Other college officials have made their pleas at the panel's monthly meetings, turning up the volume on what is normally a low-key process for granting new licenses.

At issue are four criteria: faculty quality, library resources, class meeting time, and curriculum. New Jersey law requires that "a significant number" of an institution's faculty members have doctorates or other terminal degrees; that its library contain at least 50,000 titles; that a semester credit hour equal a minimum of 50 minutes of class activity for at least 15 weeks (or the equivalent in a shorter time period); and that no fewer than half of the mandatory 120 credits for a degree be in general education.

Like Microsoft executives, who argue that antiquated antitrust laws haven't kept up with the ever-changing computer industry, Phoenix officials say their new education model simply doesn't fit the strict standards set by some Eastern states, standards "that make every university look the same," says Mr. Seigel.

System-wide, Phoenix employs only 140 full-time faculty members, instead hiring for nearly all of its classrooms 5,100 part-time instructors, or "practitioners." About 30 per cent of its faculty members have doctorates. In New Jersey, as on its other start-up campuses, Phoenix says it would hire one full-time faculty member for each program offered " in this case, six.

Using a common curriculum, all courses in a given program at the university meet once a week " five weeks for undergraduates and six weeks for graduate students. Each session lasts four hours, coupled with a required study group that meets for the same length of time. The undergraduate program includes 39 general-education credits.

But what most raises the ire of college officials in the state is Phoenix's library " or lack of one. When the university opens a new campus, it doesn't cart in a truckload of books. Instead, it provides connections to its "Learning Resource Center," with electronic access to about 3,500 journals.

"If you say 'the University of Phoenix' enough times, you may convince people you're a university," says Mark W. Rocha, provost at Seton Hall University, alluding to the media blitz that accompanies Phoenix's arrival in a new market. "In my opinion, if you don't have a library, you don't have a university."

The concern here is that without a library of their own, Phoenix students will use the resources of surrounding universities. A deal to share library materials with Rutgers University fell through, but Phoenix indicated in its licensure application that it will seek similar agreements with other universities.

"New Jersey taxpayers pay for a tremendous library system, and Phoenix plows next to nothing into theirs," says Patricia Reeling, an associate professor of library and information science and head of the faculty union at Rutgers. "They make a large profit, and we supply the services." Rutgers, she notes, spent \$24.7-million on its library in 1996-97, while Phoenix spent

about \$754,000 on its resource center, which served a similar number of students.

Phoenix's critics point to the changes that the for-profit DeVry Institute was forced to make when state officials questioned its licensure application in 1989. Among other things, DeVry added full-time faculty members, decreased teaching loads, capped class sizes, and put more money into its library.

Some colleges are also deeply worried about their own financial well-being: Phoenix could pose a serious threat to the profitable adult-education market that small private institutions have cultivated in recent years. That is especially true, they say, because the authors of New Jersey's higher-education master plan predict that demand for a college education among 25-to-39-year-olds "Phoenix's target audience" will decrease by 23 per cent by 2005, with the biggest drop expected in the counties surrounding Phoenix's proposed location.

About half of the 1,700 students at Caldwell College, for instance, are working adults enrolled in part-time programs on or off the campus, including the same six programs that Phoenix has proposed in its application. Phoenix's planned location here is only a few miles from Caldwell's campus. "I cannot help having a little trepidation about the inroads Phoenix could make in our programs," says Sister Patrice Werner, Caldwell's president.

Phoenix officials refuse to answer specific criticisms about their application, including those questioning how their specifications for library resources, faculty members, and curriculum meet New Jersey's standards. The university is clearly not accustomed to "nor, at times, comfortable with" the public inspection of its affairs that is under way in New Jersey. "In the West, there is no opportunity for other institutions to even become involved [in the licensure process]," says Phoenix's Mr. Seigel.

Still, it has prepared for public scrutiny. Two years ago, the university hired

Bill Palatucci, a lobbyist who was an aide to Republican Gov. Thomas Kean in the 1980s, and who ran George Bush's New Jersey campaigns in 1988 and 1992. Mr. Palatucci spent more than a year studying the state's statutes and regulations, as well as its political environment in higher education, before determining "that we could get a fair hearing," he says.

Hiring a lobbyist is standard practice for Phoenix before it moves into a new state. But to education officials in many states, who are accustomed to dealing with low-key lobbyists hired by academics, Phoenix's tactics are a telling reminder of the university's corporate standing. The stock of its parent company, the Apollo Group Inc., is traded on the Nasdaq exchange.

In Michigan, three years ago the university's lobbyist "went around and above the process to the Governor and the Superintendent [of Public Instruction] to speed things up," says David Hanson, a specialist in accreditation and approval for the state's Department of Education. Eventually, Phoenix took over the campuses of the shuttered Jordan College, near Grand Rapids, because it "was a simpler and quicker way" to establish itself in the state, Mr. Hanson says. If Phoenix had waited, he adds, its application would have been approved, because of its "good quality programs."

Mr. Seigel defends the use of lobbyists, arguing that Phoenix "doesn't have the advantages of most universities with a government-relations staff in the state capital or alumni in the legislature." A lobbyist, he says, helps dispel the "exaggeration, fear, and misinformation" that accompanies word of Phoenix's moving into a state.

The atmosphere around the New Jersey application is, indeed, contentious. Last spring, Sue Kozel, a lobbyist for the New Jersey chapter of the American Association of University Professors, scheduled a visit to Phoenix's headquarters, in Arizona, without discussing the dates with university officials. They had invi

ted Ms. Kozel but wanted to help plan the visit, aware that she later would use any information she gathered against their application in New Jersey.

Tensions escalated in a series of letters between Ms. Kozel and Mr. Seigel. In a final letter to her, Mr. Seigel wrote: "An invitation to visit is not a license or invitation to conduct an 'inquiry' (per your description in your memo) and it appears that you have sought to widen our invitation well beyond its spirit and intent."

The adversarial atmosphere in New Jersey has officials of both the state and the University of Phoenix closely guarding information. Phoenix has refused to disclose in which other states it has applied for licenses, to avoid alerting potential opponents. State officials at first declined to release the names of the five-member team of consultants hired to review Phoenix's application, because they were worried that the university's opponents would attempt to contact them. The state later agreed to release the list.

The team "led by Audrey K. Doberstein, president of Wilmington College in Delaware" visited Phoenix's headquarters this month.

Not all higher-education institutions here, however, are lining up against Phoenix. The university has found support among many community-college presidents, who say they've had trouble reaching transfer agreements with the state's private and public universities. For two-year colleges, Phoenix is a win-win situation: They send their graduates to Phoenix, and Phoenix sends them students who need to meet general-education requirements.

"Phoenix makes it much easier for my students to access higher education that is convenient, affordable, and honors what they have done in their community-college career," says Robert C. Messina, president of Burlington County College. "That has not been the case with other institutions."

Although New Jersey's higher-education regulations were reviewed only last year

" with
the growth of institutions such as Phoenix in mind " Mr. Messina says
many of the rules are
still intended to protect traditional four-year universi
ties. He laughs at the suggestion that a
campus library needs 50,000 titles. "W
e just built a \$6.5-million library, and do you know where
most of the student
activity is? On the Internet."

States that set their higher-education rules decades ago built their systems ar
ound measures
of what an institution puts into education " like full-time prof
essors and substantial classroom
time " rather than what students get out of i
t, says Mr. Callan, of the higher-education policy
center. "There are things to
admire about Phoenix " the convenience, the faculty " and
because of that, s
ome states are struggling with what 'quality' means today."

Until now, Phoenix had largely avoided states like New Jersey. But with its for
midable
enrollment numbers, and operations in place in nearly half of the count
ry, its officials believe
that the university now has more standing to move int
o states once considered off-limits.

Phoenix intends to push its cause vigorously. "We're convinced there is a need
for our
program in New Jersey," Mr. Seigel says. "The benefits outweigh the cos
t of this fight."

It better get used to such battles. Next up: Pennsylvania, New York, and Massac
husetts.n

Publication#W\ PP# 23. Chronicle of Higher Education"Publication" #:\ PP#Octo
ber 23, 1998

Headline#\ PP# Will the Next Generation Internet
Create a New Class of 'Have-N
ot'
Universities? Headline #:\ PP#Subhead#[\ PP# Conferees from rural institu
tions say they need
federal aid to avoid falling behind Subhead#:\ PP#
By VINCENT KIERNAN
LA JOLLA, CAL.

The Next Generation Internet and other network improvements for elite research

universities
run the risk of creating a new class of "have-not" institutions with no access to high-speed Internet connections, presidents and other senior executives of rural universities in 17 states and Puerto Rico warned at a conference here.

Rural universities, many of them located far from the fiber-optic lines that carry high-speed network traffic, need financial assistance from the federal and state governments so that they can afford to connect to the lines, officials of the institutions said. Many rural institutions are not connected to high-speed portions of the Internet that are intended specifically for scholarly use, and some do not yet even have basic connections to the network.

The officials also called on university administrations to make more progress on constructing and upgrading on-campus information networks that allow faculty members and students to connect to off-campus networks. And they said that faculty and staff members need to be better trained to use information technology in teaching, in research, and in extension programs.

"This technology has great potential," George M. Dennison, president of the University of Montana, told the conference. "It can do a great deal for higher education, for the enhancement of all students."

"We can achieve a version of Garrison Keillor's dream, where all the universities in America are above average," said John P. Miller, professor of biology and director of the Center for Computational Biology at Montana State University at Bozeman. He also is a member of the President's Information Technology Advisory Committee, which makes technology recommendations to the Clinton Administration.

The "policy summit" conference was held under the auspices of the National Science Foundation's Experimental Program to Stimulate Competitive Research, known as EPSCOR, which seeks to strengthen research and teaching in states that histo

rically have received few federal research grants.

The two-day conference opened with a day of presentations and demonstrations by researchers, administrators, and government officials that illustrated potential uses of the Internet by EPSCOR universities.

For example, researchers from the nearby San Diego Supercomputing Center demonstrated several uses of networking and supercomputers in research. In one demonstration, a scientist from Montana State University operated a powerful microscope at the San Diego center by remote control via a standard Internet connection.

"If you're not on the Internet, you're going to be out of the new loop," Mr. Miller told the audience.

How much does it cost a college or university to connect to the Internet? "The short answer is a lot," said Mr. Miller. "But you have to remember there is no alternative."

One factor that determines a university's cost for Internet connections is the distance between the institution and the nearest connection point to the Internet, known as a "point of presence," Mr. Miller said.

As a ballpark estimate, Mr. Miller said, a university that is 50 miles away from the nearest point of presence might spend \$120,000 annually on a standard Internet connection. Of that amount, \$80,000 might go to the operator of the point of presence for the university's connection, while the balance would pay for maintaining the link from the point of presence to the campus.

Carrying the Internet signal 50 miles from campus to the connection point would cost \$18,000 annually, and maintaining local campus connections could cost \$15,000 to \$20,000,

Mr. Miller said. But he warned that, because of their rural locations, EPSCOR universities may be hundreds of miles from a point of presence, and their costs may be much higher.

High-speed connections are even pricier. The Abilene network, which is being developed by the University Corporation for Advanced Internet Development, or UCAID, will charge participating institutions \$110,000 or more annually for their super-fast connections. But Terence Rogers, the Abilene project's director, said that rates for high-speed access are likely to drop in the next several years as big commercial providers attempt to dispose of a glut of unused capacity on their fiber-optic networks. When that occurs, institutions that have already established connections to the high-speed networks will enjoy that service at little cost, which would further widen the disparity with institutions that do not have high-speed network access, he said.

"For the have-nots, the problem is going to get worse," he said. He added that institutions "better make it happen" as soon as possible.

In addition, university officials should be prepared to pay top dollar for members of their technical-support staffs, because of a nationwide shortage of information-technology workers, Mr. Miller said. In some cases, a senior information-technology official could command a higher salary than a college or university president, he said. The high salaries of information-technology workers can generate "jealousy and antagonism" at a university, he warned.

Larry L. Smarr, director of the National Center for Supercomputing Applications at the University of Illinois at Urbana-Champaign, told the audience that the World-Wide Web is a tremendous bargain for universities.

Approximately 1,000 new Web sites are added each day, he said. A university connected to the Web pays nothing for this information or for the continual addition of more sites and more

information.

"Your faculty and students are enriched by that thousand new servers a day," at no additional cost to the university, Mr. Smarr said. "You're going to see the benefit side of the curve as well as the cost side."

The Web also gives researchers at all institutions equal access to sophisticated scientific tools, from data bases to unique scientific instruments that can be operated by remote control from universities hundreds or thousands of miles away.

On the Web, there is "no difference" between top research universities and second-tier institutions, Mr. Smarr said. "You have a completely new playing field."

On the conference's second day, university officials broke into three working groups to draft policy recommendations for use of the Internet in research, teaching, and extension by EPSCOR universities.

The group on research recommended that the federal government work to make the Internet "transparent to geography" by helping all universities to connect to high-speed portions of the network, said Albert H. Teich, the group's spokesman. Mr. Teich is director of science and policy programs at the American Association for the Advancement of Science.

Financing for the federal interstate highway system could be used as a model, Mr. Teich said, noting that local governments share the cost of building interstate highways with Washington. Similarly, he said, the federal government should take the lead in extending the Internet to all universities, but state governments and universities should also be required to contribute.

"The cost is excessive for many of us," said Joe F. Thompson, a professor of aerospace engineering at Mississippi State University who is also a member of the presidential advisory

committee, during the working-group meeting. "It is yet an unresolved issue."

But not all universities have faculty members who can make good use of high-speed Internet connections, said another participant. "It's somewhat like building a field of dreams," he said. "Having the patience to wait for the players to show up is going to be an important policy issue that we will have to deal with."

The research working group suggested that universities could build support for high-speed connections at institutions by convincing lawmakers that cutting-edge network technology will promote economic growth and create new jobs.

Moreover, Mr. Teich said, universities that already are connected to the Internet would benefit from the addition of EPSCOR institutions. "The more nodes that a network includes, the more valuable the network is to everybody," he said.

"Access is a critical issue," said Montana's Mr. Dennison, the spokesman for the working group on teaching.

Current projects to expand the Internet's capacity largely ignore the network's uses for teaching, Mr. Dennison said.

For example, he said, two initiatives to add high-speed segments to the Internet focus on research uses: "the National Science Foundation's very-high-performance Backbone Network Service, or vBNS, and UCAID's Abilene high-speed network.

"They have very little to do with most of what goes on on campus," Mr. Dennison said. Federal programs in networking should take instructional needs into account, "not just research," he said. An exception, he said, is the Internet 2 network, which is also being developed by UCAID, and which does allow instructional uses.

"We need an A.U.P.-free zone," said Joel J. Mambretti, director of the International Center for Advanced Internet Research at Northwestern University. An A.U.P., or acceptable-use policy, governs the types of traffic that are allowed on a network.

Mr. Dennison also said that states should commit to spending money on computer hardware and network technology on university campuses. As an example, he cited Virginia Tech, which budgets enough to replace computers every four years. "Even when they don't provide salary increases, the equipment fund is there," he said.

Unwillingness on the part of some professors still holds back the use of information technology at some institutions, Mr. Dennison said. "We still have large pockets of resistance on the campus."

Changing instructional patterns "causes a great deal of resentment," he said. "We need a new approach to all of this."

That new approach, he said, should include professional-development programs for faculty members that teach them how to use information technology.

"The faculty themselves are having a very difficult time thinking about different ways of instruction," said Christine M. Reed, associate dean for graduate studies and research at the University of Nebraska at Omaha, during the meeting of the working group on research.

In some cases, posting their materials publicly on the Web may prod faculty members and students into producing work that is of higher quality, participants said. Leonard K. Peters, vice-provost for research and dean of the graduate school at Virginia Tech, recalled that some faculty members there opposed the university's decision to post all student dissertations online. The faculty members

, he said, argued that the students' work wasn't of sufficient quality.

"When I heard that, I said, 'Boy, I'm glad we're putting these on line,'" Mr. Peters told the working group on teaching.

University outreach programs, such as agricultural-extension programs and other community services, also are largely ignored in discussions about the future of the Internet, said J. Scott Hauger, spokesman for the outreach working group. He is research-competitiveness director at the American Association for the Advancement of Science.

The working group recommended that federal agencies take into account university-outreach programs "such as those that assist farms and small businesses" when awarding networking grants. Federal agencies also should focus on extending the Internet so that it reaches disadvantaged people, such as those in many American Indian communities, the inner cities, and poor rural areas, Mr. Hauger said.

Moreover, he said, the National Science Foundation and the Education Department should sponsor social- and behavioral-science research to investigate why some cultural groups use information technology less than others.

Publication#W\ PP# 24. Chronicle of Higher Education"Publication" #: \ PP#October 23, 1998

Headline#\ PP# Tenure Will Be Harder to Get, Experts Say, but It Won't Disappear
Headline #: \ PP#
By DENISE K. MAGNER
CAMBRIDGE, MASS.

Few colleges will eliminate tenure in the next 15 years, but many will become stingier about offering it and more creative in finding alternatives to it, according to experts who hashed out the issue at Harvard University this month.

Organized by Harvard's Project on Faculty Appointments, the special briefing brought

together academics and journalists to talk about whether tenure is needed, and whether it is likely to continue.

Many of the public's criticisms of higher education "get encapsulated as the overindulgences of the faculty," said Richard P. Chait, a professor of higher education at Harvard and director of the Project on Faculty Appointments. "And tenure is the bull's-eye." Supported by a \$1.9-million grant from the Pew Charitable Trusts, the project is intended to disseminate research on the academic career through case studies, electronic data bases, seminars, and briefings.

At this month's briefing, tenure came under fire from such critics as Lamson Rheinfank, Jr., a businessman and former trustee at Williams College, and Colorado State Sen. Ken Arnold. Both dismissed tenure as lifetime employment and contended that it had weakened the quality of higher education. They predicted tenure's days were numbered.

"There isn't a president I've talked to who believes that tenure is needed today for academic freedom," Mr. Rheinfank said. He said that the First Amendment protects the free speech of college professors, and that tenure was simply a "smokescreen" for job security.

Both professors and presidents came to tenure's defense, however.

John B. Duff, president of Columbia College Chicago, which recently adopted a tenure system, said: "I've been in higher education for 40 years, and I'm more convinced about tenure's necessity than ever." His college's governing board, however, took some persuading when he first proposed that tenure be introduced at the college. "The board reacted as if I'd proposed we introduce cholera," he said.

But the college set up a tenure system that gives the board some flexibility, M

r. Duff said.

For example, the college can fire a professor under the policy after he or she has received two negative evaluations.

"Most colleges can't attract the topnotch professors without tenure," Mr. Duff said. "That's just a fact."

Some of tenure's supporters questioned how the concept could be perceived to have failed when American higher education is the envy of the world.

"Most quality institutions have tenure," said Irwin H. Polishook, a professor of history at Lehman College and president of the Professional Staff Congress, the faculty union of the City University of New York. "They haven't adopted it because they wanted to make the institution worse. They adopted it because they wanted to make it better."

Mr. Chait said that dramatic changes in the faculty employment picture had taken place "without a frontal assault on academic tenure." He pointed to a doubling of part-time faculty members in the last 25 years, and a 42-per-cent increase in the number of non-tenure-track professors.

The University of Central Arkansas is among the institutions looking for alternatives to tenure. At the briefing, Winfred Thompson, the university's president, described his institution's solution. Beginning in the fall of 1999, newly hired professors will be able to choose the traditional tenure track or opt for a three-year, rolling contract that will provide them with a higher salary than the tenure track.

"I do think tenure is important, and academic freedom is important," Mr. Thompson said.

"And yet tenure is like our criminal-justice system. All the protections are supposed to protect the innocent. But the ones who actually draw the protections are often the least-productive faculty."

Medical schools are ahead of most institutions in reconsidering tenure. Because they are heavily dependent on patient-care revenues to support their operations, medical schools are increasingly appointing people to non-tenure-track positions, especially clinical faculty slots, said Robert F. Jones, associate vice-president of the Association of American Medical Colleges. And medical schools are limiting the financial guarantees associated with tenure, he said.

At the University of Kentucky, for example, Mr. Jones said, tenure guarantees a salary of only \$42,000 for clinical faculty members "those whose primary work is not research but patient care and teaching. The rest of a clinical faculty member's pay would come from patient-care revenues, which can be considerable.

Still, Mr. Jones said, medical schools are not eliminating tenure. "Come back here in 20 years, these same medical schools are going to have a tenure system," he said. "But it's going to be radically redefined."

He added: "It's not possible for schools to compete without tenure. You don't want to be the one to go out there and abandon tenure. You'd have to have every medical school get up and collude that they're going to abandon tenure, and the key word is collude."

Publication#W\ PP# 25. The Washington Post"Publication" #:\ PP# 10/19/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# Teachers' Must-See TVHeadline #:\ PP#Subhead#[\ PP# In Md., Needed Training More Accessible
Subhead#:\ PP# By Lisa Frazier
Washington Post Staff Writer

Facing new guidelines that require teachers to get fully certified or get out of the classroom, the Prince George's County school system is using computer technology to provide teachers the extra training they need without the expense or inconvenience of commuting to a university.

For the first time, county teachers can take college courses after school or on Saturdays at several high schools via interactive television, which allows an instructor to teach at one location and communicate simultaneously with groups at as many as four different sites.

"It is an innovative way for the school system to assist our provisional teachers in becoming fully certified," said Susan Hubbard, a school system spokeswoman. "It's cost-effective because we can have different classes taught by one individual."

The need to help teachers get certified is critical in Prince George's, where 14.4 percent of the 7,259 teachers hold provisional certificates because they lack the required course work or have not passed the National Teachers Examination. That is the second-highest number of provisional teachers in Maryland, according to state data. In Baltimore City, 17.4 percent of the teachers are provisional.

Those figures do not include the teachers hired this year, and state officials say they expect the percentage of provisional teachers in both districts to go up.

Under state rules that go into effect in January, teachers will be allowed to renew a provisional certificate "good for a year" only four times. Those who have not passed the National Teachers Examination will be allowed to renew their provisional certificates only twice.

Talitha Simeona-Moon was hired on a provisional certificate this summer to teach first grade at Phyllis E. Williams Elementary in Upper Marlboro. Though she recently graduated from college in New York with a master's degree in education, she lacked certain special education courses that are required in Maryland. She also has not taken the National Teachers Examination because New York administers its own test, which she passed.

Through Prince George's County's interactive television program, she is able to take a special education course for just \$120, which could have cost five times more at a university. The class, "Teaching Children With Special Needs," is offered Mondays from 4:30 to 7:30 p.m. at Bowie and Oxon Hill high schools.

"I think this makes it easier," said Simeona-Moon, who drives from her school in Upper Marlboro to Bowie in less than 10 minutes.

Christine Grodt, who teaches music at Kingsford Elementary in Mitchellville, also enrolled in the course at Bowie to get half of the six credit-hours she needs to attain full accreditation. She returned to the profession full time this year after a 25-year break. Her certification expired in 1983.

"I'm so tired by the end of the day, it's easier for me to buzz here than to have to go to one of the campuses and deal with the parking problems," said Grodt, who lives in Laurel.

Grodt and Simeona-Moon gathered one recent Monday in a classroom at Bowie High School with 18 other teachers, all linked to their instructor by television. The instructor, Mark Norman, coordinator of the special education wing at Arrowhead Elementary in Prince George's, was at Oxon Hill High School, where 16 teachers were gathered. He rotates each week from Oxon Hill to Bowie.

In the Bowie classroom, the teachers sat behind conference tables arranged in three rows. They spoke to the teacher through tiny microphones at each seat. Large television screens in the front and back of the class broadcast a tight shot of Norman and the class at Oxon Hill, while the television screens at Oxon Hill showed the students at Bowie.

Throughout his lecture, Norman paused to ask and answer questions from the teachers at the Bowie site.

Eighty teachers are enrolled in the six interactive television courses offered this semester, said Maurice Early, the system's coordinating supervisor of staff development.

Some of the classes are broadcast at the same time to four high schools: Bladenburg, Bowie, Oxon Hill and Suitland.

The school system also has made arrangements with Prince George's Community College, Coppin State College, Bowie State University and Trinity College, which all offer education courses at night and on weekends and at a reduced rate for county teachers.

To help teachers with the National Teachers Exam, the county bought a new computer program that gives a sample test and provides specialized help in problem areas. Computer labs at sites throughout the county are equipped with the program.

Despite the county's efforts, Assistant State Superintendent Lawrence E. Leak said he is concerned that Prince George's continues to hire large numbers of provisional teachers.

The system must become more aggressive in recruiting teachers who already have the proper credentials, said Leak, who heads the state's Division of Certification and Accreditation. He acknowledges that a national teacher shortage has hampered the system's ability to attract teachers. But the system has to improve working conditions for teachers, find more creative ways to bring talented young people to the profession and offer a more competitive compensation package.

The state will help in that effort, he said, with an incentive plan that state School Superintendent Nancy S. Grasmick will propose later this month to draw fully certified teachers to "high-risk" schools that often have a difficult time attracting such teachers.

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Headline#\ PP# Money for new teachers will hardly
reduce class sizes Headline
#:\ PP#
by Jolayne Houtz
Seattle Times staff reporter

It's not much, but it's a start.

Washington education leaders say money available to hire an estimated 275 new teachers in this state as a result of this week's congressional budget agreement won't mean a dramatic reduction in class sizes, but they're grateful for the money anyway.

"Shoot, every little bit helps," said Dwayne Slate of the Washington State School Directors' Association, which represents school-board members.

"The general feeling is, 'Good for Congress. They finally realized education is on the radar screen.' "

School districts in King and Snohomish counties would receive slightly less than a quarter of the state's allotment next year to hire new teachers for first-through third-grade classrooms, according to estimates from Sen. Patty Murray's office.

The new money is intended to target those districts with high poverty levels and those with high rates of growth. But with a total of 296 school districts in the state, the 275 new teachers inevitably will be spread thin.

The total \$1.1 billion initiative, sponsored by Murray, is being called a down payment on a long-term plan to hire and train 100,000 new teachers nationwide and reduce class sizes to a ratio of 18 students to one teacher in the earliest grades.

Though details still are being ironed out before Congress votes on the final budget agreement

next week, here's how it is expected to work, according to Murra
y's office:

Money would be sent directly from the federal government to school districts.

Districts would be required to spend about 80 percent of the money on new teachers, while about 20 percent could go to improve teacher quality. That could mean new money for teacher recruitment, to pay mentor teachers, to help uncertified teachers get their credentials or other initiatives.

If districts already have an 18-to-1 student-teacher ratio in their schools, they can use the money to further lower class sizes in those grades or hire more teachers for kindergarten or upper grade levels.

The money cannot be used for creating space for these new teachers, renovating schools or constructing new ones, or for supplies.

The money under discussion now is only for the next year, and some state and district officials worry about being stuck with the continuing costs of the new teachers' salaries and benefits if Congress doesn't come through with more money in the future.

There likely will be a provision allowing districts to hire the new teachers on one-year contracts, so if the money dries up, they could be laid off, congressional staffers say.

"The impact will depend on how many teachers we get," said Bev Cheney, a spokeswoman for the Kent School District. Equally important is making sure the initiative to lower class size is coupled with the training and support for teachers "to do it right," she said.

Indeed, research shows just lowering class size by a few students doesn't have the impact parents might assume. Studies show student-teacher ratios have to drop to 15-to-1 or lower

before there are measurable differences in student achievement. Even then, not all researchers agree lowering class size produces any real results in the classroom.

But Washington has the fourth-highest class sizes in the nation. The average regular-education class in Washington has 29 students, compared with a national average of 25, according to the U.S. Department of Education .

Simply to bring Washington's classes in line with the national average, the state teachers union says the state would have to hire more than 9,000 teachers.

It's a hot issue with parents, too. Reducing class sizes consistently ranked as the top issue in surveys conducted last spring of parents and educators by the state Office of the Superintendent of Public Instruction.

"Class size has a big impact in terms of how we attend to our students, particularly in the early grades," state Deputy Superintendent Jim Coolican said. "That's when we teach them to read. Later, they're reading to learn," he said, and missing that first critical step means academic trouble later.

Publication#W\ PP# 27. Seattle Times"Publication" #:\ PP#October 19, 1998

Headline#\ PP# UW's ambitious effort to promote diversity
Headline #:\ PP#
by Marsha King
Seattle Times staff reporter

Nora Laughlin had her heart set on the University of Washington - so set that she didn't apply anywhere else.

The high-school senior was fairly confident her academic record was good enough to win admission. She had an above-average 1,110 SAT score and a respectable 3.34 grade-point average from Seattle's Blanchet High School, considered by the UW as one of the tougher-grading schools in the state.

But, this year, all that wasn't good enough. The UW put Laughlin on a waiting list and ultimately rejected her. Now she's attending Shoreline Community College.

At the same time, another young woman from a different high school got in, but ultimately chose not to attend the UW.

She had lower academic qualifications: a 1,080 SAT score and a 3.03 grade-point average.

Both young women had extracurricular activities. Both came from homes with at least one college-educated parent.

But Laughlin is white, and the other woman is black. Both women were in a pool of UW applicants who came up for review because their test scores and grades, though good, weren't high enough for automatic admission.

In that review process, identifying oneself as a minority can be worth extra points. Most minorities don't need that credit to win admission, because they get in based on grades, test scores and other factors. But at the academic margins, race is a factor.

That's OK with Laughlin.

"I think diversity is important," she said. "I would probably do the same thing: choose a minority over myself."

But it's not OK with lots of other people, and such policies are one reason Washington voters face an initiative that would end the way affirmative action is practiced in this state.

Of the state's six four-year colleges, the UW is the place where efforts to diversify are most significant and where debate over the use of race in admissions rings the loudest.

Today, in the second and final part of "Equality on Campus," a Seattle Times research project zeroes in on the UW. The report looks at the school's "grid," where some of its freshman applicants compete for admission - and where points are given for race.

And it takes a close look at the UW's graduate schools - who gets in, who doesn't and how these two programs are reacting to Initiative 200.

Publication#W\ PP# 28. Sacramento Bee"Publication" #: \ PP#October 19, 1998

Headline#\ PP# A plan to shake up schools: Prop. 8 would give parents control of curriculumHeadline #: \ PP#
By Janine DeFao Bee Staff Writer

With a single punch at the voting booth next month, Californians could radically change the way their public schools are run.

Gov. Pete Wilson's Proposition 8 would affect school governance from the state level down to individual schools, with the creation of both a statewide chief inspector of public schools and parent-led councils that would control curriculum and budgets at each school.

The initiative also promises permanent funding for class-size reduction in the primary grades, changes in teacher qualifications and mandatory expulsion for drug possession.

Critics have called it a grab bag of unrelated and unneeded changes being pushed by an outgoing governor who couldn't get his agenda through the Legislature. They point out that the proposed law only could be changed by another initiative or a four-fifths vote of the Legislature, plus the governor's signature.

But Wilson, the initiative's sponsor, defends it as "something that will very substantially focus the public's attention and parents' attention on both the strengths and weaknesses of particular

schools and allow them . . . to demand improvement."

Those strengths and weaknesses would be outlined by the chief inspector, whose office would collect data on schools and annually rank their quality.

The inspector would be appointed to a 10-year term by the governor without Senate confirmation. All major gubernatorial appointments now require such confirmation or are balanced by legislative appointments to the same body.

Neither the inspector's salary nor the size of staff is specified, but the legislative analyst's office estimates that the new office would cost \$15 million to \$20 million of the initiative's estimated \$60 million price tag.

"It would simply add another layer of bureaucracy to the already cumbersome system we have in place," complained Rosaline Turnbull, president of the State PTA, among the education groups opposing Proposition 8.

Currently, state education issues are the purview of the elected superintendent of public instruction, the State Board of Education appointed by the governor, the Legislature, the governor himself and his secretary of child development and education.

Wilson contends, however, that the new office is needed as an independent source of information on the schools that would be "isolated from political influence."

Proponents also point out that the initiative requires that the inspector be funded by shifting money from the California Department of Education .

But the department's state general fund budget this year is \$25 million, and additional funding, such as federal money, is earmarked for specific purposes.

Department spokesman Doug Stone said losing more than half its budget would thr

eaten the
department's ability to carry out mandates such as administering and
publishing results of the
new statewide achievement test.

On the local level, the initiative would require creation of "school-site governing councils"
at each of the state's 8,000 schools. Two-thirds of the council
would consist of parents, elected
by other parents, with the rest made up of teachers
chosen by their peers.

The councils, in consultation with the principal, would set each school's curriculum and
spending "usurping major roles of elected local school boards.

Principals also would be given the power to remove any employee, including teachers, from
their schools, but not the ability to dismiss them from the district
altogether.

Critics of the initiative have questioned whether parents have the know-how to make
curriculum and budget decisions and say the councils would not be accountable to the general
public. They say setting curriculum at school sites would undermine the state's new academic
standards.

But Wilson argues that the standards still would serve as a basis for curriculum development.
Furthermore, he said, "what makes for a good school are two key ingredients: a strong principal
and parents working with that strong principal."
"

San Juan Unified parent George Osborn agrees.

"I'm a strong proponent of local control, and you can't get much more local than the school
site," said Osborn, who heads the Sierra Oaks PTA with his wife, Cheryl. He thinks school
administrators would provide "lots of guidance" to parent-teacher councils.

While he supports parent involvement, Sacramento City Unified Superintendent Ji

m

Sweeney said he is "terrified" of having curriculum set at individual schools

.

Sweeney blames the district's low reading scores on the fact that its schools were using at least five different reading programs. Many students changed schools and had little consistency in instruction.

Sacramento City now has a single, districtwide reading program " with related teacher training measures " and is headed in that direction in math.

Stanford education professor Michael Kirst said he thinks school governance in California needs to be re-examined, but said the initiative's "piecemeal" approach is not "the way to go."

"That's the penchant in California of sticking widgets into the system without thinking about the whole system and how it should interact," said Kirst.

A Field Poll last week showed the initiative's support at 48 percent, with 29 percent opposed and 23 percent undecided.

Also last week, the "No on 8" campaign launched \$2.8 million in television advertising.

By Sept. 30, the campaign had raised nearly \$3.7 million, with all but \$140,000 coming from the California Teachers Association.

Other opponents include the Association of California School Administrators, the California School Boards Association, the California Democratic Party, Democratic gubernatorial candidate Gray Davis and incumbent state schools chief Delaine Eastin.

Proposition 8 backers include the California Business Roundtable, California Republican Party, Republican candidate for governor Dan Lungren and Eastin's challenger, Gloria Matta

Tuchman.

That campaign had raised \$1.7 million at the end of last month.

Wilson contends the teachers union is bankrolling the opposition because it fears subject-matter testing of teachers and use of student test scores in teacher evaluations, both of which are included in the measure.

"How many hoops do you want teachers to jump through?" asked CTA spokeswoman To mmyeHutto, who said because the state already has a teacher shortage, her organization is focused on retaining teachers, rather than changing the requirements to become one. But she said CTA also opposes many other elements of the initiative.

One provision on which opponents have had little to say is the initiative's creation of permanent funding for the state's popular class-size reduction program.

Supporters say the state commitment is needed because local districts are making long-term changes "like adding classrooms" to accommodate classes with 20 or fewer students in kindergarten through third grade.

Initiative critics say the program is in no jeopardy.

Last year, 84 percent of K-3 students were in the smaller classes, at a cost of \$1.2 billion.

But aside from its popularity with parents and teachers, the state has no proof that the hastily implemented reform works.

"That's very bad public policy to push forward with class-size reduction without better knowledge of the potential effects," said Eric Hanushek, a University of Rochester economics professor who argues that teacher quality is more important than class size.

Even Jeremy Finn " author of the nation's most thorough research on class-size reduction, in Tennessee, and one of its strongest supporters " has reservations about codifying smaller classes across the board.

"You're tying the state into paying for something that's a good thing, but that isn't needed across the state," said Finn, who said California should instead consider making small classes permanent in poor schools, where the benefits are the greatest.

The initiative also would require mandatory expulsion for drug possession at school. Current law calls for expulsion unless administrators find it inappropriate.

"(Proposition 8) is a hodgepodge that doesn't systematically help us improve public education," Eastin said. "California needs to stop lurching from one new gimmick to another."

But initiative spokesman Mitch Zak said it is needed "to put the system on a quality course and make public schools accountable to parents and, most importantly, students."

Publication#W\ PP# 29. San Francisco Chronicle"Publication" #:\ PP#October 19, 1998

Headline#\ PP# California Gets Budgetary Boost for EducationHeadline #:\ PP#

With billions of dollars in new spending flowing for everything from education to immigration reforms to the high-tech industry, the \$500-billion budget deal struck in Congress this week is laced with sustenance for California " even if critics say some of it looks like table scraps.

The accord's centerpiece is \$1.1 billion to hire more teachers and reduce class sizes. State education officials expect roughly \$129 million of that to go California, which translates to salary and benefits for approximately 3,500 teachers

rs in the first year. Much of that is expected to go to poor, urban schools.

That could give a boost to a popular state program begun in 1996 that limits class size from kindergarten through third grade to 20 students. The program reaches 84 percent of all public schoolchildren in those grades and has drawn raves for allowing teachers to spend more one-on-one time with students.

But how helpful the money will be remains to be seen. Cutting class size is an expensive proposition that requires an army of new teachers and additional classrooms, which are in scarce supply on many urban campuses. Officials estimated that expanding the state class-size program to fourth grade could cost from \$300 million to \$500 million a year.

Also, some critics complained that not a penny of the education money can be spent on new schools, a dire need in California.

For after-school programs, California could expect to get \$20 million of \$200 million tentatively approved, the result of a bill sponsored by Sen. Barbara Boxer, D-Calif.

A final vote has been put off until Tuesday while the budget's details are nailed down and reviewed by lawmakers. Congressional aides scurried Friday to decipher legislation that will run thousands of pages once it's printed, sifting out details on how each state fared.

The agreement calls for funding increases for a variety of programs particularly important to California, but it is not yet clear exactly how much of the new money will go to the state. The overall figures include:

" A \$350 million increase in funding for prevention and treatment of AIDS, with special emphasis on minority communities.

" \$871 million for a summer jobs program, which helps get youth off the street

s in urban
areas.

" A \$524 increase million for programs designed to enhance educational opportu
nities for
Hispanic Americans.

" \$585 million to reimburse states for the cost of incarcerating criminal ille
gal aliens. Last
year, 45 percent of this entire fund went to California, which
has more illegal immigrants than
any other state. Still, California's share of
that money has decreased as other states apply for
funds, officials said.

An additional \$80 million for customs service and border patrol the on Southwes
tern border
and \$10 million more for processing work by the Immigration and Nat
uralization service was
also included in the final agreement, some of which cer
tainly would flow California's way.

The deal also includes an extension of the research and development tax credit
that helps fuel
innovation and create jobs. Strongly supported by Sen. Dianne F
einstein, D-Calif., and coveted
by California's leading-edge companies, the tax
credit expired July 1.

Other programs authorized included increased logging in a national forest north
of
Sacramento, \$2 million for Santa Monica Mountains land acquisition and a on
e- year extension
of the off-shore oil drilling ban.

The deal left noticeably unresolved one of the most contentious issues on Capit
ol Hill this
year, as well as one with a potentially huge impact on California
" how the 2000 census will
be conducted.n

Publication#W\ PP# 30. Dallas Morning News"Publication" #:\ PP#October 19, 19
98

Headline#\ PP# Foreign students' numbers rise at
community colleges Headline #
:\ PP#Subhead#[\ PP# Administrators look to improve diversity and increase
in

come Subhead#:\ PP#

By Jayne Noble Suhler and Ed Timms The Dallas Morning News

Foreign student enrollment at community colleges is flourishing at a time when it is stagnating at other institutions of higher education.

In Texas, the number of foreign students enrolled in two-year colleges has increased by more than 25 percent since 1993. Nationwide, foreign student enrollment reported to the Institute of International Education has increased from 61,278 in 1993 to 73,443 in 1997 - almost a 20 percent increase.

Part of the increase can be explained by more comprehensive reporting by community colleges, said Todd M. Davis, director of research for the institute.

But international students also are making "more savvy use of our higher education system . . . especially as some Asian economies are being pinched," he said .

For many foreign students, community colleges offer inexpensive, small classes and often specialize in the kind of intensive English or job-skills training they are looking for. The community college experience also can ease the transition to a university or a job.

"If we go to community college, we can practice English, learn about the culture, we can get attention, we learn what is expected," said Hema Chilakabadi from India, who is studying English and computers at Richland College in Dallas.

Many community colleges are actively recruiting foreign students to make campuses more ethnically diverse and help pay the bills. In Texas, for example, international community college students pay about twice the tuition of local residents.

Delaware County Community College in suburban Philadelphia is in an area with many

immigrants, said Paul McQuay, director of international students.

Many of these residents are in need of the same training in English and work skills that international students are seeking. The international students help defray the cost.

"It helps increase that critical mass and quite frankly pays some of the bills and diversifies our campus," Dr. McQuay said. "So, we work with our international students, bring them here, transfer them on to other situations after they've been with us for two years."

Four-year-colleges and graduate programs also seek foreign students, but tight finances and increased competition from universities in other countries is making that more difficult. Australia, for example, is luring away many Pacific Rim students that once might have come to America's four-year colleges.

Many community colleges now have international exchange programs and send officials overseas on recruiting drives. Most have sites on the Internet that provide information to international students.

Word of mouth also brings the students to community colleges, said Stephen Mittelstet, Richland's president. He said the school has a good reputation among people in the multi-ethnic neighborhoods surrounding the northeastern Dallas campus.

"One thing we've found is that if they have a good experience, they tell their friends and family." Dr. Mittelstet said.

Richland offers a mentoring program for international students to converse with older, American students to learn English and about the culture.

Dong Lee, 34, is learning English at Richland and is in the mentoring program. He already has earned a bachelor's degree in South Korea and plans to seek a master's degree in theology.

from SMU.

Mr. Lee said he is at Richland because he thought he wouldn't get the same level of attention at a four-year university.

Most community colleges have agreements with four-year institutions that allow students who obtain an associate's degree to automatically transfer.

"About 90 percent of our [international] students are transferring on to a four-year university," said Karen Brucks, international admissions specialist at Lansing Community College in Michigan, where the number of international students has roughly doubled since 1994.

"And with the global economies being as tight as they are - that has been more of a selling point for community colleges," she said.

The role of foreign students in U.S. higher education is a sensitive issue, especially at the graduate level. Foreign students receive more than half of the nation's doctoral degrees in science and engineering fields. Some critics charge that universities are educating foreign students at the expense of U.S. minorities, and are helping them finance their educations with taxpayer dollars.

Critics also charge that many foreign students have no intention of returning home after completing their education on a "temporary" student visa but instead find a way to stay in the United States.

Complicating efforts to identify real issues and misperceptions is a lack of hard numbers.

Dr. Davis, the institute research director, said that currently there is "no solid . . . national data collection system" that keeps track of what foreign students do and where they ultimately go.

"No one, as far as I know, has any problems with someone . . . coming to the United States because they want to learn to speak English," Dr. Davis said. "No one has any problems, as far as I know, with students from any country coming to this nation because they want a high-quality education."

"Where people do have some concerns - and where, unfortunately, we don't have the high-quality data that allows us unambiguously to address the issue - is where individuals seek employment after having stated that they're here . . . for the purposes of education."

As part of immigration reforms mandated by Congress in 1996, the Immigration and Naturalization Service developed a computer-based tracking system for international students. A pilot program involving 22 U.S. institutions, including community colleges, is underway.

"Under the current system, a student can arrive in the United States and disappear, and there's really nothing the school can do about that," said Ms. Brucks, the admissions specialist at Lansing.

The level of monitoring being tested in the pilot program could ultimately provide officials with a more accurate picture of where foreign students are and what they do, Dr. Davis said.

For many educators and government officials, the goal is to balance national interests with the benefits that foreign students represent.

Community college educators say that their first responsibility is to residents and taxpayers. But part of their mission is to create an atmosphere that prepares people to live and work in a global community.

"Our first and foremost responsibility is to our community . . . but we're also going to do all we can to help those from other countries," said Brian Barrett

, associate director of admissions
at Tarrant County Junior College.
Publication#W\ PP# 31. Ft. Worth Star Telegram"Publication" #:\ PP#October 19
, 1998

Headline#\ PP# High dropout rate alarms Hispanic
groups Headline #:\ PP#
By Michelle Melendez
Star-Telegram Staff Writer

FORT WORTH " Hispanic students are twice as likely to drop out of school as An
glos,
and they frequently do so before completing the 10th grade, local and nat
ional studies indicate.

Hispanic organizations lament the high dropout rate, and warn that it threatens
to create an
"economic apartheid" for a rapidly growing segment of the U.S. po
pulation.

Census statistics in 1996 showed that 30 percent of Hispanics between the ages
of 16 and
24 had no high school diploma, four times the percentage of Anglos an
d more than twice the
percentage of blacks in the same age group.

Native Americans are the only ethnic group that appears to have a greater perce
ntage of high
school dropouts.

"Knowing that the dropout rate in the nation is so high for Hispanics, we're co
nstantly aware
of what we must do to lower it in Fort Worth," said Juanita Silv
a, associate superintendent of
the Fort Worth Independent School District. Abou
t 40 percent of the district's 78,000 students
are Hispanic.

Silva said that many local Hispanics leave school for the same reasons as other
students: to
work, or because they have become involved in gangs, become pregn
ant or failed the Texas
Assessment of Academic Skills test required for graduat
ion.

The best form of prevention, she said, is to raise expectations, help them succ
eed in class and

provide them with ways to hold jobs and stay in school.

Fort Worth reported an annual Hispanic dropout rate of 3.3 percent in 1996-97, compared with 1.7 percent for Anglo students, 2.5 percent for blacks, 1.8 percent for Asians and 6.2 percent for Native Americans in grades seven through 12.

But a new Fort Worth district study found that more than 50 percent of all ninth-graders who started high school in 1993 and 1994 dropped out before graduating. The ongoing study will examine the rates for each ethnic group, as well as why students are quitting school.

Some of the same causes and solutions cited by Fort Worth observers were outlined in a report to U.S. Education Secretary Richard Riley this year from the Hispanic Dropout Project, a commission appointed to study the issue.

"Almost all left because no one had established individual relationships with each of them, communicated high academic expectations to them and provided them with meaningful opportunities to achieve those expectations," said William Secada, a professor at the University of Wisconsin-Madison who headed the project.

Many national and local Hispanic organizations have made education a top priority on their political agendas.

After the February release of the project's report, titled No More Excuses, LULAC, the nation's largest mainstream Hispanic civic organization, publicly pledged to train its 110,000 members to tutor Hispanic students.

But few members of local Hispanic organizations are doing what experts say is the single most effective thing to keep kids in school: working with individuals on a regular basis.

"We're trying to get more of our members involved," said Vicki Bargas, president of a local

LULAC council. I just don't know if I'd be able to, with work obligations."

Bargas' LULAC chapter has adopted Worth Heights Elementary School. Members read to students occasionally, write to student pen pals and raise funds.

The Dropout Project report came after 2 years of study, interviews and public forums in dozens of cities, including Houston and San Antonio. A recurring theme was that Hispanics and their culture need to be valued in the classroom.

"The everyday, in-school experience of too many Hispanic students failed to engage their minds," the report concluded, adding that speakers praised alternative and intervention programs where they were available.

The Fort Worth district and some organizations have started alternative schools and after-school tutoring programs.

The Gilbert Garcia Learning Center, an alternative school run by LULAC and the AmericanGI Forum, once served many more dropouts than it now does, director Juan Cantu said.

"We only get \$14.85 a day from the district to put them in our alternative school," Cantu said. "It's not feasible when the salaries to staff the program cost \$50,000 a year."

Instead, the alternative school is primarily serving students sent there for discipline problems, for whom the district pays \$50 a day.

The LULAC youth councils at Trimble Tech and North Side High School are interested in starting a peer dropout prevention program, said Alberto Govea, deputy state director for Youth LULAC.

"What concerns me is we've been talking about the dropout problem for ages, but it hasn't improved," Govea said. "It's really time to get serious. If the drop

out rate continues, our people
are going to be subjected to economic apartheid.
"

On average, dropouts earned \$13,697 a year in 1996-97, compared with \$20,248 for high school graduates, according to the U.S. Department of Labor.

Although few Hispanic group members are working individually with potential dropouts now, many help motivate students by speaking at career-day programs, donating books and clothes and sponsoring college scholarships.

"We do very little directly," said Rufino Mendoza of the Fort Worth Mexican-American Education Advisory Committee, which holds an annual art scholarship competition. "We don't mentor or do anything one-on-one on a regular basis."

Mendoza said local Hispanics instead try to influence school officials to hire more Hispanics and improve bilingual education and academics in general.

"Yeah, we need to do more " get people out into the community," said Joe Tijerina, president of the Arlington Hispanic Advisory Council. "I've had parents call me 'after' they've been told their kid can't graduate. Try to salvage that. The child ends up leaving school, saying they will finish later, and that child becomes a dropout."

Publication#W\ PP# 32. Miami Herald"Publication" #:\ PP#October 19, 1998

Headline#\ PP# Teaching evolves to meet brain's abilitiesHeadline #:\ PP#Subhead#\ PP# Educators develop styles to capitalize on recent researchSubhead#:\ PP#
By ANALISA NAZARENO
Herald Staff Writer

To slow students' brains from a computer and music video rhythm to a novels and poems pace, Braddock Senior High English teacher Jeff Karpiak plays classical music before the start of some of his classes.

To reach students with learning disabilities, Atlantis Academy elementary teacher Emily Perez helps them feel comfortable, letting them sit on the floor, listen to music through headsets, use a laptop computer to take notes.

These are some of the things teachers are doing differently these days " a concept they call "brain compatible learning."

Though educators have long sought ways to understand the mind in order to focus their teaching, more and more are turning to brain researchers for answers on how best to reach a diverse student body.

"There has been so much wonderful new research, which affirms those things we have known for a long time," said Karen Dreyfuss, who heads the teacher training program for Miami-Dade Public Schools.

The Dade schools system has offered teacher training courses on brain-based learning for three years in response to the educational trend of using brain research for insights into teaching practices.

And school associations statewide have been holding sessions on brain compatible learning for private school administrators and teachers.

Fundamental facts

These are some of the basic concepts that educators are learning about "brain-based learning:"

The brain creates microscopic connections to develop vision from birth to age 5, social attachment in its first year of life, and understanding of sounds and speech in the first two years of life.

Ages 5 through 9 are the optimal years for learning a second language.

The brain responds best when a person is challenged, but not threatened.

A good diet contributes to better information processing in the brain.

But because the idea of applying biological brain studies to teaching practices is relatively new, there is little information about how to put this information to practical use.

“One of the conundrums is that with all this brain research, educators are trying to learn if there is a specific approach, and there aren't many things telling us,” said Kenneth Emerson, a policy analyst with the Education Commission of the States, which tracks education trends for state policy makers nationwide.

And so, in the absence of further scientific studies, educators have been seeking out experts “consultants, scientists, child psychologists, education authorities” to guide them.

The experts are lecturing and producing educational computer programs for children, teacher-training videos and books.

New ideas mixed with old ways

Much of the advice bolsters familiar teaching practices, like showing students how and why to move what they learn from their temporary memory into their permanent one.

Some of it, like using computers and other technology to reach students more accustomed to a fast-paced world, are modifications of older theories that involve relating to children on terms they understand.

Education experts have mixed feelings on the issue.

“In the last couple of years I have seen more discussion on brain-based education, and so I’m optimistic,” said Dale Parnell, a visiting scholar at the University of South Florida and professor emeritus at the Oregon State University, whose theory of “contextual learning” has had wide appeal among teachers seeking brain-based practices.

“The bottom line for the brain is being able to show the application of their learning from abstract to the real, from paper to practice. This moves the knowledge from short-term to long-term memory,” he said.

Parnell’s colleague, Howard Gardner, a Harvard University education professor, is less eager to extol the wonders of brain research.

“Educational institutions are overly enthusiastic about incorporating findings from brain research into classroom practices,” Gardner said.

“In fact, you can almost never go from a brain finding directly to classroom practice. You need theories of learning and instruction, and these can’t come from knowledge of the brain, even if you know what every synapse is doing.”

And though Gardner said he is leery of the brain craze, several educators have pointed to his theory of multiple intelligences as a guide for brain-based learning.

Seven distinct abilities

The multiple-intelligences concept has been around for more than a decade. Gardner’s theory is that there are at least seven abilities or types of intelligences: logical-mathematical, linguistic, musical, visual, bodily kinesthetic, interpersonal and self-awareness.

He conceived the idea partly on evidence that a brain damaged in one part loses one function,

but not others.

Professors and consultants embraced the idea and have been telling teachers that in order to make information relevant to different students, they should use varying teaching methods to trigger different parts of the brain.

The theory has been invaluable for educators dealing with students who have learning disabilities, said Tish Tepper, a co-director for Atlantis Academy in Kendall, which specializes in serving such students.

"We've got students who have dyslexia, attention deficit disorder, brain damage, dysgraphia; and it doesn't mean that they can't learn " it just means that we have to go at it from a different door," Tepper said.

Public school teachers said the concept offers hope for reaching students of varying skill levels in the same overcrowded classrooms.

"Because we have classrooms of 35 to 50 kids and you have a range of skills from low to high in each classroom, I have to use multiple inputs " whether it's video, music, something written, something read, getting kids to teach each other " because they all learn in different ways," said Karpiak, the Braddock Heights English teacher.

Putting theories into practice

Scientists say it's too early and too difficult to determine what the latest theories will produce.

"Neuroscience has discovered a great deal about neurons and synapses, but not nearly enough to guide educational practices in any meaningful way," said John T. Bruer, president of the McDonnell Foundation, which funds scientific and educational efforts.

"The challenge is to define the behaviors that we want to teach, design learning

ng
environments to impart them and constantly test the educational efficacy of
these environments,"
Bruer said.

And while educators have responded to the brain research, policy-makers have no
t reacted
much to studies that show that brain growth is most rapid during infancy
and early childhood,
said Alan Stonecipher, co-director of the Governor's Commission on Education.

"Children need to be spoken to. They need a broad variety of activities. And in
some cases,
it's a use it or lose it situation," Stonecipher said. "If the
young brain is not stimulated, then that
function is diminished."

Stonecipher said legislators have resisted passing laws that would require child
care providers
to be better trained, mandate higher pay for care givers and reduce the adult-to-student ratio.

Educators are calling this period of time "the era of the brain." And the era
is still young.

"There's a lot of potential and educators need an opportunity to see what those
options are
so they can very carefully and thoughtfully put the research into
practical use," said Kenneth
Emerson, with the Education Commission of the States. "There have not been any long-term
longitudinal studies that would suggest
that what they're learning from brain studies should be
incorporated into the
classroom in a drastic way."

Publication#W\ PP# 33. Miami Herald"Publication" #:\ PP#October 19, 1998

Headline#\ PP# College classrooms using more
high-tech bells and whistlesHeadl
ine #:\ PP#

ORLANDO " (AP) " In Kathleen Richardson's class, the blackboard is passe; the
overhead projector, a bowling alley relic.

The University of Central Florida associate professor knows most of the 278 students in her concepts of chemistry class are there only because they must take a science class to graduate. They're about as intrigued as children in a church service.

So before class on a recent Thursday, Richardson clipped a wireless microphone to her jacket. She set up a computer to project a lecture outline onto four, strategically placed six- or 10-foot-wide screens.

When she talked about hydrogen, a picture of the ill-fated airship Hindenburg popped up.

When she talked about a famous chemistry experiment " a particle beam piercing a piece of gold foil " she rolled a video animation of what happens at the atomic level.

Teaching for the MTV generation? Yes. But it's also the wave of the future in classrooms.

A national trend

The push for "multimedia teaching" is nationwide, in part because of advocates' belief that, aside from helping keep students' attention, it also may improve learning by offering information in a variety of ways. Twelve percent of the classrooms at public universities now have such technology, said Kenneth C. Green, a visiting scholar at Claremont Graduate School who conducts an annual survey of college technology.

UCF is slightly ahead of the curve, having spent close to \$2 million since 1993 to renovate and equip each of its 30 largest classrooms.

Using a single key pad, instructors can control \$40,000 worth of equipment, including computers, videocassette recorders and overhead cameras. The same panel allows them to dim the lights or turn up the volume on a crystal-clear audio system.

stem.

More than a third of UCF's faculty has requested technology training. In about two years, UCF will complete a building in which all 28 classrooms are equipped for high-tech multimedia instruction.

Every classroom construction project under way at the state university system's nine other schools calls for some level of multimedia equipment, said Keith Goldschmidt, agency spokesman.

Top marks from students

Students give the gadgets high marks.

"It's better than just having a professor up there talking," said Lindsay Miller, 19, a UCF sophomore from New Jersey. "You don't have to take as many notes and, if you miss something, it's right in front of you."

Faculty say multimedia techniques are nearly a necessity if large classes are to work.

The first time Richardson taught her chemistry class, she struggled with an overhead projector whose image could be seen only from the first 10 rows.

"I vowed, 'Never again,'" she said. "How can you teach when students can't even see anything you're writing?"

An easy solution

In the souped-up classrooms, multiple projection screens can solve that problem.

Some educators say the technology has the potential to do more. They think it can improve the quality of material professors provide for classes. Instead of straight lectures with only a

blackboard as a prop, professors can use video, audio, Internet resources and computer applications in classes.

“If you're a professor, you'd rather go to the NASA Web site and pick up a live satellite feed of Mars than have students look at a 5-year-old picture in the textbook,” Green said. “That's far more engaging for students.”

UCF associate professor Joby Anthony said technology has helped him better explain geometry. Using animation software, he shows students how formulas change the shape and size of objects.

“You can't do that on the blackboard; it's static. Before, when I'd explain the change, my students would have to use their imagination,” Anthony said. “Now I can show them.”

Impact uncertain

Exactly what kind of impact the new gimmicks are having on student learning is less clear.

And there is skepticism that the new technology will revolutionize the college classroom, or if it will remain on the fringe, much as offering classes on TV did after its debut in the 1960s.

“There isn't a lot of research about the gains from all this, the value added,” said Ed Neal, faculty development director at the University of North Carolina's Center for Teaching and Learning. Neal has spoken out against colleges moving too fast down the technology path.

“I think it's going to be a while before we know when this technology is a real benefit and when it has been a whole lot of hoopla about nothing.”

Publication#W\ PP# 34. Columbia (S.C.) State"Publication" #:\ PP#October 19, 1998

Headline#\ PP# Critics say districts' 'zero tolerance' too

harshHeadline #:\

PP#Subhead#[\ PP# School boards should review individual cases Subhead#:\ PP#

By LORI D. ROBERTS Staff Writer

It's been eight school days since a butter knife in his lunch box got a fifth-grader from Eastover into a pinch as tight as his new set of braces " braces that caused him to want to cut his banana rather than bite it.

Tonight, at a Richland District 1 disciplinary hearing, 10-year-old Christopher Woods and his parents will find out whether he will be out of school for two more days or the maximum of 180 days for bringing the knife to Horrell Hill Elementary School.

In Richland 1, the butter knife is considered a weapon, falling under the district's zero-tolerance policy. Bring a weapon to school, and you're expelled.

Other Midlands districts have similar zero-tolerance policies, policies that have landed a punch in homes where school discipline is not always a concern.

In less than six months:

A second-grader at Horrell Hill, was caught with a steak knife in her book bag. She will have a second hearing Wednesday.

A student at Dutch Fork High School was expelled after voluntarily turning in a Swiss Army knife he said he accidentally left in his pocket. He was on a field trip in Georgia.

A 7-year-old Pelion girl sneaked her father's 9 mm semiautomatic pistol out of his truck's glove compartment and into her book bag. Expelled until the end of the school year last year, she's back in school this year.

Christopher Woods' mother, Kristina Drawdy, said her lawyer has advised her not to talk about her son's plight before Monday's hearing.

But parents and others opposed to zero-tolerance policies said they're too rigid. The policies leave no room, critics say, for the discretion that helps move beyond mistakes, and no chance for young people to tell the truth without suffering worse consequences than if they'd lied.

"We're angry," said Joyce Gilbert, whose son, Jason, was expelled from Dutch Fork High School when he turned over the Swiss Army knife.

"If a kid accidentally breaks policy, what can they do to avoid getting expelled?" Gilbert asked the District 5 school board last week during a public comment session.

"There is no answer to that question," she said. "A kid can't admit he made a mistake. Their only alternative is to hide it and to lie about it. That's not acceptable at our house."

Everyone wants it until ... In many districts, though, school leaders stand just as firm, consistently voting to expel all students who are caught disobeying the rules. To do otherwise would be to risk spates of school violence, sacrifice the integrity of the rules and ignore the public's demand for safe schools and equal treatment of all students, they said.

But others said having no flexibility in handing out punishment can limit a school system's ability to reason and, at the same time, can sacrifice the academic achievement of otherwise promising students.

"Zero tolerance sounds good to the public, and it plays well with the legislators, and I believe districts across the state are responding to the concerns of the community," said Evelyn Berry, executive director of the S.C. School Boards Association. "But I do believe if you're going to have zero tolerance, you can't have it in isolation. You have to look at the total child."

Zero tolerance can work if it is complemented by compassion, Berry said. But there also must be alternative programs, after-school intervention programs or allowances for school boards to impose the policy case by case, she said.

"It's not an easy call," Berry said. "Boards agonize over these decisions."

So do parents.

"I never realized it was such a black-and-white policy," Gilbert said. "If a kid makes a mistake and owns up to it, they might as well kiss their education goodbye, or they end up at the alternative school."

Gilbert's son, Jason, now attends an alternative school in District 5 of Richland and Lexington Counties. He could be readmitted to Dutch Fork in January.

Gilbert said she has been circulating a petition and has about 400 signatures. She's also handing out fliers. "We're trying to raise community awareness so that people understand this policy and the way it really works."

Gilbert said she was always aware of zero-tolerance policies but had never formed an opinion on them. "We always thought it was a tough policy. But we had never really seen it in action."

That's the Catch 22 inherent in zero-tolerance policies: Everybody wants equal application of the policy until it hits home and affects their children.

"Then they want special consideration given because A, B, C, D, and they'll give the reasons," Richland 1 spokesman Greg Plagens said. "Our reality is this: Be it a butter knife or a steak knife, it's an instrument that does not have to be in school. It's not required for an activity, and there is potential for harm, be it intentional or unintentional."

'Draconian approaches.' Zero-tolerance policies began to evolve in the early '9

0s, when more
and more weapons came into school.

Nobody can really say that zero tolerance or similar policies have been effective. Gene Stephens, a University of South Carolina professor of criminal justice, isn't sure why anybody thought they were necessary.

"Count the number of incidents you've heard about compared to the millions of kids who go to school every day," he said. "It's not serious enough for Draconia to approach it."

"People want to take out the discretion, and you can't take discretion out of human interaction," said Stephens, who teaches a class in crime prevention. "You've got to negotiate, mediate and talk."

In Richland 2, zero tolerance became a priority about four years ago, said Roosevelt Garrick, director of student services.

"We have safety right up there with academic achievement," Garrick said.

In the first year of zero tolerance, Richland 2 saw an increase in the number of expulsions. Since then, expulsions have leveled off, Garrick said. Last year, 147 students were expelled, compared with 138 the year before.

Earlier this year, some Richland 2 trustees tried to relax the policy to allow each case to be considered individually. However, the attempt failed in a 4-3 vote.

"The policy needs to change," said trustee Melinda Anderson. "Zero tolerance leaves us no choice. There needs to be some discretion."

Some flexibility. In Lexington 1, there is discretion. That school system's policy allows its board to take into consideration a child's age and disciplinary history.

"But we don't call it zero tolerance," district spokeswoman Mary Beth Smith said.

School boards also can overrule themselves, but usually they don't.

For example, Richland 1's policy allows its school board to decide how many days a child will be barred from school.

"When people say they want flexibility, we feel that there is flexibility," spokesman Plagens said.

Publication#W\ PP# 35. Chicago Tribune"Publication" #:\ PP#October 19, 1998

Headline#\ PP# TENSION IN CLASSROOMS
BRINGS GAY ISSUES TO FOREHEADline #:\ PP

By Janita Poe Tribune Education Writer

As attention focuses on the killing of a gay University of Wyoming student and the brutal beating last month of two gay Chicago men, Chicago-area educators continue to grapple with how or whether to include education about gays and lesbians in high school curricula and activities.

Many acknowledge that it is gay and lesbian students "more than African-Americans or other ethnic or racial groups" who now seem to be the most likely targets of taunts or other harassment in school hallways.

Some schools, such as Whitney Young, Lane Tech and Marshall High Schools in the Chicago Public Schools, the Latin School in Chicago, the University of Chicago Lab School, Evanston Township High School, Wheaton Warrenville South High School and the Illinois Math and Science Academy in Aurora, have established student organizations for gay, lesbian and straight students in recent years.

At least two schools, Stevenson High School in Lincolnshire and Niles North High School

in Skokie, have confidential support groups for gay students. And at least one school, New Trier High School, officially recognizes Lesbian and Gay History Month, a designation marked this month that began through national gay groups and has been recognized by a number of mayors and governors nationwide.

Still, most school officials say gay and lesbian education for school-age children remains a complicated and touchy issue, one that involves balancing the teaching of diversity and tolerance with the need to respond to the values of parents and school communities, the majority of whom believe that open discussions about homosexuality have no place in primary and secondary schools.

Beverly Tunney, president of the Chicago Principals and Administrators Association, said educators long have felt one's sexual orientation " particularly among adolescents who are in the most vulnerable stages of developing their own identities " is a deeply personal matter, not a subject for open discussion in classrooms. Besides, officials say school districts must represent the views of their communities and, so far, few communities " or even students " have been open to school-sanctioned gay-awareness programs.

"Most schools do not have clubs for gay students because the community has not shown a need or support for them," Tunney said. "You have to be very responsive to your community.

"Most groups like this grow out of need. I would say if there are students who feel comfortable in identifying themselves in that manner, I think the school's need to respect the students' lifestyle and their desire for an alliance would be supported."

Most conservative and religious organizations go a step further in arguing that embracing gay curricula, programs and clubs is equivalent to proselytizing or endorsing a particular viewpoint or ideal.

Steven A. Schwalm, a senior analyst in cultural studies at the Family Research Council in Washington, D.C., said schools should protect the safety of all students but they should not openly support any forums that allow youths to discuss homosexuality.

"A school shouldn't have any clubs that endorse any kind of sexuality, period," Schwalm said.
"That's not the time for that. The role of the school is to educate children in an accepted body of necessary knowledge for them to be successful and advance to the next level."

But whether there is parental or community support for gay clubs and activities such as Lesbian and Gay History Month, researchers and gay activists say homophobia is a serious problem in schools. Studies continue to show that the dropout and suicide-attempt rates are at least three times as high for gay students as for straight students, and numerous reports reveal an ongoing problem of hate crimes against students and adults who are gay or perceived to be gay.

A funeral was held Friday for 21-year-old Matthew Shepard, the University of Wyoming student who died after he was beaten, burned and strung up on a fence in a robbery that authorities say was related to his homosexuality. And on Sept. 19, two gay men were beaten near Halsted and Addison Streets, an incident that police characterized as a hate crime.

A September survey by the New York-based Gay, Lesbian and Straight Education Network, GLSEN, found that while about 10 percent of all high school age children identify themselves as gay and lesbian, the majority of the 42 largest urban school districts across the country have no policies that protect gay teachers and students from harassment and discrimination.

Patricia Tomaso, a retired Chicago Public Schools teacher and chairwoman of the Chicago Teachers Union Human Relations Subcommittee on Gay and Lesbian Issues, said many communities do not support gay education and programs in the schools

because they have not received adequate information about the profound problems of isolation, harassment and discrimination facing many gay and lesbian students.

"Anybody who cares about students in general would have to pay attention to these issues,"

Tomaso said. "I think a lot of schools think they do not have gay and lesbian students and faculty, but they do."

Like the groups recognized in Black History Month, Women's History Month and Hispanic Heritage Month "all widely celebrated events in most school districts" gay and lesbian activists say students need to learn about and appreciate the contributions of gay and lesbian people to society.

"For gay students, (Gay History Month) would definitely be important," said Marie Leger,

17, co-president of Spectrum, an organization established in 1996 for gay and straight students at the Illinois Math and Science Academy in Aurora.

"By including their history in a part of their life that is as big as school, they would feel they are supported."

Miguel Ayala, a sophomore political science major at DePaul University who helped establish

Whitney Young's gay organization when he was a student there, said some students encounter

jeers such as "homo," "faggot" or "dyke" at school. But

he said the larger problem for most

youths is a feeling of isolation and lack

of support. For instance, he said, some gay students have become truant or dropped

out of school after their parents kicked them out of the house, and they did

not feel comfortable talking to counselors or teachers about their problems.

"If you don't have a supportive environment you are less likely to go to school," Ayala said.

"These clubs allow you to meet people like yourself as well as friends of the community."

, 1998

Headline#\ PP# City offers program for gifted pupils Headline #:\ PP#Subhead#
[\ PP# Classes new option at middle schools Subhead#:\ PP#
BY ROBIN FARMER
Times-Dispatch Staff Writer

Gifted youngsters enrolled in Richmond's public elementary and high schools can take certain classes to challenge their bright minds.

But parents of middle school pupils often found a gap, and many removed their children from the city's public schools.

Educators hope a new initiative that began this year will reassure parents of gifted adolescents that the city's middle schools can meet their needs.

The Gifted Academic Core Program uses 30 specially trained sixth-grade teachers in teams of two and four to teach math, science, English and social studies to gifted and high-achieving pupils. The academically rigorous program serves 300 sixth-graders. Teachers work as a team to enrich instruction and make connections among various subjects.

Emma Ellis, who teaches math and science as part of the program at Albert Hill Middle School, emphasized hands-on activities long before the program began. She will continue using those methods as well as emphasizing "higher-level thinking skills. I will make sure the basics are covered but also problem-solving [skills]," she said.

Most of the city's middle schools have grouped the participating pupils so that they travel together for the core classes, said Anna Lou Aaroe, coordinator for gifted programs for city schools. The program will complement the Special Program for Academic & Creative Excellence (SPACE) elective available for middle school pupils who demonstrate high intellectual ability. That program starts in elementary schools as a half-day pullout for youngsters in grades two through five.

Options for gifted high school students include honors and accelerated programs at the traditional high schools as well as Richmond Community High and the Governor's School, which was designed for gifted students from throughout the region.

Over the years, Aaroe has watched a number of gifted children leave the city schools after finishing

fifth grade.

"We know that children move out of the system. We know that, particularly at middle schools, many parents just had a question whether they wanted to stay or go," she said. "I know it's a trend."

Aaroe decided to try to get feedback on ways to keep the children in the system.

"I knew who the targeted audience of kids were. I sent a survey that said we're thinking about doing this gifted core program, would you be interested in having your kid enrolled? We received a 37 percent rate of return. With such a high rate it said to me that when you get a third [of the surveys] back this is something that really hits a nerve with parents. We knew it was something people would be interested in."

This past summer training began and educators began revising the reading, math and science curricula.

The program will be evaluated in the spring. Next year it will expand to the seventh grade and the following year to the eighth, Aaroe said.

"We've made a good start but it is an ongoing developmental process. We're planning more training. It's a work in progress."

Only weeks old, the new effort is already generating excitement, said Yvonne W. Brandon, principal at Elkhardt Middle School. Two of her teachers are in the program. One teaches language arts and social studies, the other math and science. This past week she observed their classes and liked what she saw.

"My kids so far love it. They were excited and raising their hands and getting involved in the instruction.

"I've been really pleased with the enthusiasm of the teachers involved," Brandon said. "It's really nice to see. There are people who are interested in working with these students and really try to teach beyond the expectations."

Ellis says already parents are showing a favorable reaction to the program. "The students are wonderful and the parents are very cooperative. I've had so many parents offer assistance, from buying bubble gum for a science experiment to offering help with bringing in different programs for the computer to running of materials."

Publication#W\ PP# 37. Baltimore Sun"Publication" #:\ PP#October 19, 1998

Headline#\ PP# More students are learning Jewish rootsHeadline #:\ PP#Subhead #[\ PP# Enrollment: Jewish day schools are experiencing a growth spurt as more families are enrolling their children so they can better understand their culture. Subhead#:\ PP# By Mary Maushard Sun Staff

Like private and parochial schools across the country, Jewish schools in the Baltimore area are having a growth spurt, and it might be just the beginning.

Unlike parochial schools, which are often the beneficiaries of the public's disillusionment with public education and a renewed interest in values, the Jewish growth reflects another trend " the return of many Jews to their roots.

"The values, the traditions and the sense of identity " that's why people are choosing Jewish day schools," said Marlene Daniel, whose son Justin, 16, recently transferred from Gilman School to Beth Tfiloh Community School because of his burgeoning interest in Judaism.

"In order to pass values on, we have to have schools that support our values."

Although Jews tried to blend into American culture about 40 years ago, "it has become more acceptable to be different," said Zipora Schorr, director of education at Beth Tfiloh Community School, which has 933 students in preschool to 12th grade. "The whole resuscitation of multiculturalism has been to our benefit " let us find the beauty and the meaning in our traditions."

She added that Jewish parents, many of whom were not educated in Jewish schools, are concerned that they are not well-grounded in their heritage and are unable to pass on traditions and beliefs and ensure the continuation of Judaism.

In the Baltimore area, about 5,500 students attend nine Jewish day schools " a designation that separates these comprehensive schools, with a mix of general courses and Judaic studies, from congregational schools operated by synagogues after school and on weekends to teach Hebrew and other tenets of Judaism.

These numbers represent about a 60 percent increase since 1990-1991, when 3,400 students attended Jewish day schools in the area, said Chaim Botwinick, executive vice president of the Center for Jewish Education.

"There is tremendous, tremendous growth," he said, adding that two schools " P'tach, for children with learning disabilities, and Baltimore Hebrew School " have opened since then.

Botwinick said the growth in Jewish day schools is only beginning, with 6 percent to 10

percent annual increases expected over the next decade. "What's happening in Baltimore is a mirror of what's happening around the country," he said.

In 1962, 60,000 students were enrolled in Jewish day schools nationwide. Last year, enrollment reached 200,000.

With growth comes growing pains.

Many schools are full and forced to turn away students. Buildings are stretched, as are budgets. Despite tuitions as high as \$7,000 a year, the fees "do not begin to meet the costs" of operating the schools, Botwinick said.

In the Jewish community, opinions differ about how to fund the schools, said Jay Bernstein, a founder of the Advocates for Leadership in Education Funding, which supports state aid to parochial schools. Other segments of the community oppose government aid.

These challenges are not unique to Jewish schools. Catholic school enrollments have climbed consistently, and conservative Christian schools are second only to Catholic

schools, making up about 20 percent of private schools nationwide. Though many fewer, Jewish, Lutheran, Episcopal and other denominations are adding to the growing private school picture.

At the beginning of this school year, 554 schools affiliated with established churches were registered with Maryland "up from 386 in 1990. This growth parallels that in other types of nonpublic schools approved by the state, which numbered 575 last month vs. 333 in September 1990.

'Growth industry'

"That's a huge amount of growth. It's the growth industry of Maryland," said Vi

rginia
Cieslicki, chief of the nonpublic schools approval branch of the Maryland State Department of Education. "We get calls every day from people who want to start nonpublic schools for various reasons."

These schools are riding a population boom, a renewed interest in values-oriented education and increasing dissatisfaction with public schools.

Unlike Catholic schools, which enroll many non-Catholic students " 23 percent across the Archdiocese of Baltimore " Jewish schools have almost exclusively Jewish students, though they come from varying Jewish ideologies.

Orthodox Jews have traditionally maintained schools and sent their children to them. Families from the Conservative and Reform branches are fueling the enrollment increases, school officials say.

Baltimore County resident Deborah Baer said she and her husband did not intend to send their daughters to Jewish day school, but made the choice because "it was as the best [education] that we could get. We felt very comfortable, even though our children were not coming from an Orthodox background."

Baer's elder daughter, Alisa, graduated in June from Beth Tfiloh and her younger daughter is in ninth grade there. Since the family's affiliation with the school, the Baers have become active in the Orthodox congregation that sponsors the school.

'Believe in the unity'

The Baltimore area has one Conservative day school " Krieger Schechter " and one Reform " Baltimore Hebrew School. Krieger Schechter opened in 1981 with kindergarten and first-grade. Today, it has enrollment through eighth grade and almost 450 students, said admissions director Ilene Wolfe.

"We believe in the unity of the Jewish people. Regardless of where you are coming from, you can study side by side with your fellow Jews and still come out as part of a large, very colorful tapestry," said Schorr, describing Beth Tfiloh, which calls itself a community school.

Though affiliated with an Orthodox congregation, Beth Tfiloh's students come from all branches of Judaism. "Our range of religious experience is very broad," she said.

The school adheres to strict practices, keeping kosher in the cafeteria and requiring males to cover their heads.

"These students are very comfortable with that," said Joan Feldman, Beth Tfiloh's communications director, who has three children at the school. "Someone who is not observant is not offended to meet a higher standard."

At tiny Aleph-Bet Jewish Day School in Annapolis, two of the 48 students are not Jewish, said the school's head, Nan Jarashow, adding that the small classes might have attracted some families.

"The curriculum is what it is. We are not going to exempt anyone," she said.

In these schools, students spend part of their day on general courses and part on Judaic studies, including Hebrew, the Bible and morning and afternoon prayers. The general and Judaic courses offer a strong focus on "derech erez" — "what's right and ethical, what we want our kids to be," said Schorr.

Publication#W\ PP# 38. Bergen Record"Publication" #:\ PP#October 19, 1998

Headline#\ PP# Tech schools seeking more girls Headline #:\ PP#
By RUTH PADAWER Staff Writer

Sara Jane Martin began playing with computers at an early age. By the fourth grade, she had her own.

Today, the Palisades Park native is a computer engineering major at Stevens Institute of Technology.

"Computers are designed to make our lives easier," said Martin, whose mother " a teacher " introduced her to the technology after she began using it with her own elementary school pupils. "The younger you are when you realize that, the more natural computers will feel."

Martin knows plenty of young women who don't share her enthusiasm. Last week, a national study reached a similar conclusion: Although the achievement gap in math and science has narrowed between high school boys and girls in the past few years, it hasn't vanished. Girls still trail significantly in their knowledge and use of technology.

Synthesizing 1,000 research studies, the report commissioned by the American Association of University Women (AAUW) observed that girls take fewer computer-science and computer-design courses, avoid advanced computer classes, and consistently rate themselves lower in computer ability than boys do. The gaps widen between Grades 8 and 11.

"Technology is now the new 'boys club' in our nation's public schools," said AAUW Executive Director Janice Weinman. "While boys program and problem-solve with computers, girls use computers for word processing, the 1990s version of typing."

It's a problem that high schools, universities, and high-tech corporations in New Jersey have noticed. Consider the case of the Bergen County Academy for the Advancement of Science and Technology, a public high school that opened seven years ago and offers courses in, among other subjects, virtual reality, engineering, and information technology.

"The first class was 52 students " 13 girls and all the rest, boys," said Caro

I Lisa, the academy's principal. "We said, 'Uh . . . we have a problem here.' I t didn't take us long to realize that if we didn't work hard, we were going to have a school of all guys."

The academy now brings female students and teachers into area middle schools to talk about math, science, and technical careers for women. And academy administrators, who work with local guidance counselors to recruit talented students, vigorously seek out girls. Today, entering classes are about 40 percent female.

But once there, some staffers suggests, boys are more likely to take courses in physics and computer science, particularly at the more-advanced levels. Officials, however, don't know the precise male-female ratio in any course, because the school keeps no record of enrollment by gender.

"Maybe it's something we ought to pay more attention to," Lisa said. She noted, however, that although the boys have dominated the physics program at the academy, "young women are the superstars of chemistry." It's a phenomenon no one can explain.

An AAUW-commissioned report six years ago concluded that schools short-changed girls by paying less attention to them in the classroom and the curriculum.

The current gap in technology, AAUW leaders say, is particularly distressing given the rapidly escalating demand for technological expertise in the workplace.

Many corporations agree that women are not knocking down their doors. To remedy that, Lockheed Martin IMS in Teaneck has developed ties to industry associations catering exclusively to women, such as the Society of Women Engineers. The firm also assigns employees full-time to college campuses to hunt the most promising talent, particularly female. "We're pretty aggressive in trying to recruit women and minorities," said spokesman Ron Jury.

Although the pool of female students who are well-grounded in math and science has improved nationwide, young women still steer away from engineering " instead favoring finance, medicine, and law " because engineering is such a male-dominated field, said Susan Metz, director of women's programs at Stevens Institute of Technology and president of a national network committed to enhancing the success of women in the engineering field.

Women comprise only 16 percent of the students at technology schools.

"Even when engineering schools recruit women, they have enormous problems retaining them," Metz said.

Stevens was one of the first technology schools to focus on drawing and keeping female students. The Office on Women's Programs opened in 1980. Among other programs, it runs summer camps for 11th- and 12th-grade girls, familiarizing them with the Hoboken campus, introducing them to professors, and exposing them to the excitement of running experiments. The office also holds career days for high school girls.

Still, many say, it's easier to attract male students. "Working on computers is a solitary activity," Sara Jane Martin said. "I think women are more interested in interacting with people than with a machine."

Once they're enrolled, those students can get academic tutoring "for women, by women" and attend professional development seminars targeted specifically to them.

The undergraduate marketing office now sends mailings to potential female students noting that the proportion of women at Stevens " about 25 percent " exceeds that of most technology schools. The letters underscore the existence of the Office on Women's Programs and boast that Stevens provides a substantial network

rk of alumnae. Last year, the school also started a Division III women's swim team, with broader goals in mind: It successfully attracted a dozen women who might otherwise have chosen a different school.

Last year, only 3 percent of female students dropped out of Stevens between the first and second semesters of their freshman year. In the past, as many as 17 percent left after the first semester.

The New Jersey Institute of Technology also has addressed the problem, with the school president, Dr. Saul K. Fenster, declaring the 1990s "the decade for women." A women's issues' committee of faculty, staff, and students was formed. A women's center was opened a few years ago to provide networking skills and mentoring. A big-sister program started up, matching entering students with upper-level women, and upper-level women with alumnae. The school invites women from engineering and other fields to speak to students about the obstacles they faced and how they overcame them.

This year, NJIT added scholarships exclusively for women and sought out high school girls strong in math and science for day trips to corporate sites, to show them what's involved in such careers.

Indeed, there has been considerable progress over the past decade. In the fall of 1989, 249 women were enrolled in engineering at NJIT, according to Kathy Kelly, director of undergraduate admissions. This term, the school has 348 women who are engineering majors, a 40 percent increase.

Kelly concedes, however, that institutions such as NJIT are battling long-ingrained stereotypes. "There are no good theories," she said. "Maybe it goes back to when they're little girls . . . Girls do well in English and boys do well in math and science.

"Medicine is a helping profession and women have migrated to it a little more," Kelly reasoned. "But something about engineering and the degree of difficulty in math and science scare women off."

Anne Wiley, assistant dean and co-director of NJIT's women's center, says it's a matter of providing the opportunities.

"Young girls don't have the occupational information they need to decide where they want to go," she said. "We're trying to work on the role models."

Publication#W\ PP# 39. Cleveland Plain Dealer "Publication" #:\ PP# 10/18/98
; Edition: FINAL / ALL; Section: NATIONAL; Page 1A

Headline#\ PP# NRA, HANDGUN CONTROL
COMPETE IN CLASSROOMSHeadline #:\ PP#
By MICHELE FUETSCH
PLAIN DEALER REPORTER

Near the end of the gun safety lesson she was giving her first- grade class recently at Scranton Elementary School in Cleveland, teacher Esther Davis asked why it might not be a good idea to have toy guns at home.

"Because if you play with toy guns at home," said Rolando Cortes, 6, "you might have guns in your house when you grow up."

Rolando's response might produce cheers from anti-gun groups like Handgun Control Inc., but it would probably send shudders through the ranks of the National Rifle Association, if gun control advocates are right that the NRA is the gun industry lobby.

The NRA and gun control advocates have been locked for decades in a rancorous struggle to define the place of firearms in American life.

And now the ideological crossfire has reached into the schools, in Ohio and across the country.

Davis' gun safety lesson was based on a curriculum that Handgun Control created, but the

second gun safety lesson the youngsters received that morning at the West Side school was created by the NRA and delivered by a Cleveland police officer.

The NRA's program is called Eddie Eagle, after the cartoon character on which it is based.

Handgun Control's program is called STAR, for Straight Talk About Risks.

Animosity, though, between Handgun Control and the NRA is so high that the two groups excoriate one another's programs.

Gun control advocates have dubbed the NRA's sneaker-clad eagle "Joe Camel With Feathers." And the NRA accuses Handgun Control's STAR of being a brazenly political program foisted on public schools.

Like other police departments, Cleveland accepts the free NRA Eddie Eagle materials such as videos and workbooks, although Police Chief Rocco Pollutro says he is no NRA fan.

"I have personally told the president of this country, 'Thank you for the Brady Bill,' Pollutro said by way of emphasizing how he has disagreed with the NRA.

Pollutro was outspoken in his support of the handgun control law and the ban on bullets that pierce police safety vests, federal initiatives vociferously opposed by the NRA.

South Euclid police also teach Eddie Eagle in the elementary schools.

Broadview Heights police present it to preschoolers and fourth-graders.

Maple Heights police taught it last summer to preschoolers and may do so in the schools.

Big brotherly and carrying a cell phone, Eddie Eagle appears in comics and coloring books and on videotape. He swoops to earth whenever a child unwittingly comes across a gun,

whether in Granny's attic or Dad's closet. Arriving just in time, Eddie tells the youngsters, "Stop, Don't Touch, Leave the Area, Tell an Adult."

Gun control advocates, though, say Eddie's real mission is to ensure a new generation of gun buyers just as, they say, the Camel cigarette maker introduced a new generation to smoking with its cartoon character.

Naomi Paiss, director of communications for Handgun Control in Washington, D.C., says Eddie Eagle is a misbegotten attempt to convince children that guns are OK for adults but kids are just not old enough.

That, Paiss says, "is exactly what the tobacco industry tells kids. Cigarettes are cool and you'll be cool faster if you use them."

For its part, the NRA says that Handgun Control's STAR curriculum promotes a political philosophy aimed at depriving people of their constitutional rights.

"It's also taxpayer supported," said Kathy Cassidy, national Eddie Eagle director for the NRA at its Virginia headquarters.

She points out that, despite the alleged political message, STAR is being taught by public school teachers in taxpayer-supported schools.

The NRA also says that the STAR curriculum fosters negative images about guns and their owners and promotes values most parents "would find abhorrent."

Decades-old debate

To understand how differently the two sides in the gun debate view an issue, consider the descriptions each presents of STAR's suggested reading list.

A book about an American soldier in Vietnam, for instance, is described by STAR as a

touching story about four Vietnamese children who become friends with the soldier, although in the end all but one child dies because war is, after all, tragic.

At the same time, the NRA, in material distributed by its national headquarters, charges that the story depicts American soldiers as "cold-hearted murderers" with a G.I. "knowingly ripping an innocent Vietnamese child to shreds with a burst from a machine gun."

The two school programs mirror the larger debate in America begun 35 years ago with the assassinations of the 1960s and continued today after a series of school shootings.

STAR presents gun violence as a social and public health problem. The anti-violence curriculum teaches peaceful conflict resolution, tailoring itself by grade levels, kindergarten through high school.

In contrast, the NRA's Eddie Eagle, for kindergarten through sixth grade, doesn't raise social issues or questions about gun ownership. Instead, it individualizes the danger, warning that one child could hurt another by picking up a gun.

It is Eddie Eagle's seemingly simple message, though, that rankles Handgun Control and other anti-gun groups such as the Violence Policy Center, the Washington, D.C., group that first characterized Eddie Eagle as Joe Camel With Feathers.

Center director Josh Sugarmann says Eddie Eagle is a "crass and base permeation" of what he calls the NRA myth that guns don't kill, people do.

"Guns don't kill children, children do," is Eddie Eagle's message, Sugarmann says. "That's what it comes down to. The bottom line is it's your fault."

The policy center is supported by foundation grants, including one from the Geo

rge Gund
Foundation in Cleveland, which helped fund STAR's introduction in the schools.

"They need Eddie Eagle, and they're smart to use the police," Sugarman says of the NRA, although the NRA also provides its materials to schools and youth groups.

In a report on Eddie Eagle, the policy center contends that the NRA knows from its own marketing research that it can't afford to let children grow up seeing guns as undesirable. If they do, they won't buy guns as teenagers, the report says, citing studies that say most adult gun owners acquire their first weapon by the age of 19.

The report also says that the NRA uses Eddie Eagle to thwart trigger lock legislation by claiming that its education program, not locks, is the solution to gun accidents.

The NRA's Cassidy insists Eddie Eagle is only a gun safety program for children.

"Joe Camel and Eddie Eagle are both cartoon characters," Cassidy says. "But Joe Camel smokes and Eddie Eagle never touches a gun, ever," she says.

"And where some might argue that Joe Camel suggests what to do," Cassidy says, "no one can dispute that Eddie Eagle teaches kids what not to do."

The Violence Policy Center report also accuses the NRA of working to hitch Eddie Eagle to the popular drug awareness program DARE because DARE officers already have a foothold in schools.

In Cleveland, the DARE officers do teach Eddie Eagle, although Maple Heights Police Chief M.D. Canter says he deliberately had a different officer do Eddie Eagle.

"I just didn't feel the DARE officer should be doing gun safety," Canter said, adding that it detracts from the anti-drug lesson.

Canter says he has such mixed feelings about guns in schools that he does not allow DARE officers to wear them in the classroom.

"We don't even want the kids to see a gun," he said. "They're fascinated with them. Every time you open up for questions, the first one you get is, 'What kind of a gun do you have?'"

Canter, who hasn't decided whether to offer Eddie Eagle to schools, asks, "You're showing them guns. Are you stimulating some interest in these guns?"

Police department's decision

So, how did the Cleveland schools wind up giving classroom time to programs produced by opposing political ideologies?

Pollutro takes credit for spreading Eddie Eagle in Cleveland beginning in 1991 when he was a district commander. A series of accidental gun deaths of children, he says, sensitized him to the critical need to teach youngsters the danger of touching guns left lying around by adults.

Pollutro designed the department's anti-gun poster himself and, he says, melded Eddie Eagle ideas with his own on gun safety.

"Over 19,000 children are safer because of us," Pollutro said. "I'll take the credit for that and all the hits, too."

Top police brass, however, said they will institute more uniform Eddie Eagle training after learning that at Scranton School the officer drew his service revolver to hold up next to a look-alike.

The officer was making a point that children must not touch guns because they c

an't tell the difference between real and look-alikes, but Commander Lloyd Bratz, head of the Community Policing Unit that handles Eddie Eagle, says such displays are not department policy.

And it's a serious mistake, says Alicia Horton, Handgun Control's national education director.

"There's actual information," Horton contends, "that says that's very alluring to kids. It's very enticing to look at a gun and just that familiarity from seeing one makes them want to touch it."

Bratz and other police officials complain that STAR is not appropriate for young children and that Eddie Eagle is simpler and more effective.

Police, distraught over accidental deaths of children with guns, are drawn to Eddie Eagle, Horton said.

"Because it's easy," she said. "It's a coloring book."

Anita Barnoski, a registered nurse and trauma program coordinator at MetroHealth Medical Center, who helped bring STAR to the Cleveland schools, agrees that the Eddie Eagle program's simplicity is appealing.

But research shows that effective programs have to be continuing and delivered by people who are around a child constantly, not by people who spend a half-hour in a classroom, Barnoski says.

"The STAR curriculum," Barnoski says, "realizes that the problem with guns is a lot more complex than that."

Barnoski, along with educators, police and other citizens, served on a citywide committee, PEACE (People Empowered Against Child Endangerment), formed in the early 1990s to address Cleveland's juvenile violence and homicides.

After reviewing several anti-violence programs, the committee recommended STAR to the Cleveland schools.

Barnoski is disturbed that police are offering Eddie Eagle, not only because it is an NRA program, but because it was presented to PEACE and rejected.

"There was no connotation in it that guns were bad," she says. "It was just don't touch a gun and go tell an adult, and we felt the issue was bigger than that."

Another member of the PEACE committee was Wornie Reed, a sociologist and professor in urban studies at Cleveland State University who heads the research center there on urban youth.

He, too, is upset that police are offering the NRA program in schools. He recalled that after the Eddie Eagle presentation to PEACE he told the committee that if it adopted the program he "would resign on the steps of City Hall."

"Some people are just misguided," Reed said recently. "I realize they mean well, but, boy, they're doing bad because the only, only objective for the NRA is gun advocacy."

Esther Davis, a first-grade teacher at Scranton Elementary School in Cleveland, gives a gun safety lesson based on the curriculum created by Handgun Control Inc. Assisted by student Anthony Outrich, Davis tells her class that even a weapon wrapped in a plastic bag should not be touched.

First-grader Veronica Pupo at Scranton Elementary School uses a pointer to guide her class through their pledge to stay away from handguns during a handgun awareness lesson.

Publication#W\ PP# 40. The Washington Times"Publication" #: \ PP# 10/16/98; Edition: 2; Section: C;METROPOLITAN TIMES;DISTRICT NEWS; Page C9

Headline#\ PP# Schwartz offers teachers bonusesHeadline #: \ PP#
By Ronald J. Hansen
THE WASHINGTON TIMES

New D.C. school teachers would receive unprecedented \$3,000 signing bonuses if Republican mayoral candidate Carol Schwartz has her way.

Mrs. Schwartz, an at-large member of the D.C. Council, said yesterday she would propose offering the bonus to "first-year teachers who agree to stay with our school system for at least five years."

She also wants to make salaries comparable to those paid in Maryland and Virginia.

Currently new District teachers are paid \$27,234. Salaries for new teachers in neighboring jurisdictions range from \$27,474 in Prince George's County to \$30,554 in Alexandria.

On average, D.C. teachers make \$44,656 annually, about \$4,300 more than the average salary in Prince George's County. Arlington County pays teachers an average salary of about \$48,000.

D.C. schools spend an average of \$6,599 per pupil, the lowest in the region with the exception of Prince George's County, which spends an average of \$6,171 per pupil. Arlington County spends the most with an average of \$9,305 per pupil.

Mrs. Schwartz suggested the money for signing bonuses would come at the expense of those in central administration of the school system.

"We're doing it for people making \$150,000. Why wouldn't we do it for people making less than \$30,000?" Mrs. Schwartz said.

D.C. Schools Superintendent Arlene C. Ackerman could not be reached for comment yesterday.

"Across the country, 2 million new teachers will be needed in the next decade," Mrs. Schwartz said, standing outside Banneker Academic High School in Northwest. "In the District,

we have a disproportionate number of teachers who are approaching retirement age. This . . . leaves us with no alternative but to act now."

Mrs. Schwartz touts herself as the mayoral candidate who best understands the problems the city school system faces because of her experience in education. She served as a member of the D.C. school board from 1974 to 1982 and has been a teacher, tutor and parent of students in the city schools.

Still, her Democratic opponent, Anthony A. Williams, the city's former chief financial officer, secured the endorsement of the Washington Teachers Union in July.

Mrs. Schwartz supports, but would not require, school uniforms in an effort to stress the seriousness of school and to relieve the pressure on students and teachers to wear expensive clothing.

She also supports public charter schools but opposes school vouchers, an issue favored by Republicans nationally.

Susan Ferrechio contributed to this article.

Publication#W\ PP# 41. The Kansas City Star"Publication" #: \ PP# 10/16/98; Edition: METROPOLITAN; Section: METROPOLITAN; Page C3

Headline#\ PP# Panel offers ideas on school violence Headline #:\ PP#Subhead# [\ PP# Districts should plan for the worst, speakers tell teachers, police. Subhead#:\ PP# By TANIKA WHITE Education Writer

Before two boys in Jonesboro, Ark., shot and killed classmates and a teacher, then-superintendent Grover Cooper never believed something so horrific could happen in his schools.

Missouri districts shouldn't make the same mistake, he said.

``There's no way to explain how you feel and I hope you all never have to know

how it feels,"
Cooper said Thursday. ``Even though you know you absolutely can
't stop everything, you've still
got to try."

Cooper spoke to about 350 educators and law enforcement officials at the Govern
or's
Conference on Safe Schools at the University of Missouri-Kansas City. Miss
ouri Gov. Mel
Carnahan, Attorney General Jay Nixon, Education Commissioner Robe
rt Bartman and
psychologist and author Michael Gurian also spoke.

Carnahan co-sponsored the event - with the Missouri Center for Safe Schools and
the
Metropolitan Superintendents Study Group - for educators to talk about the
causes of school
violence and ways to deal with it.

Cooper has retired since the Jonesboro shootings. He said the stunned school di
strict has
taken numerous measures to protect students, especially at Westside
Middle School where the
students were shot.

The school district established a safety committee and a crisis intervention pl
an. And law
enforcement officers are stationed at Westside year-round.

There's no way to tell whether something as terrible as the shootings in Jonesb
oro will
happen in Missouri, Cooper said. But preventive measures can't hurt.

``That's why we're all here today," Carnahan said. ``We don't want it to be on
e of our
children."

Nixon said all school districts should have a safe schools plan with 10 basic c
omponents,
including:

Parents actively participating in all levels of school activities.

A partnership between schools and local law enforcement.

A system for reporting, tracking and monitoring crimes on school grounds.

School personnel trained to prevent violence.

A concise discipline code, fairly and evenly enforced for all students.

Nixon also praised the state for passing the Safe Schools Act three years ago.

The law established tougher penalties for juvenile offenders and gave districts the authority to suspend students long-term and turn away problem students from other districts. It also provided money for districts to start alternative schools.

Such schools benefit both disruptive students and students doing well in traditional school, Nixon said.

“Keeping those kids in school now will keep them off the streets later,” Nixon said. “(But) we should not force our teachers to be traffic cops in their own classrooms If we are truly going to defeat the culture of violence, we must use measures that nip at the bud.”

The governor's meeting coincided with a White House conference on school violence Thursday in Washington that showcased a new report that suggested school shootings may create a more sensational picture of student crime than really exists.

Although 16 persons died and dozens were wounded in the last school year in attacks on youngsters and teachers by youngsters, the rate of school crime was down, fewer students brought weapons to school, and nine out of 10 public schools reported no violent crime at all, the White House said. The study was the first of what the White House said will be yearly reports on school violence.

“This comprehensive report proves that the vast majority of America's schools are still

among the safest places for youngsters to be," Education Secretary Richard Riley said at a White House briefing Wednesday.

And incidents of violence in Missouri schools also have gone down in recent years, Carnahan said.

Even so, said Russell Thompson, assistant director of the Missouri Center for Safe Schools, Missourians should not become complacent about school safety.

"We've been fortunate that we've not had a disaster like we've seen in other parts of the country," Thompson said. "But we don't have it all figured out. There's still a lot of work to be done."

Star wire services contributed to this report.

Publication#W\ PP# 42. Los Angeles Times"Publication" #: \ PP#* 10/16/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-4

Headline#\ PP# 'A Model of What Every Principal Tries To Be'Headline #:\ PP#
By DIANE WEDNER
SPECIAL TO THE TIMES

PEARBLOSSOM " If you're looking for Pearblossom Elementary School Principal Sharon Millen, you might want to bypass her office and head straight for the basketball court, where she's likely to be shooting free throws with some young players. Or she might be hunkered down on a classroom rug, reading to a rapt book enthusiast.

Because her fingers are in so many pies, it was a surprise to no one but Millen that the energetic educator was recently named the state's 1998 National Distinguished Principal by the U.S. Department of Education and the National Assn. of Elementary School Principals.

"Sharon is a walking, talking model of what every principal tries to be," said Fran Madison-Cohee, principal of White Oak Elementary School in Westlake Village.

e. "Herphilosophy is that, if we all work together, there's absolutely nothing we can't do."

Last week, Millen and 60 other public and private elementary school principals" from every state and some overseas American schools"attended a black-tie reception in Washington, D.C. U.S. Education Secretary Richard W. Riley presented each administrator with a plaque and a brass school bell.

The Antelope Valley educator was nominated for the prestigious award by a number of colleagues who urged her to go through the rigorous application process from which five finalists were chosen.

Out of those finalists, Millen was then named the state's distinguished principal by seven Assn. of California School Administrators committee members, four of whom are past recipients of the national award.

"Sharon's got it all" said Jean Fuller, superintendent of the Antelope Valley's Keppel Union School District. "She's energetic, organized and self-motivated. She does 100 million things for the students and teachers at the school."

She's also not afraid to make students giggle, if it achieves her goals. That's why Millen, 54, once dressed up like a gold miner and rode a donkey down the hill to campus, to reward students who fulfilled a challenging reading contract. She's also kissed a snake and a frog, and last year, hosted an all-school sleepover on campus for kids who met reading goals.

"Everyone knows why she's here," said Pearblossom third-grade teacher Kathy Behn. "The children always come first. She bends over backward to get the community, newspapers and parents involved. She inspires us to be as creative as she is."

"I love the kids," Millen said. "I want this to be a happy, safe place for them. I want to make

a positive contribution to their lives right now."

*

The Oklahoma native, who earned her master's degree in education at Pepperdine University in 1977, started her education career as a Riverside kindergarten teacher in 1967.

Four years later, the mother of six moved to the Antelope Valley to teach at Sage Elementary School. Later, during her tenure as principal at Castaic Elementary School, at that time, the only school in the Castaic Union district, she rallied community support for a second elementary campus, Live Oak School, where she served as principal for four years.

Millen's current post at Pearblossom Elementary School, which commands a view of the Antelope Valley and the San Gabriel Mountains, has allowed the educator to galvanize the vast support team that she says has helped make the school environment so special.

Among Millen's initiatives are the 100 volunteers she has organized to help in the classrooms and library and to lend a hand with the school's myriad special projects.

"We support one another as a family," said Millen, a 1995 State Administrator of the Year.

"It's an awesome task that I take seriously, and it has a ripple effect collectively."

ART PHOTO: Sharon Millen, principal at Pearblossom Elementary School, is

cheered by students for being the state's 1998 National Distinguished

Principal.; PHOTOGRAPHER: DAVID BOHRER / Los Angeles Times

Publication#W\ PP# 43. Dallas Morning News"Publication" #:\ PP#October 16, 1998

Headline#\ PP# Support sought for vouchers Headline #:\ PP#Subhead#[\ PP# For
es denounce mailer sent to 10,000 households Subhead#:\ PP#
By Terrence Stutz

AUSTIN - Advocates of tax-funded private schooling have launched a direct mail campaign seeking support from thousands of public school parents.

Putting Children First has mailed materials to the parents of 10,000 students in the Austin school district after buying a list of students and their addresses from the district.

A spokesman for the group, which is pushing a pilot private school voucher program in Texas, said Thursday that parents in the Dallas, Fort Worth and Houston school districts may be next.

Those districts, which probably would lose a large number of students under a voucher program, are required to make lists of their students available for a fee.

"This is part of our grass-roots effort to increase support for school choice in Texas," said Greg Talley of Putting Children First.

The mailing to Austin parents includes a sample school voucher certificate that says it would let each parent use up to \$4,340 in public funds - the average annual cost of a public school student's education - to send their child to any public or private school they choose.

Each certificate contains the student's name.

"The parents, not the school district, will make the ultimate decision of which school is best for a child," the certificate states.

Mr. Talley estimated that about 5 percent of the Austin parents have returned a card in the mailing that asks them to participate in various ways in "the fight to give parents a choice in their children's education."

A spokeswoman for the anti-voucher group, the Coalition for Public Schools, compared the direct mail effort to mail promotions that offer prizes or free weekends at a lake resort.

Like those prize promotions, said Carolyn Boyle of the coalition, "The slick materials [from voucher supporters] don't tell you the voucher money would be taken away from neighborhood public schools that are already struggling to make ends meet.

"They also don't tell parents that some of the major leaders and supporters of Putting Children First are people who want to open private schools in Texas and they need customers."

Putting Children First is asking the 1999 Legislature to approve a limited voucher program that would allow thousands of students in low-performing schools to attend any public, private or religious school.

The group, which has made sizable political donations this year, contends school vouchers would inject competition into education, forcing public schools to improve.

But critics, including teacher groups, the Texas PTA and the Texas Association of School Boards, argue that vouchers would bleed badly needed funds from public education. A full-blown program would swallow as much as \$2 billion a year, they say.

Loretta Simon, a spokeswoman for the Dallas school district, said no request for a student list has been received from Putting Children First.

A list, which includes names and addresses of all 159,000 Dallas students, costs \$104 for two computer disks [\$52 per disk]. The list can be purchased in label form for 7 cents per name or on printed pages for 50 cents a page.

"If they pay the price, they can have the list like everybody else," Ms. Simon

said.

She noted that the Dallas school board was on record in the last legislative session as being "strongly opposed" to school vouchers.

Mr. Talley said the Austin list was purchased for \$300. The group randomly selected 10,000 names among the 50,000 students who were listed. Students were chosen from all schools, not just low-performing campuses.

"It was a test. If it works well, we will look at similar direct mail efforts in other districts," he said.

"My job is to build a database of supporters all over the state."

Putting Children First leaders are backing a privately funded experimental voucher program in the Edgewood school district in San Antonio. The program has prompted 726 Edgewood students to transfer to private schools this year, with their tuition paid by a private foundation.

Publication#W\ PP# 44. Associated Press"Publication" #:\ PP#0-19 3:33a

Headline#\ PP# Auditor supports call for more money for charter schoolHeadline #:\ PP#

HONOLULU (AP) - A state auditor's report calls for the state to give an additional \$72,000 for the current school year to Lanikai Elementary, one of only two independent charter schools in Hawaii's public school system.

The report issued this past week by state Auditor Marion Higa said that in comparison with larger schools, Lanikai has relatively higher noninstructional fixed costs. The Windward Oahu school has an enrollment of 300, about half of a typical elementary school.

Lanikai Elementary has been struggling with budget problems since becoming a charter

school two years ago, Principal Donna Estomago said.

The only other charter school is Waialae Elementary on Oahu. They are allowed to have their own school boards, which set school policies and goals. They also have substantial fiscal independence.

Lanikai's core budget allocation for this school year is \$921,781. The amount, Estomago said, was not enough to run the school the way the community wants.

Last year the school obtained its own federal grant of \$149,000 for innovations and reforms. This year's federal grant was \$156,900.

"If I didn't have federal grants, I'd be up the creek," Estomago said.

Estomago said the money is important because, although the school's teachers and the community are resourceful, she doesn't want them to get used to poverty.

"Otherwise, we won't move ahead on a vision and we'll only be left with what we have," she said.

The Department of Education had argued that other small schools can't receive a subsidy simply for being small.

But Higa said the state may need to ensure that all charter schools receive sufficient funding.

Publication#W\ PP# 45. Associated Press"Publication" #:\ PP#0-19 1:07a

Headline#\ PP# State test scores improve, still below national averageHeadline #:\ PP#

CHARLESTON, W.Va. (AP) - Putting computers in schools is partially to thank for improved fourth grade and eighth grade math scores, say Gov. Cecil Underwood and Schools Superintendent Hank Marockie.

West Virginia last week was one of six states to receive two "gold stars" from the National Education Goals Panel for improving math scores in those two grades between 1992 and 1996.

Scores in both grade levels were below the national average.

"While we still have work to do to achieve an appropriate level of proficiency, these results show that our improvement strategies are working," said Underwood, who this year is chairman of the panel.

U.S. Education Secretary Richard Riley, seven other governors, four congressmen and four state legislators are other members of the panel, which charts progress on National Education Goals set by former President George Bush and 50 state governors in 1989.

The other states given two gold stars, one each for improved scores at each grade level, were Colorado, Connecticut, Indiana, North Carolina and Texas.

The percentage of West Virginia fourth graders who met the panel's performance standard in math increased from 12 percent to 19 percent, compared to a national average of 21 percent.

The percentage of eighth graders who met the performance standards increased from 9 percent to 14 percent, compared to a national average of 24 percent.

Publication#W\ PP# 46. The New York Times"Publication" #:\ PP# 10/18/98Section: New Jersey Weekly Desk; Section 14NJ; Page 5, Column 2

Headline#\ PP# To Students, Having a Beeper Isn't a Close Call Despite LawHeadline #:\ PP# By GEORGE JAMES

Stephanie Redfern, a student at Ocean Township High School, was running to class one day when a beeper fell out of her pocket.

That incident last May set off a brush with the law that will continue next week with an appearance in Monmouth County Family Court, where she is scheduled to

answer a disorderly
persons charge.

Taking a paging device onto school grounds, even tucked out of sight in a backpack or purse,
is illegal under a state law enacted in 1989 when beepers were often considered synonymous
with drug dealing.

But in 1996, the law was revised to allow exceptions: students who belong to a volunteer fire
department or first aid, ambulance or rescue squad and have authorization from their supervisors
or those who have "a reasonable basis" for carrying one and the written permission of parents.

The revision hasn't ended the debate over students and their beepers. (Beepers may be cheap
and chic, but they do not come with a constitutional guarantee, in the opinion of the American
Civil Liberties Union; its executive director, Ed Martone, says, "There is no right to carry a
beeper.")

There are 54.2 million beepers in use in the United States, up from 3.4 million a little more
than a decade ago, according to the Personal Communications Industry Association, a trade
organization based in Alexandria, Va. By the year 2003, that figure is expected to nearly double
to 91.5 million, said Brenda Maxfield, the association's director of communications.

Teen-agers constitute 2.5 percent of today's users, she said. And the main reasons they wear
them, according to an association survey, is to keep in contact with parents and for use in an
emergency.

Kris Corso, a 17-year-old-senior at North Brunswick High School, has a beeper supplied by
his parents for just those reasons.

"I'm not really at home too much and my friends and parents like to keep in touch with me,"
said Mr. Corso, a hockey player who often isn't done with practice until 11:30 P.M. "So they can
page me. I have a cell phone as well, so I can

ll them and tell them I'm on my way home and not to worry."

He and students at other schools said the state ban had not prevented students from carrying the beepers covertly to school.

The Redferns, on advice of counsel, declined to be interviewed for this article . But in an article in The Asbury Park Press last month, Ms. Redfern explained she had forgotten to leave her paging device at home.

"I was between second or third period when I noticed I had my pager," she said. "I turned the thing off and put it in my pocket, and as I was running to class, it fell out."

School officials turned the beeper over to the police and a complaint was filed with Monmouth County Family Court.

A disorderly persons conviction is punishable with up to six months in jail or a fine of up to \$1,000 or both. But court officials interviewed for this article say most beeper cases never get to that stage.

Most are handled by Juvenile Conference Committees, panels consisting of several volunteers appointed by the presiding judge of the family court to listen to cases involving minor crimes and first-time offenders.

The committees, whose primary mission is to prevent future misconduct, do not make a finding of guilt or innocence or impose penalties but rather offer recommendations to the court. These can include counseling, restitution, community service or a letter of apology.

At her meeting with the Juvenile Conference Committee in July, Ms. Redfern appeared with her parents, but without a lawyer, and refused to acknowledge she had done anything wrong.

As a result, the committee referred the case to family court, where on Wednesday, she is to appear for an informal hearing before a referee, a venue that is more serious than a Juvenile Conference Committee but less so than a formal hearing before a judge. A referee cannot impose a jail term but can recommend options like community service.

"The Redfern family's concern for Stephanie was that they were informed she would have to enter a guilty plea to the charge prior to the Juvenile Conference Committee making its recommendation," said Steven P. Monaghan, a lawyer who was retained after her earlier appearance. "And their major concern is that she does not have a criminal record as a result of this incident."

Officials in the Administrative Office of the Courts said they had no record of how many beeper cases go to family court each year. Interviews with court officials in more than a half dozen counties showed that the number of cases varies greatly.

Judge Ellen Koblitz of Bergen County Family Court said that in 1997, 15 beeper complaints were referred to family court. One case was transferred to another county; seven were referred to Juvenile Conference Committees; three were put on the informal calendar to be heard by a referee; and four were placed on a formal calendar to be heard by a judge.

"It really depends on other factors," said Judge Koblitz. "If this was the only thing the juvenile was charged with and he had no previous record, it would not go on the formal calendar."

Family court officials said that Monmouth County handles about 50 pager cases a year; Middlesex County about 40 to 50, mostly from Edison schools; Gloucester County an estimated 20 to 30 cases a year; Somerset County about 15; Essex County about 5 to 10; and Morris County 3.

Reporting beeper infractions is not mandatory under the law, say state education and legal officials, and each school district can set its own policy on how to handle cases. Some handle a first offense by confiscating the beeper, followed by a detention, a talk with parents and perhaps a suspension.

Other schools turn the beepers over to the police, who in turn have the discretion to make "a station house adjustment," such as meeting with parents, or to file a formal complaint.

Frank Cangelosi, the principal at Edison High School, said about a dozen beepers were confiscated last year "almost by accident," because they went off in classrooms.

"It doesn't mean the kids don't have them," Mr. Cangelosi said. "It just means they do a good job of hiding them."

Jeff Grupp, a 17-year-old-senior at Manalapan High School whose parents bought him a beeper two years ago, said many students carried the beepers.

"A strict teacher will take it away and your parents will have to come in and claim it," Mr. Grupp said. "If it's a cool teacher, he'll tell you to turn it off and put it away."

Walter Quint, superintendent of public schools in Paulsboro, an urban district near Philadelphia, said that recently a student was given a five-day suspension for having a beeper in class. The suspension was later cut to two days, Dr. Quint said, because the student's parents were unaware of the policy and had bought the beeper and told him to wear it to school.

Edison schools have always been strict about beepers, confiscating them and filing complaints with the police, said Superintendent Vincent Capraro. But that is changing. Under a new policy, school officials are disciplining offenders and handing the beepers over to the police, leaving it to an officer to decide whether

r to file a formal complaint.

Lieut. Carol Renda-Whalen, supervisor of the Juvenile Aid Bureau of the Edison Police Department, said most students whose beepers have been confiscated were "good kids with poor judgment."

Mr. Cangelosi, the principal at Edison High School, agreed. "They're not being used for anything insidious or illegal," said Mr. Cangelosi. "You've got a law that's become obsolete, but it hasn't been changed. We enforce it because technically you're violating the law."

A school official from an urban school district who spoke on condition of anonymity said that the use of beepers is so common that even kindergarteners have beepers.

"If we call the police on every beeper from kindergarten through 10th grade, we would spend half our lives in the courts dealing with this issue which in most cases is a non-issue," the official said. "There are other more pressing concerns."

But Tim Brennan, superintendent of schools in Parsippany-Troy Hills, says the law has it place. The schools in his district, Dr. Brennan said, are in the process of re-emphasizing the policy against beepers, partly because they are disruptive but also as a precautionary measure while educators consider adopting a separate zero-tolerance campaign against drugs.

"We have increasing drug problems in our country," Dr. Brennan said. "When the law came out, we had a downward trend in drug use. Now all the data we get says that drug use is on the rise."

State Senator Ronald L. Rice, the sponsor of the 1989 law, said the law had proven to be a good weapon against narcotics trafficking.

"I don't think it needs to be revised," Senator Rice said. "It should stand . It gives the conditions to when they can have them. We recognize the needs, medical reasons, things like that. But I think the schools have been handling the situation well."

But Mr. Monaghan, Ms. Redfern's lawyer, says the law does not take into consideration situations like his client's. "Her family," Mr. Monaghan said, "feels strongly her conduct was not criminal."

ART Photos: Visiting Quakerbridge Mall after school, two seniors at Steinert High in

Hamilton display the pagers their parents want them to carry. Lauren Morgan, left, says she carries hers to school in her purse. Danielle Reimers says she does not take hers to school.

(Laura Pedrick for The New York Times);

A senior at Pessauken High School checks her

pager, which her mother wants her to carry. She takes it to school in vibrate mode, rather than beeping mode. (

Laura Pedrick for The New York Times)n

Publication#W\ PP# 47. The New York Times"Publication" #:\ PP# 10/18/98Section: Metropolitan Desk; Section 1; Page 42, Column 1

Headline#\ PP# Pay Was Up in 'Gilded' Year For University LeadersHeadline #:\ PP#

By KAREN W. ARENSEN

University presidents still do not come close to basketball players or venture capitalists in earnings, but a growing number have compensation packages in the half-million-dollar range once thought of as the preserve of corporate executives.

Three private university presidents " at Rockefeller University, Vanderbilt and the University of Pennsylvania " received pay and benefit packages greater than \$500,000 in the 1996-97 school year, according to a study by The Chronicle of Higher Education in this week's issue.

Ten more private universities, including four in the New York area " Columbia, New York University, Yale and Hofstra " paid their presidents between \$400,000 and \$500,000, and 33 more paid between \$300,000 and \$400,000, The Chronicle said

d, making it the "most gilded" year since it started reporting executive pay six years ago.

Forty-six top executives at private universities were paid more than \$300,000 in 1996-97, up from 38 the previous academic year.

Other universities in the New York region whose total presidential compensation exceeded \$300,000 in 1996-97 included Long Island University and Dowling College on Long Island, Princeton University and Ithaca College.

"It is striking how many are earning at that level," said Scott Jaschik, The Chronicle's managing editor. "It's been going up even though a few of the biggies are gone," he added, referring to Peter Diamandopoulos, the former president of Adelphi University, and John R. Silber, the former president of Boston University, whose compensation packages of more than \$500,000 made them the previous kings of The Chronicle's survey and the targets of faculty anger.

The disclosure of Mr. Diamandopoulos's rich compensation "in 1995-96 he received \$523,636 in salary and deferred bonuses" helped set in motion the New York Board of Regents investigation that removed him from office.

The presidential salaries have generally increased faster than faculty salaries. Although some faculty members, particularly in areas like business and medicine, have six-figure salaries, the average salary and compensation for a full-time faculty member at a private institution in 1996-97 was \$74,132, according to the American Association of University Professors.

In general, university officials defended the pay packages, citing the demands of the university president's job.

"Some of these people run \$2 billion operations with 15,000 employees that are really major

corporations, though they are nonprofit," said Morton O. Schapir
o, an economist who studies
higher education and is a dean at the University of
Southern California.

Many officials also pointed to the robust health of their institutions " rising
numbers of
student applications, hefty fund-raising, strong research and succe
ssful faculty recruitment "
as signs of their chief executives' prowess.

Richard M. Furlaud, the former chairman of the board of trustees at Rockefeller
University,
said the university had been in "bad shape" when it asked Torste
n N. Wiesel, a Nobel laureate
and chairman of its faculty, to take over when Da
vid Baltimore resigned as president in 1991.
"We were running a substantial de
ficit and had a lot of problems," he said. "He did so rather
reluctantly," M
r. Furlaud added, "but he did an absolutely spectacular job."

Although Rockefeller's board could not persuade Dr. Wiesel to accept a raise du
ring most of
his tenure, Mr. Furlaud said, it finally pushed him into taking a
\$50,000 raise (to \$350,000) and
a \$133,333 bonus. With other benefits, that rai
sed his total compensation to \$546,966, making
him No. 1 on The Chronicle's lis
t. Dr. Wiesel steps down as president next month.

John R. Hall, chairman of the Vanderbilt board, told The Chronicle that the uni
versity's
reputation and endowment had bloomed under Joe B. Wyatt's chancellors
hip. His \$525,496 in
compensation put him second in The Chronicle's survey.

And P. Roy Vagelos, the chairman of the University of Pennsylvania's trustees,
said Judith
Rodin, Penn's president, was "one of the top five" presidents in
the country and had fully earned
her compensation, The Chronicle said. Her \$514
,878 compensation placed her third on TheChronicle's list.

Martin Lipton, chairman of the trustees at New York University, said L. Jay Oli
va, N.Y.U.'s
president, was "a principal architect" of the university's trans
formation from a "regional university

to a prestigious national research institution." Dr. Oliva received a salary of \$428,469 and \$23,174 in benefits.

Not everyone is convinced that the high level of pay is appropriate.

Saul B. Cohen, a member of the New York Board of Regents and a former president of Queens College, said he thought such salaries were "out of line."

"The notion that a university president should have salaries comparable to those in industry is fallacious," he said. "What it is reflecting is the professionalization of the university presidency, which I think is inappropriate."

But Tom Ingram, president of the Association of Governing Boards of Universities and Colleges, said, "There are top corporate executives who compare what they do with their university presidents and say they wouldn't trade jobs for a minute," he said.

The Chronicle said that only two presidents of private research universities "Norman Lamm of Yeshiva University and H. Patrick Swygert of Howard University" had total earnings of less than \$200,000 in the 1996-97 year.

The Chronicle's survey of 475 private colleges and universities, which was based on filings with the Internal Revenue Service, did not include public universities, where pay is substantially lower and where about 80 percent of all college students are enrolled.

At the State University of New York, for example, which has 64 campuses and about 400,000 students, the chancellor's salary is \$250,000. At the City University of New York, with 200,000 students, the chancellor's salary is \$178,523.

Mr. Ingram, of the Association of Governing Boards, said he believed that the leaders of most public universities were "under-appreciated and under-compensated."

Publication#W\ PP# 48. The Washington Post"Publication" #: \ PP# 10/18/98; Edition: FINAL; Section: Southern Maryland Extra; Page M01

Headline#\ PP# Educators' Load Eased In CalvertHeadline #:\ PP#Subhead#[\ PP# Teachers in High School To Handle Only 5 Classes

Subhead#:\ PP# By Beth Berselli

Washington Post Staff Writer

The Calvert County Board of Education adopted a new high school schedule last week that will allow instructors to teach five of the seven class periods each day, rather than the current load of six classes a day.

Board members said research shows that lightening a teacher's workload benefits students, enhancing the quality of instruction and increasing the potential for interaction between the two. They said the county's high schools must excel in those areas if Calvert students are to perform well in the upcoming state-mandated assessment tests.

Board members also noted during Thursday's meeting that the so-called five-seven model was the preference of teachers and parents who were surveyed.

The new high school schedule will be phased in during a four-year period beginning next fall, if it is fiscally feasible. Board members directed the superintendent to prepare an estimate of the cost of the plan, which would require hiring an additional 28 teachers. Also, as part of the scheduling plan, the board said school officials should work to reduce class sizes for first through third grades to an average of 15 to 17 students.

The 15,000-student school system switched to a seven-period day, with teachers having six classes, in 1984. (Previously, they taught five out of six periods.) Almost from the beginning of the current schedule, teachers complained that it created an excessive workload " many graded papers for as many as 180 students " and was hurting their instruction.

School officials have created several different committees to examine the issue ; the most

recent one was formed in February and presented its recommendations to the board last month.

The committee considered several scheduling alternatives, including a so-called block schedule that lengthens class periods, but ultimately opted to stick with a seven-period day. Under the plan, classes will range from 45 to 55 minutes. Lunch will be 30 minutes.

After almost two hours of debate, board members agreed that the committee's recommendation offered the best scheduling alternative. "Everyone agrees what we're doing now is not acceptable," said William J. Phalen Sr., the board's president.

The county's three high school principals offered evidence of the current problems at Thursday's meeting. Bob Dredger, principal of Patuxent High School, said three of his top hiring prospects ended up taking jobs in other Maryland counties where the workload was five classes each day. Two current teachers left the Calvert system for the same reason. Maryland schools are fairly evenly split between five- and six-period teaching loads, Calvert officials said.

Teachers reacted enthusiastically to the decision. "It'll give me more time for grading compositions," said Ann Brown, an English teacher at Patuxent who has 170 students. "My students will also be able to write more frequently, since I'll have the time to grade their work."

She said the change will help teachers plan for the upcoming high school assessment tests. Beginning in 2004, the state will require seniors to pass a series of exams before they receive their diplomas. "We need to be getting ready for that," Brown said. "It'll be here before we know it."

In other board news, the board approved the fiscal 2000 capital improvement program. The school system is asking for \$16.4 million in state and local funding for a variety of projects, including construction of a new middle school.

Headline#\ PP# Home-Schoolers Seek A Closer

CommunityHeadline #:\ P P#Subhead

#[\ P

P# Parents Want Independence and Interaction

Subhead#:\ PP# By Jennifer Ordonez

Washington Post Staff Writer

A few months ago, Casanova resident Laurae Lyster-Mensh published a piece in a local

newspaper describing the wonderful things she and her 10-year-old daughter, Liana, learn

together, away from a formal school setting. Lyster-Mensh, who moved with her family from

Fairfax 2 1/2 years ago, hoped the column might help

her connect with other parents interested

in home schooling.

"I didn't hear from one person," she said.

Earlier this month, Lyster-Mensh placed a notice in the paper, this one "seeking questions

and concerns from the home-schooling community to discuss with new superintendent of

Fauquier County schools, Dallas M. Johnson." She is scheduled

to meet this week with Johnson

to discuss her own concerns and ideas.

"No one responded," she said, still hopeful. "Well, not yet anyway."

For two years now, Lyster-Mensh and Liana have traveled once a week to Fairfax County,

where they belong to a group of 20 to 30 home-schoolers who meet for sports, crafts and field

trips. She is one of a growing number of Fauquier home-s

chooling parents who moved here

from cities or suburbs, giving up the benefits

of an established home-school network in their

own back yards.

Intent on continuing their children's home-based education "built around their own values

" some parents are surprised that finding a local group that fits their

particular needs is harder

than they anticipated.

That's partially because many home-school networks are organized around a shared religious

or political affiliation. Lyster-Mensh, however, is part of a growing

ng number of home-schoolers nationwide who are politically moderate and interested in secular home-school interaction.

With help from other home-schooling parents, she hopes to develop an agreement with the Fauquier County public schools that would let all home-schoolers participate in some public school athletics and take advantage of school resources such as libraries and computers.

"The real difference between Fauquier and Fairfax home-schooling is about being rural. In an urban area, it was easy to find home-schoolers of all different types," said Lyster-Mensh, who has taught Liana at home for three years and plans to do the same with her 10-month old son when the time comes. She is from Amherst, Mass., one of a family of educators.

"My ulterior motive is that I get to know other home-schoolers in this county," she said. "It's difficult because the nature of home schooling is independence, but this could be a wonderful networking opportunity."

In Virginia, the number of home-schoolers increases each year by an average of 12 to 15 percent, said Charles Finley, director of accreditation for the Virginia Department of Education. In Loudoun County, a little more than 1 percent of school-age children are homeschooled, and their number increases each year.

Fauquier County has 324 registered home-schoolers, who must take standardized tests or submit portfolios of their work to the county school system so their educational progress can be monitored. But officials say there are more, including those who are not monitored because of religious exemptions and unregistered "underground" home-schoolers.

Diversity among home-schoolers is perhaps the greatest challenge in trying to unify them. They include people with religious convictions, middle-class liberals and counterculture individualists. In each group there are "unschoolers," who adhere to a learn-at-your-own-pace

educational philosophy with little formal structure, as well as those who follow a curriculum each year.

Although all types of home-schoolers exist in Fauquier, religious-based groups, such as the one at St. John's Catholic Church, tend to be the largest and most visible. That has been an obstacle for Lyster-Mensh, who is Jewish and said groups with a Christian emphasis might not be comfortable with her beliefs.

"A lot of times in rural areas, the people at the forefront of home schooling have been Christian," said Renee Pleasant, a Goldvein resident who teaches her two children at home and is on the board of directors of the Virginia Home Education Association, a statewide nonpartisan political action group based in Richmond. "There's a much lower population here, so it's more difficult to find a group."

Pleasant formed her own local group when she moved to Fauquier two years ago but said it is difficult to maintain the network because of the county's size. Most in the group live in northern Fauquier, at least 30 miles away from her, so she and her children have been going to home-school gatherings to the south, in Fredericksburg and Spotsylvania.

"In the groups that do exist, they often require participants to sign a 'Statement of Faith,' and that's not always comfortable for people with a different belief system," Pleasant said. She and others, however, believe that a general home-schooling network might be strengthened through efforts toward a common goal, such as access for home-schoolers to public school facilities.

Finley said such arrangements are not common but have been made in a handful of places in Virginia, including Falls Church and Albemarle County. Some parents who home school said they would like that option as long as public school interference remains minimal.

"It's a mixed bag," said Susan Tullington, who started Fauquier Home Educators, a secular group of about six families, after moving to Warrenton from Reston about a year ago. "That can be great, but then it can be where they end up imposing their rules on you. I don't know if that would happen here, though, because Fauquier, I think, has been very supportive of home-schoolers."

Now she and Lyster-Mensh " who found Tullington by accident in a women's group " are working together to develop an e-mail list of Fauquier home-schoolers and create a central resource for them. Lyster-Mensh said she will continue the effort even if Liana " who says she has enjoyed learning at her own pace " decides to attend public school next year. Lyster-Mensh remains a supporter of public education and continued to volunteer in Fairfax public schools even after she began teaching Liana at home.

"I'll be in the seventh grade " that's junior high," Liana said. "This has been a really great experience, but I just want to know if I can do it. I'm really curious."

ART ph.,MARGARET THOMAS CAPTION: Looking for Home-Schooling Links: Laurae Lyster-Mensh cradles her infant son, Daniel, as she listens to her daughter, Liana, explain a logic problem during one of her home-school lessons. Lyster-Mensh is trying to forge ties with the growing number of parents who have a secular interest in home schooling. CAPTION: Liana and Laurae Lyster-Mensh huddle over a dictionary at their home in Casanova, searching for synonyms to use in Liana's newsletter. Lyster-Mensh has taught Liana at home for three years and in tends to home-school her brother, Daniel.

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Publication#W\ P P# 50. Los Angeles Times"Publication" #:\ P
P#* 10/19/98; Ed
ition: Ventura County Edition; Section: Metro; Zones Desk; Page B-2

Headline#\ PP# An Academic Jump-Start Headline #:\ PP#Subhead#[\ PP# More Students Are Taking High School and College Courses Simultaneously to Speed Up Education
Subhead#:\ PP# By REGINA HONG

SPECIAL TO THE TIMES

MOORPARK " Although the popular image of young teenagers in college may be of p
recocious kids with freak mental powers, the reality is much different, say those who know
better.

Most students who begin college before graduating from high school are ordinary
intelligent
teens simply looking to get a jump on their education.

"You don't have to be a genius or anything," said Jeff McElroy, a Moorpark College student
who graduated from Moorpark High School last spring after two years
spent on both campuses.
"If you're college-bound, you're ready."

In the morning, McElroy took classes such as Advanced Placement history, honors
English
and chemistry at Moorpark High. Afternoons and evenings, he spent studying such subjects as
music, philosophy and sociology at the community college.

His efforts will probably save him time and money. McElroy, 18, hopes to transfer in the
spring to UCLA, where he will have enough credits to enter as a junior.

Like others around the state, Ventura County's three community colleges have quietly
accepted hundreds of high school age teenagers.

"Even without us doing anything special, the students are finding us," said Victoria
Bortolussi, Moorpark College's dean of institutional advancement, charged with making
connections between the high school and college.

Although the college has no special programs for these students, 310 high school students
enrolled there this year, up from 227 last year, she said.

Those who attend as young teens are typically highly motivated and college-bound

d,
Bortolussi said. "They're serious about school," she said. "They're ready [f
or college] and don't
want to waste their time."

Typically in California, students must receive permission from their high school before
replacing regular classes with community college classes.

McElroy first attended the college to repeat an algebra course that he didn't pass at Moorpark
High. After doing well in the summer class, he began thinking,
"Why not take more classes,"
he said.

He enrolled in math and science, sociology and philosophy courses and now has about 60
units of credit, enough to save him thousands of dollars in tuition by
skipping the first two years
at UCLA.

Yet he warns students that it's not for everyone. "I wouldn't recommend it for people who
aren't too serious in their studies," he said. "The classes are faster paced and you can start falling
behind." Managing time can be more difficult
when you have to go between the high school and
college, he said.

Community college instructors don't treat high school students differently, and may not even
know they are not full-fledged collegians, Bortolussi said.

Most students, however, take only a few courses while they are in high school, Simi Valley
High School counselor Harvey Webb said. Some go to the college to take interesting classes they
can't get in high school, but more often, students
attend to get some high school prerequisites
out of the way, he said.

For example, some students will take beginning Spanish at college so they can begin a more
advanced course sooner in high school. The students at Simi Valley High School, though, are
not given credits for the units they take at the college, Webb said.

"There are a lot who have an educational plan and they know what their goal is," Webb said.
"If they can't complete all those requirements, they will seek a way of doing it."

On rare occasions, students skip high school entirely and enroll directly in community college. Derik Glick, for example, entered Moorpark College three years ago when others his age were high school sophomores.

"We said, 'Forget high school,' " said his mother, Paula Glick, who taught him at home until he began college. " 'You're going straight into college. You need the competition and the structure.' "

Susan Izumo, the college's articulation officer, determines whether courses at the college are transferable to four-year universities or colleges. She said Moorpark College does not offer high school courses, but students can receive a high school diploma by taking the GED test.

Derik, however, worked with a home-schooling group in Moorpark called Westside Academy. The group determined which courses he took at Moorpark College counted toward earning high school credit and gave him his diploma in June.

Now he has been accepted by Franciscan University of Steubenville, a Catholic College in Ohio. He will begin as a biology major next spring. Derik said college officials told him he could shave about two years off his time at the four-year university because of credits earned at Moorpark College.

"I really wanted to be a doctor since I was really really young, so it will give a jump in the rest of the world," he said. "Instead of getting out of medical school at 30, I'll get out at 26, which is awful nice."

To give her daughter the same jump-start Derik received, Glick recently enrolled 14-year-old Brianne at Moorpark College too.

Publication#W\ PP#51. Los Angeles Times"Publication"#:\ PP#* 10/18/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP#The Small-Class Shuffle Headline#:\ PP#Subhead#[\ PP#Anaheim Parents Scramble to Meet Schools'
Staggered Schedules
Subhead#:\ PP#By LISA RICHARDSON
TIMES STAFF WRITER

There is a brief block of time in the day when Jill Vaughn, an Anaheim mother of three, is not driving her children to or from a school.

In order to reduce class sizes to 20 in first and second grades, the Anaheim Unified School District is making the most of what space it has by staggering enrollment and having students arrive and leave in shifts.

Children start school at 7:45 a.m., 10:30 a.m. and 12:30 p.m. They leave at 1 and 4 p.m. And while the students seem to be taking it all calmly, and the teachers are thrilled with the smaller classes, many parents have been left to juggle schools within schools, and try to get children to school well after the parents' workdays have begun. For Vaughn, whose children start school at three different times, that means making five trips to school each day, three drop-offs and two pick-ups.

Fortunately, two of her children at the Francis Scott Key Elementary School end their day together at 4 p.m.

"I really wish they could all go to school and get off at the same time," Vaughn said. "I'm left with a block of about three hours in the day when I can do some house-cleaning and then make another trip to school."

For working parents whose children are on the late morning schedule, the staggered session presents a special headache. With most workdays starting about 9 a.m., parents are hard put to

get children to school at 10:30 or 12:30. Before-school child care is virtually nonexistent; the schools' policy is that parents have to work it out somehow.

Since July, Gerolyn Collins has required the help of relatives from Los Angeles to Orange County to take 7-year-old Candyce to school at 10:30 a.m.

"Her dad, my sister, her uncles" whoever I could find to have her there" would have to take her," said Collins, whose workday starts at 7 a.m. in the financial services department of UCI Medical Center in Orange. "It's very, very inconvenient and I don't like it at all, but basically I've had no choice."

Collins, however, recently received good news from the school. One child has left the morning session and Candyce can take her place, arriving at 7:15 a.m. Collins has changed her starting time at work to 7:45 a.m.

School officials said they do all they can to accommodate working parents, but coordinating schedules is not always possible.

Anaheim schools already were on a year-round schedule because of growing enrollment, and school officials and parents have learned to juggle four school years in one. Since the late 1980s, the district's school population has nearly doubled, from 11,000 to 20,000 students.

Now the staggered shifts have added some new steps to the scheduling minutiae. With choreographed precision, students file out to lunch while another teacher and class line up to take their room. A third class marches from the outdoor lunch tables to the library, while students in the library cross over to classes.

Parents with more than one child are shuttling them back and forth several times a day and teachers are teaching class after class with only a short break.

But the benefits of smaller class sizes to the students also is obvious, several

l teachers at Key
Elementary said. The 655 children there receive more attentio
n, learn faster and enjoy school
more. Last year, the school had three teachers
per two classrooms with as many as 60 students
among them.

Second-grade teacher Michael Sarabia said he divided his time between two class
rooms that
each had 10 of his students.

"I had no consistency with them and I felt like there were a lot of kids slippi
ng through the
cracks," Sarabia said. "Now I know where all my kids are [academ
ically] and what they need."

And if the pace is more hectic, the school is still a quieter, calmer place tha
n it was.

"Before, you were never, ever by yourself in a classroom and the groups were ne
ver small,"
said first-grade teacher Amy Shively.

Keeping track of it all is Principal Joan Petite.

The pencil-and-red-ink chart in her hand looks more like a family's genealogica
l tree than a
school's classroom schedule, but the graph paper grids show why t
he school has had a smooth
transition to the new system"everyone in the school
always has an appointed place to be.

As Petite walks through the school grounds, children call her over to say hello
and Petite
knows them by name. She notices the blue ruffled collar of a little
girl's white shirt and the
oversized, floppy laces decorating a boy's sneakers
.

"For me it's running just about as smoothly as I could have imagined," Petite s
aid.

"Sometimes you're really, really tired and you can't get to everything you
want to"school is a
human business and students need to be touched every day b
y the teachers, and teachers need
to be in contact with the vice principal and

principal, and the parents need to see us out there at the curb when they pick up their students."

Some parents like the staggered enrollment.

Dropping her son Phi off for the 10:30 session Wednesday, Jenny Dominh said she prefers the late morning arrival time even though she makes three trips to and from school. She drops Phil off at 10:30, returns to drop off her son Thi Thi for kindergarten and then picks both boys up at 4 p.m.

"I just had to train myself not to lose track of time"to always look at the clock," Dominh said.

Dominh works at home altering wedding dresses and said she can easily accommodate the school schedule. But one day a week she has to go into the shop she works for to fit the brides, and then a baby sitter takes over her trips to school.

"But it's terrible for her," Dominh said. "Her son is in third grade here at Key and that's on a whole other schedule."

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) How Candyce Got to School

Anaheim Unified School District's effort to reduce first- and second-grade classes to 20 students has required staggered enrollments, with students arriving in shifts. It has also left some parents scrambling to meet the schedule. Here's how 7-year-old Candyce Collins got to school one recent week for her appointed 10:30 a.m. second-grade start time:

Monday

Delivery: Dad, Juanzell, takes Candyce to school

Result: He's late for 9:30 a.m. job as a car dealership sales manager

Tuesday

Delivery: Brother, De Ellis, takes Candyce to school

Result: He misses morning class at Cypress College

Wednesday

Delivery: Mom's sister, Cymande, drives approximately 20 miles from her home in

Bellflower to take Candyce to school. Cymande returns to her home.

Result: Cymande drives about 40 miles to help

Thursday

Delivery: Cymande makes the trip from Bellflower again, returns home

Result: She again drives 40 extra miles

Friday

Delivery: Juanzell takes Candyce to school

Result: He's late for work again

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Publication#W\ PP# 52. The Washington Post"Publication" #:\ PP# 10/17/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ PP# Md. Candidates On Same Page On
EducationHeadline #:\ PP#Subhea
d#[\ PP# Sauerbrey Moderates Stand, Stresses Phonics, Class
Size

Subhead#:\ PP# By Ellen Nakashima
Washington Post Staff Writer

Parris N. Glendening and Ellen R. Sauerbrey tack differently on many issues, including taxes,
mass transit and the environment. But when it comes to education

n, Maryland's two gubernatorial candidates are sailing remarkably similar courses.

Both Glendening, the Democratic incumbent, and Sauerbrey, the Republican challenger, are calling for more than 1,000 new teachers. Both want to strengthen school discipline and seek smaller class sizes in elementary reading.

Both even present near-identical images in their television commercials on the issue.

Glendening smiles in a classroom full of elementary schoolchildren. Sauerbrey stands in front of a high school, smiling, with students.

But in this rematch of a 1994 race that was decided by fewer than 6,000 votes, it's the

Republican who's emphasizing different education issues. No longer is Sauerbrey calling for the state to give vouchers to parents to help pay for private schools for their children if they wish.

Instead, she's stressing the need to teach phonics to young children to instill early reading skills.

And in talking about school budgets, Sauerbrey, a former high school biology teacher, has

set aside her usual emphasis on low taxes and smaller government and called for spending to hire more teachers. Political analysts say she's found education proposals are useful in helping her to moderate the image some voters have of her as a flinty conservative.

"I was stunned at the makeover she's done," said Charles Cook, of the nonpartisan newsletter

Cook's Political Report. "She was such a quintessentially '94 candidate. Anti-government.

Anti-tax. That was then. This is now. . . . She's running like she's [Republican moderate] Connie Morella's sister."

Glendening is promising more of what he's already delivered in four years in office. The

former college professor ran in 1994 on a pledge to spend more money on schools. His administration built or modernized 6,000 classrooms, and now he's proposing to do 7,500 more.

He's wielding the issue to shore up support among suburban and female voters, two key constituencies for whom education is particularly important, analysts say.

More teachers. More classrooms. Phonics. All are proposals that target the issue " education " that surveys repeatedly have shown to be voters' top priority this year.

Yet despite their similarities, the candidates approach the topic with different philosophies, and their supporters are working to highlight those differences .

Glendening, party activists and the state's largest teachers union are portraying Sauerbrey as an extremist whose true colors are revealed by a record of votes against school aid during 16 years in the state legislature. Sauerbrey and some education-reform advocates are painting Glendening as an out-of-touch academic and union captive who cares less about true school reform than about appeasing his political base.

Glendening says of Sauerbrey's new tone on education: Don't believe it. His aides hand out an "Education Hits" list detailing Sauerbrey's votes to cut more than \$300 million in school funding, to finance vouchers and to oppose a ban on corporal punishment in schools during her four terms in the General Assembly.

"You can't spend 16 years down there trying to cut public education, and now put a nice soft commercial on standing with schoolchildren in classrooms and say you support them," Glendening said.

Sauerbrey still demonstrates more support than Glendening for policies that would aid private schools. Though she's no longer pushing school vouchers, she would consider giving parents tax credits for children's educational expenses " to cover such costs as textbooks and transportation, but also for summer school or private school. That is considered a more palatable form of school choice because

use it does not directly drain dollars from public school systems or directly aid religious schools.

"In 1994, I did talk a lot about school vouchers and what got lost in the discussion was my fundamental belief that the governor of a state's first and foremost responsibility is to make every public school so good that no one wants to have to flee to a private school," she said in an interview this year.

Sauerbrey's emphasis on phonics also has particular appeal to social conservatives, part of her core voter base, according to some analysts. Unlike vouchers and school prayer, though, phonics instruction does not turn off liberals and moderates. In fact, many parents of all social strata have become hooked on phonics. They say the alternative "whole language" method of teaching in which pupils often are taught words by being read children's literature has failed thousands of youngsters who have been promoted from grade to grade without learning to read.

"Without a doubt, supporting phonics is a way of reaching out to social conservatives without at the same time offending other constituencies," said University of Pennsylvania political scientist Mark Rozell, an expert on the religious right.

But Sauerbrey, who says her phonics position has nothing to do with appealing to one group or another, says she's been miscast.

"I don't know why I have to defend myself against this type of baloney," she said. "This whole thing is the image Parris Glendening painted four years ago. . . . Over the past four years, people have been able to find out what I really am. And that isn't the picture he's painted."

Citing Maryland third-graders' dismal reading test scores, she said she wants to ensure that children can read by the end of first grade by using phonics as the primary tool for teaching

reading.

The issue is largely one of degree, for in Maryland, most school systems never stopped teaching phonics. Also, the state has no policy on the teaching of reading, leaving it up to local school boards. Experts say phonics alone is no solution to poor reading performance.

Glendening says he has always supported phonics instruction and still does.

Both candidates' main event on the education platform is hiring more teachers to cut class size. Sauerbrey pledged this summer to hire 1,001 new teachers. Glendening followed with a proposal for 1,110.

But the jury is still out on the extent to which smaller class size means a higher caliber of education, experts say. What researchers can say is that such initiatives are most effective in the early grades and most valuable for poor and at-risk children. Other studies show that merely reducing class size has little value until the group is down to about 15 students. Some researchers contend that quality, not class size, matters, so that it's better to have a great teacher in a class of 30 than a poorly trained teacher in a class of 20.

In any case, dropping class size by even one student is costly. Glendening estimates his plan will cost \$43 million a year once it's phased in, and would be paid for with funds from the existing budget surplus and future revenue growth. Sauerbrey has estimated that her plan will cost about \$40 million a year, to be paid by reducing administrative costs.

Even assuming the money is there to pay for the new teachers, experts fear the state won't be able to find them. Maryland's teacher colleges, for instance, can meet less than half the demand for new teachers in the state.

To lure new teachers to the state's classrooms, Glendening would offer tuition and loan

reimbursement. Sauerbrey would grant tuition scholarships and recruit mid-career professionals with math and science expertise. She would also offer higher pay to teachers in "critical shortage" areas, such as math and science.

Sauerbrey, who focuses on business's need for a trained work force, also wants to require teachers to demonstrate their competency in the area they teach. She wants parents to have the right to review curriculum and tests. And she wants to end "social promotion" of failing students.

By contrast, Sauerbrey says, Glendening spent \$295 million on two football stadiums "dollars that could have gone to new classrooms. While he did later spend money on classrooms, she says, Glendening has shown he has no vision for improving the learning that takes place in them.

She also says he is beholden to the Maryland State Teachers Association and, for that reason, backs their proposal to pull teacher licensing authority from the state school board and vest it in a professional standards board whose single largest group of members comes from the teachers unions. "Parris is locked into the union's agenda and that's an obstacle to reform," Sauerbrey said.

When they're not exchanging salvos, though, the two candidates are sounding remarkably similar on schools. Both support Maryland's school reform program, which includes statewide tests linked to academic standards, sanctions and rewards to motivate schools to do better and new high school graduation tests. And both want to see that teachers are qualified in the subjects they teach.

The broad consensus on education issues is a no-brainer, pollsters note.

Whether conservative or liberal, white or black, voters link better schools with more teachers, smaller class sizes and stronger discipline.

"Politics is market-driven," said Glen Bolger, Sauerbrey's pollster. "The market says education. And candidates say, 'Okay, I hear you.' "

ART ph., ARIS ECONOMOPOULOS; ph., SUSAN BIDDLE CAPTION: Maryland's gubernatorial candidates both are campaigning for smaller classes, more teachers and better discipline in the schools. Above, Ellen R. Sauerbrey (R) greets a crowd at Riverdale Baptist church school. At left, Gov. Parr is N. Glendening (D) visits Beall Elementary School in Rockville.

Publication#W\ PP# 53. The Associated Press"Publication" #:\ PP#October 16, 1998

Headline#\ P P# Budget deal to bring 300 new teachers to Oregon's crowded schools

Headline #:\ P!P#

5:03 PM

PORTLAND, Ore. (AP) " A federal budget deal struck by President Clinton and Congress is expected to bring Oregon's crowded schools about 300 new teachers.

Republican and Democratic budget negotiators agreed to plow \$1.1 billion into hiring about 30,000 new teachers throughout the country with the idea of reducing class sizes in kindergarten and grades 1-3.

Oregon, which has one of the highest pupil-teacher ratios in the nation, would get about \$11.6 million of that money, which is allocated according to enrollment in each state.

Teachers said they welcomed any federal help in reducing class size, particularly in the early grades because research indicates that smaller classes then help students learn.

"People talk about going back to basics, and basics are taught in the first three grades," said James K. Sager, president of the Oregon Education Association and an elementary school teacher. "If we can give kids a solid start in the early grades, they are going to find it easier to advance later."

Deborah Swan, a second-grade teacher at Lewis Elementary in Portland, has 30 st

students in
her class " "my biggest in years" " and worries that she cannot give each child adequate attention.

"It's certainly an impressive statement of support for what we do," Swan said.

Norma Paulus, state school superintendent, said crowded classes have become a serious issue for some Oregon school districts, particularly fast-growing ones in the Portland area.

"I hear complaints from high school students, and I hear from parents whose children in elementary school are in classes with over 30," Paulus said.

Class size in Oregon has been growing since 1990, when the Measure 5 property tax rate limit began restricting the money available for schools. The National Education Association's latest data gives Oregon the nation's sixth-highest pupil-teacher ratio, at 19.6-to-1. The national average is 17-to-1.

Actual class sizes run considerably higher than that because the figures include librarians, counselors and other licensed staff as well as classroom teachers.

No statewide figures are available on class sizes. Portland budgets elementary class sizes around 27 students to one teacher. In Bend, classes in the early grades run from 24 to 27. The Tigard-Tualatin School District has about 23 students a class in the early grades, but some schools run from 27 to 28 students.

Just how many teachers \$11.6 million would buy varies among districts. According to the Oregon Department of Education, the average starting teacher earns about \$23,000 a year.

Linda Blaydon Olson, leading a group of parents trying to reduce class size in Oregon schools, said that the federal money will help but that it won't solve the

he state's teacher shortage.

Her group, the Committee for a Little Class, filed an initiative for the November ballot to hold class size in early elementary grades to 20 students. The group abandoned its effort to get the measure on the ballot this year, deciding instead to work with lawmakers next session.

But Olson said the initiative has been refiled, and backers will try to get it on the ballot in 2000 if the Legislature does not address class size. Smaller classes are needed if Oregon students are going to reach the higher academic standards the state has set in its school reform act, she said.

"We need to be able to count on a long-term solution to this problem," Olson said. "But the federal money could be the impetus to get us going in the right direction."

INTERNATL#u\ P"P# INTERNATIONAL #:\ P#P#yq 'ddy

INTERNATL #:\ P\$P#Publication#W\ P%P# 54. The Economist"Publication" #:\ P&P#10/17/98Section: United States; Page 28

Headline#\ P'P# Education: The capital takes the plungeHeadline #:\ P(P#

THE Cesar Chavez Public Charter School is not much to look at: a few rooms in the basement of an ageing shopping mall in Washington, DC, minutes away from some of the city's worst slums. Yet the school's founder, Irasema Salcido, hopes to produce a future mayor from the 60 black and Latino students who started work in September. The chief aim of the Chavez school, one of 17 charter schools now working through their first term in Washington, is to educate inner-city students for careers in public service.

Although debate about the future of America's schools has consumed this year's budget negotiations, legislators seem to have lost sight of the charter-school revolution. First introduced in Minnesota in 1991, such schools have spread across the country. There are now over 1,000 in 27 states, and the national total could well rise to 2,000 by the turn of the century. The rate of growth is high

est in Washington, which allows up to 20 new ones a year. Although these are still public schools, not private ones for which pupils pay, once a school is approved it can set its own curriculum and hire teachers without having to answer to a public-school bureaucracy. In theory, this allows teachers to inject life into a system in desperate need of reform.

Washington is a case in point: indeed, perhaps the worst case. The city spends the second-highest amount per pupil in the country, yet ranks bottom in maths and science proficiency for eighth-grade students (roughly, 14-year-olds). Washington's high schools have the highest drop-out rate in the country. In the wretched Anacostia section of the city, only half the children of high-school age attend school at all, and only half of those manage to graduate.

For charter-school advocates, there is only one solution: introducing competition into the system. As charter schools begin to present parents with more options for their children, traditional public schools will have to raise their standards in order to keep students (and hence dollars) from fleeing. Chester Finn, an education expert, argues that many public-school bureaucracies which oppose the growth of charter schools care more about their own financial interests than the interests of those they are supposed to serve: the pupils.

Not surprisingly, many Washington public-school officials disagree. They think the city's charter-school experiment represents a dangerous, even subversive, trend in public education. At a recent meeting, one Board of Education member argued that charter schools skim the best students from the other schools, creating a "schism" in the system. Another official proposed a moratorium on charter-school growth. Perhaps feeling the political heat, several of Washington's Democratic mayoral candidates claimed that the rapid growth of charter schools was encouraging a flight from the city's other public schools.

Money can be a problem. Although charter schools receive the same amount of money per

pupil as ordinary public schools, most receive nothing for capital and operating costs. Since it is generally difficult to educate students without desks, chairs or a school building, charter-school heads must seek outside help. They sometimes suspect that local governments are deliberately hindering the movement by failing to allocate enough money. The local authorities in Washington have promised a capital allocation for each charter school this year, but school principals have already had to raise capital from corporations and private foundations. This sometimes works to their advantage: some charter schools have better computing facilities than most small colleges.

Because they are still relatively untested, charter schools may or may not be a cure for America's education troubles. There is a danger that some states, seeing them as a panacea, will begin blindly granting charters to all who apply. Yet, as the Washington example illustrates, a lenient charter-school law can give parents what they most crave, an alternative. If only for the challenge they pose to the deadly complacency of the public-school establishment, they deserve to gain momentum.

Publication#W\ P)P# 55. Macleans (Canadian newsweekly)"Publication" #:\ P*P#O
October 26, 1998

Headline#\ P+P# WHY COLLEGE GRADS GET JOBSHeadline #:\ P,P#Subhead#\ P-P# A
tough-minded generation rewrites the rule book of
higher educationSubhead#:\
P.P#
BY ROBERT SHEPPARD

When the Kanitz twins completed high school in 1988, they went their separate ways. Kristi, the brainer, headed to the University of Western Ontario in London "as far from their King City home, north of Toronto, as her scholarship money would take her. Her brother Justin enrolled in auto mechanics at Centennial, a college of applied arts and technology in Toronto. For Kristi Kanitz-Woolsey, the penny dropped when she completed her BA in 1992 and both she and her brother applied to teachers' college at the University of Toronto. Justin was accepted. Kristi was not. "It was a huge blow to my ego," she says, laughing about it now. "I

was supposed to be the academic in the family." Indeed, first in her geography class at Western, she retreated to a two-year master's program where she became increasingly disillusioned with the prospect of getting a job in her field. Today, Kristi, 28 and the new mother of twins, is the contented manager of a small Waterloo manufacturer of U-bolts " an unusual fit for someone with an MA in international relations " and Justin teaches in the tech shop of a Toronto high school. Says Kristi: "My father used to say, 'You go to university if you want a challenge, you go to community college to prepare yourself for real life.' And after going to university for six years, I tend to agree with him."

So do an increasing number of today's young people. To a generation scarred by recession and reared on consumer choice, the exalted university degree is fast losing its traditional allure to the more prosaic college diploma. One reason is cost: the typical diploma carries a tuition of \$1,500 to \$2,200 a year, while the university equivalent is in the \$3,300 range and rising. The second reason is the rush for jobs, for security in an insecure world, that is reshaping social attitudes and the postsecondary universe in its wake. This summer, when management consultant Ernst & Young asked pollster Angus Reid to explore how Ontarians felt about jobs and education, 35 per cent of the respondents said a college diploma in a technical occupation was the most valuable type of education they could envision. Only half as many believed a university degree in science would do the trick; only three per cent had faith in a BA. The mood has been changing since at least 1993, when Environics Research Group Ltd. began asking whether people would direct a high-school graduate to a trade school or university, and subsequent polls showed a widening gap in favor of the former. Parents with university degrees were still keen to see their children follow in their footsteps. But for almost everyone else, including the pollster's top category of professionals, senior administrators and business owners, the job-focused college came out on top.

But never mind what adults think. The real trend in the postsecondary ranks is that many of the larger colleges report that up to 30 per cent of their students already have a university degree "a phenomenon that has been growing right across the country for several years. That trend has colleges crowing and universities rethinking their roles as students question the value of investing six or seven years to get the right mix of the theoretical and the practical. Stephen Quinlan, president of Toronto's Seneca College, the largest in the country, runs what he calls "the grad school of choice" for nearby York University. At Winnipeg's Red River College, 15 of the 20 students seeking an advanced diploma in geographic information systems technology have a university background.

Meanwhile, Thomas Wood, president of Mount Royal College in Calgary, reports that at the huge growth in their student body has largely been due to transfer students, meaning those moving back and forth between a college and a university campus. A notable, some say advanced, feature in the western provinces, the transfer system has been growing in small steps across the country and is designed to allow students to find their way at a local college before transferring on, or edits intact, to a university. But in the West at least, the transfer system may be working more to the advantage of the college partner. "Right now," says Wood, "we are receiving more students transferring in than transferring out."

For a sign of the times, consider the case of Joe Albert, 34, a project manager with the Stentor Alliance of telephone companies in Ottawa. Four years ago, when the brokerage firm he was working for in Yarmouth, N.S., went under, he had a decision to make: whether to finish up the university degree he had started in his 20s, or pursue a three-year computer network technician course at the Nova Scotia Community College. He chose the latter. "The irony is I went from a business background to acquire a technical degree, only to go back to the business solutions and management side," says Albert. "But that was my game plan when I went back to school and it worked out almost precisely."

Then there is Bryan Thompson, 26, currently taking a machinist course at Durham College in Oshawa, Ont. Thompson already has two degrees under his belt: a bachelor of commerce and a bachelor of arts, specializing in labor relations, from McMaster University in Hamilton. "I was steered in the direction of university because my grades were really good," says Thompson. "I kind of resent that because what I am doing now I should have been doing six years ago." His buddies who went to Durham after high school now have houses of their own and are starting families. Thompson is living in an apartment with his girlfriend and paying off the remaining portion of a \$65,000 university bill. "In my day, colleges were for people who couldn't make the grade in high school, who couldn't do their OACs, which is just wrong."

Universities are alert to the trend. Says York University president Lorna Marsden: "We are certainly becoming much more aware of what's really going on by virtue of students' feet." York is one of those at the forefront of those, at least in Ontario, trying to shorten the learning experience for students by negotiating program-specific arrangements with certain colleges "without giving up our brand name," says Marsden. But will that be enough? After 30 years of being the junior partners in the country's postsecondary system, Canada's colleges are starting to show what Seneca's Quinlan likes to call "upstart tendencies." Seneca's most recent exploit "a 24,300 square-metre building of its own smack in the middle of the York University campus" is a case in point. The high-tech outpost, scheduled to open in the spring, will house 4,000 college students and whatever university ones come around seeking technical skills. Interest is such that work has already begun on an expansionary second phase. A modest 1,100 square metres is being set aside in case York wants to set up any high-tech labs itself.

Nimble as ants, Canada's colleges have become so flush with their ability to place students in real jobs "most boast a success rate in the range of 90 per cent."

ent " that nothing seems to
daunt them. Colleges are in the business of produc
ing not only welders and machinists, but
world-class chefs, a new generation of
multidisciplinary health-care workers " and whiz-kid
animators for Nelvana an
d Disney. Need more computer technicians? Seneca says it can
produce as many as
any university can, and at half the cost. But this may be comparing apples
and
oranges. Colleges produce more of the well-paid workers in information technol
ogy, the
ones who set up and monitor a company's computer networks. Universitie
s tend to provide the
more analytical programmers.

In Alberta and Quebec, colleges have taken responsibility for some technical an
d managerial
training for the armed forces. Quebec's CEGEPs, with a 30-year tra
dition as mandatory feeder
schools for the province's universities, are also sh
owing signs of branching out, developing
speciality programs that are attractin
g out-of-province students. But the big push is coming in
the field of apprenti
ceship training. Federal cutbacks in funding for trade programs, and a
growing
dearth of senior journeymen to train apprentices, have persuaded some provinces
to
pass a larger proportion of the job into the hands of colleges, wresting it
from the unions. Wayne
Samuelson, president of the Ontario Federation of Labou
r, sees a danger in college-run courses
that could become too localized, too in
dustry-specific. Universities are routinely chastised these
days for becoming t
oo close to their corporate donors. But if anything, community colleges are
clo
ser still, almost joined at the hip. In Oshawa, in the heart of General Motors
country, Durham
College president Gary Polonsky, a bright, engaging man, talks
about his student streams as
"product lines" and says he personally had to take
a GM-approved total quality management
course before the automaker would let D
urham bid on any training contracts. And the first
sentence out of any college
president's mouth is generally about the number of business
partnerships he or
she has struck in recent months.

The pilot project at St. Clair College in Windsor, Ont., provides a clue to the

future of
apprenticing. Started in January, in conjunction with Chrysler Canada and the Canadian Auto Workers union, the program replaces the traditional five years of apprentice work " often preceded by a brief pre-apprenticing course " with a four-year electronics engineering diploma. Students spend three days a week in class, and two at Chrysler earning \$16 to \$18 an hour. Thirty-five students have enrolled in the project and in a historical twist, Daimler-Benz has been studying the venture, with an eye to exporting the system back to Germany.

For all their industry connections, colleges are not beating universities in enrolment numbers " yet. But in many parts of the country, university enrolment has been flat or declining throughout the 1990s, with part-time enrolment plunging dramatically, while the number of full-time college students has been steadily on the rise. What is more, college registrars say they are being swamped by a wave of high-school graduates with top marks " and a keen eye on the debt-load for university students. Student debt has been rising sharply since 1990 and now averages \$25,000 for an undergraduate degree, according to the Canadian Federation of Students.

Many business leaders " and many universities " argue that a degree is worth more in the job market and offers better protection against an economic downturn. It may. But with the recent movement between universities and colleges, the value of a simple undergraduate degree is becoming harder to measure. What is unassailable is the penalty for stopping at high school: between 1990 and 1996, the number of jobs for those without a degree or college diploma fell by 910,000, while employment for those with a postsecondary credential increased by more than 1.4 million.

But scratch the surface and it is more than just the old political slogan " "Jobs, jobs, jobs" " that is driving the college option. Eighteen-year-old Tammy Walsh from Cold Lake, Alta., had her choice of universities and was thinking o

nly along those lines when she completed high school last year. But her armed forces family was moving to Calgary, and she followed her guidance counsellor's advice, enrolling in Calgary's Mount Royal College in a two-year program aimed at helping people with disabilities. Walsh believes she will "most likely" go on to university. "Alberta's transfer system enables her to apply her college credits towards a university degree," but this year is opening her eyes to other options, including colleges in the United States. "We are such a close-knit group here," small classes, my teachers know me by name," says Walsh. "I know people who went to Mount Royal first and then to university and didn't like it. I'll have to see."

Raised in Kentville, N.S., 19-year-old Christine Delbridge has her sights set on an engineering degree at the University of New Brunswick. But first she is going to complete a two-year surveying course at an offshoot of the Nova Scotia Community College. "I want to get a skill to support myself during university," says Delbridge. "I don't want to come out of university owing a lot of money." Money was also a concern for 21-year-old Carrie Bannon, completing a two-year program in developmental services at Fanshawe College in London, Ont. But it was not the overriding one: "A lot of my friends are going to university and they have no real direction. I thought college would give me more direction and it hasn't."

"This is a tough generation," says Durham's Polonsky. "They are more like their grandparents' generation than their parents'. People in their early 20s have lived much of their life in a recession, and they will always be wary of economic cycles." Indeed, today's college student, with an average age of 26, is slightly older than his or her university counterparts and has spent more time in the workforce, often being buffeted from job to job. At Durham, Polonsky estimates that about 1,000 of the 4,500 full-time students have children and many are single parents juggling jobs and kids.

For many, college is not a place to find yourself, but it still can be a destination for those who want to change the world. At the Michener Institute for Applied Health Sciences in downtown Toronto, 40 students ranging in age from 19 to their mid-40s are paying \$8,500 a year for a four-year program in acupuncture and Oriental medicine. "When I tell my friends what I am doing, they always ask two things," says Elizabeth Aubry. " 'Can you try it on me?' and 'You're paying how much?' "

The traditional barrier between education and training is rapidly falling away

Like the animation program at Sheridan College in Oakville, Ont., which has a similar tuition and is being copied across the country, Michener's acupuncture program is one of those godsend for college administrators: a high-end earner that helps offset progressive years of government cutbacks. Tuition is five times the cost of a normal college program, nearly three times that of a bachelor's degree. But for the students involved, it is something else as well. "We are the pioneers," says Aubry, 31. "We should be in tremendous demand." Indeed, nearby Mount Sinai Hospital has just signed an agreement with Michener to use the graduates in a new acupuncture clinic to treat cancer patients and others whose pain cannot be controlled well by conventional drugs. Adds fellow student Steven Josephs, 25: "This is not something strictly for the Oriental community. We are going to be the bridge to Western society."

In an age of perilous government support, even the slightest shift in student preference can disrupt the postsecondary universe. The current demand for cheaper, more relevant education is not lost on the universities. When colleges such as Humber in west-end Toronto moved to offer a variety of one-year certificates for those with university degrees or advanced standing, several universities followed suit with similar add-ons of their own. In the past several years, a wide range of creative partnerships have taken shape, from the dedicated university buildings springing up on college campuses to joint ownership of facilities with

here common programs are taught.

The most creative partnerships have taken place in the West " particularly in British Columbia, but also in Alberta, Saskatchewan and Manitoba " and at the University College of Cape Breton in Nova Scotia. With some restrictions, students can take advantage of credit transfers between colleges, universities, and in British Columbia's case, the new hybrid university colleges, institutions that at grant both diplomas and degrees. Half those studying for an undergraduate degree in British Columbia today are not doing so at a traditional university.

Student-rich Ontario has experimented with some limited transfer arrangements between universities and colleges, negotiated by individual institutions. "It's the wave of the future," says University of Western Ontario president Paul Davey. "But the western model does not work here. We have more than enough degree-granting institutions." Ontario universities have been especially unwilling to allow community colleges to grant that most sacred of parchment " the applied or associate degree. "Look," says Harvey Weingarten, provost at McMaster University, "it's a jungle out there. The fact is, we need the tuition revenue. In Ontario, we have 17 universities beating each other's brains out, and competing with community colleges as well." There is much colleges and universities can do together, he says, "but there is a distinction in philosophy between universities and colleges, and that should be reflected in the credential that is given."

That objection sticks in many colleges' craw. "Anything that takes away from our focus on jobs is dumb," says Polonsky. "But in the 30 years we've been around, our programs have become just as sophisticated as the universities'. We focus on application. They focus on analysis. But whoever said application is less rigorous?" The global credential is the degree, says Polonsky, not the diploma or the course certificate. Not having a degree is limiting college graduates from

m working or furthering their studies abroad. Indeed, he says, he knows of one Durham grad working as a consultant who was stopped at the border while on a job because U.S. customs officials would not accept his diploma as a professional credential.

Ontario universities and colleges struck a committee at the beginning of the year to examine the issue. But so far, its work seems hung up on the objections of some of the larger universities who are unwilling to compromise. "We are not asking for parity," says Polonsky. "All we want is for our engineering tech grads, with good marks, to be granted standing at universities so they can get a degree in two years if they want."

Unlike universities, hampered by governing senates and hundreds of years of tradition, colleges are much more free to spin on a dime and offer courses on the latest computer or health-services technique "whatever the market will bear. "I spend my days talking to business people, trying to find what they want," says Seneca's Quinlan. His tactic for not being bamboozled by half-baked ideas: he asks companies for a commitment to hire Seneca grads three years down the line if he sets up a program, or to loan him that \$100,000 piece of new equipment for training. College presidents say they can zap a new program in place in anywhere from six months to a year, depending on the availability of the training materials and instructors. "It's tough to do," says Michener president Renate Krakauer. "But otherwise, the world passes you by."

The result, though, is that these programs continue to shift and change focus "and are often cut back if the jobs do not materialize. Now, as much as half of a college's budget can come from "earned income," which includes such high-tuition speciality programs as animation or acupuncture, and tailor-made training for GM or the local furniture maker. The quick stops and starts saddled 12 of Ontario's 25 community colleges with \$29 million in debt at the end of 1997. Preliminary figures suggest they are climbing out of that hole, but are doing so in part by

opening their doors to students with non-academic credentials: between 1994 and 1996, the number of those entering college on the basis of job-related experience " and short interviews " jumped from 741 to 2,767 in Ontario alone.

When they were created in the 1960s, products of social and educational upheaval, colleges were designed in large measure to deal with the fallout from the baby boom, to cushion the entrance to the job market of a growing number of young people. Since then, they have evolved on many fronts " skills merchants, career reshapers, credentialists for everyone from journalists to funeral-services workers. Now, they are approaching the final frontier: international respectability.

Developing countries are tired of sending their best and brightest to become doctors or engineers at North American universities, only to see them stay. With Canadian colleges bringing their computer or health-care technician courses right to Chile or Trinidad, these countries are now able to envision building their own infrastructure. Toronto's Seneca earned \$10 million last year, 20 per cent of its revenue, on international ventures mostly in developing countries. Together, the country's colleges have been involved in at least 300 educational development projects in 70 countries. Red River College in Winnipeg and Camosun in Victoria have joined forces to develop a program on child care standards at the University of Danang in Vietnam; Grant MacEwan Community College in Edmonton recently established an office in northern Russia to maintain contact with the graduates of its health-care administration program. On the Team Canada trade mission to Latin America earlier this year, colleges turned out to be the big draw at breakfast business meetings, surprising many who wondered why they were so long in the first place.

The irony is that colleges can sell abroad what many of them cannot sell at home " a coherent system of flexible postsecondary education. "The advantage of the community college

is its tremendous sense of place," observes Ray Ivany, head of Nova Scotia Community College, a single administered body with 13 campuses. "You cannot imperil in any way that primary connection to the communities they serve." But at the same time, he says, "that old dichotomy between 'education' and 'training' is rapidly falling away. Students are moving back and forth between college and university. They pop in, they pop out of the workforce. What this province needs, what Canada needs, is greater clarity in the roles of colleges and universities and a seamless transition so the debt-load of students can be reduced." How easy it will be, given their years of mutual mistrust and competition, for the institutions of higher education to muster that sort of clarity is anybody's guess. But for this generation of students, with a tight grip on their education dollars, the assault on the old barriers and attitudes has already begun.

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Headline#\ P1P# France's Education Minister Vows to Hire More TeachersHeadline

#:\ P2P# Associated Press

PARIS " France's education minister promised Friday to hire more teachers and modernize schools, a day after half a million discontented high school students demonstrated against overcrowding and a lack of supplies.

Education Minister Claude Allegre said the actions were agreed on during a meeting with student representatives Thursday, when about 500,000 high school students marched in dozens of cities and towns across France.

Allegre said in an interview Friday on Europe 1 radio that he and student leaders had agreed on "immediate action."

Allegre also said he was "aghast and sorry" about violence during Thursday's marches that left at least two people seriously injured.

Publication#W\ P3P# 57. Boston Globe"Publication" #:\ P4P#October 19, 1998

Headline#\ P5P# From free speech to speech codes on
American campuses Headline

#:\ P6P#
By Jeff Jacoby, Globe Columnist

In olden days, "before the oppression began," as Alan Kors and Harvey Silverglate put it, there existed at the University of Pennsylvania an institution called Van Pelt College House. This was a residence in which diversity flourished - real diversity, not the sour quasi-apartheid common at American universities today. Van Pelt House brought together instructors and students of every stripe - "evangelicals and gay activists, Catholic Newman Center members and radical

feminists, conservatives and revolutionaries, blacks and whites of all persuasions, including the first few presidents of the militant Black Student League and blacks majoring in finance at the Wharton School."

What the residents of Van Pelt experienced, Kors and Silverglate write in a blistering new book, "The Shadow University" (Free Press), was the authentic "discovery of difference" that once made the best colleges incubators of tolerance and broadmindedness. "Its members moved each year from distance to conversation, and from mutual suspicions to various degrees of understanding, and, usually, to touchingly kind relationships. People offended each other all the time, but they learned to talk to each other and to understand each other."

Try to find a Van Pelt House at Penn, or anywhere else, in the 1990s. Rarely are students today encouraged to view each other as individuals. They are pushed instead to divide themselves by race, sex, and ethnicity. Higher education once offered undergraduates the time and tools they needed to shape their own identities; now undergraduates get their identities handed to them as they arrive on campus.

At Smith College, freshmen in 1990 were provided with handbooks from the Office of

Student Affairs. These began with a definition of "ethnic identity" and went on to supply a glossary of "oppression": Ableism, Ageism, Antisemitism, Classism, Ethnocentrism, Heterosexism, Lookism, Racism, Religious Discrimination, Sexism. These terms would prove valuable, the new students were told, "as groups of people begin the process of realizing that they are oppressed."

It isn't only at Smith that administrators are engaged so tendentiously in bringing students to political enlightenment. Incoming Columbia freshmen a few years ago were lectured on "the archetypes and stereotypes in American society that support racism and prejudice"; they then gathered to hear three students - one gay, one Asian, one black - discuss their encounters with bigotry and discrimination. Dartmouth's mandatory orientation dealt with what the assistant dean of freshmen termed "the various forms of 'isms': sexism, racism, classism." For newcomers at Bowdoin, there was a program snappily called "Defining Diversity: Your Role in Racial-Consciousness Raising and Cross-Cultural Social Enhancements."

Kors, a professor of history, is on most issues a conservative; Silverglate, a noted attorney, is a liberal. What they share is a commitment to freedom, especially freedom of speech and conscience. The two men, who were undergraduates at Princeton in the 1960s, have watched with alarm the transformation of US campuses from places of robust expression to grim zones of censorship and repression. When they were students, the Free Speech movement was germinating. Today free speech is out, and speech codes are in.

No longer do universities prize the uninhibited clash of ideas and opinions. On campuses from sea to shining sea, political correctness is the ruling orthodoxy and The Right Not To Be Offended trumps every consideration. The authors describe case after case of professors and students silenced, punished, or exiled for daring to say things somebody deemed offensive. Some of the episodes are notorious - a chapter is devoted to the shocking "water buffalo" inquisition at

the University of Pennsylvania. Others are little known. Consider the fate of Donald
Staples, a professor of film at the University of North Texas:

"At a university forum on ways to improve the experience of minority students,
a black undergraduate complained that courses contained inadequate materials by
minorities. Staples replied that his own course incorporated a large number of
contributions by black filmmakers, but that minority students in his class still
had poor attendance. For that remark, the university suspended Staples for
one week. Chancellor Alfred F. Hurley [explained] that while free speech
would be protected, 'racism will not be tolerated.'"

How bad is it? In 1993, a motion was introduced at a faculty meeting of Hampshire
College in Amherst. It affirmed "the right of all members of the college community to the free expression
of views in speech or in art, and the right of all members of the community to hear the
expression of any views" and condemned "the censorship or prohibition of non-criminal speech."
The motion was defeated, 26-21. That bad.

"A nation that does not educate in freedom," Kors and Silverglate warn, "will
not survive in freedom, and will not even know when it has lost it." All tyrannies
eventually crumble; so will the tyranny of thought in American higher education.
But between now and eventually, how many free minds and spirits will be
crushed? "The Shadow University" sends up an unignorable flare, but it may
be a long time before help arrives.
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Headline#\ P9P# We don't need more teachers, just
better onesHeadline #:\ P:P
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When President Clinton unveiled his proposal to hire 100,000 more teachers, he
said that "every parent already knows" that education improves when class size
shrinks. In his weekly radio address on Oct. 10, he repeated his proposal. Yet
accumulated evidence demonstrates that reducing class size has less effect on

educational performance than on generating campaign contributions and political support from powerful teachers unions.

University of Rochester economist Eric Hanushek, one of the nation's leading education experts, points out that class sizes have been shrinking for decades at enormous costs and with no commensurate gains in test scores. Today's national average of 22 students per classroom is down significantly from the 30-plus averages of the 1950s. In the past 45 years, the teacher-pupil ratio has fallen by 35 percent. The Asian countries that trounce us in education have vastly larger classes, often containing 40 or 50 youngsters.

The problem is not too few teachers. It's too many unqualified teachers. The Department of Education reports that 36 percent of public school teachers neither majored nor minored in the subjects they teach. Yet, for example, a retired mathematician could not teach in a public school for the so-called lack of teaching credentials. The nation might be better served by modifying the certification process and firing the worst 100,000 teachers.

There are better ways to spend the money. The cost of hiring 100,000 teachers would provide \$4,000 in scholarships annually to 425,000 low-income pupils to help them escape the educational prisons where we incarcerate them and to get them into private or charter schools. It also could be enough to give a \$4,500 tuition grant to each of the nation's 2.7 million teachers to learn or know better the subjects they teach.

Professor Hanushek states: "The evidence gives no reason to believe that reducing overall class size will have any effect on student performance." So why do it? Well, teachers get more jobs, unions get more members and dues, politicians get more votes and soccer moms feel all warm and fuzzy.

DANIEL JOHN SOBIESKI

Chicago

Publication#W\ P;P# 59. The Washington Times"Publication" #:\ P<P# 10/18/98;
Edition: 2; B;BOOKS;EDUCATI; Page B6

Headline#\ P=P# Colleges for young Republicans?Headline #:\ P>P#

By Martin Morse Wooster

About this time of year, tens of thousands of high school seniors begin to think about where to

go to college. One of the ways these students make their decisions

is by choosing a "college

guide," a compilation of short articles about various schools. There are many different college

guides, including one compiled

by the staff of the Yale Daily News and one written for fans of

multiculturalism.

But now conservatives have their own version: The Right Guide to Colleges:

The Whole Truth About America's Top 100 Schools (Eerdmans, \$25, 670 pages).

The book was compiled by 10 people associated with the Intercollegiate Studies

Institute

(ISI), the largest and oldest association devoted to assisting conservative college students.

Presumably these 10 ISI staffers edited and rewrote essays

from students at the colleges listed.

As with any such large enterprise, small errors creep in. For example, Massachusetts

Institute

of Technology fellow Nicholas Negroponte is a columnist, not the

founder, of Wired magazine,

and the University of Colorado (Boulder) is credited

with inviting a nonexistent "princess of

Burma" to speak on campus. And as

you might expect, the "top 100 schools" include many

schools that are traditional

, but second tier. It is likely that you can get a sound education at the

Fran-

ciscan University of Steubenville, Ohio, but to call that institution one of America's

top 100

schools is a dubious claim.

Where should you go to get a good education? The ISI offers several suggestions

. Colleges with strong religious affiliations are generally sound. They admire many

Catholic schools

(although giving mixed ratings to Catholic University and

Georgetown), as well as such

devoutly Protestant institutions as Calvin College

and Wheaton College. Southern schools (with

many exceptions) tend to be sounder

than Northern ones. And the ISI admires three of the

remaining four men's colleges (Hampton-Sydney, Morehouse and Wabash) but dislikes most women's schools.

Those who, as I did, read every page of this large book will find many interesting trends. It provides convincing evidence that the race-and-gender left has completely supplanted the old left. Nearly every school listed has plenty of dubious courses in their African-American or women's studies departments, but only a few geezers preaching socialism or revolution.

It is also possible to find the most politically correct college in America. While there are many candidates, including such obvious choices as Duke, Stanford and the University of Wisconsin at Madison, the most p.c. school in the United States clearly is Mount Holyoke College, which not only has clubs for "chronic fatigue immune deficiency" and "Lunar Howling," but also offers students board for their horses at only \$425 dollars per month.

This guide book is a good idea, well executed. If the ISI can keep it up to date, they will have made a substantial contribution to American education.

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In recent years, some school districts have instituted "peer review" programs where teachers determine whether newly hired teachers shall get tenure by rating the new hires' performance. You might not expect that there's a whole book on this arcane subject, but Myron Lieberman has produced one in *Teachers Evaluating Teachers: Peer Review and the New Unionism* (Social Philosophy and Policy Center/ Transaction, \$34.95, 112 pages).

Mr. Lieberman is an expert on teacher unions and contract negotiations between unions and school districts. He finds that peer review addresses many issues that define how teacher unions do their jobs. Are teachers, for example, professionals like lawyers or doctors, and thus able to determine who is allowed into the

the classroom? Can a teacher denied tenure by peer review sue the union - and what happens when the union loses? Mr. Lieberman also finds some union leaders making the argument that unions should get something in return from management when they get rid of bad teachers -which raises the possibility that peer review could lead to unions controlling the curriculum.

It's too early to tell whether or not peer review is a permanent trend or a passing fad but it's clear that there will be more debate about this idea. And when education reporters begin to investigate peer review, they will find that Mr. Lieberman has written the pioneering work on the subject.

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Most workplaces are becoming more fluid and less hierarchical, but walk into a typical high school and you'll find it as regimented as ever. Students are forced to learn six or seven subjects that have nothing to do with each other, and 16- and 17-year-olds are constantly reminded that the school district considers them immature and irresponsible.

A provocative critique of school regimentation is provided by George H. Wood in *Time to Learn: Creating Community in America's High Schools* (Dutton, \$24.95, 210 pages). Mr. Wood, a former education professor, is the principal of Federal Hocking High School in Stewart, Ohio. His book shows how he eliminated layers of bureaucracy and reduced red tape in his school's curriculum.

Mr. Wood is a lively writer, and the book is strongest in its analysis of the failings of public schools. He has some excellent chapters showing the number of pointless rules high school students must face every day -rules that don't inspire students to become productive. He is also very persuasive when he shows that at most state-mandated tests have very little to do with the skills students need in order to succeed in life.

However, Mr. Wood's conclusions are less persuasive. Like most public educators, he is an enthusiastic champion of bigger education budgets.

Still, if you're wondering why public schools seem so sclerotic and unable to change, "Time to Learn" provides a fine analysis of the problems America's high schools face.

Martin Morse Wooster is an associate editor of The American Enterprise and the author of "Angry Classrooms, Vacant Minds."

Publication#W\ P?P# 60. Portland Oregonian"Publication" #: \ P@P# 10/16/98; Edition: SUNRISE; Section: EDITORIAL; Page B08

Headline#\ PAP# SMALLER CLASSES ARE BETTERHeadline #: \ PBP#

As a public school teacher, I must respond to David Reinhardt's assertion that class size has nothing to do with student achievement (Oct. 8). One would be hard-pressed to find many teachers who don't care about large classes or would have no preference for a smaller class over a larger class.

Reinhardt's assertion about class sizes is a simplistic argument bowing to the altar of test scores and pupil achievement data that ignore a large number of factors that teachers must take into account every day.

Among these factors is the inclusion in the regular classroom of special-education students, talented and gifted kids, and severely emotionally disturbed kids "three types who have specific needs and might be in my classroom at the same time. Smaller classes allow me to give those students who need it extra, one-on-one attention.

MATT McBETH

Staytonn

Publication#W\ PCP#61. Raleigh News & Observer "Publication"#: \ PDP# 10/17/98; Edition: Final; Section: Editorial/Opinion; Page A19

Headline#\ PEP#Vouchers and fundingHeadline#:\ PFP#
Your Oct. 12 editorial "Fight, not flight" opposed government vouchers or tax credits for private school tuition. Actions that undermine effective education should be opposed, but we need unbiased information to assess the likely impact of the vouchers. Your editorial begged for supporting data.

You stated that innovations such as charter schools and the ABCs accountability program are paying off and that such innovations "consistently show that getting better results requires making a bigger investment." Isn't it too early to rate either of these programs a success, and how do they represent increased funding for public education?

You state that there's a clear correlation between funding and academic achievement. Please show us data to back up that assertion. Show me a plot of tax dollars (inflation-adjusted) per public school student vs. some objective measure of academic achievement. If a positive correlation exists, it should be evident in such a plot.

Your ask, "how can principals hire more . . . teachers . . . with less money?" How do vouchers or tax credits decrease the per-pupil financial allocation for public education? Further, if many students move to private institutions, why will public school principals need to hire more teachers? If enough students leave, principals may be able to weed out underperforming teachers.

If vouchers really hurt, let's oppose them. If more money will help, let's provide it. But first, let's take an unbiased look at the data. Please help educate us.

W. STEVEN LANIER, Ph.D.

Durham

Headline#\ PIP# Vouchers for changeHeadline #:\ PJP#
Your Oct. 12 editorial ("Fight, not flight") about taking a stand against the growing desire of American citizens to be able to choose vouchers or tax credits toward private-school tuition reflects an attitude that I find distressing.

Your recommendation to not allow something like a school voucher or tax credit option, so that instead we can "(concentrate). . . resources and attention on making public schools the best they can be. . . " is a "don't rock the boat" approach to resolving serious problems with current public education.

Huge sums are funneled into a school system overburdened with top-heavy and costly bureaucracy. Money is wasted on administration, pie-in-the-sky educational theories and badly managed projects. The result is an educational system that costs much and performs little.

A voucher system would provide two things. First, it would provide choice, allowing all citizens the option of private schooling for their children, if that option is better for their kids. Second, it would provide a strong impetus for valuable improvement to the entire public education program by forcing that program to be competitive.

You asked the question: "How can principals hire more (not to mention better) teachers, for instance, with less money?"

The answer is simple. Streamline the processes and make them more efficient. Spend less money on administration and you have more money for staffing and facilities.

Lastly, I take extreme objection to your point that "Their arguments are full of faulty premises, the most glaring being that public education is an outright failure."

I don't think the public school system is an outright failure. But perhaps you

are satisfied with
giving your children mediocre opportunities. I am not.

Bill Wright

Wake Forestn

Publication#W\ PKP# 63. The Columbus Dispatch"Publication" #:\ PLP# 10/17/98;
Edition: Home Final; Section: EDITORIAL & COMMENT; Page 11A

Headline#\ PMP# VOUCHER PROGRAMS WASTE
PRECIOUS TAX DOLLARSHedline #:\ PNP#

After reading the recent editorial "Voucher foes: Too many leaders frustrate
will of parents,"
I must make several points about the use of public tax dollar
s to fund private religious and
nonreligious schools.

First, the editorial failed to cite the results of two recent Buckeye State Pol
ls by Ohio State
University's Survey Research Unit. The Sept. 15, 1997, Dispatc
h article on the poll of Franklin
County residents reported that 58 percent opp
osed using tax dollars to finance private schools.
Although the black sample in
that poll is relatively small, 59.5 percent of blacks (14.6 percent
of the tot
al sample) opposed using tax dollars to finance private schools.

Furthermore, 51 percent of all those surveyed believed that a voucher program w
ould
decrease the quality of education in public schools. Almost half of blacks
agreed.

The Feb. 16 Dispatch article on the Buckeye State Poll of Ohio residents report
ed that 58
percent believed tax dollars should pay only for public education, w
hile 38 percent supported
using tax dollars to fund private schools. Ohio black
s (77 percent) also said tax dollars should
fund only public education. The Ohi
o poll also did not generate a large sample of blacks.

Second, the editorial suggests a mass exodus from public schools in those citie
s with voucher
programs. What does the evidence reveal? In Milwaukee, the numbe
r of private-school

applicants represents between 0.6 percent and 1.1 percent of the public-school population. Furthermore, a quarter or more of the enrolled pupils in each year of the program returned to the Milwaukee public-school system out of frustration with the voucher program.

Although the Cleveland numbers are a little higher, the data do not support a conclusion that pupils are leaving in caravans. The Cleveland program received 4,456 public-school applications for the 1996-1997 school year. That represented 6 percent of Cleveland's public-school enrollment. Of the approximately 30,000 children eligible for the Cleveland program, the applicants represented 14.9 percent of that population.

Last, the editorial asks: Why would organizations, such as the National Association for the Advancement of Colored People, oppose vouchers? Here's why:

These organizations, along with the majority of Franklin County's residents, know that vouchers will diminish the quality of education in public schools.

Implementation of a full voucher program is fiscally impractical. Henry M. Levin, an economics professor at Columbia University, is a supporter of a national voucher program. But he reports that implementation of such a program would increase total education spending by \$68 billion.

Some proponents do not believe in the program's practicality on a national level. Nina Shokraii, an analyst at the Heritage Foundation, admits that voucher proponents are not pushing for a national voucher system. Shokraii says they are instead advocating smaller experimental projects like the one in Cleveland.

Ohioans cannot afford expensive (\$13.7 million over two years) experiments like the one in Cleveland when other Ohio children read outdated books, attend dilapidated schools and sit in overcrowded classrooms. Instead of forcing school districts in poverty-stricken communities to match construction money through levies,

ies, the state could use that money to fund fully some of the most-needed construction projects without diverting millions of dollars to unproven experiments like the one in Cleveland.

Serious questions arise when trying to make private businesses accountable to the government for mismanagement. Instead of making the business accountable, the issue becomes a legal battle over whether the business breached its contract. How much would it cost to prove in court the abuses of a private company operating a school?

Are private schools willing to educate all of Ohio's children, regardless of their race, disability, economic status, past behaviors and academic record.

Will the voucher program force private schools to recognize the constitutional and statutory rights of children and parents in discipline matters? For instance, will the state force a voucher program's private school to re-enroll an expelled or suspended pupil as the law requires of public schools?

It is impractical to say a voucher program will produce high quality and equal opportunity in effective and efficient neighborhood schools. Shokraii stated, "A fully funded voucher system wouldn't work in the near future, because there aren't enough private schools to accommodate students." (Education Daily, "National Voucher System Could Be Costly, Study Says.")

A voucher program is the wrong program now, in the near future or in the extended future because of the negative social, economic and educational impact on Ohio's communities. The sole question I have is: Would not the funding of equal-opportunity and challenging public neighborhood schools be a more responsible and effective use of Ohio's \$13.7 million?

John D. Stanford, director

Westervillen

Publication#W\ POP# 64. The San Diego Union-Tribune"Publication" #:\ PPP# 10/
18/98; Edition: 1 2; Section: OPINION; Page G-1

Headline#\ PQP# Literacy and poetry Headline #:\ PRP#Subhead#[\ PSP# As city
schools set basic standards, poetry program

aims higher

Subhead#:\ PTP# By Jack Webb

WEBB is an assistant news editor at The San Diego Union-Tribune and director o
f the Border

Voices Poetry Project, which has sent poets into 200 schools in t

he county. An award-winning

poet, he received a masters of fine arts in creati

ve writing from San Diego State University.

"The future of poetry is immense, because in poetry, where it is worthy of it
s high destinies,

our race, as time goes on, will find an ever surer and surer

stay. There is not a creed which is not

shaken... not a received tradition that

does not threaten to dissolve ... The strongest part of our

religion today is

its unconscious poetry." " Matthew Arnold

If you have ever watched a young man filling a shopping cart at the local heal
th food store "

watched with astonishment as he bought pulverized Korean roots

and dried Chinese flowers,

murky potions and viscous elixirs as colorfully pack

aged as the love charms down at the

neighborhood Magic Shop " then you have som

e idea of the bemusement and compassion

with which I view the latest attempt by

San Diego schools to find a solution to illiteracy.

The young man at the health food store is going to rush home and throw this cor
nucopia of

dubious medicines down his throat, in hopes that the wisdom of the E

ast will prove an antidote

for years of Big Macs and flaccid TV-watching. In th

e same way, local schools " under the

impetus of Supt. Alan Bersin's call for a

n emphasis on literacy " are throwing a similar

cornucopia of academic elixirs

down the intellectual throats of our young, with equally uncertain

results. As

I write this, I have on my desk a working draft of the "Literacy Framework"

con

structed by Bersin's new Institute for Learning, and I am impressed by the mult

itude and

complexity of the solutions and techniques offered.

In order to encourage literacy among our students " in order, more precisely, to make our children "competitive internationally" " the institute is offering a "customer-oriented" smorgasbord of techniques ranging from modeled writing to guided reading, from independent reading to oral language listening, and on and on, all of it neatly tracked through "systematic assessment ... running records, observations ... standardized testing and district assessment portfolios." All of this is impressive and wonderful, a tribute to the new emphasis on academic accountability " an emphasis that has been borrowed, I suspect, from the quality control techniques of business, which shares its capitalistic jargon ("customer-oriented, internationally competitive"). As a fan of the benefits of enlightened capitalism in a difficult world, I feel a grudging respect for this businesslike approach to educating our young. But as a man who has spent his life writing and learning to write, as well as teaching those skills to others, I am

intensely aware that you cannot teach literacy, or writing, or the love of literature without a deep respect for your student.

Treating students as customers and applying the techniques of business to their education are, in a very fundamental way, antithetical to the more organic approach needed to create truly educated men and women. Fortunately, there is a better way " one that need not replace the initiatives of the new Institute for Learning, but which offers the touch of grace that will enhance its effectiveness.

Which brings me to the Border Voices Poetry Project, and what can be learned from it.

Teachers and administrators have asked me why the Border Voices Project, which I founded and direct, is so successful, and why it has drawn national attention for building both student self-esteem and skills. Critic Dana Gioia, for example, said on National Public Radio that Border Voices is the "future of literature in the United States," while Dr. David Hermanson has described the project as "the most exemplary community, university and school district collaboration .

.. I have seen in this city." What they are referring to, among other things, is that Border Voices has sent poets into 200 schools in the county, and also flies major poets and novelists into town to rub shoulders and minds with student

s and teachers, on the theory that when students actually work with some of the top minds of our day, they will lose their fear of excellence and begin to feel its excitement.

But these critics and educators are also referring to something much simpler than that, something so exceedingly simple, but so effective in engendering a love of writing, that I will postpone discussing it until I have shown you its effect, an effect that is implicit in the following unsolicited testimonials by those who have been touched by the project: {} "You have ignited a series of Roman candles!!! These young people are writing, writing, writing!!!" " Sherry Law son, teacher at Standley Junior High School after a visit by a Border Voices poet.

{} "This changed my life ... this is a learning and 100 percent literature experience." " A fifth grader.

{} "At Standley Middle School, (Border Voices) has become a central activity in our language arts department ... the enthusiasm has infected the whole school." " Sally Owen, teacher.

{} "You have transformed not only our daughter, but our whole family. I am sending you a donation from our family trust as a token of our appreciation." " The mother of an 11-year-old student.

{} "I know, at last, that it is important to become an educated man. I thank you for that." " A disadvantaged Hispanic student at Hoover High School.

{} "Border Voices is like nothing else I have ever done, and I've done a lot of traveling and talking poetry. I have never had a better sense of mixing poetry worlds together ... The audience, from 6 to 60 or thereabouts, were energetic participants in this wild poetry picnic of serious good cheer." "Donald Hall,

one of America's most-honored poets, after reading at the 1998 Border Voices Poetry Fair.

{} "Border Voices is turning San Diego into a showcase for the literary arts

and for cutting-edge scholarship in the humanities field." " Michael T. MacCarthy, editor of

San Diego Writers' Monthly. What these comments share is a delight in the effects of Border

Voices, and in the consistency with which these effects are achieved. They point toward some underlying truism about human nature, and toward a technique that is both effective and reproducible.

The technique is not new and, in fact, has been at the core of education in every

ery culture for thousands of years. But it has been lost in the 20th century, with its emphasis on educational experimentation. We find the technique used around tribal fires in Africa, as elders chant the history of the tribe, and in the great rhythmical classics of Confucianism. What we find is poetry, of one sort or another " that art which lies at the basis, both chronologically and in fact, of all literature, and which has been praised by the greatest educators for millennia. Aristotle, for example, once wrote that the superiority of poetry over history consists in its possessing a higher truth and a higher seriousness, by which he meant that the best poetry blends intellect and emotion into a complete human experience. Wordsworth observed that poetry is all-embracing, being, among other things, the "impassioned expression which is on the face of science." I have written elsewhere that "if there is a modern sin, it is probably this " that we postpone the most important thing in our lives. We postpone ourselves." Unless students are given the tools for finding themselves, they postpone their true educations indefinitely, either in a search for business success without communal responsibility, or by dropping out of school all together. I have seen business men and women at retirement, forlornly and helplessly wondering what to do with their lives. An astonishing number " up to 40 percent in some professions " die within a few years of retirement, worn out and drifting, wondering where they have left themselves, half suspecting that something important was lost or ignored many, many years before. What we have found in Border Voice is that when kids are given the very simple and precise tools that lie at the basis of all literature, and that are most simply approached through poetry, they can find their own voices and inhabit their own experience. School becomes an adventure, but one without the hysterical frissons that coalesce around the artificial adventures of movies or Disneyland. Both gifted and disadvantaged students have seen their grades improve, their scores on standardized tests enhanced, and have gone on to great success at universities and colleges. Many of these students have also found the profound peace that lies at the core of human experience. It is a peace, as well as sadness, that the Japanese poet Issa

alluded to as he remembered his dead daughter in a very short poem over 200 years ago: The world of dew is the world of dew and yet, and yet ... Poetry allows students to touch the core of that peace, which is much more important than the transitory dilemmas and crises of our daily lives. From this profound perspective, all the great national and international calamities of the late 20th Century " the rocky international economy, the scandals in Washington " are of less weight than the fact that somewhere in the world, a child was born today who will write a single line of poetry that will bring some measure of joy into the lives of millions. The thousands of students who have gone through Border Voices have touched that joy, and shared it with huge audiences at our annual fair as well as on radio and TV. Two Border Voices students will tour Europe next summer, where they were scheduled to read their poetry to the pope and other dignitaries.

But while these public exhibitions are gratifying, it is the more private benefits of poetry that mean the most to me, the students, and their teachers, and which Amy Inman alludes to in the following poem, written while she was in the third grade after being instructed by a Border Voices poet: The Animal of Life
Poetry is like flips on the wet, soft grass. Poetry makes me feel good. It is music. Poetry is magical, like the stars. I love poetry. It looks like indigo violet. Poetry tastes like strawberries and all other kinds of fruit. It is as sweet as an angel. It is the best adventure ever. Poetry is the All-Star thing. It is like the jingle of Santa's bells. It is the animal of life. With respect,

I submit that a proven tool lies at hand, a project that will enrich San Diego's move toward literacy by allowing students to get in touch with their own humanity, in a transformative individual and communal experience. It will create a single window, clean and well-positioned, through which we can see the future we have all hoped for. Anger is like a fire breathing dragon. A cannon shooting cannon balls. It's an animal trying to get out roaring as loud as a boom box with the volume on 100. Like a thermometer on 1,000. So Please Stand Back. Watch Out! Don't Tease or Feed This Animal! Art Anda Grade 3, Chesterton Elementary

I

Illustration by Dana Ung Grade 8, Horace Mann Middle
Channel Surfing You sit down. You just kick back. And you let your life slip a
way. As long as
the almighty TV gods are doing their thing, you're free. Nothin
g else can get you, engulf you,
suck you in. You can exercise your right to ign
orance, unconsciousness, blindness. It's a break
from the real world and all yo
ur responsibilities, restrictions, problems. It's a cave and a castle,
the sofa
, a throne. Sit. Travis Petraglia Grade 9, Serra High Illustration by Matt Brau
n Grade 10,
Point Loma

About Border Voices
Border Voices is a non-profit organization whose sponsors and supporters inclu
de San Diego
State University, The San Diego Union-Tribune, the San Diego Unifi
ed School District, the
county Office of Education, the California Arts Council
, the California Council for the
Humanities, California Poets in the Schools an
d the Fieldstone Foundation. Teachers wishing
to learn more about the project,
and how to get a poet into their classroom, can receive a free
booklet by calli
ng (619) 293-2546 and leaving their name and address.
Tax-deductible contributions to the project can be made out to the SDSU Founda
tion and sent
to Jack Webb, director, Border Voices Poetry Project, P.O. Box 19
1, San Diego, CA 92112.

The next Border Voices fair is scheduled April 16-17 at San Diego State Univer
sity.
ART 2 DRAWINGS | 1 CHART; Caption: 1. (Anger) 2. Channel Surfing (G-6) 3. Ab
out
Border Voices (G-6); Credit: 1. Dana Ung 2. Matt Braunn
Publication#W\ PUP# 65. The Indianapolis Star"Publication" #:\ PVP# 10/18/98;
Edition: CITY FINAL; Section: EDITORIAL; Page D04

Headline#\ PWP# Teacher standardsHeadline #:\ PXP#
In response to the Oct. 4 editorial on the Indiana Professional Standards Boa
rd and the new
licensing pattern now being implemented:

It is true, from the perspective of some of us in teacher preparation, that the
standards IPSB
has chosen are of doubtful value in preservice teacher preparat
ion.

Unfortunately, IPSB has chosen to go with standards of the Interstate New Teach
ers
Assessment and Support Consortium (INTASC), which were originally intended

for teachers
in the induction period, the two or three years following graduation from a teacher education program.

National standards exist in all major subject areas; they have been written by organizations that specialize in the subject fields. It is unclear why IPSB has chosen to spend millions to write INTASC-based performance standards at the state level when national standards already exist that are designed deliberately for pre-service preparation.

This is not to argue with the value of performance standards per se. They are important and should be based on understanding of what works best with children.

Your editorial was disturbing in its implied disdain for knowing how to teach as opposed to knowing what to teach. Both are needed. The best education should be delivered in the context of knowing how children learn best. Research does not support the notion that more subject content, learned without context, results in better teaching.

Your praise for the alternative licensing system in Pennsylvania seems to fly in the face of your concern for better preparation of teachers. Research on alternative certification programs questions their effectiveness.

Current reforms, including those cited in Pennsylvania, are unlikely to result in better teachers in the classroom as long as teachers without proper preparation are allowed by the states to teach. Over half the math and science teachers in the United States are teaching outside their fields of preparation.

Higher standards will result in teacher shortages, in turn resulting in more "emergency" licenses or reassignment of existing teachers to courses for which they are ill prepared.

Higher standards will mean little if the rest of the system is not adjusted to make sure that only well-prepared teachers are in the classrooms.
STEVEN W. GILBERT Associate professor and chair Division of Education Indiana University Kokomon

Publication#W\ PYP# 66. The Indianapolis Star"Publication" #:\ PZP# 10/18/98;
Edition: CITY FINAL; Section: EDITORIAL; Page D04

Headline#\ P[P# Teacher trainingHeadline #:\ P\P#
Your Oct 4 editorial "The wrong direction," regarding the decades-long incremental downgrading of the quality of instruction in Indiana, properly identifies the politically appointed Indiana Professional Standards Board as one of the culprits.

Contrary to the IPSB's advice, a comprehensive general education is as imperative for all teachers as a diversified study within their fields is for specialty teachers.

Moreover, not only must what teachers study be a criterion for certification, but a reasonably high standard of achievement must also be required if we are to expect a stream of competent teachers entering the field.

Any further erosion of these standards, such as what the IPSB is proposing, would surely contribute to an unacceptable decline in the quality of instruction.

However, even though I agree with the different direction you advocate, I counsel moderation. The solution to the problem is not to be found at the opposite extreme. Elimination of all professional education requirements for Indiana teachers, as Pennsylvania has done in its alternative licensing system, would be a mistake.

Teacher education deserves its awful reputation only because its curriculum has been polluted with so many touchy-feely nonsense courses. So there is indeed an appalling amount of fluff that should be eliminated from these programs.

Courses that are devoid of relevant substance accomplish nothing but to promote the faculty's

liberal agenda.

Excising vacuous courses that waste time and resources on silly advocacy tirades about diversity, multiculturalism, ecological and feminist extremism, affirmative action and revisionist history would liberate prospective teachers to study more intellectually respectable courses.

However, all teachers must be prepared to teach effectively and assess what their students have learned. And since these teaching skills are not likely to be acquired in the general education curriculum, some truly professional courses must continue to be required study for teacher candidates in a professional education program.

WILLIAM P. BEST Nineveh
n

Publication#W\ P]P# 67. Boston Globe"Publication" #:\ P^P#October 16, 1998

Headline#\ P_P# Bipartisan sham on education Headline #:\ P`P#
By Derrick Z. Jackson, Globe Columnist

Public education, the abused afterthought of Capitol Hill, was once again brought out of its dungeon for a ray of light, only to be hurled back into the darkness with the spiders and cobwebs as soon as Congress and the White House achieved the proper effect of making people think they did something about it on the nearly finished \$500 billion spending bill.

Republicans gave President Clinton \$1.1 billion in the new budget to hire 100,000 elementary school teachers to reduce class size. It figures. The conservatives are always railing about the futility of throwing money at social problems. Yet they gave Clinton a victory destined to be labeled a failure.

You could not tell that by the self-congratulations. Senator Ted Kennedy, the Massachusetts Democrat, said the money was "a resounding victory for the children of this country. It's a resounding victory for public education." Senate Democratic leader Tom Daschle said the \$1.1 billion was "the biggest victory of

all, and the one we are most proud of."

Clinton has made smaller classes a centerpiece of education reform. Many education experts have scratched their heads, wondering why. It seems logical that small classes produce smart students, but there are yet few studies to actually prove it.

Even if there were such studies, Clinton still has it backwards. More teachers means nothing if they are not of the highest quality. California, which two years ago began a drive to reduce class size in the early grades from 30 students per class to 19, now has a quagmire where 30 percent of public school teachers do not have proper training or experience.

More teachers also means little if there is no space to handle schools that might shrink in class size but explode in room numbers. On this score, the \$500 billion spending package speaks volumes. Clinton asked for \$1 billion for school construction. The \$1 billion was part of Clinton's bid for a \$5 billion, five-year construction plan.

The Republicans refused. Clinton dropped the request.

Thus we are about to get more teachers with nowhere to put them. Three years ago, the General Accounting Office wrote that the physical conditions of schools, ranging from lighting and heating to air quality to physical security, are so bad it would take \$112 billion over a three-year period to repair or upgrade them into good condition. This year school districts started \$15 billion in building projects.

That is woefully short of the \$37.3 billion a year called for by the GAO. When a Democratic president proposes so little to fix the schools and a Republican-dominated Congress rejects even that, this is not a "huge win" or a "resounding victory." This is a bipartisan sham.

It is a sham because defense, already bloated with pork-barrel projects that even the Pentagon has said it doesn't need, received \$9.7 billion in the spending package for military readiness, nearly 10 times more money than education. While 60 percent of American schools have conditions that surely detract from student readiness for the 21st century, affecting the ability to see, breathe, concentrate, and feel safe, the defense budget includes \$250,000 for "pharmacokinetics research."

This "research" is actually a pork-barrel procurement of Stay Alert caffeinated chewing gum in the Yorkville, Ill., hometown of Republican Representative Dennis Hastert.

While principals and school superintendents wait in vain for what should be \$37.3 billion a year for the next three years, defense contractors are applauding an increase in procurement that will give them \$48.5 billion of business in fiscal 1999. In one instance, Clinton asked for only one new C-130-J transport plane from Lockheed. Congress decided to build six more at a cost of nearly half a billion dollars. The plane factory just happens to be next to House Speaker Newt Gingrich's district.

At the last minute, senators and congressmen have reportedly thrown in millions in the defense budget for businesses in their home districts. A firm in Indiana that makes transmissions for self-propelled howitzers that had lost a previous bid has Republican Representative Peter Visclosky pushing to get it \$4 million for research.

Coal mining interests have Representative Paul Kanjorski, a Pennsylvania Democrat, trying to add \$4 million to Navy research to "micronize" coal to see if there are any uses for it. Senator Ted Stevens, Republican of Alaska, is campaigning for \$2.4 million in Navy appropriations for a vacuum-pressure device that its inventor claims will prevent oil spills but has been scoffed at by the Coast Guard.

This is the same Congress that tells you that it can deal with education in only a piecemeal and wrongheaded way. House minority leader Richard Gephardt said, "We are going to make education the number one issue in the country." After what happened this week in Washington, it is clear that education is already back in the dungeon, rotting to a state that will be even more rank when Capitol Hill pulls it out for the ray of light, a light that is merely the flash of a photo opportunity.

Publication#W\ PaP# 68. The New York Times"Publication" #: \ PbP# 10/18/98Section: New Jersey Weekly Desk; Section 14NJ; Page 17, Column 1

Headline#\ PcP# A Provider of Programs For Exchange StudentsHeadline #: \ PdP#

To the Editor:

While we were pleased to see an article about the rewards of being an international exchange student and of being the host to a student from overseas ("For Exchange Students and Sponsors, Lessons for Life," News and Topics, Oct. 4), we were surprised you did not mention the original exchange student program, American Field Service, which continues to be the largest program of its kind worldwide, with more than a quarter of a million participants since its inception in 1947.

Each year, almost 10,000 students in 55 countries participate in A.F.S. exchange programs, including about 2,000 American students.

The 23 A.F.S. students who are in New Jersey this year are involved in school sports, music, drama clubs and other activities. They are busily exploring the area, learning about our history, our customs, our cuisine and our malls. Typically, these students are very bright, outgoing and motivated; they are open to new experiences and are simply a joy to be with.

SUE FERSHING

Livingston

The writer is the New Jersey Team Chair for the American Field Service.

Publication#W\ PeP# 69. The Washington Post"Publication" #:\ PfP# 10/18/98; Edition: FINAL; Section: OP-ED; Page C06

Headline#\ PgP# Cheating: Who Started It?Headline #:\ PhP#
Once again The Washington Post has reported on the malaise of student cheating, and once again society wrings its hands, deplores the situation and wittingly or unwittingly continues to encourage the very behavior that it deplores ["High-Tech Cheating Hits the Campus," front page, Oct. 4].

Teachers, parents, administrators and others use student grades extensively as prods and as threats. Prospective employers use grades as measures of accomplishment. Deans' lists and "honor" societies laud the achievement of grades. Affluent sources offer monetary rewards for the attainment of grades.

Through such practices by elders to whom they are beholden, students envision the primary objective in school not as education but as grades. Accordingly, many students employ clever procedures to ensure a grade instead of diligently mastering basic concepts. Many students safely defer to the opinions and biases of their instructors and of their texts in order to ensure a grade instead of risking reproach for disrespectfully challenging authority and formulating independent assessments. Many students select courses from instructors who are reputedly lenient graders and avoid courses from those who are reputedly harsh graders. Many students simply cheat.

There is need for a penetrating review of the pedagogical process with an approach that defines the essence of education " an approach that fosters creative thinking without the interaction of grades at every stage. In any event the concern for student cheating " and for concomitant education failures " will never be relieved by decrying cheating while at the same time condoning practices that support the entrenched misinterpretation of grades as educational values.

THEODORE J. WANG

Chevy Chasen

Publication#W\ PiP# 70. New York Times"Publication" #:\ PjP# 10/19/98
Headline#\ PkP# Girls And ComputersHeadline #:\ PlP#

A new report by the American Association of University Women shows that a troubling gender gap in computer use exists in high schools. Girls make up only a small percentage of students who take high-level computer courses that might lead to technology careers. Yet they are more likely than boys to take data-entry classes, the high-tech equivalent of typing.

The report also found that girls tend to use computers in limited ways, such as for word processing, while boys are more likely to use computers to solve problems or to develop their own programs. In one study, girls consistently rated themselves as less competent in computers than boys. This suggests that many girls are starting to see the high-tech world as a masculine domain.

Some of the gender gap is created outside the classroom. Computer toys are more heavily marketed to boys, and most computer games and even educational software have more male characters than female characters. But teachers sensitive to these issues could help turn the situation around.

In 1992, the association raised the nation's awareness of a gender gap in enrollment in math and science courses in high school. In less than a decade, that gap has been narrowed because educators worked to increase girls' participation. Now educators must insure that girls are not inadvertently left out of the computer revolution.

n

Publication#W\ PmP# 71. Philadelphia Inquirer"Publication" #:\ PnP#October 16

, 1998

Headline#\ PoP# Recess for vouchers Headline #:\ PpP#Subhead#[\ PqP# No to o
ne-district plans. Yes to statewide debate. Subhead#:\ PrP#

If you're going to give a dubious idea a try, at least do it the right way.

The Southeast Delco school board was going to try a school voucher program in a
bout as
dumb a way as possible. A Delaware County judge put a stop to that Wedn
esday. Thank you,
Judge Joseph Battle. In fact, Your Honor, take the rest of th
e week off. Southeast Delco planned
to pay from \$250 to \$1,000 (depending on th
e child's age) to district parents who sent their child
somewhere other than th
e public schools. Supposedly, this would curb crowding in this
working-class di
strict and save money. Except the board budgeted only enough money to pay
the s
tipends to district children who already attend parochial or private schools! N
othing against
Catholic schools (repeat: nothing against Catholic schools) but
those low-tuition places clearly
would have been the prime beneficiary of this
tax-funded largess " a constitutional no-no.

One common-good rationale offered for vouchers is that they'll spur ossified pu
blic schools
to reform themselves. How an individual school system can improve
itself by handing over scantresources to people who've already decided not to u
se its schools is a puzzler.

Perhaps Judge Battle should have ordered remedial classes in logic for Southeas
t Delco board
members.

Vouchers, if they are to be tried, must be enacted on a state level, using stat
e dollars in excess
of normal school subsidies. And they should be tried only a
fter a full, open debate.

Alas, Harrisburg is abuzz with the rumor that politicians are fixing to ram thr
ough a voucher
bill of some description during their lame-duck session after th
e Nov. 3 election.

Don't do it, people. Don't do one of your patented, eleventh-hour, horsetrade-n
ow-say-ooops-later jam jobs on an issue that affects the futures of thousands o
f
schoolchildren. If there's a voucher plan, let's see it before Nov. 3, so vot
ers can ask state
candidates where they stand. Let's have that full debate next
year. There's still oodles of time
before the next school budgeting season.n

Publication#W\ PsP# 72. Omaha World-Herald"Publication" #:\ PtP# 10/17/98; Ed
ition: Sunrise; Section: Editorial; Page 34

Headline#\ PuP# School Violence Proposal Poorly
TimedHeadline #:\ PvP#

President Clinton this week advocated a \$65 million assault against violence
in American
schools. His timing was questionable in view of a new White House r
eport, which indicates that
violence is not as widespread as some people might
believe.

Clinton proposed using the money to hire police officers to work at schools, mo
st of them
in urban areas, that have been hit by violence. More than one-third
of the \$65 million would go
to "violence prevention projects."

At the same time, the White House report, which Clinton had commissioned to exa
mine the
subject of schoolyard shootings, indicated that the rate of school cri
me has fallen in recent years.
Fewer students are bringing weapons to school. A
nd 90 percent of the nation's schools reported
no violent crime at all in the l
ast school year.

That is good news for the majority of parents. Most children, the report indica
tes, attend
relatively safe, violence-free schools.

In the past year or two, the public has been led to believe that schools were m
ore dangerous
than most other places in which children congregate. Reports of s
choolyard shootings
contributed to the impression. So have surveys in which stu
dents told poll-takers that they often
carried weapons to protect themselves.

Certainly such reports are a matter of concern. But, as the White House report indicated, more perspective is needed. The actual risk of violence at the average school is relatively low, according to the report.

Strict school policies, including efforts to get weapons out of the classrooms and hallways, have had an effect. Education Secretary Richard Riley said, "The comprehensive report proves that the vast majority of America's schools are still among the safest places for youngsters to be."

School violence, students who carry weapons and schoolyard shootings are not to be taken lightly. However, the Clinton answer for every problem - more federal money to entice state and local governments into doing things they had previously not considered a high enough priority to do for themselves - makes the situation sound worse than it is. Certainly worse than the president's own report indicates.

Publication#W\ PwP# 73. The Salt Lake Tribune"Publication" #:\ PxP# 10/18/98S
ection: Opinion; Page AA1

Headline#\ PyP# School Uniforms WorkHeadline #:\ PzP#

From the city of Long Beach, Calif., comes a school report that there has been a 91 percent drop in assaults, thefts, vandalism, and weapons and drug violations since uniforms were introduced seven years ago. Other factors undoubtedly contributed to the decline in crime, but uniforms deserve a hefty share of the credit.

According to the report, youth crime off the campus is also down as much as 30 percent. Long Beach juvenile officer Sgt. Joe Battle said, "Uniforms take away the No. 1 reason kids treat each other differently: how they look."

This will come as a shock to the American Civil Liberties Union, the main force fighting the adoption of mandatory school uniform policies. ACLU lawsuits maintain that uniforms inhibit students' expression. Courts continue to uphold the

right of schools to adopt such policies.

Among the benefits of school uniform policies, according to school administrators, is a drop in the influence of gangs at school, since gang members cannot wear their "colors" in school buildings. Additionally, many children attending uniform schools like the idea they do not have to worry about competing with their peers in name brand clothing.

Quite simply, uniforms level the playing field between the haves and the have-nots, aiding public schools in being what they should be for children: an equal opportunity at an education.

Some parents still object to putting their children in uniforms, thinking the uniforms may stifle their creativity. But other parents think uniforms put the creativity where it belongs: in English, math, science and art classes. The second group of parents are right.

Part of controlling juvenile crime is teaching children about self-control, and many children soon learn that self-control is a pleasant alternative to control by outside forces. Uniforms set the pace for a school-like pattern of behavior; putting on the uniform reminds the child he or she is headed out to do his or her job. Mom and dad may work at a bank or a factory or a store, but children work in school.

Publication#W\ P\{P# 74. Buffalo News"Publication" #: \ P|P# 10/17/98; Edition: FINAL; Section: VIEWPOINTS; Page B3

Headline#\ P\}P# SCHOOL ADMINISTRATORS ARE HELD ACCOUNTABLEHeadline #: \ P\}P#

I have several comments regarding the two-part series in The News comparing the salaries of Buffalo school administrators with city officials and discussing the accountability of school administrators.

Comparing city officials and school administrators is comparing apples to oranges. There is no logic or point to such a comparison.

School administrators spend thousands of dollars and many years to acquire the education and numerous degrees and certificates required to become a school administrator.

The salaries printed were from 1996-97, which was an atypical year due to a special program that was funded by state and/or federal money.

The articles were a repeat of previous articles and information and were therefore redundant, unless there is a hidden agenda for repeating the two-year-old salaries " the upcoming administrators contract agreement and The News' desire to influence the Board of Education and the public against such an agreement.

Several of the administrators whose salaries were printed have been retired for more than a year. The principal with the highest salary was also the acting assistant superintendent during that year and was additionally compensated for his added duties and responsibilities; again an atypical situation.

School administrators are held accountable every minute of the day by the people they serve, the students and parents.

Regarding the statements concerning residency; I find the residency issue a smoke screen.

I was born and raised on Sherman Street and attended School 31 until I moved out of the city with my parents. I currently own and live in that same home.

I am not embarrassed or ashamed of the salary I make. I am also accountable for my job performance. I am at my job from 6 a.m. until 4:30 p.m. every day. I attend student activities and sporting events in the evenings and on weekends.

I also attend workshops and in-services, parent summits and all educational activities that I can fit in.

I have served the Buffalo School District and our students for 29 years and the
y can attest
to my accountability and performance.

And I know that all of my colleagues are also responsible, hardworking, account
able,
high-performing educational leaders.

It is The News' negative approach toward the Buffalo School System and its empl
oyees that
is a contributing factor causing any exodus from our great school sy
stem and our great city.

John Vella Buffalo Council of Supervisors and Administrators
n

Publication#W\ P}P# 75. Los Angeles Daily News"Publication" #: \ P}P# 10/16/98
; Edition: VALLEY; Section: Editorial; Page N26

Headline#\ P}P# TEXTBOOK DIPLOMACYHeadline #: \ P}P#Subhead#[\ P}P# BOARD OF
EDUCATION MUST PUT STUDENTS
AHEAD OF TEACHER PAY RAISESSubhead#:\ P}P#
POLITICALLY, the Los Angeles school board members couldn't be in more of a pi
ckle.

They are faced with deciding how to spend a \$60 million windfall from the state
budget
surplus. Do they spend it on the superintendent's righteous plan for te
xtbooks and other
education programs, or do they use it for pay raises for teac
hers, counselors or other employees?

The answer in a district with a chronic shortage of books and a poor record of
performance
ought to have been easy: Just say no to raises.

But the bumbling board bobbled the ball again.

Instead of a direct and forthright response, the board spent hours behind close
d doors to plot
a strategy that insulted the teachers and other employees, who
have a legitimate right to ask for
more money, and insulted the intelligence of
the taxpayers, who have a legitimate right to know
where the board stands.

The truth is that the question of whether to reopen pay negotiations demanded a public debate politically, morally and legally.

But members of this failed school board meet in secret over everything because they're afraid the public or their employees or the students will actually know what they are up to.

By setting out a list of talking points, which include the critical issue of accountability of classroom instructors, the board has muddled the issues and angered its employees.

Where do the board members really stand? It would take an expert in double talk to figure it out.

Are they already engaging in negotiations for the pay raise? Do they think that's the best way to spend the \$60 million?

The board members ought to have the wherewithal to stand up publicly and state their position.

Publication#W\ P}P# 76. Richmond Times Dispatch"Publication" #: \ P}P#October 19, 1998

Headline#\ P}P# Non-Physical Education Headline #: \ P}P#

Almost everyone except members of teachers' unions recognize the nation's public schools are in trouble. Surveys and testing reveal American students possess an impressively poor body of knowledge. Now that scholastics have been successfully dumbed down, purveyors of puff are tackling P.E.

"Calisthenics are definitely out," says one promoter of kinder, gentler Phys Ed. "They sound too much like the Army." "Exercise has a negative connotation, another explains. "It means people have to sweat and take a shower." (Heavens!) Some schools even have decided the word "gym" is too harsh; theirs are "personal wellness facilities." And there, instead of jumping jacks and push-ups, P.E. is

ght consist of . . . learning to juggle.

Good grief.

The percentage of overweight American students roughly doubled from 1980 to 199

4. Yet

just one in four high-schoolers takes gym daily " and they are getting increasingly less exercise. Clearly, what is needed is not dumbed down P.E. but more rigor, more strenuous activity.

Mushy young minds are enough of a problem without adding mushy young bodies to the mix.n

Publication#W\ P}P# 77. Denver Post"Publication" #:\ P}P#October 19, 1998

Headline#\ P}P# OK midsize schools' funds Headline #:\ P}P#

When the state School Finance Act was rewritten in 1988, new formulas were written to address the specific spending problems of both large and small school districts. The unfortunate consequence, however, was that a number of midsize districts have since received what they see as an unfairly low level of state funding. About two dozen districts, with enrollments between 5,800 and 21,900, fall into that caught-in-the-middle category.

The Legislature finally moved this spring to address the 10-year-old disparity, an extra \$3.7 million into the kitty to be allocated to the midsize schools. It means, for instance, an extra \$700,000 for the hard-pressed Littleton Public Schools, which has ranked 167th among Colorado's 176 districts in funding.

But here's the catch. That \$700,000 is new money, and it pushes the Littleton district over its Taxpayer-Bill-of-Rights revenue limit, which is calculated on the basis of annual enrollment growth plus inflation.

That, in turn, means the Littleton schools must ask district voters for approval to keep the

much-needed extra money. Ballot Issue 3A on Littleton's November ballot will give the schools precisely that permission. If it fails, Littleton will be required to return the money to the state.

Along with Littleton, at least seven midsize districts - Brighton, Greeley, Harrison 2 in Colorado Springs, Pueblo 60, St. Vrain, Westminster and Woodland Park - also are asking voters' OK this fall to keep their newfound state funds. We hope they all succeed. Without that final stamp of approval from voters, the Legislature's good effort to reverse a longstanding inequity will have been for naught.

===== END ATTACHMENT 2 =====

Daily Education News



Monday, October 19, 1998

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Carlin Hertz, Editor · 202-401-1576
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NATIONAL

1. Associated Press

October 19, 1998

More girls attending school worldwide, study finds

By DAVID BRISCOE

The Associated Press

WASHINGTON — The world has made striking gains in increasing school enrollment of girls during the past 10 years, with the most progress in some unexpected places such as the Middle East and sub-Saharan Africa.

A new report says girls now actually outnumber boys in secondary schools in 18 countries, mostly in Latin America. But 51 countries still have serious gender gaps, with 75 million fewer girls than boys in their schools, according to a report released Sunday by Population Action International.

Researchers and government officials credit the decade's gains to factors that include a spreading awareness of the importance of women, as well as general economic growth. The United Nations, the World Bank, and non-government groups have been pushing education programs for girls in a global effort to clear the gender gap by 2005 and achieve universal primary education by 2015.

In Malawi, where the gap has been sharply reduced, pregnant girls are no longer automatically expelled from school. In Egypt, an aggressive

school-building program in rural areas increased enrollment of girls by 60 percent in rural primary schools.

A project involving training of female teachers and other initiatives in Pakistan increased girls' enrollment in villages of the province with the largest gender gap, Baluchistan, by 87 percent, the report said.

But in Pakistan and many other countries, the gap remains wide and obstacles for girls still are great.

"Educating a girl is like watering your neighbor's garden," said Shanti Conly, co-author of the report, in describing a prevalent attitude in India. In that country, girls often are valued most for the help they provide at home.

In Africa and Latin America, increasing numbers of unmarried teenage girls are dropping out because of unplanned pregnancies, the report said. In Pakistan, customs still discourage girls from having contact with male students and teachers, and girls who do attend often leave school to marry.

The 51 countries with serious gender gaps have a total school enrollment estimated at 600 million. The report estimates that the additional cost of

educating as many girls as boys in those countries would be about \$5.8 billion — and could nearly double in 10 years.

Despite the increase in the proportion of girls educated, when compared with boys, the number of girls in the gap continues to grow because of rapid growth in the number of school-age children, the report says.

The report ranked 132 nations according to the extent to which girls and boys differ in access to schooling. In order to cover as many countries as possible, it used figures from 1995 and compares them with 1985.

More than half the countries have no gender gap, including the United States, where 99 percent of boys and girls go to school.

Ten countries — Nepal, Oman, Algeria, Saudi Arabia, Togo, Lebanon, Congo, Egypt, Iran, and Malawi — are cited as making the most progress in closing the gap between girls and boys in school. The inclusion of Middle East and poor African countries is striking because those regions, along with South Asia, traditionally have had the largest gender gap. ■

2. The Washington Times

10/17/98; Edition: 2; Section: A; WORLD; Page A6

Global study finds girls, despite gains, trail boys in education

By Chiharu Kamimura

THE WASHINGTON TIMES

Although school enrollment rates have increased throughout the world, girls lag far behind boys in access to education, contributing to higher teen-age birthrates and poverty in developing countries, according to a new study released yesterday.

Noting the strong correlation between girls' education and increased earnings, reduced birthrates and increased status, Muneera Salem-Murdock, deputy

director of Women in Development, U.S. Agency for International Development, called the findings important.

"You can imagine the tremendous cost that implies not only for these girls, for immediate future families, but also for the communities, for the nations, and for us all worldwide," she said.

Conducted by Population Action International (PAI), a Washington-based family planning group, the study measured the enrollment rate in primary and secondary schools of 132 countries

from 1985 to 1995. It found that 51 countries, primarily in South Asia, the Arab world and Africa, have significant gender gaps in education. In these countries, there are 75 million fewer girls than boys in school out of total enrollment of 600 million.

Shanti Conly, PAI's director of policy research and analysis, said girls seeking an education in many countries face cultural, economic, and social obstacles.

The study found:

Girls are more likely to marry and leave their homes, while boys are more likely to contribute financially to family income, so parents don't see benefits in educating daughters. Girls are also important labor forces for domestic

chores.

Poverty keeps girls from school. Tuition, books, uniforms and transportation are expensive, and parents often give a higher priority to educating sons.

Cultural and social norms keep some girls home. In regions where chastity is highly valued, parents can be reluctant to allow girls to travel long distances to school, be taught by male teachers or have close contact with boys.■

3. All Things Considered (NPR)

10/17/98Section: News; Domestic;

Kids Grading Kids

Kristja Falvo of Owasso County, Oklahoma is suing the school district there over the practice of allowing students to grade one another's work, and then read the grades aloud. She says the practice encourages an environment of humiliation, as well as violates her kids' rights to privacy

DANIEL ZWERDLING, NPR HOST: Kristja Falvo sends her three children to a public junior high school in the town of Owasso, Oklahoma. She says the roofs seem solid enough, there are plenty of teachers, but a common practice in the classrooms is making one of her sons so miserable that Falvo is taking the school district to court.

When the kids take tests or turn in other assignments, the teacher doesn't always grade them. Other students often do.

TD Actually, student-grading has become a common practice in some schools across the country. Supporters say it frees up overworked teachers, and helps kids learn what it means to evaluate people on their merits.

But Falvo says the system is squelching her son's spirit.

KRISTJA FALVO, OKLAHOMA RESIDENT: My son had situations where he received poor grades. And if the teacher asked him to call the grade, he wants to be like everyone else, and he would call out his grade. At that time, people would call him stupid and call names. And he's not the only one to have this happen to.

What happens is when you're having your peers call you stupid or ridicule you, you start to feel like you're stupid. And you're more concerned about how you do on your tests and more concerned about someone grading your tests than you are about taking the test and doing well on it.

And so I — I saw a decline on his self-esteem...

ZWERDLING: Hmmm!

FALVO: ... through this practice. I saw a decline on his ability to take tests,

ZWERDLING: If the court gives you

because of this practice.

ZWERDLING: Now, it sounds like what you're mainly upset about, or what your son's upset about, is when other kids tease him for getting a bad grade. But that doesn't sound like it really has directly anything...

FALVO: No, that's not the issue. That's not the issue. Having someone tease you is not the issue. The issue here is the privacy issue. We have a right to keep these grades private, and the right for these children. And any child in this school district has a right for an education and has a right to learn. I am just trying to make a practice available to all students to make a learning environment more productive for them.

ZWERDLING: Do you — do you find that the students generally try to be fair with each other's work? Or do you find any students, you know, saying, "I don't like Johnny, and I'm going to give him a bad grade"?

FALVO: That has exactly happened to my older daughter. I have an older daughter in honors classes, and she does have a student who has ridiculed her, called her names and harassed her. And he has intentionally graded her papers incorrectly.

Now, the problem here is she is torn between going to the teacher and, as they say, tattle-taling — which they don't want to do. There's a tremendous amount of peer pressure in this age-group, or speak to him directly, which we would expect an adult to do, but not a child, or just allow that to happen. And so that has happened to her.

We've had instances where — my younger daughter, who is in the sixth grade, has had a child request that she your way, if it is not swayed by the many

change her grade. The student's grade she was grading was a 55. The student said, "Can you change it to a 75?" Now...

ZWERDLING: Did she change it?

FALVO: No, she didn't, but then she was faced — was making a decision, a moral issue, a decision of do I do what my friend wants me to do, or do I keep the grade the same?

ZWERDLING: You see, I can imagine that a lot of people listening to this are thinking, "All right, so maybe you have a gripe there, and maybe they don't even like you know student-grading in their own schools. But do you really have to go to court? You know, here's another lawsuit. Can you go talk to the principal, to the teacher, and just, you know, try to work it out informally?"

FALVO: Well, you know, I did do that. I did go to the principal. I went to the teachers. I spent — this has been going on for over a year. I wrote a letter at the end of last year's school year, explaining the fact that this grading system that I have been complaining about had not been resolved. They said they would look into it.

But during these meetings, I was told that I was the only person in the school district to have a problem with this grading-system.

ZWERDLING: Is that true?

FALVO: That's not true. After this became public in the paper, I have received many calls of parents telling me that they have had the same problems, and the same concerns.

ZWERDLING: You have sued the school district in federal court?

FALVO: Yes.

people who say that student-grading can

be helpful — a helpful educational tool in the classroom, if they give you your way, what do you want them to do? FALVO: What I would want is for all districts to have certain guidelines for the teachers to follow. My suggestion was to have students grade their own papers. After the papers are graded, the teacher

then collects those papers and privately writes the grades down into a grade-book.

I just want an environment for all students, where the children's rights are taken into consideration and they're giving an environment where they're able to learn.

ZWERDLING: Kristja Falvo is the mother of three children who go to school in Owasso, Oklahoma. But she's been speaking to us from Omaha, Nebraska.

■

4. The Washington Post

10/18/98; Edition: FINAL; Section: Financial; Page H01

Options for Parents As College Costs Climb

By Albert B. Crenshaw

One of the goals American families often mention when they talk about saving is paying for the kids' college tuition. College costs are rising, they know, and few parents want to deprive their children of college because they can't afford it.

Despite all the talk, however, a new study of the role parents play in financing college educations has turned up an interesting trend: Overall, parents are paying a steadily declining share of their offspring's higher-education bills.

The numbers are fairly straightforward. While average parental contribution has been rising in absolute terms, it has been falling behind inflation — and thus declining in real terms. College costs, on the other hand, have been running well ahead of inflation, rising in both absolute and real terms.

Cash "gifts" — tuition and other expenses paid by parents, along with allowances and other cash turned over to children without the expectation of repayment — grew 54 percent from 1986-87 to 1997-98, according to the new study, carried out by the Institute for Higher Education Policy here and sponsored by the USA Group Foundation of Indianapolis. After adjusting for inflation, though, this was actually an 8 percent decrease, the study said.

Average college costs at four-year institutions, by contrast, climbed 81 percent during the same period, or 38 percent after subtracting inflation.

The result is a widening gap between the total tab and the amount that parents pick up. Parental "gifts" covered 69 percent of college costs in 1986-87 but only 52 percent by 1992-93.

Kids are still going to college, obviously, so who's paying the difference?

The study did not address this question, but Jamie P. Merisotis, president of the institute, said other

research suggests much of the gap is being filled by student borrowing.

"If parent contributions are declining, part of reason has to be the availability of student loans," he said.

Data on student loans shows the volume of loans has more than doubled — to more than \$30 billion annually — and "you simply can't have much money available through student loans and not see some of the burden shifting toward the student," Merisotis said.

At some schools, especially more expensive private ones, part of the difference is also being made up by increased financial aid, while at community colleges and other less expensive institutions, students often have jobs and contribute that way.

But if borrowing accounts for most of the shift, it means that a substantial portion of the burden of paying for college is shifting onto students. Some researchers have already reported growing resentment among students who feel they are trapped into starting life loaded with debt.

Most surveys show that parents place great value on their children's education and vow to make sure their kids can get the education they need. Almost half of all parents surveyed by the institute promised to pay all or most of their children's college costs, while another 42 percent promised to pay some.

But in many cases these promises seem to be going the way of New Year's resolutions.

The institute's survey found that the average amount parents have saved for their children's college is \$9,956 — or about a quarter of the average cost of four years at a public college, and less than a third of the tab for a single year at the most expensive private schools.

Also, when studies ask parents how they plan to pay for college, the top choice is savings, followed by

scholarships, then loans. Current income is a distant fourth.

But the new study found that in fact current income was the main source of parental support for students, "suggesting that a severe dichotomy exists between intentions and reality among parents in their college financial planning."

Financing a college education out of current income is an especially risky strategy at a time when college costs are outpacing most families' income growth.

Merisotis noted that the study found a distinct correlation between parental income and both the amount of support given students and the price of the schools they attend. In other words, offspring in higher-income families go to more expensive schools and the parents pick up more of the tab.

This is not surprising, perhaps, but if the trend continues it is likely to have important consequences both for lower-income students and colleges with high tuitions and modest reputations.

Students of limited means are finding their choice of school restricted, and some private schools are having difficulty filling their classrooms with qualified students.

For lower-income students the problem is particularly acute, Merisotis said. "Pushing more of the [cost] burden onto them has some emerging consequences that we've really got to think about," he said.

It's fashionable in the higher education community to blame cutbacks in federal aid for most college-financing problems, but whatever the merits of that argument, it's clear that with college, as with retirement and many other issues, families are being forced to rely increasingly on their own resources.

The federal government and a number of states have implemented a number of new higher-education savings plans that may help, but only if parents participate.

And the earlier the better, of course. But some of the programs provide a pittance compared with the full cost of a four-year

Education IRAs. Families may contribute up to \$500 per year per student to a tax-deferred savings account similar to an individual retirement account. The contributions are not deductible, and the amount is so small that some brokerages and mutual funds won't bother with them. But if a family established an education IRA for a newborn and contributed to it faithfully for 18 years, assuming decent investment returns, it should provide a meaningful sum for college.

State prepaid tuition programs. Many states offer programs that allow parents to prepay tuition for state schools, either in a lump sum or through installments. Most of these programs promise to cover tuition and mandatory fees when the student reaches college. Typically, however, they are limited to state residents and state schools and do not cover room, board and other costs. Maryland and Virginia have prepaid tuition programs.

State higher-education savings plans. Changes in federal tax law now permit states to operate tax-deferred investment trusts that enable parents to save very large amounts for college. These are just getting off the ground, and only a few states, including New Hampshire, New York and Delaware, have them. They are not restricted to state residents or state schools, however, and proceeds can be

degree.

Nonetheless, every little bit helps, so parents should look at everything, used for any higher-education expenses, ranging from tuition to food and books.

Typically the state sets up the trust, then contracts with a money-management firm — New Hampshire hired Fidelity, New York picked TIAA — to invest the money. The parents have no say in the investment decisions, but generally the money is invested more aggressively for younger children and less so as the child nears college age.

At college, the money is withdrawn and is taxable to the student, who presumably has little other income and is in a low bracket. (If the parents wind up with the money — because their child doesn't go to college — they have to pay taxes at their rate, plus a 15 percent penalty.)

The program has many advantages. First, the limits are high. New Hampshire will let parents put in more than \$100,000. Second, some states give tax breaks. New York allows a \$5,000 deduction against state taxes. Programs are open to residents of any state, and proceeds can be used with any legitimate U.S. college.

Maryland, Virginia and the District do not have college savings trusts, but all are studying them.

Hope Scholarships and Lifetime Learning Credits. Taxpayers are now allowed credits of up to \$1,500 a year for the Hope Scholarship and \$1,000 a year

Among the programs:

for the Lifetime Learning Credit to offset tuition and certain college expenses. These have many rules and are phased out for taxpayers with income over \$40,000 for singles and \$80,000 for couples. But credits, unlike deductions, reduce taxes dollar for dollar and thus are equally valuable to taxpayers in high and low brackets.

Tax deduction for higher-education loans. Beginning this year, parents or independent students may be eligible to deduct up to \$1,000 in interest paid for college loans. There are income limits, and of course deductions save only the amount of tax, not the amount of interest paid. But the deduction is "above the line," meaning the taxpayer does not have to itemize other deductions to take this one.

THE MOM-AND-DAD FACTOR

Not only have parents been contributing less for college costs, as a share of the total price . . .

Percentage of costs as a parental gift
1986-87 69%

1992-93 52%

. . . but their share of the costs in the form of loans also has declined.

Percentage of costs as a parental loan
1986-87 48%

1992-93 27%

SOURCE: Institute for Higher Education Policy ■

5. The Washington Post

10/18/98; Edition: FINAL; Section: A Section; Page A04

GOP Criticizes Clinton on Education

President 'Signed Republican Bills Into Law,' Sen. Coats Says

Reuters

Republicans took issue yesterday with President Clinton over their education record in Congress, accusing him of failing to tell the whole story.

"The president's rhetoric on education has been misleading," Sen. Dan Coats (R-Ind) said in the Republican weekly radio address.

"He has accused the Republican Congress of not doing enough for education, yet this Congress has passed many important education bills. The president knows this, because he signed these Republican bills into law," Coats said.

At a Rose Garden ceremony Friday, Clinton hailed the agreement reached between the White House and congressional negotiators on a \$500 billion-plus federal spending bill to fund nearly a third of the government.

He hailed Democrats for their "hard-won gains" for education, the environment and the economy, and harshly criticized Republicans for rejecting other education initiatives.

But Coats listed six areas in which Republicans had passed bills designed to improve education, including strengthening the Head Start program, ensuring students with disabilities

received a quality education and assisting children with reading problems.

"Unfortunately, however, President Clinton has killed several bills which would have given parents the right to choose where their children go to school and would have bypassed Washington bureaucrats and sent more money directly to state and local schools," Coats said.

He also criticized Clinton for vetoing a scholarship program aimed at helping some of the poorest students in the District.

"It is time this administration stopped promising educational reforms without actually reforming anything," Coats said.

"In fact, they perpetuate the failing system by throwing ever more money at failing programs."

Coats noted that the billions of dollars

the federal government had provided to educational programs over the past 30 years had not reduced the danger in schools, improved students' test scores or

prepared teachers any better.

"Now you know the rest of the story," he said.■

6. The Washington Post

10/17/98; Edition: FINAL; Section: A Section; Page A06

Budget's Modest Start on Teachers

Democrats Say \$11 Billion More Needed to Hire All 100,000

By Linda Perlstein
Washington Post Staff Writer

The day the budget deal was announced, President Clinton heralded what he called a "truly historic" victory: \$1.2 billion in federal money to hire 100,000 new elementary schoolteachers.

But the \$1.2 billion will be enough to hire only 30,000 teachers in fiscal 1999, which began Oct. 1.

To bring on 70,000 more teachers in the next six years, and to keep paying the ones hired this year, Democrats are depending on Congress to appropriate an additional \$11 billion in the future.

Republicans are touting the deal in public. Rep. William F. Goodling (R-Pa.), chairman of the Committee on Education and the Workforce, called it a "huge win" for educators and parents. But privately, many Republicans say the money is not a down payment, as Democrats describe it, but merely a one-year appropriation. In other words, school districts next year may have to pay the teachers themselves.

Clinton's push to hire teachers is part of an effort to improve early education by reducing the average class size in first through third grades from 22 to 18 students. But critics say reducing class size is no panacea.

"Giving schools money to hire more teachers doesn't solve the quality problem at all," said Jeanne Allen, president of the Center for Education Reform in Washington. The biggest problem, she said, is that "we don't reward teachers for their performance and we don't penalize teachers for a job poorly done."

The administration had originally proposed hiring teachers as part of the proposed settlement with tobacco

companies. Clinton had asked that \$12 billion in mandatory funding — which doesn't have to be reapproved by Congress each year — be allocated from the settlement to hire the initial 30,000 teachers, and 10,000 or 15,000 more for each of the next six years. Tobacco firms would have had to provide funds to pay the teachers for 25 years. When the deal fell apart, the administration had to request the money as an annual appropriation.

Marshall Smith, acting deputy secretary of the **Education Department**, said he is hopeful Congress will continue to appropriate enough funds to cover the increase in teachers. "You don't ever know," he said. "But this is a program that people out there love, that the administration is going to back 100 percent, that touches practically every educational agency out there."

The program's eventual fortunes will depend in part on how much public support it receives. Clinton's 1994 crime bill initiative to hire 100,000 police officers has proven so popular that Congress has given the administration, on average, 94 percent of the funds requested each year.

The money for teachers, 15 percent of which can be used for training, will be allocated to 18 states based on poverty levels and 32 states and the District based on school enrollment. States will then distribute the funds to districts, based 80 percent on poverty levels and 20 percent on enrollment. Democrats had wanted funding based solely on poverty.

There are 15,000 U.S. public school districts, so this year each district should average two additional teachers. But the Education Department said a school

district such as New York City's could get an additional teacher or two for every elementary school. For a second grade that has 125 students in five classes, class size would shrink from 25 to about 21. In Washington, not every school is likely to get a new teacher, and many smaller districts may get none, the department said.

School districts will receive the money July 1. Some may install new teachers by September; others may choose to spend the 1999-2000 school year recruiting and training.

The budget agreement also includes more funds to improve reading instruction, implement after-school and summer programs, train teachers in technology, help disadvantaged children plan for college and increase the maximum Pell Grant for college students.

Some critics have said the shortage of qualified applicants may make it difficult for school districts to find the additional teachers. But Smith, of the Education Department, said, "There are a lot of people out there who might be attracted to teaching if they knew that class sizes are going to be smaller."

The National Education Association said the funds included for training should make recruiting possible.

However, NEA President Bob Chase said, because Congress rejected the president's request for \$5 billion to build and renovate schools, finding room for the teachers is another matter.

"There just aren't 100,000 empty classrooms in America's schools," he said.■

7. Los Angeles Times

* 10/19/98; Edition: Home Edition; Section: Health; View Desk; Page S-1

The battle of the binge

Some U.S. colleges are adopting new strategy to shut down out-of-control student drinking. A \$10 million grant program is encouraging them to take the dry road.

By SHARI ROAN

IOWA CITY, Iowa — It's late Saturday night on Homecoming weekend in this picturesque Midwestern college town. But in the dozens of bars just off the University of Iowa campus, the atmosphere is tranquil. There are no lines forming to enter the bars, and the pedestrian malls and sidewalks show no signs of the heavy student drinking that has characterized this town for many years.

A mile away from the downtown scene, several fraternity houses appear quiet. Only one house has an obvious party underway.

The post-football game victory celebrations—at least the ones featuring booze—have gone underground at the University of Iowa this autumn.

The change has much to do with an ambitious new program at Iowa that is attempting to curb the high rate of binge drinking among students. The programs, part of a \$10-million initiative funded by the Robert Wood Johnson Foundation, are also in place at nine other U.S. colleges, including the University of Colorado in Boulder, the University of Delaware, Florida State and Louisiana State.

The stakes are high. Success, which Iowa administrators define as a gradual reduction in binge drinking rates, has the potential to do to binge drinking behavior what Mothers Against Drunk Driving did to the practice of driving under the influence of alcohol, says Laurie Leiber, director of the nonprofit Center on Alcohol Advertising in Berkeley.

Failure, however, could mean the addition of yet another well-intentioned plan to the public health compost pile.

"There really hasn't been anyone asking the questions that MADD started asking, which is, 'What are the predictable consequences of alcohol in our society?' " Leiber says. "What MADD did was simply point out that we are losing people on the road."

Likewise, Leiber said, drinking-related deaths, such as a 1995 death in a fraternity house at Iowa, several throughout the country in 1997, and one last week at Rutgers University, "rivet people's attention."

The Robert Wood Johnson Foundation, a Princeton, N.J.-based

TIMES HEALTH WRITER

philanthropy devoted to health, stipulates that the grantees must involve both the college and surrounding community to focus on the environment that leads to excessive drinking—especially access to alcohol.

The program differs significantly from other substance abuse prevention programs of the last two decades (such as DARE, "Just Say No" and others) because it deemphasizes educating youths about their personal responsibility in favor of creating an environment in which drinking to excess is frowned upon, too difficult and too risky.

"The personal responsibility approach is not going to suffice; there are too many pressures," says University of Iowa president Mary Sue Coleman, who has been urging college presidents nationwide to address the problem. "We are talking about the environment and the culture we create that leads to something like a student's death."

But to critics of the program, this "environmental approach" smacks of Big Brother oversight, infringement of individual rights or even a throwback to Prohibition.

"When we tell Americans you cannot have something, they tend to reach for it," says Janet Reis, an associate professor in community health at the University of Illinois. With funding from the alcoholic beverage industry, Reis has developed an education program for colleges, called Alcohol 101, which stresses personal responsibility. "The environment is very important. But we first have to modify individual attitudes about drinking."

Efforts such as the Iowa program, however, spring from a growing recognition that previous efforts to curb binge drinking have been largely unsuccessful, says Richard Yoast, director of the office of alcohol and other drug abuse at the American Medical Assn., which administers the Johnson grants.

"In the past, we have tried to deal with youth who have been drinking by scolding them and punishing them without getting to the causes of why they are drinking," Yoast said. "It's like putting kids in a candy store, advertising the candy, and then telling them not to eat the candy. If we had wanted students

to drink, we couldn't have created any better environment in colleges than we have now."

The statistics bear that out. A recent annual survey from Harvard University showed that bingeing rates have not changed much in recent years, with 42.7% of college students admitting to the practice in 1997. Bingeing is typically defined as five drinks in a row for men, four in a row for women.

Slightly more than half of the Harvard students who drank said they aimed to get drunk, while a recent survey from the American Academy of Pediatrics found that adolescents ages 16 to 19 said they drink to fit in and have fun. Emphasizing the Costs of Alcohol Abuse

The time seems right to marshal forces for an assault on America's alcohol-friendly culture, says Iowa's Coleman.

"Just like the antismoking effort found, you can rarely have success locally when no one is paying attention nationally," she says. "I saw a sea change when [the student drinking deaths] happened. I think people sat up and said, 'What is going on here?'"

Indeed, the AMA's initiative, called "A Matter of Degree," is tapping into a tried-and-true public health model. Just as the antismoking campaign ultimately rejected a narrow "it's bad for your health" tactic to discourage smoking, the Johnson grantees are emphasizing the cost of irresponsible alcohol use to society at large.

"Binge drinking affects other people and their rights to function," says Phillip Jones, vice president for student services at Iowa. "This is the development of a social movement. We have to work on changing the social structure, the law enforcement structure and the economic structure."

With its \$770,000 Johnson grant, Iowa is attempting to do just that. Its plan, called the Stepping Up Project, unites individuals at the university and in the community to look for ways to curb binge drinking, including:

A plan called "reclaiming Mondays and Fridays," in which instructors are urged to avoid making fewer academic demands on students on those days just because students are less than alert after

partying.

* An education effort in the city's high schools to address bingeing.

More campus social activities that do not feature alcohol, such as movies, concerts, speakers and street dances.

Banning alcohol next fall in a parking lot that is popular for football game "tailgating" parties.

Cooperation with police to encourage more patrolling of bars for underage drinkers and of neighborhoods for

"[Stepping Up] can't push ordinances down their throats," says Brian White, president of the UI student government and a member of the Stepping Up Project executive committee. "If you don't change perceptions, it won't work."

It's even hard to know whether students—many of whom have moved their parties to residences off campus—are paying attention to the efforts going on around them. Dormitory literature making students aware of their rights to a clean, quiet, alcohol-free dorm seem to have stirred little interest or opposition.

However, there has been no reaction similar to one last spring at Michigan State University, when students rioted after the university banned alcohol in an 11-acre lot popular for partying before and after football games.

Such restrictive programs run the risk of alienating the people they are trying to reach, says Illinois' Reis.

"Choking the supply doesn't work to

vandalism related to drinking.

Persuading local bars to eliminate all-you-can-drink or other types of specials that encourage excessive drinking.

The university has already seen some progress. Iowa's fraternities, rather than fight the restrictions, have gotten on board. The fraternities earlier this year voted to "go dry."

"The [fraternity] chapter presidents see the danger and risks and liability that the degree we would hope it does," she says. "The environmental approach doesn't give enough emphasis to the social influences on a young adult."

Reis helped create and test Alcohol 101, an interactive, CD-ROM program for college students. The program is funded by the Century Council, a Los Angeles-based industry group representing brewers, vintners, distillers and wholesalers and is available free to 650 U.S. colleges and universities this year.

Alcohol 101 is intended to help students anticipate the impact of alcohol and teaches such facts as how many drinks it takes to get drunk and how long it takes alcohol to leave the body.

According to Reis, a four-year study at Illinois shows the program is successful in helping students understand the effects of alcohol—more so than in "traditional" alcohol education programs.

"Many students come to college

excessive drinking brings to the houses," said Nick Mauro, president of the Intrafraternity Council at Iowa." Backlash Against Tightening Rules

But there has been plenty of backlash too. A survey of Iowa City residents showed only moderate support for a proposed rule to prohibit kegs on campus and a tighter nuisance ordinance that would not require a complaint from an individual before the police could address the situation.

feeling like they have heard it all and are tired of the dreaded lecture," says Lawrence Lokman, vice president of program development for the Century Council. "Particularly at the college level, not feeling lectured to is very, very important."

But Yoast and other skeptics say Alcohol 101 "plays into the whole idea that the only ones responsible are the students. It doesn't look at all at the tremendous amount of advertising and promotion of alcohol to students. It doesn't really talk much about not drinking as a major alternative. The entire [computer program] takes place in a bar. And, when I used it, the program asked, 'Are you 21?' I said no, and it still let me into the bar."

■

8. The Washington Post

10/18/98; Edition: FINAL; Section: A Section; Page A03

Education Funding Issue Colors New England Fall

Changes in Tax Code, Redistribution of Revenue Go Against the Grain of Many Yankee Residents

By Pamela Ferdinand

Special to The Washington Post

As students settle into a new school year and politicians approach November elections, the debate over how to finance an equitable and adequate public education is raging across northern New England.

Rebellion beckons in the crisp Vermont air, in talk of protest marches on the state capital and tax revolts by wealthy towns. In New Hampshire, a state Supreme Court order goes unenforced and fiscal crisis looms after nearly a year of acrimonious debate. Frustrations echo in Maine, where legislators continue to tinker with a

complicated funding formula still resented by some school districts.

For years, poorer school districts nationwide have challenged the tax codes that have allowed for generous funding for schools in wealthier communities. But it is here in northern New England that policies to level public education spending have most dramatically pitted rich against poor. At stake, many people believe, is the fundamental character of a region bound by a traditional spirit of individual rights, a deep commitment to public education and a cherished legacy of local control.

"We're the land of the town meeting and direct democracy," said Gov. Angus

King (I) of Maine. "People in Brunswick don't want people in Topsham telling them how to run their schools."

More than any other part of the country, northern New England has relied on local revenue rather than state or federal aid to finance its public schools, generating on average 67 percent of its funding from taxes based on individual communities' property wealth. New Hampshire, the "Live Free or Die" state that prides itself on having no state income tax or state sales tax, has depended on local property taxes for 90 percent of its school budgets.

The differences between education spending in prosperous and strapped

communities is a perpetual concern of Franklin, N.H., school superintendent Christine Tyrie, whose students receive among the least per-pupil expenditures and register some of the lowest test scores in the state.

In Franklin, a gritty former mill town roughly 15 miles north of Concord, plummeting property values barely sustain a World War II-era high school with a foundation so rickety its athletes' pounding feet rattle the gym floor and shake crumbling tiles off the ceilings of classrooms below. Locker room showers run out of hot water in minutes, and

Jennifer Cusanelli, a 17-year-old senior at Stevens High School in Claremont, said school dollars were so scarce last year that band members could not afford to buy sheet music and ski team members had to wear field hockey uniforms in competitions against other schools. "Usually they look richer than we are," she said.

A lawsuit filed by Claremont and several other communities resulted in a state Supreme Court mandate giving New Hampshire legislators a deadline of April 1, 1999, to overhaul their school financing scheme. In response, Gov. Jeanne Shaheen (D) proposed the "Advancing Better Classrooms" program, widely known as ABC, which called for a uniform statewide property tax rate estimated at \$15 per every \$1,000 of assessed property value.

Under the plan, state grants would be provided for towns with low property values, while wealthier communities would be able to keep excess funds in their districts. Additional monies would come from cigarette taxes and, possibly, video gambling machines at state racetracks. But the court ultimately declared a key provision in the proposal unconstitutional, and deadlocked legislators recently adjourned until January without resolving the crisis.

Interim funding will give communities an extra \$62 million next year, the largest single increase in state aid to local education in the Granite State's history. A newly elected legislature will face the dreaded options of enacting broad-based taxes, amending the state constitution or facing further court action, while local schools wonder how long their money will last.

If there is one thing the people of New Hampshire are happy about when it comes to school funding, though, it is this: At least they do not live in Vermont.

No state in the country can match Vermont for the speed with which it

overhead projectors routinely blow electrical fuses shared by multiple classrooms.

"The problems we have are critical," Tyrie said, adding asbestos and the resignations of more than 21 educators this year to her list of woes. "If [a new funding formula] doesn't involve help for our schools, there isn't much light at the end of the tunnel."

By contrast, several miles away in the prosperous suburb of Bow, local property taxes translated into a new, \$17 million high school where teenagers sign up for media lab time, swat volleys on pristine adopted a new school funding system and for the amount of venom that plan has engendered.

The ink was barely dry on a February 1997 court decision declaring its education funding system unconstitutional before Vermont lawmakers enacted a state tax rate providing \$5,010 per student. Under Gov. Howard Dean (D), who is running for reelection, Act 60 also required that wealthier communities who choose to raise money above and beyond that amount donate a percentage of their taxes to the state — a provision outraged critics derided as "the shark pool."

About half of the state's communities will pay less in property taxes under Act 60, and half will pay more by the time Act 60 takes full effect in 2001, according to state officials. An income sensitivity clause limits property taxes to 2 percent of incomes under \$75,000, which effectively caps taxes for about 90 percent of the state's households. The state also sent out \$50 million worth of "prebate" checks to help qualified homeowners pay their first bills.

To state Sen. Cheryl Rivers (D), a supporter, "Act 60 is a sea change." Others, however, consider it a taxation tidal wave that threatens to sweep them out of the state.

Howard Zack, 73, a retired schoolteacher who lives down the road from the Mount Killington ski resort, says he's voting Republican for the first time in his life — and he's the Democratic Party town committee chairman. His tax bill is increasing by an estimated \$600 this year, and he fears his retirement savings will soon be drained. "We're getting taxed out," he moaned.

The protest movement has spawned "Ax 60" jewelry and a protest song, as well as the creation of nonprofit education foundations. Several towns threatened to withhold their taxes, and some parents, including best-selling

tennis courts, and typically score higher than the national average on the Scholastic Assessment Test.

Bow High School Principal George H. Edwards Jr. said it would be a "tough sell" persuading his community to help support schools in other parts of the state, but he sympathizes with Tyrie. Showing off a state-of-the-art television production facility, he asked: "Can you offer a student a good education without it? You can. Does this make it easier? Yes. Does this better prepare students for entering the world? We think it does."

author John Irving, are founding private schools and seceding from the public education system.

Even Act 60 beneficiaries are skeptical, so wary are Vermonters of government interference. "I'm kind of taking a wait-and-see attitude to see if it's the cure-all," said Sue Kellogg, the teaching principal at Whiting Elementary School, a low-slung building with humble classrooms and no teachers' office. "Something had to be done, so it's a start."

Outlining his education agenda on the campaign trail, where roadside signs hoot "I'm Soured on Howard," Gov. Dean said he is looking at ways to soften the blow of high property taxes, especially on small businesses. He spoke of trying "to heal" the state, but has postponed offering details until after the Nov. 3 election.

"Under Act 60, one penny on the property tax raises exactly the same amount of money per child," he said in a recent debate. "I think that's fair. Everybody has to play by the same rules."

In Maine, the least populous of the three states and the first to tackle reform, many basic funding issues are resolved after more than two decades of debate. Today, the state spends one-third of its general fund expenditures on public education, and many say the system is acceptable. Yet problems remain: The percentage of state funding to schools has stagnated, and most school districts still have to raise money on their own. Student test scores are among the highest in the nation, but uneven results persist, and gaps in teachers' salaries are wide.

If there are lessons to be shared with their grumbling neighbors, Maine officials say property values should continue to play a role in school funding if communities are to maintain control of own destiny. At the same time, Evan Richert, the director of state planning, also believes that broad-based taxation is

the only way to pass constitutional muster — even if it means defying tradition.

"It's worth whatever turmoil they

might go through," he said.

ART ph.,HUBERT SCHRIEBL for twp
CAPTION: Tom and Cindy Logan,
owners of the Red Fox Inn in Bondville,

Vt., say the state's new education funding plan may put them out of business.■

9. The Washington Post

10/19/98; Edition: FINAL; Section: A Section; Page A01

In Indiana, a Moral Tug of War on School Vouchers

By Thomas B. Edsall
Washington Post Staff Writer

Fourth in a series of occasional articles

Tom Viehmann, a white, 40-year-old owner of the Copier Connection, a small business downtown, put the case for Hofmeister in blunt terms. Asked why he will vote for the GOP challenger, Viehmann said: "Because what I want to do is take care of myself, and I'm capable of doing that. The less government we have, the better chance we have to take care of ourselves."

Dollie Reese, a black Postal Service worker, made the case for Carson. When there were problems with post office supervisors, Reese said, "She stood up for us. I think she is concerned about the working man, the middle-class people, the poor, the seniors, making sure their Social Security is in force, their health and welfare."

The contest here in Indiana's 10th Congressional District is typical of the way campaigns often attempt to force voters to choose between conflicting sets of values. Political candidates do this because they believe it is the way to win elections. Carson and Hofmeister have seized on beliefs and attitudes that citizens seek daily to balance — tolerance and moral judgment, compassion and self-discipline, concern for the poor and the pursuit of self-interest — and turned them into two competing and mutually exclusive ideologies.

A national survey by The Washington Post, the Henry J. Kaiser Family Foundation and Harvard University underscores this gulf between an electorate that sees the world in shades of gray and a political system that tends to eliminate the middle ground.

The congressional election here is between a black woman born out of wedlock 60 years ago who has built a powerful political organization based in the African American community, which makes up 30 percent of the district vote, and a 56-year-old divorced white male jewelry store owner active in local and

The contest between Rep. Julia Carson (D-Ind.) and Republican challenger Gary Hofmeister has become a clash of values, national conservative causes.

The Hofmeister campaign is premised on the assumption that for him to win in this Democratic-leaning district, voters, especially white working-class voters, must be given stark choices on values-based issues if they are going to shift to the GOP.

"I don't believe that there is anyone in this district or anywhere in America that is homeless over a very long period of time unless they want to be," Hofmeister said on a local television talk show. "That would include the people that are hooked on alcohol and drugs."

In the 1960s, Hofmeister told the Old National Road Business Association here, "we kind of took our history, our traditions, our morals, our whole spiritual base, and we kind of flushed it, and now we are reaping the whirlwind. We've got to go back, and we've got to start talking about personal responsibility. . . . It's a 'tough love' world, it's a 'tough love' kind of program that works for people, not just coddling them."

Jay Height, a Hofmeister supporter, runs the Shepherd Community Ministries providing food, work and other services to the homeless. Height applies the kind of "tough love" policies Hofmeister supports.

There are, for example, specific times during the week when mothers can pick up food for their families; if someone shows up at the wrong time saying " 'my kids are hungry,' we say, 'Fine, okay, I need you to do this for me, you need to mop this floor.' Most every time, those folks leave," Height said, "and sometimes that can still bother me, but if my kids are hungry, I'm going to be willing to mop a floor. When you add structure, you add accountability."

To Carson, who ran the Marion County Center (Indianapolis) Township program providing welfare services before she was elected to Congress two years ago with 53 percent of the vote, this

pitting hard-nosed American individualism against compassionate American egalitarianism.

kind of "tough love" is anathema.

"I don't think you should punish children for the lack of accountability that may have been demonstrated by the parent," Carson said, noting that she initiated workfare programs and eliminated a \$17 million deficit in the city's welfare budget. "So I would never, when I was township trustee, close my doors knowing that some parent had asked for food on behalf of children and was told no. I would not do that."

As a member of the state legislature, she noted, "I supported scholarships for prisoners. I make no apologies for that. I think if you want to reduce recidivism, you have to do something about it. You educate people and make them employable and give them something positive to do when they get out of prison."

American voters of all races and parties voice general agreement on such abstract principles as the importance of personal responsibility, that hard work pays off and that people shouldn't blame others for their failures, according to the Post/Kaiser/Harvard survey.

Fully 72 percent of Democrats, 84 percent of Republicans, 81 percent of whites and 64 percent of blacks agreed that "people should take responsibility for their own lives and economic well-being and not expect other people to help."

But contradictions also exist within the electorate. Substantial majorities in every major demographic category said people who don't get ahead have only themselves to blame, but similarly large majorities said the poor are poor "because of circumstances beyond their control." Only 21 percent said poverty results from a lack of effort.

The tension between individual responsibility and government obligation becomes apparent when voters are asked to choose between two statements: "The government in Washington should do

everything it can to improve the standard of living of all Americans," or, improving the living standard "is not the government's responsibility; each person should take care of themselves."

The country is almost evenly divided, with 51 percent in favor of government action, 46 percent against. Democrats and African Americans are in favor of government intervention by 64 percent to 34 percent and 67 percent to 32 percent, respectively, while Republicans are opposed, 39 percent to 59 percent. Independents and whites are split evenly.

Carson and Hofmeister disagree on everything from free needles for drug addicts to mandatory trigger locks on handguns, from abortion to impeachment

Statewide, 42 percent of 10th-graders failed the math test, but in Indianapolis, 75 percent did. Thirty percent of all students flunked the English-language arts test statewide, while 59 percent of Indianapolis 10th-graders did. Altogether, 46 percent of Indiana students failed one or both of the tests, meaning they won't qualify to graduate until they pull their scores up, while an overwhelming 79 percent of the Indianapolis students — eight out of 10 — will not graduate without improving their scores.

"Just about everybody I talk to agrees the system is broke and we need to do something foundational," Hofmeister said. "So I am for some kind of tax credit, voucher system, that allows people to pick and choose their own schools."

Such programs, according to Carson, tend to isolate the poor from the working and middle classes, who can use tax credits, and drain resources from public schools.

"To blame public schools is a cruel hoax," she said. "The public schools are not the problem. The problems that public schools face — and those are the deterioration of buildings and the oversize classes — was created by politicians. They [Republicans] are too quick to put the blame other than where it belongs. . . . If you lose a button on a coat, you don't throw out the coat, you get a new button."

Parental discontent with the school system, according to Republicans and Democrats, is beginning to reach the boiling point, with Democratic opposition to proposals subsidizing private and parochial school tuition starting to fray in the state legislature. State Rep. William Crawford, a black Democrat, said he now supports vouchers, but not tax credits because they

proceedings against President Clinton, from the death penalty to affirmative action.

But the issue that has the potential to cut most deeply here is the mounting Republican drive to enact at the state and federal level education tax credits, school vouchers or a combination of the two.

The voucher-tax credit debate pits individualism and the virtues of market forces in education against community obligation to perhaps the most important public institution Americans hold in common, the school system. The debate also places the value of giving individual parents more power to pick their children's schools against the value of ensuring that resources and quality would not help the very poor. State Rep. John Day, a white Democrat, said he supports proposals to help parents with tuition costs.

State Sen. Billie Breaux, co-chair of the Carson campaign, finds these trends disastrous: "You are going to end up with a public school system of nothing but have-nots, of the lesser of the have-nots, and you've taken all the resources from those schools. I fail to see how this advances the situation."

The issue of school vouchers is a case study of a policy that is both divisive — the public nationally is split right down the middle, 49 percent to 49 percent — and highly volatile: Many people on both sides of the debate are quick to change their minds when presented with negative information about the consequences of their choices.

Of those who said they support vouchers, nearly half said they would shift their position if presented with evidence that the program reduced money for public schools — a central claim of opponents.

Similarly, of those who oppose vouchers, nearly half said they would drop their opposition if they could be convinced that without vouchers, low-income children would have less of a chance to go to better-quality schools — the central argument of proponents.

Republicans favor vouchers by 56 percent to 41 percent, while Democrats oppose them 54 percent to 44 percent. Independents are opposed 53 percent to 44 percent.

Black legislators, almost all of whom are Democrats, are generally opposed to vouchers, but blacks overall support them by 54 percent to 44 percent. Whites are split right down the middle.

Catholics and born-again evangelicals are both supportive of vouchers, by 61

students are not drained from the public schools, leaving them poorly equipped to help the worst off.

For the first time, public schools across Indiana have been required this year to publish in local newspapers and display on a World Wide Web site the results of achievement tests given in the third, sixth and eighth grades, along with a 10th-grade test in math and English. Passing the 10th-grade test will be a requirement for graduation starting in 2000.

The results of these tests were devastating for parents of children in the Indianapolis school system.

percent to 38 percent and 55 percent to 41 percent, respectively, while Protestants generally are slightly opposed, 52 percent to 45 percent.

At a meeting of the Washington Township parents' council in Indianapolis, the tension over public vs. private schools could be felt as state Rep. James D. Atterholt (R), who supports education tax credits, initially struggled to explain why he did not put his child in the public school kindergarten. As the discussion continued, however, Atterholt became more direct:

"I've seen how much time teachers spend with maybe two or three bad apples, the problem students, the disruptive students in that classroom," he said. "I think it's time that the rights of those children who want to learn begin to outweigh the rights of those children who don't want to learn and want to be disruptive. . . . I am concerned that there is this mind-set to reach out to those kids at risk at the expense of those kids who are not."

But Carson argues that what is needed is more public support and money for public school teachers so that they will be able to reach out to needy children, and she cites her own experience as an example.

"When I was in grade school I couldn't even tell people what my name was because I had such a terrible speech impediment," Carson recalled in an interview. "But . . . the public school teachers got me to a speech therapist who started making me feel better about myself, building my esteem, because I was the only one in my class who didn't have a father at home, because I was born without one. . . . You should have the room and the latitude [in public schools] to extend the kind of support that most teachers want to extend."

Both Carson and Hofmeister point to their own experiences as the basis for their contrasting stands on compassion, individualism, tolerance and discipline.

Hofmeister cites the fact that 15 years ago, he had "a serious drinking problem. I'm not particularly proud of that, but that to me is one of the reasons that I have this philosophy of 'tough love.' I know that when you hit the brick wall, that you don't just fall down and die. . . . When you overcome problems, look them in the eye, then you are stronger for the next group of problems that comes along."

Hofmeister argues that the federal government under Democrats has encouraged an erosion of responsibility so dangerous that soon "you have a society that is going to border on chaos." Programs passing out free needles to drug addicts only serve to encourage and sanction activities that government should be trying to restrain, he said.

An overwhelming majority, 69 percent, agreed that "Americans are too tolerant and accepting of behaviors that in the past were considered immoral or wrong." This finding suggests strong public backing for Hofmeister's assertion that the abandonment of traditional values has gone too far.

But even though decisive majorities said Americans are too tolerant of behavior once considered immoral, decisive majorities are themselves tolerant of such behavior.

Fully 55 percent of the population said sex before marriage is acceptable, and another 19 percent said it is unacceptable but "should be tolerated by society." Only 24 percent said premarital sex should not be tolerated.

A striking 57 percent said out-of-wedlock childbearing is acceptable either "always" or "in some situations." Another 23 percent said it is "unacceptable, but should be tolerated," and only 18 percent found out-of-wedlock childbearing intolerable. In the case of divorce, the numbers are substantially larger: 19 percent said divorce was always acceptable, 57 percent said it was sometimes acceptable, and 14 percent said it was unacceptable but "should be tolerated." Only 9 percent reject divorce altogether.

A slim 51 percent majority described abortion as acceptable, and another 10 percent said it is not acceptable but should be tolerated. Unequivocal opposition was limited to 38 percent.

It is the nature of political campaigns to eliminate subtlety and nuance from issues, and to turn them into yes-or-no

Legalized abortion, Hofmeister contends, lies at the root of what he sees as contemporary moral decay, especially the late-term procedure known by opponents as "partial-birth" abortion. In Hofmeister's graphic words, the baby is in "a breech position, it comes out, the arms and legs are moving, you reach in, stab it in the head to kill it, and then you suck the brains out."

Under an ethical system, Hofmeister said, in which "you can say that a baby should be killed right at the time it's going to be born, it's not too difficult then to understand why we see people killing people because they have better jackets or better tennis shoes."

For Carson, providing clean needles for addicts does not sanction wrongdoing. "Persons who are addicted use needles. They scrape them up in alleys, they pass needles around among themselves and then what we have are choices for voters.

State Rep. Mike Young (R), who is managing the Hofmeister campaign, has won fame in Indiana political circles as a strategist who is willing to push issues to the furthest limits. In 1994, for example, Young orchestrated a mailing accusing Democratic state representatives of voting in favor of "giving free limousine rides to welfare recipients who go to hospital emergency rooms."

In the current contest, Young has stirred controversy with brochures that show Hofmeister in a formal portrait, smiling, over the headline "Conservative," next to a dark and threatening photo of Carson that makes it hard to tell whether she is a man or woman, above the headline "Liberal."

One of the basic purposes of elections is to give the voters choices, Young said. "If you don't have a proper contrast, there is no way for people to vote one way or another."

Yet even strong supporters of candidates are sometimes conflicted about certain values. The ambiguity and complexity of the moral and values issues posed in the campaign between Carson and Hofmeister become apparent when voters and politicians who are not directly caught up in the contest discuss them.

Take, for example, Crawford, a Carson backer and liberal member of the legislature who is assured of reelection. He has broken with many of his black colleagues — and his candidate — to support school vouchers. The children of his African American constituents are often put at "an economic and

transmittable diseases. People get HIV, AIDS, all kinds of sicknesses by using dirty needles," she said. "I believe people who are addicted ought to be first and foremost able to walk into any clinic anywhere in this country and say, 'I'm a drug addict and I need treatment,' and get it." On abortion, Carson's stand is 180 degrees from Hofmeister's. "I have maintained the position unequivocally that the U.S. government has no business interfering in medical decisions. Government should not be in the business of making medical decisions. That is between a woman, her God and her doctor."

While Carson and Hofmeister are separated by a deep canyon on these values and moral issues, the views of the American electorate are far more complex.

educational disadvantage" because of the poor-quality education they receive, Crawford said. A voucher program would "empower parents to choose. There is nothing wrong with empowering parents to make choices." Height, the conservative missionary and Hofmeister supporter, has faced equally tough decisions. His hard-nosed views that men and women should earn what they receive, even charity, begin to soften when he describes the men who began to show up at Shepherd Community mission after Indiana initiated new closures of mental institutions:

"Now we have all these mentally ill people on the street who can live, but have no life. No jobs program can help them, they are paranoid schizophrenic. What's the answer?"

"Cutting off his benefits is not going to do any good. So there is that part of me, where I'm a Christian first and a conservative second and a Republican a distant third," Height said. "And it has to come down through that filter. So there is a part of me that says I have a responsibility as a Christian to care. The Bible tells us the poor will always be with us. For some, we cannot expect them to meet our expectations, but for many, they can."

Polling director Richard Morin and assistant polling director Claudia Deane contributed to this report.

The Survey Team

These surveys are the fifth in a series of projects that The Washington Post, the Henry J. Kaiser Family Foundation and Harvard University are conducting on contemporary issues.

Representatives of the three sponsors worked closely to develop the survey questionnaire and analyze the results on which this series is based. The Post and the Kaiser Family Foundation with Harvard University are publishing independent summaries of the findings; each organization bears the sole responsibility for the work that appears under its name. The Kaiser Family Foundation and The Post paid for the surveys and related expenses. The survey data will be sent later this year to the Roper Center for Public Opinion Research at the University of

Connecticut, where copies of the survey questionnaire and data will be available.

The project team included Richard Morin, Post director of polling, and Claudia Deane, assistant director of polling; Robert J. Blendon, a Harvard University professor who holds joint appointments in the School of Public Health and the Kennedy School of Government, and John Benson, deputy director for public opinion and health/social policy at the Harvard School of Public Health; Drew Altman, president of the Kaiser Family Foundation, and Mollyann Brodie,

director of special projects for the Kaiser Foundation, a nonprofit organization that sponsors research into health care and other public policy issues.

ART PH., INDIANAPOLIS STAR; PH., R. BRENT SMITH FOR TWP
CAPTION: GOP challenger Gary Hofmeister and Rep. Julia Carson (D-Ind.) debate in campaign that has pitted Hofmeister's individualism against Carson's egalitarianism. CAPTION: Jay Height, who runs a service that aids homeless people, supports Hofmeister's "tough love" policy approach.■

10. All Things Considered (NPR)

10/17/98Section: News; Domestic;

100,000 Teachers

The budget more or less agreed to last week provides some funding for President Clinton's plan to hire 100 thousand new teachers. Daniel speaks with Arthur Levine, president of Columbia University's Teacher's College about the nation's need for more teachers and whether the administration's proposal will solve the problem

DANIEL ZWERDLING, NPR HOST: Democrats and Republicans are all rushing to put the best possible spin on the budget agreement they reached this week, although privately many Republicans say President Clinton and his party got the better deal.

One program the president and his colleagues won in the budget is designed to strengthen the nation's school. Congress voted to set aside a pot of money to begin hiring 100,000 new teachers.

And the way Arthur Levine sees it, there's no question students need them. Levine is president of Teacher's College at Columbia University in New York. But he says the problem is the budget solution will fall short, far short of what students really need.

ARTHUR LEVINE, PRESIDENT, TEACHER'S COLLEGE, COLUMBIA UNIVERSITY: What's happening in America right now is that we know we're going to need 2 million teachers in the next several years, 2 million new teachers.

ZWERDLING: Why?

LEVINE: It's going to be caused by a growth in the number of young people that we've experienced in the country. We're going through another baby

boomlet. It's also going to be caused by retirement rates. We're going to see a lot of older teachers retire.

And it's also going to be caused by shrinking class-sizes. Several states — a number of states — are now moving towards smaller classes, particularly in elementary education.

ZWERDLING: So when the president and people who agree with him say we need 100,000 new teachers, you as an educational specialist say: yes, we really do, and we need them soon.

LEVINE: We need them in particular areas. They're areas in which we're really, really weak. We don't have enough science teachers. What we're seeing is most or a lot of the people teaching science today don't have the certification to be able to do it. We need math teachers. Same problem. We need English, the second-language teachers. Same problem.

ZWERDLING: And what about geographical areas? Do we need more teachers, say, in cities than rural areas, or visa versa?

LEVINE: There are particular parts of the country are really suffering, states like Utah, in which population is growing; states like California. The Sun Belt has got to increase the number of teachers.

In contrast, there are in — there are some industrial states that aren't growing quite as quickly. There are some Midwestern states that aren't growing quite as quickly. They're going to need fewer teachers. We're going to see in urban areas some needs. Suburban areas are really going to expand.

The other problem in urban areas is we have a high turnover rate of teachers. So if they shrink class-size, it's going to be exacerbated by the need to keep replacing teachers at higher rates than other areas.

ZWERDLING: What's happening in the budget essentially is that Congress is coming up with enough money to start preparing 100,000 new teachers. But it's really going to, according to some analysts — it's going to provide only about 35,000 teachers for one year, and then someone's going to have to come up with the rest of the money to get the rest of the 100,000.

LEVINE: It would have been better if Congress had agreed to this over three years, or five years, or made this a longer-term program, because the need is large, and it's a long-term need for the country. That would have been much better. But this was a Democrats-versus-Republicans battle, in which the Democrats embraced the

education agenda. And Republicans tried to move toward causes that weren't associated with public education, so that, yes, this is a real iffy kind of thing; this isn't the ideal way to have done it for the country.

ZWERDLING: Speaking of Democrats versus Republicans, the Republicans blocked a provision in the budget that the Democrats wanted, and that would have upraised billions of dollars through bond-issues to repair schools around the country, repair crumbling walls, leaking roofs, heating-systems that didn't work. How far would that money have gone toward repairing schools in a way that they need to be repaired?

LEVINE: That money was really important. One they are experiencing around the country is schools that are dilapidated. Also, as class-sizes have gotten smaller, we're finding that there are classes that are taking place in closets, in bathrooms, in places that were never intended for kids to study.

There are some schools that are a roof away from really hurting kids; roofs could fall in. One walks into urban schools today — I've visited a few in the past year — in which your heart does flip-flops when you see this place — these places. No kid should have to study in them.

Some money, whether it's from Washington or the state capitals or

somewhere, is desperately needed for facilities. And I think it's a real disappointment that Congress didn't approve this provision.

ZWERDLING: Arthur Levine is president of Teacher's College at Columbia University. He's been speaking to us, though, from Northfield, Minnesota, where I take it you just gave a convocation speech at your daughter's college.

LEVINE: It's all true.

ZWERDLING: Congratulations!

LEVINE: Thank you.

ZWERDLING: Bye bye.

LEVINE: Bye.

■

11. New York Times

October 16, 1998

Congress Provides \$1.2 Billion for Hiring Teachers Nationwide

By ETHAN BRONNER

School officials across the country hailed the additional \$1.2 billion that Congress is allocating for the hiring and training of new teachers in grades one through three, saying that reducing class sizes, especially in lower grades, was one of their highest priorities.

But uncertainty over how the money will be allocated and how many years the program will continue left questions. Moreover, officials and analysts said that the money, a tiny portion of what is spent nationally on education, will be effective only if used with care and intelligence.

"If you gave me a pot of money to do whatever I wanted in my district," said Ann Lowe, deputy superintendent of the Dayton, Ohio, school system, "I would use it to hire and train new teachers. That's how great the need is to get down class sizes."

Ms. Lowe's comments were echoed by Paul G. Zallas, chief executive of the Chicago school board. "For every \$5 million, we can hire about 135 teachers," Zallas said. "We would target them to those schools that most need them and could make a significant dent in our class size at the local level."

It was not clear last night how much of the money Chicago or any local district would get. But Illinois will receive more than \$50 million, 80 percent of which will go to areas with high poverty levels like those in Chicago's

inner city.

The \$1.2 billion is what the White House has called a "down payment" on a seven-year, \$12-billion proposal to hire 100,000 new teachers and reduce classes to 18 pupils in the lower grades in coming years. There is no set number of teachers due to be hired next year.

The idea of more money for reducing class sizes came from President Clinton last February in his State of the Union address. Republicans, who favor local control over schools and were less than enthusiastic about creating more Federal programs, originally opposed the plan.

But in recent months, as opinion surveys showed education to be at the top of voter concerns, Republicans yielded, saying they were willing to spend the money but insisting that it be given to local school districts to be used as they saw fit.

They favored handing out the money in block grants based on school-aged population, while Democrats wanted the money distributed according to need, so that states and districts with the highest poverty levels would get the most money.

The Democratic version triumphed with some Republican modifications. Once the states receive their money, 80 percent of the disbursement within the state will be based on need, 20 percent based on population. That means that better-off communities will receive very little of the new Federal money.

This is in contrast to Federal money dedicated to putting 100,000 new police officers on the streets in 1994. Under that plan, the officers were distributed based on population rather than need. And Congress financed salaries for only three years, leaving it up to municipalities to assume the costs after that.

Spending on education in the United States amounts to about \$400 billion a year, only 6 percent to 8 percent of which comes from the Federal Government. So adding \$1.2 billion is unlikely to alter the landscape.

But Adam Urbanski, president of the Rochester Teachers Association, said that the point of Federal spending on education was for it to be directed to specific programs or needs and that this plan fit that description. "The most important element in a child's education, after the home, is the teacher," Urbanski said. "We don't have enough teachers to staff our classrooms. So the first thing we need is more teachers."

One problem with this approach is that, at the moment, there does not appear to be many qualified teachers available for hire. In California, where class size has already been reduced by state law to 20 pupils in kindergarten through grade three, many new teachers have been hired on emergency credentials.

Santiago Jackson, assistant superintendent of Los Angeles Unified School District, said he would welcome

the new money to train those new teachers and free state money for training and emphasis on neglected areas like guidance.

Frank Newman, president of the Education Commission of the States, a nonprofit organization in Denver that advises state officials on education

policy, said a crucial consideration concerning the new money was whether it could spur better recruiting and hiring in areas where there have been difficulties.

"New York City has had a real problem recruiting new teachers," Newman said. "Here is a chance for Rudy

Crew to leverage some change in the system and attract more highly-qualified teachers." Dr. Crew is chancellor of the city's schools.

New York State is to receive \$104.5 million, of which a large share will go to New York City.■

TRADE

12. LRP Publications

October 16, 1998

Budget Agreement Addresses IDEA Discipline, Regulations

Republicans and Democrats are claiming victory over the federal budget agreement reached Thursday (Oct. 15), but special education advocates may have the most to cheer about.

While the new budget, as expected, will give special education programs a \$500 million dollar increase in funding next year, the budget agreement also delivers some unexpected prizes: a defeat of GOP attempts to amend discipline provisions for students with disabilities; a requirement that the **Department of Education** release the long-awaited IDEA regulations by Dec. 1, 1998; and a renewed focus on the hiring of special education teachers.

Republican lawmakers made several attempts throughout the legislative session to alter the IDEA discipline provisions. Language included in the House spending bill would have given schools greater flexibility in dealing with students who engage in violent behavior with the intent to harm. Special education advocates, who vehemently opposed any amendment to the special education law, ultimately won the battle as the IDEA provision was dropped from the final bill.

Republicans were able to win a small

victory on the issue when Democrats agreed to let the General Accounting Office conduct a study on the issue. Under the agreement, the GAO will evaluate how the IDEA statute affects the ability of local education agencies to maintain safe school environments conducive to learning. GAO is required to submit a preliminary report no later than March 1, 1999, and to submit the final report no later than July 30, 1999.

The study notwithstanding, Republicans have promised to revisit the issue next year.

Schools, which have been waiting since spring for the **Education Department** to release the final IDEA regulations, now have assurance that they will be in hand before the new year. Congress has frequently voiced frustration over the department's repeated delays in releasing the regulations and finally took legislative action. Republicans and Democrats agreed to include language in the budget bill mandating that the final rules be issued by Dec. 1, 1998.

The Education Department, which recently announced it would release the rules before the end of the year, should have no problem meeting the Dec. 1

deadline, a department source said.

Special education may also get a boost from President Clinton's plan to hire 100,000 new teachers. GOP lawmakers agreed to allocate \$1.2 billion to the effort, but directed that local school districts be given total control over the funds. LEAs will have final say in how the money is spent, but Republicans are encouraging them to give priority to the recruiting, hiring, training and testing of special education teachers and teachers of special needs children.

While the basic outline of a budget agreement is in place, a final vote is not expected until Tuesday evening (Oct. 20). Congress will pass a fifth continuing resolution tonight to keep the government operating until the budget bill is passed.

With the budget agreement not yet finalized, special education advocates are cautious in their optimism.

"We are extremely pleased with congressional efforts to protect IDEA," said Beth Foley, a policy specialist with the Council for Exceptional Children. "And, we're waiting for the final agreement."■

13. LRP Publications

October 19, 1998

Amid Budget Disappointments, Administration Hails 'Historic' Education Achievements

As budget negotiations wind down, the Clinton administration is focusing on its education victories, rather than on

key initiatives ultimately rejected by the GOP-led Congress.

President Clinton and Capitol Hill negotiators yesterday reached agreement on a fiscal year 1999 budget that allows for the hiring of thousands of new teachers, the creation of additional after-school programs, educational technology, and college awareness initiatives -- all of which are pet projects of the administration.

"This is an historic commitment by the

The administration also rejoiced in the passage of a \$260 million child literacy initiative -- the Reading Excellence Act. The provision aims to help every child read independently and well by the end of the third grade, and includes significant increases in Title I funding for those schools with a large population of disadvantaged children.

The passage of the new \$121 million GEAR UP partnership grants, or "Gaining Early Awareness and Readiness for Undergraduate Programs," was touted as another administration victory. The program allows funding for early intervention and college awareness activities at both the local and state level.

In addition, funding for after-school programs will increase by \$160 million in FY 99, up to \$200 million. The administration said the increase will allow for a total of 250,000 children to take part in after school activities.

"Over a quarter-of-a-million students will have a safe alternative to the arcades and the streets through after-school and

United States to put 100,000 teachers out there for smaller classes in the early grades," said Clinton.

The \$1.2 billion allotted to teacher hiring will actually only fund approximately 30,000 new teachers to reduce class size in the early grades, according to the administration. It sees the allotment as just the first step in fulfilling the president's goal of hiring 100,000 teachers, and pledged to obtain an additional \$12 billion from summer programs that will enrich their minds and reassure their working parents that their children are involved in wholesome activities," said Riley.

The budget also allows for a \$75 million technology training initiative for teachers designed to properly instruct them to use educational technology. Program grants will enable teachers education programs to invest in modern information technology, provide support for faculty development, and create technology-based teaching tools and resources.

The president was not without hope for his dashed school modernization and education opportunity zones initiatives -- both of which were cornerstones of his education agenda.

"Now, I wish I had been able to persuade the Republican majority to give us the school construction and rehabilitation proposal because we need modern facilities," said Clinton. "And I believe in the empowerment educational opportunity zones to reward schools that

lawmakers over the next seven years.

"President Clinton and [Department of Education] Secretary [Richard] Riley are two of the most determined people there are when it comes to education," said Acting Deputy Education Secretary **Marshall Smith**. "We didn't get everything we wanted, but we made progress."

end social promotion and fund more after-school [programs]. But we can debate those and work for those in the election."

Riley, too, had hope for these initiatives in the next legislative session.

"This is a national challenge that cannot be ignored," said Riley. "The time to modernize America's schools is now, while the economy is in good shape and the resources are available. I look forward to working with a new Congress to get these jobs done."

A final vote on the budget is not expected until Tuesday (Oct. 20), sources said. A fifth continuing resolution will be passed through Wednesday (Oct. 21), and both sides are cautioning that that nothing in the budget agreement is final until the bill is approved.

"[The budget] is still a slight work in progress," said Smith. "Things don't get locked in until the final moments."■

14. Education Daily

October 19, 1998

Legislative Update

The White House and Congress have agreed on a massive, \$500 billion funding accord for fiscal 1999, including a plan to spend \$1.2 billion on reducing class sizes, training special education teachers and hiring instructors through alternative certification programs. Congressional aides on Friday were drafting a bill to enact the wide-ranging budget agreement, while House and Senate leaders slated a vote for tomorrow. Fiscal 1999 began Oct. 1.

Awaiting the President's Signature ...
School Meals

H.R. 3874: Would ease some restrictions for nonprofit groups participating in the school meals program; expand the after-school snack

program to serve children up to age 18; create a five-state pilot program for universal school breakfasts; and extend flexibility in shifting administrative expenses among nutrition programs.

Last action: The House Oct. 9 approved the bill 422-1. The Senate Oct. 7 agreed on the House-Senate conference report by unanimous consent.

Next action: President Clinton has not yet set a date to sign the bill.

Vocational Education

H.R. 1853: The conference report would give localities 85 percent of the basic state vocational grants. States would receive a total of 15 percent, with 5 percent for administration, \$60,000 to \$150,000 for gender equity activities and

about 8.5 percent for state leadership activities. The funding formula for localities would be based 70 percent on poverty and 30 percent on population.

Last action: The House passed the compromise bill by voice vote Oct. 9, and the Senate approved it by unanimous consent Oct. 8.

Next action: President Clinton has not yet set a date to sign the bill.

AmeriCorps Appropriations

H.R. 4194: Would level fund AmeriCorps at \$425 million in fiscal 1999.

Last action: The House on Oct. 6 passed the conference report, 409-14. The Senate approved the measure, 96-1, on Oct. 8.

Next action: President Clinton has not yet set a date to sign the bill.

Head Start

S. 2206: The House-Senate conference bill would require the Health and Human Services Department to allocate 60 percent of new Head Start funds to improve the quality of preschool teaching in fiscal 1999. HHS would also have to spend half its Head Start funds on quality control, such as teacher training and salaries (ED, Oct. 1).

Last action: The House passed the bill Oct. 8 by voice vote, and the Senate

Last action: The House on Oct. 8 passed the bill unanimously; the Senate did the same on Oct. 9.

Next action: President Clinton has not yet slated a bill-signing ceremony, but last week pledged to enact the measure.

Recent or Upcoming Action ...

Fiscal 1999 Appropriations

A bipartisan spending accord would increase ED funding by about \$3.5 billion, to \$32.9 billion, according to ED's estimate. The measure would hike Title I funding by \$301 million, to \$7.67 billion overall; increase the maximum Pell Grant by \$125, to \$3,125; provide \$1.2 billion to reduce class sizes and train teachers; and provide \$121 million for an initiative that would prepare middle school students for postsecondary education. The proposal exceeds President Clinton's request for \$31.2 billion. However, it bans the National Assessment Governing Board from conducting pilot national tests in reading and math. Instead, it allows NAGB to continue developing individual test items, and calls for studies of voluntary assessments. The measure does not amend the Individuals with Disabilities Education Act's discipline provisions or limit bilingual education, as proposed by House Republicans, according to a White House source. Instead, lawmakers have agreed to request a study about discipline

passed it by unanimous consent Oct. 9.

Next action: President Clinton has not yet set a date to sign the bill.

Charter Schools

H.R. 2616: Would require charter schools to include students in state- and district-wide assessments and to publicly report results; award federal funds to states with the most charter schools; and direct the **Education Department** to ensure that charters get their fair share of Title I money and funds for disabled students.

Last action: The House Oct. 10 passed problems posed by special education students, the source explained. H.R. 4274: Would provide a \$1.1 billion increase to \$30.55 billion over fiscal 1998 for ED, level-funding Title I at \$7.49 billion. S. 2440: Would provide a \$1.5 billion increase to \$31 billion for ED, increasing Title I funding by \$300 million and raising the maximum Pell Grant by \$100, to \$3,100. H.J. Res. 136: Level-funds all federal agencies, including the Education Department, through tomorrow at midnight.

Last action: Lawmakers and the White House last week agreed on a massive spending package for this year, and then passed, H.J. Res. 136 to keep the government running through Tuesday at midnight. The measure amends P.L. 105-240. President Clinton planned to sign the stop-gap funding measure.

Next action: House lawmakers have slated a vote for the omnibus spending package —which has not yet been introduced as a bill —for tomorrow evening, after 5 p.m. Majority Leader Trent Lott's staff added the Senate will vote on the measure tomorrow as well, but set no specific time.

Childhood Literacy (America Reads)

H.R. 2614: Would authorize \$260 million in each the next two years for competitive grants to states for literacy programs. Districts would apply to the

the compromise bill, 369-50. The Senate passed it by unanimous consent on Oct. 8.

Next action: President Clinton has not yet set a date to sign the bill.

School Resource Officers

S. 2235: Would establish school-based partnerships with law enforcement agencies providing for the use of school resource officers to combat school-related crime and disorder problems, gangs and drug use.

state for teacher training funds, which would be dedicated to improving instruction in elementary schools with the greatest need. Eligible districts would fall into three categories: those having one or more low-performing schools participating in a Title I school improvement program; those having the highest and second-highest enrollment of poor children in the state; and those with the highest and second-highest poverty rates in the state. The bill would direct 80 percent of its funds to local reading improvement grants; 15 percent for tutoring programs approved by districts; and 5 percent for state administration.

Last action: Lawmakers and the White House announced last week agreed on a massive spending package for this year, and that they intend to include the authorizing language from H.R. 2614 in the overall spending bill. The spending agreement will not only authorize the new program, but it will also provide the full \$260 million requested by President Clinton for fiscal 1999.

Next action: House lawmakers have slated a vote for the omnibus spending package, which has not yet been introduced as a bill, for tomorrow evening. Senate lawmakers also plan to vote on the bill tomorrow. ■

15. Education Daily

October 19, 1998

Spending Accord Will Boost ED Funding To New Heights

by William J. Cahir

Congressional appropriators have an encouraging budget message for the **Education Department**: Let the good times roll.

The fiscal 1999 funding according

reached last week by Congress and the Clinton administration —slated for final passage in the House and Senate tomorrow —would increase ED's discretionary budget by about \$3.5 billion, to \$32.9 billion overall.

Sources cautioned that the numbers aren't final, but agreed that the final proposal will far surpass President Clinton's request of \$31.2 billion for federal education programs.

The measure will authorize and fund a

new teacher training and hiring initiative, providing \$1.2 billion in grants to school districts for the hiring of well-trained teachers, training of special education teachers and reductions in class sizes. It does not include subsidies for school construction or repair (ED, Oct. 16).

"We fought ... and won the right for the 100,000 teachers," President Clinton said Friday. "Now, we've got to fight to give the teachers someplace to teach and to give those smaller classes someplace to meet."

The spending agreement will not

The final proposal will increase IDEA grants to states funding by about \$500

contain any amendments to the Individuals with Disabilities Education Act (IDEA), according to a White House source and Bruce Hunter, lobbyist for the American Association of School Administrators. "We got steamrolled on IDEA," Hunter said. "Too many Republicans didn't want to touch it."

In a bid to reach the bipartisan spending agreement for fiscal 1999, lawmakers have scrapped provisions written by Rep. Bob Livingston, R-La., that would have deleted limits on the extent to which disabled students could million, to \$5.3 billion overall, sources added. —William J. Cahir■

be suspended for offenses involving weapons, drugs or school safety.

In a blow to California, the measure will not include any provisions addressing how ED can punish states that stop serving prison inmates ages 18-21 who are eligible for special education services, according to Capitol Hill aides.

House appropriators in June approved language allowing states to forfeit only the small proportion of their federal grant targeted for inmates ages 18-21 (ED, June 24).

16. Education Daily

October 19, 1998

California's Prop 8 Tops List Of State School Initiatives

by Eli J. Lake

Of all the education initiatives on state ballots this year, the most sweeping may be Proposition 8, a school reform and class size reduction plan on the California ballot.

The initiative would cap enrollment in K-3 classrooms at 20 students; give local school boards more power to set their school's curricula; toughen teacher certification requirements; set mandatory drug policies for every school; and establish an independent inspector's office in the state's **education department** to report every other year on public schools.

While the ballot initiative has drawn fierce condemnation from teachers, Democrats and most of the state's largest newspapers, polls suggest the ballot measure will pass. But a coalition of California education and tax groups have poured \$3 million into a campaign to defeat the initiative in November.

"This is yet another poorly-crafted initiative that hopes for voter approval by spreading popular window dressing items over bad ingredients which cost money and create more bureaucracy," said John D'Amelio, president of the California School Boards Association.

Giving Parents More Power

Teachers groups are particularly concerned about a provision that would give parent-dominated councils unprecedented power over their school's curriculum.

The curricula framework for California schools is currently set by state

level boards comprised of experts in their given subject area.

Under the new initiative, parent-teacher councils comprised of two-thirds parents would work with the school's principal to establish curricula for the school, and make any discretionary budget decisions for the school.

California teacher groups fear the approach would create a chaotic patchwork of school curricula and undermine the state's recently developed uniform academic standards.

The California Teachers Association says the move "is a recipe for academic chaos. Curricula would be inconsistent from one school to the next."

But Mitch Zak, a spokesman for an advocacy group fighting for the proposition, claims the teacher union is misrepresenting the initiative.

According to Zak, the parent-teacher councils could only propose curricula that meet the school district's academic standards and stay within the confines of the state's academic framework.

Furthermore, the councils would have to secure the support from a majority of the school's teachers in order to change their school's curriculum.

The ballot initiative also would toughen certification standards for teachers who instruct outside of their subject matter.

California now certifies teachers for a given subject matter if they pass a subject-based exam, or if they've accumulated relevant course credits in

the area.

Proposition 8 would require new teachers to pass a subject-based exam as a prerequisite for teaching that subject.

Proposition 8 also would require principals or another outside agent to approve lesson plans for teachers teaching out of their expertise.

An Intriguing Bond Deal

Not all of California's ballot initiatives are causing heartburn for the state's education community. The state's teachers and Gov. Pete Wilson both support a school construction bond aimed at shrinking class sizes.

Proposition 1(a) would create a \$9.2 billion bond to build and repair the state's K-12 schools and public colleges. However, once the bond is passed, new Senate-passed legislation could dramatically reduce local communities' ability to extract school construction fees from real estate developers.

The political cost of the new bond was almost too high for the CSBA, which vigorously opposed the Senate bill that tinkered with a school district's ability to tax developers.

Under current California law, a city's accountant may block construction for a residential area if the local government can show the current school system can't absorb additional students the new development would bring to their schools.

Laura Jeffries, CSBA's legislative advocate, said this often gave school districts the leverage they needed to get more construction funding from

developers to expand or build new schools.

"The only thing that's on the ballot is the bond. The \$9.2 billion is a lot of money," she added.

A Tale Of Two Taxes

Nebraska and Montana education advocates are watching two tough ballot initiatives they claim could paralyze their states' ability to increase funding for their school districts.

In November, Nebraska's voters will decide on Measure 413, which would prohibit the state legislature from raising taxes above increases in the consumer price index.

The ballot measure, supported by In November, Montana residents will decide on an amendment to their constitution that would require a popular vote for any tax increase at the state or local level.

Education advocates fear Constitutional Amendment 75 would be a death knell for future increases in education spending, and would hamstring teacher unions in negotiating fair contracts.

According to a poll taken last month by the Lee Newspaper chain, 65 percent of the citizenry supports the initiative, despite heavy opposition from the teachers, state employees and even the

some of the state's largest businesses, is opposed by the Nebraska State Education Association (NSEA), the South Platte Chamber of Commerce, and even the Republican front-runner in the state's governor race, Mike Johanns.

At the same time, 41 percent of Nebraskans favor the measure while only 33 percent oppose it, according to an Omaha World Herald poll last month.

NSEA President Duane Obeirmeir believes the provision would jeopardize critical funding many Nebraska schools are counting on in the next budget.

In 1996, the state legislature imposed graduated caps on the property taxes that local school districts can charge state's Chamber of Commerce.

Montana Education Association (MEA) President Eric Feaver thinks that the initiative would spell the end of collective bargaining in the public sector if it passed.

Feaver says the provision would strip school districts of their ability to guarantee salary increases, higher pensions and other funding basics without holding a vote in the county.

"The district could not guarantee that the county voters would approve the necessary tax increase to fund payroll deductions," Feaver said.

Furthermore, the amendment could

landowners to raise revenue for schools.

Currently, school districts can charge up to \$1.10 per \$100 worth of property for the school budget. In the subsequent legislative session, the legislature okayed \$110 million for schools that lost as a result of the property tax cap.

When the tax school districts are allowed to levy drops next year to \$1 per \$100, Obeirmeir is hoping the state legislature will approve a similar spending package to offset the decreases. Under Measure 413, Obeirmeir fears such relief would be impossible. NSEA and 50 other groups have teamed up to advertise against the initiative.

Montana's Tax Plan

violate the state's constitution on the grounds that it would jeopardize the financial health of state pension funds; the constitution stipulates that these accounts remain fiscally sound.

In addition, the potential inability of counties to raise enough taxes to keep school funding equal with other districts would likely violate a law requiring equitable school funding, Feaver says.

The Montana Constitution also prohibits a single constitutional amendment from unraveling numerous portions of the constitution. —Eli J. Lake■

17. Education Daily

October 19, 1998

Assessment Plan Scuttled With Little Fanfare

by Jonathan Fox

President Clinton's voluntary national testing plan suffered what may become a fatal blow in this year's budget negotiations.

While the White House declared a big victory after winning \$1.2 billion in new funding to cut class sizes, it quietly gave in to Republican demands that the tests be shelved indefinitely —while insisting the proposal would eventually be resurrected.

Republicans have "clearly delayed the test a year," said Acting Deputy Education Secretary Mike Smith at a budget briefing. "We will come back to it. It's an administration priority for next year."

The GOP, however, said such hopes are in vain as long as they rule Congress. House Speaker Newt Gingrich and Senate Majority Leader Trent Lott both signed pledges to oppose national testing

in any form, and the funding ban in the budget deal has no time limit (ED, Sept. 4).

"The president's proposal really lost steam early last fall," said Jay Diskey, spokesman for the House Education and the Workforce Committee. "Only seven states signed on, and it got to the point where the White House found it difficult to push politically."

Dead In Its Tracks

Under the pending deal, federal pilot testing of fourth-grade reading and eighth-grade math tests, set for March of next year, effectively would be banned. The National Assessment Governing Board (NAGB) planned a final rollout of the tests by March 2001.

There is confusion, however, over whether the deal allows development of test questions to go forward and possibly be used as part of future assessments.

Smith said the National Academy of

Sciences would be permitted to study whether test items could be embedded in state and commercial tests to compare scores nationally.

Diskey maintained that the "embedding" proposal wouldn't be part of the final bill. "We've had plenty of study on this," he said. "Clearly the time has come to end it."

The lack of furor over proposed national tests this year stands in stark contrast to last year's budget battle, when passage of the Education-Labor spending bill hinged on the issue (ED, Nov. 10, 1997).

Clinton wanted pilot testing to begin as early as this fall while Republicans wanted to kill the program. As a compromise, oversight of test development was handed from the **Education Department** to NAGB and test item development was allowed to proceed.

Diskey said the legislative branch was the ultimate victor in the matter, since the Education Department had maintained it

didn't need approval from Congress to administer voluntary national tests: "We want to do our job of authorizing

programs." —Jonathan Fox■

18. Chronicle of Higher Education

October 23, 1998

Congress Passes Bill to Extend Federal Vocational-Education Programs

By JEFFREY SELINGO

The House of Representatives and the Senate unanimously approved a

Almost half of the \$1.2-billion authorized in the bill for the 1998 fiscal year is geared toward postsecondary education, primarily community colleges. Lobbyists for the American Association of Community Colleges said they were satisfied with the bill, after fighting to protect programs important to two-year colleges.

The original House and Senate versions of the bill differed on how grants to states would be divided between states and localities. Under the compromise, 85 per cent of the money

compromise bill this month that would extend federal vocational-education programs for another five years.

would be sent to local agencies, an increase of 10 percentage points over the current law. The legislation retains the current formulas of distributing money to states based on the size of their population in certain age groups.

The U.S. Department of Education and each state would negotiate a percentage of vocational-education students in that state who would be expected to meet performance goals. States would determine their own goals based on four general areas to be measured. If a state fell short of the goals,

President Clinton is expected to sign the bill.

it could risk losing a portion of its program's federal financing.

The compromise bill does not change Tech-Prep, which provides money for programs that combine two years of high school and two years of community college. Some lawmakers had considered lumping federal support for Tech-Prep into block grants to states, making community-college officials worry that the program would get a low priority if states were not forced to spend money on it.■

19. Chronicle of Higher Education

October 23, 1998

White House's Education-Policy Adviser Is Leaving for San Francisco Foundation

The banks and student-loan-guarantee agencies won't have Robert Shireman to kick them around anymore.

The White House aide is moving on at the end of next month, after serving for the last two years as a senior education-policy adviser at the National Economic Council and at the Office of Management and Budget. He will head up the higher-education division of the James Irvine Foundation, a private, non-partisan organization in San Francisco that provides grants for education-policy development, among

other things.

Before coming to the White House, Mr. Shireman served as legislative director for the now-retired Sen. Paul Simon, the Illinois Democrat who championed the Clinton Administration's effort to replace the guaranteed-student-loan program with direct lending, which many colleges now use.

At the White House, Mr. Shireman has been a key adviser in crafting the President's student-loan policies. He has been a vocal critic of lenders and

guarantee agencies, which he believes have reaped excessive profits from the loan program on the backs of students and taxpayers.

Mr. Shireman says he has enjoyed his service in the White House, but has long yearned to return to California, where he grew up.

"I've been here three times longer than I originally planned," he says. "It's been a fascinating experience, and I hope to apply what I have learned here to efforts that are closer to what people are doing on the ground."■

20. Chronicle of Higher Education

October 23, 1998

Appeals Court Revives Reverse-Discrimination Lawsuit Against U. of Texas

By PATRICK HEALY

In one of the first applications of a 1996 decision banning the use of racial preferences by Texas public universities, the U.S. Court of Appeals for the Fifth Circuit last week revived a lawsuit charging that the University of Texas at Austin discriminated against white applicants.

Francois Daniel Lesage was denied admission to the university's doctoral program in counseling psychology at the Austin campus. He sued in 1996, charging that the university's entrance criteria discriminated in favor of black

and Hispanic applicants. A federal district judge dismissed the case in 1997, agreeing with the University of Texas that Mr. Lesage's denial of admission had nothing to do with the university's affirmative-action policies at the time.

But the appeals-court panel ruled last week that Mr. Lesage's qualifications as an applicant had nothing to do with the university's liability for its admissions policies, if they were discriminatory.

Citing *Hopwood v. Texas*, an anti-preference ruling by another Fifth Circuit panel that involved the University of Texas School of Law, the appeals

court sent Mr. Lesage's case back to the lower court for reconsideration.

While this case does not change law in the Fifth Circuit, the ruling offered a look at the disputes within the judiciary and higher education about Hopwood. In a brief footnote to last week's decision, one of the judges said he supported Mr. Lesage, but not the legal rationale taken from the Hopwood decision. He suggested that the Fifth Circuit erred in Hopwood by contesting a 1978 U.S. Supreme Court decision that upheld the use of race as a factor in college admissions. ■

21. Chronicle of Higher Education

October 23, 1998

In Reporting Lobbying Expenses, Some Institutions Do Not Reveal All

On a federal tax form, only 75 of 475 colleges said they had spent money on the activity

By DOUGLAS LEDERMAN

WASHINGTON

A trio of top guns at Cassidy and Associates, one of this city's highest-powered lobbying firms, hit the halls of Congress last year on behalf of Golden Gate University.

Their aim: drum up funds to help the San Francisco-based university build an agribusiness center at Fort Ord, a shuttered military base in Monterey, Cal.

Cassidy dutifully reported to Congress that Golden Gate had paid the firm \$240,000 in 1996-97 to seek funds from lawmakers and federal agencies. Under the Lobbying Disclosure Act, a federal law, the firm had little choice. But the university didn't mention the \$240,000 on Form 990, the annual federal tax return on which it was supposed to report how much it spent on lobbying.

The federal tax code defines lobbying as direct contacts with legislators or executive-branch officials about specific bills.

Sharon K. Meyer, vice-president for operations at Golden Gate, says that its contract with Cassidy called for the firm only to "advise us on contracts and grants that might be available to us." Ms. Meyer says she compared the tax-code definition with the university's contract with Cassidy and concluded: "We did not pay

them to lobby for us."

Cassidy, however, is well-known for persuading lawmakers to earmark money in spending bills for specific projects at individual institutions. On its lobbying-disclosure form, Cassidy said that it had sought funds for Golden Gate through two specific appropriations bills.

If so, Cassidy's work for Golden Gate seems to qualify as lobbying under the tax-code definition.

Reporting on lobbying expenditures is among the information, in addition to salary and benefit figures, that colleges must provide on Form 990. Yet only 75 of the 475 colleges surveyed by The Chronicle reported spending anything at all on lobbying.

Like much of the material on the tax form, the reporting about lobbying is often skimpy, and sometimes misleading.

That's true, in part, because the guidelines can be fuzzy and confusing, so colleges and other tax-exempt entities frequently don't understand what they're supposed to be reporting.

But it's also true because some institutions try to reveal as little as possible in the case of lobbying, because they seem embarrassed to be doing it.

More fundamentally, the different approaches to lobbying reporting reveal differing ideas about the purpose of the federal tax form, and about how

institutions perceive their obligation to file it. Though primarily a tax document for Internal Revenue Service purposes, Form 990 is also the public's main view into the operations of private institutions that in many ways are quite opaque.

"The form is not a perfect tool for insuring that there is full disclosure of an organization's activities and expenditures," says Marcus S. Owens, who oversees non-profit groups for the I.R.S. "But it is intended to create a window for the I.R.S. and the public for what is going on. We expect completeness and candor in completing it."

How colleges fill out the 990 is important because federal tax law threatens to strip the tax-exempt status of non-profit groups that dedicate a "substantial part" of their activities to efforts to influence legislation. Since 1934, the I.R.S. has asked non-profit groups to report on their lobbying activities, so it can assess whether they are violating that stricture.

Until 1976, the I.R.S. did not clearly define what it meant by "substantial" or by efforts to influence legislation; as a result, many non-profit institutions complained that they did not really know when they were lobbying, or how much was too much. Some just avoided lobbying altogether, rather than risking

I.R.S. scrutiny.

In response to those complaints, Congress in 1976 gave non-profit groups a second option: a formula that limited them to spending a certain proportion of their budgets on lobbying activities, and defined such activities in a clearer — and far narrower — way. This "safe harbor," known as the 501(h) election, defines "direct lobbying" as any direct contacts with federal, state, or local legislators or their aides, or with top executive-branch officials, for the purposes of influencing a specific bill.

That definition excludes much of what most colleges do to try to influence public policy in Washington: seek

"We're not quiet in any way, shape, or form about the fact that we are engaged in lobbying," says John Burness, Duke's senior vice-president for public affairs. "But on any assessment, the amount of time that is actually spent on what would be called formal lobbying is very small on an institutional budget of more than \$2-billion."

Mr. Burness says that given the options the government offers colleges for reporting their lobbying expenses, Duke chose one that was "realistic, but was also the least burdensome in terms of regulatory paperwork and bureaucracy."

But Duke did seem to fall short in its reporting. It did not attach to its tax form a statement describing its lobbying activities, as institutions that do not choose the 501(h) election are required to do.

New York University took a different approach in reporting spending of \$291,721 in fiscal 1997. Lynne P. Brown, the vice-president for government and community relations, says that the university decided long ago to use a "common-sense test" in deciding what to count as lobbying.

"The 990 is filled with tortuous definitions and Talmudic explanations of what is direct lobbying," she says. "What's the point here? Are you going to

contracts and grants from federal agencies, keep campus officials informed about developments in Congress, and try to limit government regulation. The Lobbying Disclosure Act definition, by contrast, includes many such activities, though only at the federal level; such differences in the two definitions may explain why a college would report expenses under the disclosure act but not the tax code, or vice versa.

"What the tax code defines as lobbying is not what you or I or the man on the street necessarily defines as lobbying," says Margaret DeBoe, a Washington accountant and expert on tax-exempt groups.

try to fall back on legalisms? Or are you going to try to do a good-faith effort, to give people a view into your level of involvement in public policy and government affairs?"

N.Y.U. is the largest private university in the country, Ms. Brown notes. "Is anybody going to think we don't have issues that involve us at the local, state, and national level, and that we aren't going to try to get our position across, and that it's not going to take some money?"

"Why be defensive about it?" she adds.

Hall Daily, director of government and community relations at California Institute of Technology, also takes an expansive approach to reporting lobbying costs. He reports far more than the direct contacts with legislators required by the I.R.S., including his office's entire \$232,000 budget.

"We count any policy workup papers I do for internal consumption, and I even include conference calls with peers when it's related to specific legislation or policies," says Mr. Daily.

Other institutions were similarly expansive. The University of Mary Hardin-Baylor reported spending \$36,234 in 1997, and attached a detailed statement explaining efforts to inform

The 75 institutions in the Chronicle survey that reported spending money to lobby varied widely in how much they spent — from the \$846,993 that Boston University reported — most of which it paid to Cassidy and Associates — to the \$600 listed by Southern Methodist University.

Several major universities with a significant presence in Washington reported little or no lobbying on their tax forms. Princeton University, which maintains a five-person office here, said it spent \$35,000 on direct lobbying in fiscal 1997. Duke University offered two words to describe its lobbying: "De minimis."

Texas lawmakers about its 'legitimate concerns' regarding the proposed creation of a public two-year college in Killeen, about 20 miles from the Hardin-Baylor campus in Belton, Tex. The state opted not to create the new campus.

Golden Gate University was not the only institution that paid lobbyists to represent it in the nation's capitol, but did not report the funds to the I.R.S.

DePaul University, Dowling College, Stevens Institute of Technology, Suffolk University, and Union College in New York all reported on their tax forms that they spent nothing on lobbying. Yet Washington lobbyists for each of them said on lobbying-disclosure forms that they had contacted lawmakers about specific measures for the institutions.

Officials at Dowling, Stevens, Suffolk, and Union say they do not believe the work the firms did for them qualified as lobbying. But DePaul acknowledged that it should have reported the \$120,000 it paid Cassidy and Associates in 1997.

"Clearly we have made a mistake," says Denise Mattson, a spokeswoman for DePaul. She says the university will file an amended return with the I.R.S. shortly. ■

22. Chronicle of Higher Education

October 23, 1998

U. of Phoenix Picks New Jersey for Its First Foray in Eastern U.S.

Many colleges in the state oppose for-profit institution's plan to offer six degree programs

By JEFFREY SELINGO
ROSELAND, N.J.

The University of Phoenix built an educational empire over the past 22 years by staying close to home. From its Arizona base, the for-profit university expanded to neighboring states in the West, then largely to the Midwest and the South. It has built campuses — "learning centers," as Phoenix calls them — in 13 states, British Columbia, and Puerto Rico.

Although the university's enrollment of 50,000, on 87 campuses, now puts it among the largest institutions in the country, Phoenix has kept well under the public radar until recently. That's not by accident.

The university grew up in the West, in states where the rules for getting

Many, though not all, of New Jersey's non-profit public and private colleges are urging the state to stick to its licensure regulations, which they say the for-profit university does not meet. Yet while they cloak their opposition to Phoenix largely in complaints about its academic shortcomings, they acknowledge that they are just as worried about their own bottom lines as about the university they're trying to keep out.

The outcome here will have national implications. "States are going to have to decide to what extent their rules protect the student, and to what extent they protect the indigenous institutions and their turf," says Patrick M. Callan, president of the National Center for Public Policy and Higher Education, an independent research organization in San Jose, Cal.

In New Jersey, those decisions are left to the Commission on Higher Education, created four years ago to deregulate the state's higher-education bureaucracy. The panel will decide Phoenix's fate this winter, having heard advice from a five-member team of out-of-state educators, a group of presidents of New Jersey colleges, and its own staff members.

In what has so far been a very public debate about the application, Phoenix officials remain tight-lipped. "It doesn't serve any purpose to debate this in public," says Charles M. Seigel, vice-president for national affairs. "There's a process and we should let that work."

The university's application generated letters from more than a dozen other institutions and higher-education groups to the commission. Other college officials

licensed to operate are lax, and opposition from the relatively few existing non-profit institutions was muted. The university avoided the East, where the population was ripe for its business programs aimed at adults, but where regulations are rigid and the educational establishment is entrenched.

Now that low profile is about to rise. With the help of a well-connected lobbyist, Phoenix has worked quietly for two years on a plan to move into New Jersey. In February, the university formally applied for a license to operate here. In a 2,000-page application to the state's Commission on Higher Education, Phoenix proposed to offer six degree programs in business — three undergraduate and three graduate — which would enroll 800 students within have made their pleas at the panel's monthly meetings, turning up the volume on what is normally a low-key process for granting new licenses.

At issue are four criteria: faculty quality, library resources, class meeting time, and curriculum. New Jersey law requires that "a significant number" of an institution's faculty members have doctorates or other terminal degrees; that its library contain at least 50,000 titles; that a semester credit hour equal a minimum of 50 minutes of class activity for at least 15 weeks (or the equivalent in a shorter time period); and that no fewer than half of the mandatory 120 credits for a degree be in general education.

Like Microsoft executives, who argue that antiquated antitrust laws haven't kept up with the ever-changing computer industry, Phoenix officials say their new education model simply doesn't fit the strict standards set by some Eastern states, standards "that make every university look the same," says Mr. Seigel.

System-wide, Phoenix employs only 140 full-time faculty members, instead hiring for nearly all of its classrooms 5,100 part-time instructors, or "practitioners." About 30 per cent of its faculty members have doctorates. In New Jersey, as on its other start-up campuses, Phoenix says it would hire one full-time faculty member for each program offered — in this case, six.

Using a common curriculum, all courses in a given program at the university meet once a week — five weeks for undergraduates and six weeks for graduate students. Each session lasts four hours, coupled with a required study group that meets for the same length of

five years.

The stakes are high, because New Jersey is seen nationally as having the country's second-toughest rules for licensing a new institution, behind only New York. Success here, Phoenix officials know, could help them in at least three other Northeastern states — including New York — where they have also applied for licenses.

The stakes are high for its competitors as well. Thirteen colleges within a 20-mile radius of this bustling New York City suburb — where Phoenix has proposed opening a branch campus — already offer business degrees aimed at working adults. Such programs are cash cows for small private colleges, helping them to pay for discounts on tuition for undergraduate students.

time. The undergraduate program includes 39 general-education credits.

But what most raises the ire of college officials in the state is Phoenix's library — or lack of one. When the university opens a new campus, it doesn't cart in a truckload of books. Instead, it provides connections to its "Learning Resource Center," with electronic access to about 3,500 journals.

"If you say 'the University of Phoenix' enough times, you may convince people you're a university," says Mark W. Rocha, provost at Seton Hall University, alluding to the media blitz that accompanies Phoenix's arrival in a new market. "In my opinion, if you don't have a library, you don't have a university."

The concern here is that without a library of their own, Phoenix students will use the resources of surrounding universities. A deal to share library materials with Rutgers University fell through, but Phoenix indicated in its licensure application that it will seek similar agreements with other universities.

"New Jersey taxpayers pay for a tremendous library system, and Phoenix plows next to nothing into theirs," says Patricia Reeling, an associate professor of library and information science and head of the faculty union at Rutgers. "They make a large profit, and we supply the services." Rutgers, she notes, spent \$24.7-million on its library in 1996-97, while Phoenix spent about \$754,000 on its resource center, which served a similar number of students.

Phoenix's critics point to the changes that the for-profit DeVry Institute was forced to make when state officials questioned its licensure application in

1989. Among other things, DeVry added full-time faculty members, decreased teaching loads, capped class sizes, and put more money into its library.

Some colleges are also deeply worried about their own financial well-being: Phoenix could pose a serious threat to the profitable adult-education market that small private institutions have cultivated in recent years. That is especially true, they say, because the authors of New Jersey's higher-education master plan predict that demand for a college education among 25-to-39-year-olds — Phoenix's target audience — will decrease by 23 per cent by 2005, with the biggest drop expected in the counties surrounding Phoenix's proposed location.

About half of the 1,700 students at Caldwell College, for instance, are working adults enrolled in part-time programs on or off the campus, including

In Michigan, three years ago the university's lobbyist "went around and above the process to the Governor and the Superintendent [of Public Instruction] to speed things up," says David Hanson, a specialist in accreditation and approval for the state's Department of Education. Eventually, Phoenix took over the campus of the shuttered Jordan College, near Grand Rapids, because it "was a simpler and quicker way" to establish itself in the state, Mr. Hanson says. If Phoenix had waited, he adds, its application would have been approved, because of its "good quality programs."

Mr. Seigel defends the use of lobbyists, arguing that Phoenix "doesn't have the advantages of most universities with a government-relations staff in the state capital or alumni in the legislature." A lobbyist, he says, helps dispel the "exaggeration, fear, and misinformation" that accompanies word of Phoenix's moving into a state.

The atmosphere around the New Jersey application is, indeed, contentious. Last spring, Sue Kozel, a lobbyist for the New Jersey chapter of the American Association of University Professors, scheduled a visit to Phoenix's headquarters, in Arizona, without discussing the dates with university officials. They had invited Ms. Kozel but wanted to help plan the visit, aware that she later would use any information she gathered against their application in New Jersey. Tensions escalated in a series of letters between Ms. Kozel and Mr. Seigel. In a final letter to her, Mr. Seigel wrote: "An invitation to visit is not a license or invitation to conduct an

the same six programs that Phoenix has proposed in its application. Phoenix's planned location here is only a few miles from Caldwell's campus. "I cannot help having a little trepidation about the inroads Phoenix could make in our programs," says Sister Patrice Werner, Caldwell's president.

Phoenix officials refuse to answer specific criticisms about their application, including those questioning how their specifications for library resources, faculty members, and curriculum meet New Jersey's standards. The university is clearly not accustomed to — nor, at times, comfortable with — the public inspection of its affairs that is under way in New Jersey. "In the West, there is no opportunity for other institutions to even become involved [in the licensure process]," says Phoenix's Mr. Seigel.

Still, it has prepared for public 'inquiry' (per your description in your memo) and it appears that you have sought to widen our invitation well beyond its spirit and intent."

The adversarial atmosphere in New Jersey has officials of both the state and the University of Phoenix closely guarding information. Phoenix has refused to disclose in which other states it has applied for licenses, to avoid alerting potential opponents. State officials at first declined to release the names of the five-member team of consultants hired to review Phoenix's application, because they were worried that the university's opponents would attempt to contact them. The state later agreed to release the list.

The team — led by Audrey K. Doberstein, president of Wilmington College in Delaware — visited Phoenix's headquarters this month.

Not all higher-education institutions here, however, are lining up against Phoenix. The university has found support among many community-college presidents, who say they've had trouble reaching transfer agreements with the state's private and public universities. For two-year colleges, Phoenix is a win-win situation: They send their graduates to Phoenix, and Phoenix sends them students who need to meet general-education requirements.

"Phoenix makes it much easier for my students to access higher education that is convenient, affordable, and honors what they have done in their community-college career," says Robert C. Messina, president of Burlington County College. "That has not been the

scrutiny. Two years ago, the university hired Bill Palatucci, a lobbyist who was an aide to Republican Gov. Thomas Kean in the 1980s, and who ran George Bush's New Jersey campaigns in 1988 and 1992. Mr. Palatucci spent more than a year studying the state's statutes and regulations, as well as its political environment in higher education, before determining "that we could get a fair hearing," he says.

Hiring a lobbyist is standard practice for Phoenix before it moves into a new state. But to education officials in many states, who are accustomed to dealing with low-key lobbyists hired by academics, Phoenix's tactics are a telling reminder of the university's corporate standing. The stock of its parent company, the Apollo Group Inc., is traded on the Nasdaq exchange.

case with other institutions."

Although New Jersey's higher-education regulations were reviewed only last year — with the growth of institutions such as Phoenix in mind — Mr. Messina says many of the rules are still intended to protect traditional four-year universities. He laughs at the suggestion that a campus library needs 50,000 titles. "We just built a \$6.5-million library, and do you know where most of the student activity is? On the Internet."

States that set their higher-education rules decades ago built their systems around measures of what an institution puts into education — like full-time professors and substantial classroom time — rather than what students get out of it, says Mr. Callan, of the higher-education policy center. "There are things to admire about Phoenix — the convenience, the faculty — and because of that, some states are struggling with what 'quality' means today."

Until now, Phoenix had largely avoided states like New Jersey. But with its formidable enrollment numbers, and operations in place in nearly half of the country, its officials believe that the university now has more standing to move into states once considered off-limits.

Phoenix intends to push its cause vigorously. "We're convinced there is a need for our program in New Jersey," Mr. Seigel says. "The benefits outweigh the cost of this fight."

It better get used to such battles. Next up: Pennsylvania, New York, and Massachusetts. ■

23. Chronicle of Higher Education

October 23, 1998

Will the Next Generation Internet Create a New Class of 'Have-Not' Universities?

Conferees from rural institutions say they need federal aid to avoid falling behind

By VINCENT KIERNAN
LA JOLLA, CAL.

The Next Generation Internet and other network improvements for elite research universities run the risk of creating a new class of "have-not" institutions with no access to high-speed Internet connections, presidents and other senior executives of rural universities in 17 states and Puerto Rico warned at a conference here.

Rural universities, many of them located far from the fiber-optic lines that

"We can achieve a version of Garrison Keillor's dream, where all the universities in America are above average," said John P. Miller, professor of biology and director of the Center for Computational Biology at Montana State University at Bozeman. He also is a member of the President's Information Technology Advisory Committee, which makes technology recommendations to the Clinton Administration.

The "policy summit" conference was held under the auspices of the National Science Foundation's Experimental Program to Stimulate Competitive Research, known as EPSCOR, which seeks to strengthen research and teaching in states that historically have received few federal research grants.

The two-day conference opened with a day of presentations and demonstrations by researchers, administrators, and government officials that illustrated potential uses of the Internet by EPSCOR universities.

For example, researchers from the nearby San Diego Supercomputing Center demonstrated several uses of networking and supercomputers in research. In one demonstration, a scientist from Montana State University operated a powerful microscope at the San Diego center by remote control via a standard Internet connection.

"If you're not on the Internet, you're going to be out of the new loop," Mr. Miller told the audience.

How much does it cost a college or

carry high-speed network traffic, need financial assistance from the federal and state governments so that they can afford to connect to the lines, officials of the institutions said. Many rural institutions are not connected to high-speed portions of the Internet that are intended specifically for scholarly use, and some do not yet even have basic connections to the network.

The officials also called on university administrations to make more progress on constructing and upgrading on-campus university to connect to the Internet? "The short answer is a lot," said Mr. Miller. "But you have to remember there is no alternative."

One factor that determines a university's cost for Internet connections is the distance between the institution and the nearest connection point to the Internet, known as a "point of presence," Mr. Miller said.

As a ballpark estimate, Mr. Miller said, a university that is 50 miles away from the nearest point of presence might spend \$120,000 annually on a standard Internet connection. Of that amount, \$80,000 might go to the operator of the point of presence for the university's connection, while the balance would pay for maintaining the link from the point of presence to the campus.

Carrying the Internet signal 50 miles from campus to the connection point would cost \$18,000 annually, and maintaining local campus connections could cost \$15,000 to \$20,000, Mr. Miller said. But he warned that, because of their rural locations, EPSCOR universities may be hundreds of miles from a point of presence, and their costs may be much higher.

High-speed connections are even pricier. The Abilene network, which is being developed by the University Corporation for Advanced Internet Development, orUCAID, will charge participating institutions \$110,000 or more annually for their super-fast connections. But Terence Rogers, the

information networks that allow faculty members and students to connect to off-campus networks. And they said that faculty and staff members need to be better trained to use information technology in teaching, in research, and in extension programs.

"This technology has great potential," George M. Dennison, president of the University of Montana, told the conference. "It can do a great deal for higher education, for the enhancement of all students."

Abilene project's director, said that rates for high-speed access are likely to drop in the next several years as big commercial providers attempt to dispose of a glut of unused capacity on their fiber-optic networks. When that occurs, institutions that have already established connections to the high-speed networks will enjoy that service at little cost, which would further widen the disparity with institutions that do not have high-speed network access, he said.

"For the have-nots, the problem is going to get worse," he said. He added that have-not institutions "better make it happen" as soon as possible.

In addition, university officials should be prepared to pay top dollar for members of their technical-support staffs, because of a nationwide shortage of information-technology workers, Mr. Miller said. In some cases, a senior information-technology official could command a higher salary than a college or university president, he said. The high salaries of information-technology workers can generate "jealousy and antagonism" at a university, he warned.

Larry L. Smarr, director of the National Center for Supercomputing Applications at the University of Illinois at Urbana-Champaign, told the audience that the World-Wide Web is a tremendous bargain for universities.

Approximately 1,000 new Web sites are added each day, he said. A university connected to the Web pays nothing for this information or for the continual

addition of more sites and more information.

"Your faculty and students are enriched by that thousand new servers a day," at no additional cost to the university, Mr. Smarr said. "You're going to see the benefit side of the curve as well as the cost side."

The Web also gives researchers at all institutions equal access to sophisticated scientific tools, from data bases to unique scientific instruments that can be operated by remote control from universities hundreds or thousands of miles away.

On the Web, there is "no difference" between top research universities and second-tier institutions, Mr. Smarr said. "You have a completely new playing field."

On the conference's second day, university officials broke into three working groups to draft policy recommendations for use of the Internet in research, teaching, and extension by EPSCOR universities.

The group on research recommended that the federal government work to make the Internet "transparent to geography" by helping all universities to connect to "They have very little to do with most of what goes on on campus," Mr. Dennison said. Federal programs in networking should take instructional needs into account, "not just research," he said. An exception, he said, is the Internet 2 network, which is also being developed by UCAID, and which does allow instructional uses.

"We need an A.U.P.-free zone," said Joel J. Mambretti, director of the International Center for Advanced Internet Research at Northwestern University. An A.U.P., or acceptable-use policy, governs the types of traffic that are allowed on a network.

Mr. Dennison also said that states should commit to spending money on computer hardware and network technology on university campuses. As an example, he cited Virginia Tech, which budgets enough to replace computers every four years. "Even when they don't provide salary increases, the equipment fund is there," he said.

Unwillingness on the part of some professors still holds back the use of information technology at some institutions, Mr. Dennison said. "We still have large pockets of resistance on the campus."

high-speed portions of the network, said Albert H. Teich, the group's spokesman. Mr. Teich is director of science and policy programs at the American Association for the Advancement of Science.

Financing for the federal interstate highway system could be used as a model, Mr. Teich said, noting that local governments share the cost of building interstate highways with Washington. Similarly, he said, the federal government should take the lead in extending the Internet to all universities, but state governments and universities should also be required to contribute.

"The cost is excessive for many of us," said Joe F. Thompson, a professor of aerospace engineering at Mississippi State University who is also a member of the presidential advisory committee, during the working-group meeting. "It is yet an unresolved issue."

But not all universities have faculty members who can make good use of high-speed Internet connections, said another participant. "It's somewhat like building a field of dreams," he said. "Having the patience to wait for the players to show up is going to be an Changing instructional patterns "causes a great deal of resentment," he said. "We need a new approach to all of this."

That new approach, he said, should include professional-development programs for faculty members that teach them how to use information technology.

"The faculty themselves are having a very difficult time thinking about different ways of instruction," said Christine M. Reed, associate dean for graduate studies and research at the University of Nebraska at Omaha, during the meeting of the working group on research.

In some cases, posting their materials publicly on the Web may prod faculty members and students into producing work that is of higher quality, participants said. Leonard K. Peters, vice-provost for research and dean of the graduate school at Virginia Tech, recalled that some faculty members there opposed the university's decision to post all student dissertations on line. The faculty members, he said, argued that the students' work wasn't of sufficient quality.

"When I heard that, I said, 'Boy, I'm glad we're putting these on line,'" Mr.

important policy issue that we will have to deal with."

The research working group suggested that universities could build support for high-speed connections at institutions by convincing lawmakers that cutting-edge network technology will promote economic growth and create new jobs.

Moreover, Mr. Teich said, universities that already are connected to the Internet would benefit from the addition of EPSCOR institutions. "The more nodes that a network includes, the more valuable the network is to everybody," he said.

"Access is a critical issue," said Montana's Mr. Dennison, the spokesman for the working group on teaching.

Current projects to expand the Internet's capacity largely ignore the network's uses for teaching, Mr. Dennison said.

For example, he said, two initiatives to add high-speed segments to the Internet focus on research uses — the National Science Foundation's very-high-performance Backbone Network Service, or vBNS, and UCAID's Abilene high-speed network.

Peters told the working group on teaching.

University outreach programs, such as agricultural-extension programs and other community services, also are largely ignored in discussions about the future of the Internet, said J. Scott Hauger, spokesman for the outreach working group. He is research-competitiveness director at the American Association for the Advancement of Science.

The working group recommended that federal agencies take into account university-outreach programs — such as those that assist farms and small businesses — when awarding networking grants. Federal agencies also should focus on extending the Internet so that it reaches disadvantaged people, such as those in many American Indian communities, the inner cities, and poor rural areas, Mr. Hauger said.

Moreover, he said, the National Science Foundation and the **Education Department** should sponsor social- and behavioral-science research to investigate why some cultural groups use information technology less than others.■

24. Chronicle of Higher Education

October 23, 1998

Tenure Will Be Harder to Get, Experts Say, but It Won't Disappear

By DENISE K. MAGNER
CAMBRIDGE, MASS.

Few colleges will eliminate tenure in the next 15 years, but many will become stingier about offering it and more creative in finding alternatives to it, according to experts who hashed out the issue at Harvard University this month.

Organized by Harvard's Project on Faculty Appointments, the special briefing brought together academics and journalists to talk about whether tenure is needed, and whether it is likely to continue.

Many of the public's criticisms of higher education "get encapsulated as the overindulgences of the faculty," said Richard P. Chait, a professor of higher education at Harvard and director of the Project on Faculty Appointments. "And tenure is the bull's-eye." Supported by a \$1.9-million grant from the Pew Charitable Trusts, the project is intended to disseminate research on the academic career through case studies, electronic data bases, seminars, and briefings.

Mr. Chait said that dramatic changes in the faculty employment picture had taken place "without a frontal assault on academic tenure." He pointed to a doubling of part-time faculty members in the last 25 years, and a 42-per-cent increase in the number of non-tenure-track professors.

The University of Central Arkansas is among the institutions looking for alternatives to tenure. At the briefing, Winfred Thompson, the university's president, described his institution's solution. Beginning in the fall of 1999, newly hired professors will be able to choose the traditional tenure track or opt for a three-year, rolling contract that will provide them with a higher salary than the tenure track.

"I do think tenure is important, and academic freedom is important," Mr.

At this month's briefing, tenure came under fire from such critics as Lamson Rheinfrank, Jr., a businessman and former trustee at Williams College, and Colorado State Sen. Ken Arnold. Both dismissed tenure as lifetime employment and contended that it had weakened the quality of higher education. They predicted tenure's days were numbered.

"There isn't a president I've talked to — off the record — who believes that tenure is needed today for academic freedom," Mr. Rheinfrank said. He said that the First Amendment protects the free speech of college professors, and that tenure was simply a "smokescreen" for job security.

Both professors and presidents came to tenure's defense, however.

John B. Duff, president of Columbia College Chicago, which recently adopted a tenure system, said: "I've been in higher education for 40 years, and I'm more convinced about tenure's necessity than ever." His college's governing board, however, took some persuading when he Thompson said. "And yet tenure is like our criminal-justice system. All the protections are supposed to protect the innocent. But the ones who actually draw the protections are often the least-productive faculty."

Medical schools are ahead of most institutions in reconsidering tenure. Because they are heavily dependent on patient-care revenues to support their operations, medical schools are increasingly appointing people to non-tenure-track positions, especially clinical faculty slots, said Robert F. Jones, associate vice-president of the Association of American Medical Colleges. And medical schools are limiting the financial guarantees associated with tenure, he said.

At the University of Kentucky, for example, Mr. Jones said, tenure

first proposed that tenure be introduced at the college. "The board reacted as if I'd proposed we introduce cholera," he said.

But the college set up a tenure system that gives the board some flexibility, Mr. Duff said. For example, the college can fire a professor under the policy after he or she has received two negative evaluations.

"Most colleges can't attract the topnotch professors without tenure," Mr. Duff said. "That's just a fact."

Some of tenure's supporters questioned how the concept could be perceived to have failed when American higher education is the envy of the world.

"Most quality institutions have tenure," said Irwin H. Polishook, a professor of history at Lehman College and president of the Professional Staff Congress, the faculty union of the City University of New York. "They haven't adopted it because they wanted to make the institution worse. They adopted it because they wanted to make it better."

guarantees a salary of only \$42,000 for clinical faculty members — those whose primary work is not research but patient care and teaching. The rest of a clinical faculty member's pay would come from patient-care revenues, which can be considerable.

Still, Mr. Jones said, medical schools are not eliminating tenure. "Come back here in 20 years, these same medical schools are going to have a tenure system," he said. "But it's going to be radically redefined."

He added: "It's not possible for schools to compete without tenure. You don't want to be the one to go out there and abandon tenure. You'd have to have every medical school get up and collude that they're going to abandon tenure, and the key word is collude." ■

LOCAL

25. The Washington Post

10/19/98; Edition: FINAL; Section: Metro; Page B01

Teachers' Must-See TV

In Md., Needed Training More Accessible

By Lisa Frazier
Washington Post Staff Writer

Facing new guidelines that require teachers to get fully certified or get out of the classroom, the Prince George's County school system is using computer technology to provide teachers the extra training they need without the expense or inconvenience of commuting to a university.

For the first time, county teachers can take college courses after school or on Saturdays at several high schools via interactive television, which allows an instructor to teach at one location and communicate simultaneously with groups at as many as four different sites.

"It is an innovative way for the school system to assist our provisional teachers in becoming fully certified," said Susan Hubbard, a school system spokeswoman. "It's cost-effective because we can have different classes taught by one individual."

The need to help teachers get certified is critical in Prince George's, where 14.4 percent of the 7,259 teachers hold provisional certificates because they lack the required course work or have not passed the National Teachers Examination. That is the second-highest number of provisional teachers in

In the Bowie classroom, the teachers sat behind conference tables arranged in three rows. They spoke to the teacher through tiny microphones at each seat. Large television screens in the front and back of the class broadcast a tight shot of Norman and the class at Oxon Hill, while the television screens at Oxon Hill showed the students at Bowie.

Throughout his lecture, Norman paused to ask and answer questions from the teachers at the Bowie site.

Eighty teachers are enrolled in the six interactive television courses offered this semester, said Maurice Early, the system's coordinating supervisor of staff development.

Some of the classes are broadcast at the same time to four high schools: Bladensburg, Bowie, Oxon Hill and Suitland.

Maryland, according to state data. In Baltimore City, 17.4 percent of the teachers are provisional.

Those figures do not include the teachers hired this year, and state officials say they expect the percentage of provisional teachers in both districts to go up.

Under state rules that go into effect in January, teachers will be allowed to renew a provisional certificate — good for a year — only four times. Those who have not passed the National Teachers Examination will be allowed to renew their provisional certificates only twice.

Talitha Simeona-Moon was hired on a provisional certificate this summer to teach first grade at Phyllis E. Williams Elementary in Upper Marlboro. Though she recently graduated from college in New York with a master's degree in education, she lacked certain special education courses that are required in Maryland. She also has not taken the National Teachers Examination because New York administers its own test, which she passed.

Through Prince George's County's interactive television program, she is able to take a special education course for just \$120, which could have cost five times more at a university. The class, "Teaching

The school system also has made arrangements with Prince George's Community College, Coppin State College, Bowie State University and Trinity College, which all offer education courses at night and on weekends and at a reduced rate for county teachers.

To help teachers with the National Teachers Exam, the county bought a new computer program that gives a sample test and provides specialized help in problem areas. Computer labs at sites throughout the county are equipped with the program.

Despite the county's efforts, Assistant State Superintendent Lawrence E. Leak said he is concerned that Prince George's continues to hire large numbers of provisional teachers.

The system must become more aggressive in recruiting teachers who

Children With Special Needs," is offered Mondays from 4:30 to 7:30 p.m. at Bowie and Oxon Hill high schools.

"I think this makes it easier," said Simeona-Moon, who drives from her school in Upper Marlboro to Bowie in less than 10 minutes.

Christine Grodt, who teaches music at Kingsford Elementary in Mitchellville, also enrolled in the course at Bowie to get half of the six credit-hours she needs to attain full accreditation. She returned to the profession full time this year after a 25-year break. Her certification expired in 1983.

"I'm so tired by the end of the day, it's easier for me to buzz here than to have to go to one of the campuses and deal with the parking problems," said Grodt, who lives in Laurel.

Grodt and Simeona-Moon gathered one recent Monday in a classroom at Bowie High School with 18 other teachers, all linked to their instructor by television. The instructor, Mark Norman, coordinator of the special education wing at Arrowhead Elementary in Prince George's, was at Oxon Hill High School, where 16 teachers were gathered. He rotates each week from Oxon Hill to Bowie.

already have the proper credentials, said Leak, who heads the state's Division of Certification and Accreditation. He acknowledges that a national teacher shortage has hampered the system's ability to attract teachers. But the system has to improve working conditions for teachers, find more creative ways to bring talented young people to the profession and offer a more competitive compensation package.

The state will help in that effort, he said, with an incentive plan that state School Superintendent Nancy S. Grasmick will propose later this month to draw fully certified teachers to "high-risk" schools that often have a difficult time attracting such teachers.

■

26. Seattle Times

October 19, 1998

Money for new teachers will hardly reduce class sizes

by Jolayne Houtz
Seattle Times staff reporter

It's not much, but it's a start.

Washington education leaders say money available to hire an estimated 275 new teachers in this state as a result of this week's congressional budget agreement won't mean a dramatic reduction in class sizes, but they're grateful for the money anyway.

"Shoot, every little bit helps," said Dwayne Slate of the Washington State School Directors' Association, which represents school-board members.

"The general feeling is, 'Good for Congress. They finally realized education is on the radar screen.'"

School districts in King and Snohomish counties would receive slightly less than a quarter of the state's allotment next year to hire new teachers for first- through third-grade classrooms, according to estimates from Sen. Patty Murray's office.

The new money is intended to target those districts with high poverty levels and those with high rates of growth. But with a total of 296 school districts in the state, the 275 new teachers inevitably will be spread thin.

The total \$1.1 billion initiative, sponsored by Murray, is being called a down payment on a long-term plan to hire and train 100,000 new teachers nationwide and reduce class sizes to a ratio of 18 students to one teacher in the

"Class size has a big impact in terms of how we attend to our students, particularly in the early grades," state

earliest grades.

Though details still are being ironed out before Congress votes on the final budget agreement next week, here's how it is expected to work, according to Murray's office:

Money would be sent directly from the federal government to school districts.

Districts would be required to spend about 80 percent of the money on new teachers, while about 20 percent could go to improve teacher quality. That could mean new money for teacher recruitment, to pay mentor teachers, to help uncertified teachers get their credentials or other initiatives.

If districts already have an 18-to-1 student-teacher ratio in their schools, they can use the money to further lower class sizes in those grades or hire more teachers for kindergarten or upper grade levels.

The money cannot be used for creating space for these new teachers, renovating schools or constructing new ones, or for supplies.

The money under discussion now is only for the next year, and some state and district officials worry about being stuck with the continuing costs of the new teachers' salaries and benefits if Congress doesn't come through with more money in the future.

There likely will be a provision allowing districts to hire the new teachers on one-year contracts, so if the money Deputy Superintendent Jim Coolican said. "That's when we teach them to read. Later, they're reading to learn," he said,

dries up, they could be laid off, congressional staffers say.

"The impact will depend on how many teachers we get," said Bev Cheney, a spokeswoman for the Kent School District. Equally important is making sure the initiative to lower class size is coupled with the training and support for teachers "to do it right," she said.

Indeed, research shows just lowering class size by a few students doesn't have the impact parents might assume. Studies show student-teacher ratios have to drop to 15-to-1 or lower before there are measurable differences in student achievement. Even then, not all researchers agree lowering class size produces any real results in the classroom.

But Washington has the fourth-highest class sizes in the nation. The average regular-education class in Washington has 29 students, compared with a national average of 25, according to the U.S. Department of Education.

Simply to bring Washington's classes in line with the national average, the state teachers union says the state would have to hire more than 9,000 teachers.

It's a hot issue with parents, too. Reducing class sizes consistently ranked as the top issue in surveys conducted last spring of parents and educators by the state Office of the Superintendent of Public Instruction.

and missing that first critical step means academic trouble later. ■

27. Seattle Times

October 19, 1998

UW's ambitious effort to promote diversity

by Marsha King
Seattle Times staff reporter

Nora Laughlin had her heart set on the University of Washington - so set that she didn't apply anywhere else.

The high-school senior was fairly confident her academic record was good enough to win admission. She had an above-average 1,110 SAT score and a respectable 3.34 grade-point average from Seattle's Blanchet High School, considered by the UW as one of the

tougher-grading schools in the state.

But, this year, all that wasn't good enough. The UW put Laughlin on a waiting list and ultimately rejected her. Now she's attending Shoreline Community College.

At the same time, another young woman from a different high school got in, but ultimately chose not to attend the UW.

She had lower academic qualifications: a 1,080 SAT score and a

3.03 grade-point average.

Both young women had extracurricular activities. Both came from homes with at least one college-educated parent.

But Laughlin is white, and the other woman is black. Both women were in a pool of UW applicants who came up for review because their test scores and grades, though good, weren't high enough for automatic admission.

In that review process, identifying

oneself as a minority can be worth extra points. Most minorities don't need that credit to win admission, because they get in based on grades, test scores and other factors. But at the academic margins, race is a factor.

That's OK with Laughlin.

"I think diversity is important," she said. "I would probably do the same thing: choose a minority over myself."

But it's not OK with lots of other

people, and such policies are one reason Washington voters face an initiative that would end the way affirmative action is practiced in this state.

Of the state's six four-year colleges, the UW is the place where efforts to diversify are most significant and where debate over the use of race in admissions rings the loudest.

Today, in the second and final part of "Equality on Campus," a Seattle Times

research project zeroes in on the UW. The report looks at the school's "grid," where some of its freshman applicants compete for admission - and where points are given for race.

And it takes a close look at the UW's graduate schools - who gets in, who doesn't and how these two programs are reacting to Initiative 200. ■

28. Sacramento Bee

October 19, 1998

A plan to shake up schools: Prop. 8 would give parents control of curriculum

By Janine DeFao Bee Staff Writer

With a single punch at the voting booth next month, Californians could radically change the way their public schools are run.

Gov. Pete Wilson's Proposition 8 would affect school governance from the state level down to individual schools, with the creation of both a statewide chief inspector of public schools and parent-led councils that would control curriculum and budgets at each school.

The initiative also promises permanent funding for class-size reduction in the primary grades, changes in teacher qualifications and mandatory expulsion for drug possession.

Critics have called it a grab bag of unrelated and unneeded changes being pushed by an outgoing governor who couldn't get his agenda through the

Wilson contends, however, that the new office is needed as an independent source of information on the schools that would be "isolated from political influence."

Proponents also point out that the initiative requires that the inspector be funded by shifting money from the California **Department of Education**.

But the department's state general fund budget this year is \$25 million, and additional funding, such as federal money, is earmarked for specific purposes.

Department spokesman Doug Stone said losing more than half its budget would threaten the department's ability to carry out mandates such as administering and publishing results of the new statewide achievement test.

On the local level, the initiative would require creation of "school-site governing

Legislature. They point out that the proposed law only could be changed by another initiative or a four-fifths vote of the Legislature, plus the governor's signature.

But Wilson, the initiative's sponsor, defends it as "something that will very substantially focus the public's attention and parents' attention on both the strengths and weaknesses of particular schools and allow them . . . to demand improvement."

Those strengths and weaknesses would be outlined by the chief inspector, whose office would collect data on schools and annually rank their quality.

The inspector would be appointed to a 10-year term by the governor without Senate confirmation. All major gubernatorial appointments now require such confirmation or are balanced by councils" at each of the state's 8,000 schools. Two-thirds of the council would consist of parents, elected by other parents, with the rest made up of teachers chosen by their peers.

The councils, in consultation with the principal, would set each school's curriculum and spending — usurping major roles of elected local school boards.

Principals also would be given the power to remove any employee, including teachers, from their schools, but not the ability to dismiss them from the district altogether.

Critics of the initiative have questioned whether parents have the know-how to make curriculum and budget decisions and say the councils would not be accountable to the general public. They say setting curriculum at school sites would undermine the state's

legislative appointments to the same body.

Neither the inspector's salary nor the size of staff is specified, but the legislative analyst's office estimates that the new office would cost \$15 million to \$20 million of the initiative's estimated \$60 million price tag.

"It would simply add another layer of bureaucracy to the already cumbersome system we have in place," complained Rosaline Turnbull, president of the State PTA, among the education groups opposing Proposition 8.

Currently, state education issues are the purview of the elected superintendent of public instruction, the State Board of Education appointed by the governor, the Legislature, the governor himself and his secretary of child development and education.

new academic standards.

But Wilson argues that the standards still would serve as a basis for curriculum development. Furthermore, he said, "what makes for a good school are two key ingredients: a strong principal and parents working with that strong principal."

San Juan Unified parent George Osborn agrees.

"I'm a strong proponent of local control, and you can't get much more local than the school site," said Osborn, who heads the Sierra Oaks PTA with his wife, Cheryl. He thinks school administrators would provide "lots of guidance" to parent-teacher councils.

While he supports parent involvement, Sacramento City Unified Superintendent Jim Sweeney said he is "terrified" of having curriculum set at individual schools.

Sweeney blames the district's low reading scores on the fact that its schools were using at least five different reading programs. Many students changed schools and had little consistency in instruction.

Sacramento City now has a single, districtwide reading program — with related teacher training measures — and is headed in that direction in math.

Stanford education professor Michael Kirst said he thinks school governance in California needs to be re-examined, but said the initiative's "piecemeal" approach is not "the way to go."

"That's the penchant in California of sticking widgets into the system without thinking about the whole system and how it should interact," said Kirst.

A Field Poll last week showed the initiative's support at 48 percent, with 29 percent opposed and 23 percent undecided.

Also last week, the "No on 8" campaign launched \$2.8 million in television advertising.

By Sept. 30, the campaign had raised nearly \$3.7 million, with all but \$140,000 coming from the California Teachers Association.

Other opponents include the Association of California School Administrators, the California School Boards Association, the California Democratic Party, Democratic gubernatorial candidate Gray Davis and incumbent state schools chief Delaine Eastin.

Proposition 8 backers include the

California Business Roundtable, California Republican Party, Republican candidate for governor Dan Lungren and Eastin's challenger, Gloria Matta Tuchman.

That campaign had raised \$1.7 million at the end of last month.

Wilson contends the teachers union is bankrolling the opposition because it fears subject-matter testing of teachers and use of student test scores in teacher evaluations, both of which are included in the measure.

"How many hoops do you want teachers to jump through?" asked CTA spokeswoman Tommye Hutto, who said because the state already has a teacher shortage, her organization is focused on retaining teachers, rather than changing the requirements to become one. But she said CTA also opposes many other elements of the initiative.

One provision on which opponents have had little to say is the initiative's creation of permanent funding for the state's popular class-size reduction program.

Supporters say the state commitment is needed because local districts are making long-term changes — like adding classrooms — to accommodate classes with 20 or fewer students in kindergarten through third grade.

Initiative critics say the program is in no jeopardy.

Last year, 84 percent of K-3 students were in the smaller classes, at a cost of \$1.2 billion.

But aside from its popularity with

parents and teachers, the state has no proof that the hastily implemented reform works.

"That's very bad public policy to push forward with class-size reduction without better knowledge of the potential effects," said Eric Hanushek, a University of Rochester economics professor who argues that teacher quality is more important than class size.

Even Jeremy Finn — author of the nation's most thorough research on class-size reduction, in Tennessee, and one of its strongest supporters — has reservations about codifying smaller classes across the board.

"You're tying the state into paying for something that's a good thing, but that isn't needed across the state," said Finn, who said California should instead consider making small classes permanent in poor schools, where the benefits are the greatest.

The initiative also would require mandatory expulsion for drug possession at school. Current law calls for expulsion unless administrators find it inappropriate.

"(Proposition 8) is a hodgepodge that doesn't systematically help us improve public education," Eastin said. "California needs to stop lurching from one new gimmick to another."

But initiative spokesman Mitch Zak said it is needed "to put the system on a quality course and make public schools accountable to parents and, most importantly, students." ■

29. San Francisco Chronicle

October 19, 1998

California Gets Budgetary Boost for Education

With billions of dollars in new spending flowing for everything from education to immigration reforms to the high-tech industry, the \$500-billion budget deal struck in Congress this week is laced with sustenance for California — even if critics say some of it looks like table scraps.

The accord's centerpiece is \$1.1 billion to hire more teachers and reduce class sizes. State education officials expect roughly \$129 million of that to go to California, which translates to salary and benefits for approximately 3,500 teachers in the first year. Much of that is expected to go to poor, urban schools.

That could give a boost to a popular

state program begun in 1996 that limits class size from kindergarten through third grade to 20 students. The program reaches 84 percent of all public schoolchildren in those grades and has drawn raves for allowing teachers to spend more one-on-one time with students.

But how helpful the money will be remains to be seen. Cutting class size is an expensive proposition that requires an army of new teachers and additional classrooms, which are in scarce supply on many urban campuses. Officials estimated that expanding the state class-size program to fourth grade could cost from \$300 million to \$500 million a

year.

Also, some critics complained that not a penny of the education money can be spent on new schools, a dire need in California.

For after-school programs, California could expect to get \$20 million of \$200 million tentatively approved, the result of a bill sponsored by Sen. Barbara Boxer, D-Calif.

A final vote has been put off until Tuesday while the budget's details are nailed down and reviewed by lawmakers. Congressional aides scurried Friday to decipher legislation that will run thousands of pages once it's printed, sifting out details on how each state

fared.

The agreement calls for funding increases for a variety of programs particularly important to California, but it is not yet clear exactly how much of the new money will go to the state. The overall figures include:

- A \$350 million increase in funding for prevention and treatment of AIDS, with special emphasis on minority communities.

- \$871 million for a summer jobs program, which helps get youth off the streets in urban areas.

- A \$524 increase million for programs designed to enhance educational opportunities for Hispanic Americans.

- \$585 million to reimburse states for the cost of incarcerating criminal illegal aliens. Last year, 45 percent of this entire fund went to California, which has more illegal immigrants than any other state. Still, California's share of that money has decreased as other states apply for funds, officials said.

An additional \$80 million for customs service and border patrol the on Southwestern border and \$10 million more for processing work by the Immigration and Naturalization service was also included in the final agreement, some of which certainly would flow California's way.

The deal also includes an extension of the research and development tax credit

that helps fuel innovation and create jobs. Strongly supported by Sen. Dianne Feinstein, D-Calif., and coveted by California's leading-edge companies, the tax credit expired July 1.

Other programs authorized included increased logging in a national forest north of Sacramento, \$2 million for Santa Monica Mountains land acquisition and a one- year extension of the off-shore oil drilling ban.

The deal left noticeably unresolved one of the most contentious issues on Capitol Hill this year, as well as one with a potentially huge impact on California — how the 2000 census will be conducted.■

30. Dallas Morning News

October 19, 1998

Foreign students' numbers rise at community colleges

Administrators look to improve diversity and increase income

By Jayne Noble Suhler and Ed Timms
The Dallas Morning News

Foreign student enrollment at community colleges is flourishing at a time when it is stagnating at other institutions of higher education.

In Texas, the number of foreign students enrolled in two-year colleges has increased by more than 25 percent since 1993. Nationwide, foreign student enrollment reported to the Institute of International Education has increased from 61,278 in 1993 to 73,443 in 1997 -

Many community colleges are actively recruiting foreign students to make campuses more ethnically diverse and help pay the bills. In Texas, for example, international community college students pay about twice the tuition of local residents.

Delaware County Community College in suburban Philadelphia is in an area with many immigrants, said Paul McQuay, director of international students.

Many of these residents are in need of the same training in English and work skills that international students are seeking. The international students help defray the cost.

"It helps increase that critical mass and quite frankly pays some of the bills and diversifies our campus," Dr. McQuay said. "So, we work with our international students, bring them here, transfer them

almost a 20 percent increase.

Part of the increase can be explained by more comprehensive reporting by community colleges, said Todd M. Davis, director of research for the institute.

But international students also are making "more savvy use of our higher education system . . . especially as some Asian economies are being pinched," he said.

For many foreign students, community colleges offer inexpensive, small classes and often specialize in the kind of on to other situations after they've been with us for two years."

Four-year-colleges and graduate programs also seek foreign students, but tight finances and increased competition from universities in other countries is making that more difficult. Australia, for example, is luring away many Pacific Rim students that once might have come to America's four-year colleges.

Many community colleges now have international exchange programs and send officials overseas on recruiting drives. Most have sites on the Internet that provide information to international students.

Word of mouth also brings the students to community colleges, said Stephen Mittelstet, Richland's president. He said the school has a good reputation among people in the multi-ethnic neighborhoods surrounding the

intensive English or job-skills training they are looking for. The community college experience also can ease the transition to a university or a job.

"If we go to community college, we can practice English, learn about the culture, we can get attention, we learn what is expected," said Hema Chilakabadi from India, who is studying English and computers at Richland College in Dallas.

northeastern Dallas campus.

"One thing we've found is that if they have a good experience, they tell their friends and family." Dr. Mittelstet said.

Richland offers a mentoring program for international students to converse with older, American students to learn English and about the culture.

Dong Lee, 34, is learning English at Richland and is in the mentoring program. He already has earned a bachelor's degree in South Korea and plans to seek a master's degree in theology from SMU.

Mr. Lee said he is at Richland because he thought he wouldn't get the same level of attention at a four-year university.

Most community colleges have agreements with four-year institutions that allow students who obtain an associate's degree to automatically transfer.

"About 90 percent of our [international] students are transferring on to a four-year university," said Karen Brucks, international admissions specialist at Lansing Community College in Michigan, where the number of international students has roughly doubled since 1994.

"And with the global economies being as tight as they are - that has been more of a selling point for community colleges," she said.

The role of foreign students in U.S. higher education is a sensitive issue, especially at the graduate level. Foreign students receive more than half of the nation's doctoral degrees in science and engineering fields. Some critics charge that universities are educating foreign students at the expense of U.S. minorities, and are helping them finance their educations with taxpayer dollars.

Critics also charge that many foreign students have no intention of returning home after completing their education on a "temporary" student visa but instead find a way to stay in the United States.

Complicating efforts to identify real issues and misperceptions is a lack of

hard numbers.

Dr. Davis, the institute research director, said that currently there is "no solid . . . national data collection system" that keeps track of what foreign students do and where they ultimately go.

"No one, as far as I know, has any problems with someone . . . coming to the United States because they want to learn to speak English," Dr. Davis said. "No one has any problems, as far as I know, with students from any country coming to this nation because they want a high-quality education."

"Where people do have some concerns - and where, unfortunately, we don't have the high-quality data that allows us unambiguously to address the issue - is when individuals seek employment after having stated that they're here . . . for the purposes of education."

As part of immigration reforms mandated by Congress in 1996, the Immigration and Naturalization Service developed a computer-based tracking system for international students. A pilot program involving 22 U.S. institutions, including community colleges, is underway.

"Under the current system, a student can arrive in the United States and disappear, and there's really nothing the school can do about that," said Ms. Brucks, the admissions specialist at Lansing.

The level of monitoring being tested in the pilot program could ultimately provide officials with a more accurate picture of where foreign students are and what they do, Dr. Davis said.

For many educators and government officials, the goal is to balance national interests with the benefits that foreign students represent.

Community college educators say that their first responsibility is to residents and taxpayers. But part of their mission is to create an atmosphere that prepares people to live and work in a global community.

"Our first and foremost responsibility is to our community . . . but we're also going to do all we can to help those from other countries," said Brian Barrett, associate director of admissions at Tarrant County Junior College. ■

31. Ft. Worth Star Telegram

October 19, 1998

High dropout rate alarms Hispanic groups

By Michelle Melendez
Star-Telegram Staff Writer

FORT WORTH — Hispanic students are twice as likely to drop out of school as Anglos, and they frequently do so before completing the 10th grade, local and national studies indicate.

"Knowing that the dropout rate in the nation is so high for Hispanics, we're constantly aware of what we must do to lower it in Fort Worth," said Juanita Silva, associate superintendent of the Fort Worth Independent School District. About 40 percent of the district's 78,000 students are Hispanic.

Silva said that many local Hispanics leave school for the same reasons as other students: to work, or because they have become involved in gangs, become pregnant or failed the Texas Assessment of Academic Skills test required for graduation.

The best form of prevention, she said, is to raise expectations, help them succeed in class and provide them with ways to hold jobs and stay in school.

Fort Worth reported an annual

Hispanic organizations lament the high dropout rate, and warn that it threatens to create an "economic apartheid" for a rapidly growing segment of the U.S. population.

Census statistics in 1996 showed that 30 percent of Hispanics between the ages 18-24 had a high school diploma, compared with 1.7 percent for Anglo students, 2.5 percent for blacks, 1.8 percent for Asians and 6.2 percent for Native Americans in grades seven through 12.

But a new Fort Worth district study found that more than 50 percent of all ninth-graders who started high school in 1993 and 1994 dropped out before graduating. The ongoing study will examine the rates for each ethnic group, as well as why students are quitting school.

Some of the same causes and solutions cited by Fort Worth observers were outlined in a report to U.S. Education Secretary Richard Riley this year from the Hispanic Dropout Project, a commission appointed to study the issue.

of 16 and 24 had no high school diploma, four times the percentage of Anglos and more than twice the percentage of blacks in the same age group.

Native Americans are the only ethnic group that appears to have a greater percentage of high school dropouts.

"Almost all left because no one had established individual relationships with each of them, communicated high academic expectations to them and provided them with meaningful opportunities to achieve those expectations," said William Secada, a professor at the University of Wisconsin-Madison who headed the project.

Many national and local Hispanic organizations have made education a top priority on their political agendas.

After the February release of the project's report, titled *No More Excuses*, LULAC, the nation's largest mainstream Hispanic civic organization, publicly pledged to train its 110,000 members to tutor Hispanic students.

But few members of local Hispanic

organizations are doing what experts say is the single most effective thing to keep kids in school: working with individuals on a regular basis.

"We're trying to get more of our members involved," said Vicki Bargas, president of a local LULAC council. I just don't know if I'd be able to, with work obligations."

Bargas' LULAC chapter has adopted Worth Heights Elementary School. Members read to students occasionally, write to student pen pals and raise funds.

The Dropout Project report came after 2 ½ years of study, interviews and public forums in dozens of cities, including Houston and San Antonio. A recurring theme was that Hispanics and their culture need to be valued in the classroom.

"The everyday, in-school experience of too many Hispanic students failed to engage their minds," the report concluded, adding that speakers praised alternative and intervention programs where they were available.

The Fort Worth district and some organizations have started alternative schools and after-school tutoring programs.

The Gilbert Garcia Learning Center, an alternative school run by LULAC and the American GI Forum, once served many more dropouts than it now does, director Juan Cantu said.

"We only get \$14.85 a day from the district to put them in our alternative school," Cantu said. "It's not feasible when the salaries to staff the program cost \$50,000 a year."

Instead, the alternative school is primarily serving students sent there for discipline problems, for whom the district pays \$50 a day.

The LULAC youth councils at Trimble Tech and North Side High School are interested in starting a peer dropout prevention program, said Alberto Govea, deputy state director for Youth LULAC.

"What concerns me is we've been talking about the dropout problem for ages, but it hasn't improved," Govea said. "It's really time to get serious. If the dropout rate continues, our people are going to be subjected to economic apartheid."

On average, dropouts earned \$13,697 a year in 1996-97, compared with \$20,248 for high school graduates,

according to the U.S. Department of Labor.

Although few Hispanic group members are working individually with potential dropouts now, many help motivate students by speaking at career-day programs, donating books and clothes and sponsoring college scholarships.

"We do very little directly," said Rufino Mendoza of the Fort Worth Mexican-American Education Advisory Committee, which holds an annual art scholarship competition. "We don't mentor or do anything one-on-one on a regular basis."

Mendoza said local Hispanics instead try to influence school officials to hire more Hispanics and improve bilingual education and academics in general.

"Yeah, we need to do more — get people out into the community," said Joe Tijerina, president of the Arlington Hispanic Advisory Council. "I've had parents call me 'after' they've been told their kid can't graduate. Try to salvage that. The child ends up leaving school, saying they will finish later, and that child becomes a dropout." ■

32. Miami Herald

October 19, 1998

Teaching evolves to meet brain's abilities

Educators develop styles to capitalize on recent research

By ANALISA NAZARENO
Herald Staff Writer

To slow students' brains from a computer and music video rhythm to a novels and poems pace, Braddock Senior High English teacher Jeff Karpiak plays

Though educators have long sought ways to understand the mind in order to focus their teaching, more and more are turning to brain researchers for answers on how best to reach a diverse student body.

"There has been so much wonderful new research, which affirms those things we have known for a long time," said Karen Dreyfuss, who heads the teacher training program for Miami-Dade Public Schools.

The Dade schools system has offered teacher training courses on brain-based learning for three years in response to the educational trend of using brain research for insights into teaching practices.

classical music before the start of some of his classes.

To reach students with learning disabilities, Atlantis Academy elementary teacher Emily Perez helps them feel comfortable, letting them sit on the floor,

And school associations statewide have been holding sessions on brain compatible learning for private school administrators and teachers.

Fundamental facts

These are some of the basic concepts that educators are learning about "brain-based learning."

The brain creates microscopic connections to develop vision from birth to age 5, social attachment in its first year of life, and understanding of sounds and speech in the first two years of life.

Ages 5 through 9 are the optimal years for learning a second language.

The brain responds best when a person is challenged, but not threatened.

listen to music through headsets, use a laptop computer to take notes.

These are some of the things teachers are doing differently these days — a concept they call "brain compatible learning."

A good diet contributes to better information processing in the brain.

But because the idea of applying biological brain studies to teaching practices is relatively new, there is little information about how to put this information to practical use.

"One of the conundrums is that with all this brain research, educators are trying to learn if there is a specific approach, and there aren't many things telling us," said Kenneth Emerson, a policy analyst with the Education Commission of the States, which tracks education trends for state policy makers nationwide.

And so, in the absence of further

scientific studies, educators have been seeking out experts — consultants, scientists, child psychologists, education authorities — to guide them.

The experts are lecturing and producing educational computer programs for children, teacher-training videos and books.

New ideas mixed with old ways

Much of the advice bolsters familiar teaching practices, like showing students how and why to move what they learn from their temporary memory into their permanent one.

Some of it, like using computers and other technology to reach students more accustomed to a fast-paced world, are modifications of older theories that involve relating to children on terms they understand.

Education experts have mixed feelings on the issue.

"In the last couple of years I have seen more discussion on brain-based education, and so I'm optimistic," said Dale Parnell, a visiting scholar at the University of South Florida and professor emeritus at the Oregon State University, whose theory of "contextual learning" has had wide appeal among teachers seeking brain-based practices.

"The bottom line for the brain is being able to show the application of their learning from abstract to the real, from paper to practice. This moves the knowledge from short-term to long-term memory," he said.

Parnell's colleague, Howard Gardner, a Harvard University education professor, is less eager to extol the wonders of brain research.

"Educational institutions are overly enthusiastic about incorporating findings from brain research into classroom practices," Gardner said.

"In fact, you can almost never go from a brain finding directly to classroom practice. You need theories of learning and instruction, and these can't come from knowledge of the brain, even if you

know what every synapse is doing."

And though Gardner said he is leery of the brain craze, several educators have pointed to his theory of multiple intelligences as a guide for brain-based learning.

Seven distinct abilities

The multiple-intelligences concept has been around for more than a decade. Gardner's theory is that there are at least seven abilities or types of intelligences: logical-mathematical, linguistic, musical, visual, bodily kinesthetic, interpersonal and self-awareness.

He conceived the idea partly on evidence that a brain damaged in one part loses one function, but not others.

Professors and consultants embraced the idea and have been telling teachers that in order to make information relevant to different students, they should use varying teaching methods to trigger different parts of the brain.

The theory has been invaluable for educators dealing with students who have learning disabilities, said Tish Tepper, a co-director for Atlantis Academy in Kendall, which specializes in serving such students.

"We've got students who have dyslexia, attention deficit disorder, brain damage, dysgraphia; and it doesn't mean that they can't learn — it just means that we have to go at it from a different door," Tepper said.

Public school teachers said the concept offers hope for reaching students of varying skill levels in the same overcrowded classrooms.

"Because we have classrooms of 35 to 50 kids and you have a range of skills from low to high in each classroom, I have to use multiple inputs — whether it's video, music, something written, something read, getting kids to teach each other — because they all learn in different ways," said Karpiak, the Braddock High English teacher.

Putting theories into practice

Scientists say it's too early and too

difficult to determine what the latest theories will produce.

"Neuroscience has discovered a great deal about neurons and synapses, but not nearly enough to guide educational practices in any meaningful way," said John T. Bruer, president of the McDonnell Foundation, which funds scientific and educational efforts.

"The challenge is to define the behaviors that we want to teach, design learning environments to impart them and constantly test the educational efficacy of these environments," Bruer said.

And while educators have responded to the brain research, policy-makers have not reacted much to studies that show that brain growth is most rapid during infancy and early childhood, said Alan Stonecipher, co-director of the Governor's Commission on Education.

"Children need to be spoken to. They need a broad variety of activities. And in some cases, it's a use it or lose it situation," Stonecipher said. "If the young brain is not stimulated, then that function is diminished."

Stonecipher said legislators have resisted passing laws that would require child care providers to be better trained, mandate higher pay for care givers and reduce the adult-to-student ratio.

Educators are calling this period of time "the era of the brain." And the era is still young.

"There's a lot of potential and educators need an opportunity to see what those options are so they can very carefully and thoughtfully put the research into practical use," said Kenneth Emerson, with the Education Commission of the States. "There have not been any long-term longitudinal studies that would suggest that what they're learning from brain studies should be incorporated into the classroom in a drastic way."■

33. Miami Herald

October 19, 1998

College classrooms using more high-tech bells and whistles

ORLANDO — (AP) — In Kathleen Richardson's class, the blackboard is passe; the overhead projector, a bowling alley relic.

The University of Central Florida associate professor knows most of the 278 students in her concepts of chemistry class are there only because they must

take a science class to graduate. They're about as intrigued as children in a church service.

So before class on a recent Thursday,

Richardson clipped a wireless microphone to her jacket. She set up a computer to project a lecture outline onto four, strategically placed six- or 10-foot-wide screens.

When she talked about hydrogen, a picture of the ill-fated airship Hindenburg popped up.

When she talked about a famous chemistry experiment — a particle beam piercing a piece of gold foil — she rolled a video animation of what happens at the atomic level.

Teaching for the MTV generation? Yes. But it's also the wave of the future in classrooms.

A national trend

The push for "multimedia teaching" is nationwide, in part because of advocates' belief that, aside from helping keep students' attention, it also may improve learning by offering information in a variety of ways. Twelve percent of the classrooms at public universities now have such technology, said Kenneth C. Green, a visiting scholar at Claremont Graduate School who conducts an annual survey of college technology.

UCF is slightly ahead of the curve, having spent close to \$2 million since 1993 to renovate and equip each of its 30 largest classrooms.

Using a single key pad, instructors can control \$40,000 worth of equipment, including computers, videocassette recorders and overhead cameras. The same panel allows them to dim the lights or turn up the volume on a crystal-clear audio system.

More than a third of UCF's faculty has requested technology training. In about two years, UCF will complete a building in which all 28 classrooms are equipped for high-tech multimedia instruction.

Every classroom construction project under way at the state university system's nine other schools calls for some level of multimedia equipment, said Keith Goldschmidt, agency spokesman.

Top marks from students

Students give the gadgets high marks.

"It's better than just having a professor up there talking," said Lindsay Miller, 19, a UCF sophomore from New Jersey. "You don't have to take as many notes and, if you miss something, it's right in front of you."

Faculty say multimedia techniques are nearly a necessity if large classes are to work.

The first time Richardson taught her chemistry class, she struggled with an overhead projector whose image could be seen only from the first 10 rows.

"I vowed, 'Never again,'" she said. "How can you teach when students can't even see anything you're writing?"

An easy solution

In the souped-up classrooms, multiple projection screens can solve that problem.

Some educators say the technology has the potential to do more. They think it can improve the quality of material professors provide for classes. Instead of straight lectures with only a blackboard as a prop, professors can use video, audio, Internet resources and computer

applications in classes.

"If you're a professor, you'd rather go to the NASA Web site and pick up a live satellite feed of Mars than have students look at a 5-year-old picture in the textbook," Green said. "That's far more engaging for students."

UCF associate professor Joby Anthony said technology has helped him better explain geometry. Using animation software, he shows students how formulas change the shape and size of objects.

"You can't do that on the blackboard; it's static. Before, when I'd explain the change, my students would have to use their imagination," Anthony said. "Now I can show them."

Impact uncertain

Exactly what kind of impact the new gimmicks are having on student learning is less clear.

And there is skepticism that the new technology will revolutionize the college classroom, or if it will remain on the fringe, much as offering classes on TV did after its debut in the 1960s.

"There isn't a lot of research about the gains from all this, the value added," said Ed Neal, faculty development director at the University of North Carolina's Center for Teaching and Learning. Neal has spoken out against colleges moving too fast down the technology path.

"I think it's going to be a while before we know when this technology is a real benefit and when it has been a whole lot of hoopla about nothing." ■

34. Columbia (S.C.) State

October 19, 1998

Critics say districts' 'zero tolerance' too harsh

School boards should review individual cases

By LORI D. ROBERTS Staff Writer

It's been eight school days since a butter knife in his lunch box got a fifth-grader from Eastover into a pinch as tight as his new set of braces — braces that caused him to want to cut his banana rather than bite it.

Tonight, at a Richland District 1 disciplinary hearing, 10-year-old Christopher Woods and his parents will find out whether he will be out of school for two more days or the maximum of 180 days for bringing the knife to Horrell Hill Elementary School.

In Richland 1, the butter knife is considered a weapon, falling under the district's zero-tolerance policy. Bring a weapon to school, and you're expelled.

Other Midlands districts have similar zero-tolerance policies, policies that have landed a punch in homes where school discipline is not always a concern.

In less than six months:

A second-grader at Horrell Hill, was caught with a steak knife in her book bag. She will have a second hearing Wednesday.

A student at Dutch Fork High School

was expelled after voluntarily turning in a Swiss Army knife he said he accidentally left in his pocket. He was on a field trip in Georgia.

A 7-year-old Pelion girl sneaked her father's 9 mm semiautomatic pistol out of his truck's glove compartment and into her book bag. Expelled until the end of the school year last year, she's back in school this year.

Christopher Woods' mother, Kristina Drawdy, said her lawyer has advised her not to talk about her son's plight before Monday's hearing.

But parents and others opposed to zero-tolerance policies said they're too rigid. The policies leave no room, critics say, for the discretion that helps move beyond mistakes, and no chance for young people to tell the truth without suffering worse consequences than if they'd lied.

"We're angry," said Joyce Gilbert, whose son, Jason, was expelled from Dutch Fork High School when he turned over the Swiss Army knife.

"If a kid accidentally breaks policy, what can they do to avoid getting expelled?" Gilbert asked the District 5 school board last week during a public comment session.

"There is no answer to that question," she said. "A kid can't admit he made a mistake. Their only alternative is to hide it and to lie about it. That's not acceptable at our house."

Everyone wants it until ... In many districts, though, school leaders stand just as firm, consistently voting to expel all students who are caught disobeying the rules. To do otherwise would be to risk spates of school violence, sacrifice the integrity of the rules and ignore the public's demand for safe schools and equal treatment of all students, they said.

But others said having no flexibility in handing out punishment can limit a school system's ability to reason and, at the same time, can sacrifice the academic achievement of otherwise promising students.

"Zero tolerance sounds good to the public, and it plays well with the legislators, and I believe districts across the state are responding to the concerns of the community," said Evelyn Berry, executive director of the S.C. School

"The policy needs to change," said trustee Melinda Anderson. "Zero tolerance leaves us no choice. There needs to be some discretion."

Some flexibility. In Lexington 1, there is discretion. That school system's policy allows its board to take into consideration

Boards Association. "But I do believe if you're going to have zero tolerance, you can't have it in isolation. You have to look at the total child."

Zero tolerance can work if it is complemented by compassion, Berry said. But there also must be alternative programs, after-school intervention programs or allowances for school boards to impose the policy case by case, she said.

"It's not an easy call," Berry said. "Boards agonize over these decisions."

So do parents.

"I never realized it was such a black-and-white policy," Gilbert said. "If a kid makes a mistake and owns up to it, they might as well kiss their education good-bye, or they end up at the alternative school."

Gilbert's son, Jason, now attends an alternative school in District 5 of Richland and Lexington Counties. He could be readmitted to Dutch Fork in January.

Gilbert said she has been circulating a petition and has about 400 signatures. She's also handing out fliers. "We're trying to raise community awareness so that people understand this policy and the way it really works."

Gilbert said she was always aware of zero-tolerance policies but had never formed an opinion on them. "We always thought it was a tough policy. But we had never really seen it in action."

That's the Catch 22 inherent in zero-tolerance policies: Everybody wants equal application of the policy until it hits home and affects their children.

"Then they want special consideration given because A, B, C, D, and they'll give the reasons," Richland 1 spokesman Greg a child's age and disciplinary history.

"But we don't call it zero tolerance," district spokeswoman Mary Beth Smith said.

School boards also can overrule themselves, but usually they don't.

For example, Richland 1's policy

Plagens said. "Our reality is this: Be it a butter knife or a steak knife, it's an instrument that does not have to be in school. It's not required for an activity, and there is potential for harm, be it intentional or unintentional."

'Draconian approaches.' Zero-tolerance policies began to evolve in the early '90s, when more and more weapons came into school.

Nobody can really say that zero tolerance or similar policies have been effective. Gene Stephens, a University of South Carolina professor of criminal justice, isn't sure why anybody thought they were necessary.

"Count the number of incidents you've heard about compared to the millions of kids who go to school every day," he said. "It's not serious enough for Draconian approaches to it."

"People want to take out the discretion, and you can't take discretion out of human interaction," said Stephens, who teaches a class in crime prevention. "You've got to negotiate, mediate and talk."

In Richland 2, zero tolerance became a priority about four years ago, said Roosevelt Garrick, director of student services.

"We have safety right up there with academic achievement," Garrick said.

In the first year of zero tolerance, Richland 2 saw an increase in the number of expulsions. Since then, expulsions have leveled off, Garrick said. Last year, 147 students were expelled, compared with 138 the year before.

Earlier this year, some Richland 2 trustees tried to relax the policy to allow each case to be considered individually. However, the attempt failed in a 4-3 vote. allows its school board to decide how many days a child will be barred from school.

"When people say they want flexibility, we feel that there is flexibility," spokesman Plagens said. ■

35. Chicago Tribune

October 19, 1998

TENSION IN CLASSROOMS BRINGS GAY ISSUES TO FORE

By Janita Poe Tribune Education Writer

As attention focuses on the killing of a gay University of Wyoming student and the brutal beating last month of two gay

Chicago men, Chicago-area educators continue to grapple with how or whether to include education about gays and lesbians in high school curricula and

activities.

Many acknowledge that it is gay and lesbian students — more than African-Americans or other ethnic or

racial groups — who now seem to be the most likely targets of taunts or other harassment in school hallways.

Some schools, such as Whitney Young, Lane Tech and Marshall High Schools in the Chicago Public Schools, the Latin School in Chicago, the University of Chicago Lab School, Evanston Township High School, Wheaton Warrenville South High School and the Illinois Math and Science Academy in Aurora, have established student organizations for gay, lesbian and straight students in recent years.

At least two schools, Stevenson High School in Lincolnshire and Niles North High School in Skokie, have confidential support groups for gay students. And at least one school, New Trier High School, officially recognizes Lesbian and Gay History Month, a designation marked this month that began through national gay groups and has been recognized by a number of mayors and governors nationwide.

Still, most school officials say gay and lesbian education for school-age children remains a complicated and touchy issue, one that involves balancing the teaching of diversity and tolerance with the need to respond to the values of parents and school communities, the majority of whom believe that open discussions about homosexuality have no place in primary and secondary schools.

Beverly Tunney, president of the Chicago Principals and Administrators Association, said educators long have felt one's sexual orientation — particularly among adolescents who are in the most vulnerable stages of developing their own identities — is a deeply personal matter, not a subject for open discussion in

Like the groups recognized in Black History Month, Women's History Month and Hispanic Heritage Month — all widely celebrated events in most school districts — gay and lesbian activists say students need to learn about and appreciate the contributions of gay and lesbian people to society.

"For gay students, (Gay History Month) would definitely be important," said Marie Leger, 17, co-president of Spectrum, an organization established in

classrooms. Besides, officials say school districts must represent the views of their communities and, so far, few communities — or even students — have been open to school-sanctioned gay-awareness programs.

"Most schools do not have clubs for gay students because the community has not shown a need or support for them," Tunney said. "You have to be very responsive to your community."

"Most groups like this grow out of need. I would say if there are students who feel comfortable in identifying themselves in that manner, I think the school's need to respect the students' lifestyle and their desire for an alliance would be supported."

Most conservative and religious organizations go a step further in arguing that embracing gay curricula, programs and clubs is equivalent to proselytizing or endorsing a particular viewpoint or ideal.

Steven A. Schwalm, a senior analyst in cultural studies at the Family Research Council in Washington, D.C., said schools should protect the safety of all students but they should not openly support any forums that allow youths to discuss homosexuality.

"A school shouldn't have any clubs that endorse any kind of sexuality, period," Schwalm said. "That's not the time for that. The role of the school is to educate children in an accepted body of necessary knowledge for them to be successful and advance to the next level."

But whether there is parental or community support for gay clubs and activities such as Lesbian and Gay History Month, researchers and gay activists say homophobia is a serious problem in schools. Studies continue to 1996 for gay and straight students at the Illinois Math and Science Academy in Aurora. "By including their history in a part of their life that is as big as school, they would feel they are supported."

Miguel Ayala, a sophomore political science major at DePaul University who helped establish Whitney Young's gay organization when he was a student there, said some students encounter jeers such as "homo," "faggot" or "dyke" at school. But he said the larger problem for most

show that the dropout and suicide-attempt rates are at least three times as high for gay students as for straight students, and numerous reports reveal an ongoing problem of hate crimes against students and adults who are gay or perceived to be gay.

A funeral was held Friday for 21-year-old Matthew Shepard, the University of Wyoming student who died after he was beaten, burned and strung up on a fence in a robbery that authorities say was related to his homosexuality. And on Sept. 19, two gay men were beaten near Halsted and Addison Streets, an incident that police characterized as a hate crime.

A September survey by the New York-based Gay, Lesbian and Straight Education Network, GLSEN, found that while about 10 percent of all high school age children identify themselves as gay and lesbian, the majority of the 42 largest urban school districts across the country have no policies that protect gay teachers and students from harassment and discrimination.

Patricia Tomaso, a retired Chicago Public Schools teacher and chairwoman of the Chicago Teachers Union Human Relations Subcommittee on Gay and Lesbian Issues, said many communities do not support gay education and programs in the schools because they have not received adequate information about the profound problems of isolation, harassment and discrimination facing many gay and lesbian students.

"Anybody who cares about students in general would have to pay attention to these issues," Tomaso said. "I think a lot of schools think they do not have gay and lesbian students and faculty, but they do." youths is a feeling of isolation and lack of support. For instance, he said, some gay students have become truant or dropped out of school after their parents kicked them out of the house, and they did not feel comfortable talking to counselors or teachers about their problems.

"If you don't have a supportive environment you are less likely to go to school," Ayala said. "These clubs allow you to meet people like yourself as well as friends of the community." ■

36. Richmond Times Dispatch

October 19, 1998

City offers program for gifted pupils

Classes new option at middle schools

BY ROBIN FARMER
Times-Dispatch Staff Writer

Gifted youngsters enrolled in Richmond's public elementary and high schools can take certain classes to challenge their bright minds.

But parents of middle school pupils often found a gap, and many removed their children from the city's public schools.

Educators hope a new initiative that began this year will reassure parents of gifted adolescents that the city's middle schools can meet their needs.

The Gifted Academic Core Program uses 30 specially trained sixth-grade teachers in teams of two and four to teach math, science, English and social studies to gifted and high-achieving pupils. The academically rigorous program serves 300 sixth-graders. Teachers work as a team to enrich instruction and make connections among various subjects.

Emma Ellis, who teaches math and science as part of the program at Albert Hill Middle School, emphasized hands-on activities long before the program began. She will continue using those methods as well as emphasizing "higher-level thinking skills. I will make sure the basics are covered but also problem-solving [skills]," she said.

Most of the city's middle schools have grouped the participating pupils so that they travel together for the core classes, said Anna Lou Aaroe, coordinator for gifted programs for city schools. The program will complement the Special

Program for Academic & Creative Excellence (SPACE) elective available for middle school pupils who demonstrate high intellectual ability. That program starts in elementary schools as a half-day pullout for youngsters in grades two through five.

Options for gifted high school students include honors and accelerated programs at the traditional high schools as well as Richmond Community High and the Governor's School, which was designed for gifted students from throughout the region.

Over the years, Aaroe has watched a number of gifted children leave the city schools after finishing

fifth grade.

"We know that children move out of the system. We know that, particularly at middle schools, many parents just had a question whether they wanted to stay or go," she said. "I know it's a trend."

Aaroe decided to try to get feedback on ways to keep the children in the system.

"I knew who the targeted audience of kids were. I sent a survey that said we're thinking about doing this gifted core program, would you be interested in having your kid enrolled? We received a 37 percent rate of return. With such a high rate it said to me that when you get a third [of the surveys] back this is something that really hits a nerve with parents. We knew it was something people would be interested in."

This past summer training began and

educators began revising the reading, math and science curricula.

The program will be evaluated in the spring. Next year it will expand to the seventh grade and the following year to the eighth, Aaroe said.

"We've made a good start but it is an ongoing developmental process. We're planning more training. It's a work in progress."

Only weeks old, the new effort is already generating excitement, said Yvonne W. Brandon, principal at Elkhardt Middle School. Two of her teachers are in the program. One teaches language arts and social studies, the other math and science. This past week she observed their classes and liked what she saw.

"My kids so far love it. They were excited and raising their hands and getting involved in the instruction.

"I've been really pleased with the enthusiasm of the teachers involved," Brandon said. "It's really nice to see. There are people who are interested in working with these students and really try to teach beyond the expectations."

Ellis says already parents are showing a favorable reaction to the program. "The students are wonderful and the parents are very cooperative. I've had so many parents offer assistance, from buying bubble gum for a science experiment to offering help with bringing in different programs for the computer to running off materials." ■

37. Baltimore Sun

October 19, 1998

More students are learning Jewish roots

Enrollment: Jewish day schools are experiencing a growth spurt as more families are enrolling their children so they can better understand their culture.

By Mary Maushard Sun Staff

Like private and parochial schools across the country, Jewish schools in the Baltimore area are having a growth spurt, and it might be just the beginning.

Unlike parochial schools, which are often the beneficiaries of the public's disillusionment with public education and a renewed interest in values, the Jewish growth reflects another trend —

the return of many Jews to their roots.

"The values, the traditions and the sense of identity — that's why people are choosing Jewish day schools," said Marlene Daniel, whose son Justin, 16, recently transferred from Gilman School to Beth Tfiloh Community School because of his burgeoning interest in Judaism.

"In order to pass values on, we have to

have schools that support our values."

Although Jews tried to blend into American culture about 40 years ago, "it has become more acceptable to be different," said Zipora Schorr, director of education at Beth Tfiloh Community School, which has 933 students in preschool to 12th grade. "The whole resuscitation of multiculturalism has been to our benefit — let us find the beauty

and the meaning in our traditions."

She added that Jewish parents, many of whom were not educated in Jewish schools, are concerned that they are not well-grounded in their heritage and are unable to pass on traditions and beliefs and ensure the continuation of Judaism.

In the Baltimore area, about 5,500 students attend nine Jewish day schools — a designation that separates these comprehensive schools, with a mix of general courses and Judaic studies, from congregational schools operated by synagogues after school and on weekends to teach Hebrew and other tenets of Judaism.

These numbers represent about a 60 percent increase since 1990-1991, when 3,400 students attended Jewish day schools in the area, said Chaim Botwinick, executive vice president of the Center for Jewish Education.

"There is tremendous, tremendous growth," he said, adding that two schools — P'tach, for children with learning disabilities, and Baltimore Hebrew School — have opened since then.

Botwinick said the growth in Jewish day schools is only beginning, with 6 percent to 10 percent annual increases expected over the next decade. "What's happening in Baltimore is a mirror of what's happening around the country," he said.

In 1962, 60,000 students were enrolled in Jewish day schools nationwide. Last year, enrollment reached 200,000.

With growth comes growing pains.

Many schools are full and forced to turn away students. Buildings are stretched, as are budgets. Despite tuitions as high as \$7,000 a year, the fees "do not begin to meet the costs" of operating the

The school adheres to strict practices, keeping kosher in the cafeteria and requiring males to cover their heads.

"These students are very comfortable with that," said Joan Feldman, Beth Tfiloh's communications director, who has three children at the school. "Someone who is not observant is not

schools, Botwinick said.

In the Jewish community, opinions differ about how to fund the schools, said Jay Bernstein, a founder of the Advocates for Leadership in Education Funding, which supports state aid to parochial schools. Other segments of the community oppose government aid.

These challenges are not unique to Jewish schools. Catholic school enrollments have climbed consistently, and conservative Christian schools are second only to Catholic

schools, making up about 20 percent of private schools nationwide. Though many fewer, Jewish, Lutheran, Episcopal and other denominations are adding to the growing private school picture.

At the beginning of this school year, 554 schools affiliated with established churches were registered with Maryland — up from 386 in 1990. This growth parallels that in other types of nonpublic schools approved by the state, which numbered 575 last month vs. 333 in September 1990.

'Growth industry'

"That's a huge amount of growth. It's the growth industry of Maryland," said Virginia Cieslicki, chief of the nonpublic schools approval branch of the Maryland State Department of Education. "We get calls every day from people who want to start nonpublic schools for various reasons."

These schools are riding a population boom, a renewed interest in values-oriented education and increasing dissatisfaction with public schools.

Unlike Catholic schools, which enroll many non-Catholic students — 23 percent across the Archdiocese of Baltimore — Jewish schools have almost exclusively Jewish students, though they offended to meet a higher standard."

At tiny Aleph-Bet Jewish Day School in Annapolis, two of the 48 students are not Jewish, said the school's head, Nan Jarashow, adding that the small classes might have attracted some families.

"The curriculum is what it is. We are not going to exempt anyone," she said.

come from varying Jewish ideologies.

Orthodox Jews have traditionally maintained schools and sent their children to them. Families from the Conservative and Reform branches are fueling the enrollment increases, school officials say.

Baltimore County resident Deborah Baer said she and her husband did not intend to send their daughters to Jewish day school, but made the choice because "it was the best [education] that we could get. We felt very comfortable, even though our children were not coming from an Orthodox background."

Baer's elder daughter, Alisa, graduated in June from Beth Tfiloh and her younger daughter is in ninth grade there. Since the family's affiliation with the school, the Baers have become active in the Orthodox congregation that sponsors the school.

'Believe in the unity'

The Baltimore area has one Conservative day school — Krieger Schecter — and one Reform — Baltimore Hebrew School. Krieger Schecter opened in 1981 with kindergarten and first-grade. Today, it has enrollment through eighth grade and almost 450 students, said admissions director Ilene Wolfe.

"We believe in the unity of the Jewish people. Regardless of where you are coming from, you can study side by side with your fellow Jews and still come out as part of a large, very colorful tapestry," said Schorr, describing Beth Tfiloh, which calls itself a community school.

Though affiliated with an Orthodox congregation, Beth Tfiloh's students come from all branches of Judaism. "Our range of religious experience is very broad," she said.

In these schools, students spend part of their day on general courses and part on Judaic studies, including Hebrew, the Bible and morning and afternoon prayers. The general and Judaic courses offer a strong focus on "derech eretz" — "what's right and ethical, what we want our kids to be," said Schorr. ■

38. Bergen Record

October 19, 1998

Tech schools seeking more girls

By RUTH PADAWER Staff Writer

Sara Jane Martin began playing with computers at an early age. By the fourth grade, she had her own.

Today, the Palisades Park native is a computer engineering major at Stevens Institute of Technology.

"Computers are designed to make our

lives easier," said Martin, whose mother — a teacher — introduced her to the technology after she began using it with her own elementary school pupils. "The

younger you are when you realize that, the more natural computers will feel."

Martin knows plenty of young women who don't share her enthusiasm. Last week, a national study reached a similar conclusion: Although the achievement gap in math and science has narrowed between high school boys and girls in the past few years, it hasn't vanished. Girls still trail significantly in their knowledge and use of technology.

Synthesizing 1,000 research studies, the report commissioned by the American Association of University Women (AAUW) observed that girls take fewer computer-science and computer-design courses, avoid advanced computer classes, and consistently rate themselves lower in computer ability than boys do. The gaps widen between Grades 8 and 11.

"Technology is now the new 'boys club' in our nation's public schools," said AAUW Executive Director Janice Weinman. "While boys program and problem-solve with computers, girls use computers for word processing, the 1990s version of typing."

It's a problem that high schools, universities, and high-tech corporations in New Jersey have noticed. Consider the case of the Bergen County Academy for the Advancement of Science and Technology, a public high school that opened seven years ago and offers courses in, among other subjects, virtual reality, engineering, and information technology.

"The first class was 52 students — 13 girls and all the rest, boys," said Carol Lisa, the academy's principal. "We said, 'Uh . . . we have a problem here.' It didn't take us long to realize that if we didn't work hard, we were going to have a

The undergraduate marketing office now sends mailings to potential female students noting that the proportion of women at Stevens — about 25 percent — exceeds that of most technology schools. The letters underscore the existence of the Office on Women's Programs and boast that Stevens provides a substantial network of alumnae. Last year, the school also started a Division III women's swim team, with broader goals in mind: It successfully attracted a dozen women who might otherwise have chosen a different school.

Last year, only 3 percent of female students dropped out of Stevens between the first and second semesters of their freshman year. In the past, as many as 17 percent left after the first semester.

The New Jersey Institute of

school of all guys."

The academy now brings female students and teachers into area middle schools to talk about math, science, and technical careers for women. And academy administrators, who work with local guidance counselors to recruit talented students, vigorously seek out girls. Today, entering classes are about 40 percent female.

But once there, some staffers suggests, boys are more likely to take courses in physics and computer science, particularly at the more-advanced levels. Officials, however, don't know the precise male-female ratio in any course, because the school keeps no record of enrollment by gender.

"Maybe it's something we ought to pay more attention to," Lisa said. She noted, however, that although the boys have dominated the physics program at the academy, "young women are the superstars of chemistry." It's a phenomenon no one can explain.

An AAUW-commissioned report six years ago concluded that schools short-changed girls by paying less attention to them in the classroom and the curriculum.

The current gap in technology, AAUW leaders say, is particularly distressing given the rapidly escalating demand for technological expertise in the workplace.

Many corporations agree that women are not knocking down their doors. To remedy that, Lockheed Martin IMS in Teaneck has developed ties to industry associations catering exclusively to women, such as the Society of Women Engineers. The firm also assigns employees full-time to college campuses to hunt the most promising talent. Technology also has addressed the problem, with the school president, Dr. Saul K. Fenster, declaring the 1990s "the decade for women." A women's issues' committee of faculty, staff, and students was formed. A women's center was opened a few years ago to provide networking skills and mentoring. A big-sister program started up, matching entering students with upper-level women, and upper-level women with alumnae. The school invites women from engineering and other fields to speak to students about the obstacles they faced and how they overcame them.

This year, NJIT added scholarships exclusively for women and sought out high school girls strong in math and science for day trips to corporate sites, to show them what's involved in such

particularly female. "We're pretty aggressive in trying to recruit women and minorities," said spokesman Ron Jury.

Although the pool of female students who are well-grounded in math and science has improved nationwide, young women still steer away from engineering — instead favoring finance, medicine, and law — because engineering is such a male-dominated field, said Susan Metz, director of women's programs at Stevens Institute of Technology and president of a national network committed to enhancing the success of women in the engineering field.

Women comprise only 16 percent of the students at technology schools.

"Even when engineering schools recruit women, they have enormous problems retaining them," Metz said.

Stevens was one of the first technology schools to focus on drawing and keeping female students. The Office on Women's Programs opened in 1980. Among other programs, it runs summer camps for 11th- and 12th-grade girls, familiarizing them with the Hoboken campus, introducing them to professors, and exposing them to the excitement of running experiments. The office also holds career days for high school girls.

Still, many say, it's easier to attract male students. "Working on computers is a solitary activity," Sara Jane Martin said. "I think women are more interested in interacting with people than with a machine."

Once they're enrolled, those students can get academic tutoring "for women, by women" and attend professional development seminars targeted specifically to them.

careers.

Indeed, there has been considerable progress over the past decade. In the fall of 1989, 249 women were enrolled in engineering at NJIT, according to Kathy Kelly, director of undergraduate admissions. This term, the school has 348 women who are engineering majors, a 40 percent increase.

Kelly concedes, however, that institutions such as NJIT are battling long-ingrained stereotypes. "There are no good theories," she said. "Maybe it goes back to when they're little girls . . . Girls do well in English and boys do well in math and science.

"Medicine is a helping profession and women have migrated to it a little more," Kelly reasoned. "But something about engineering and the degree of difficulty

in math and science scare women off."

Anne Wiley, assistant dean and co-director of NJIT's women's center, says it's a matter of providing the

opportunities.

"Young girls don't have the occupational information they need to decide where they want to go," she said.

"We're trying to work on the role models."■

39. Cleveland Plain Dealer

10/18/98; Edition: FINAL / ALL; Section: NATIONAL; Page 1A

NRA, HANDGUN CONTROL COMPETE IN CLASSROOMS

By MICHELE FUETSCH
PLAIN DEALER REPORTER

Near the end of the gun safety lesson she was giving her first-grade class recently at Scranton Elementary School in Cleveland, teacher Esther Davis asked why it might not be a good idea to have toy guns at home.

"Because if you play with toy guns at home," said Rolando Cortes, 6, "you might have guns in your house when you grow up."

Rolando's response might produce cheers from anti-gun groups like Handgun Control Inc., but it would probably send shudders through the ranks of the National Rifle Association, if gun control CBadvocates are right that the NRA is the gun industry lobby.

The NRA and gun control advocates have been locked for decades in a rancorous struggle to define the place of firearms in American life.

And now the ideological crossfire has reached into the schools, in Ohio and across the country.

Davis' gun safety lesson was based on a curriculum that Handgun Control created, but the second gun safety lesson the youngsters received that morning at the West Side school was created by the NRA and delivered by a Cleveland police

For its part, the NRA says that Handgun Control's STAR curriculum promotes a political philosophy aimed at depriving people of their constitutional rights.

"It's also taxpayer supported," said Kathy Cassidy, national Eddie Eagle director for the NRA at its Virginia headquarters.

She points out that, despite the alleged political message, STAR is being taught by public school teachers in taxpayer-supported schools.

The NRA also says that the STAR curriculum fosters negative images about guns and their owners and promotes values most parents "would find abhorrent."

officer.

The NRA's program is called Eddie Eagle, after the cartoon character on which it is based. Handgun Control's program is called STAR, for Straight Talk M About Risks.

Animosity, though, between Handgun Control and the NRA is so high that the two groups excoriate one another's programs.

Gun control advocates have dubbed the NRA's sneaker-clad eagle "Joe Camel With Feathers." And the NRA accuses Handgun Control's STAR of being a brazenly political program foisted on public schools.

Like other police departments, Cleveland accepts the free NRA Eddie Eagle materials such as videos and workbooks, although Police Chief Rocco Pollutro says he is no NRA fan.

"I have personally told the president of this country, 'Thank you for the Brady Bill,' Pollutro said by way of emphasizing how he has disagreed with the NRA.

Pollutro was outspoken in his support of the handgun control law and the ban on bullets that pierce police safety vests, federal initiatives vociferously opposed by the NRA.

South Euclid police also teach Eddie Decades-old debate

To understand how differently the two sides in the gun debate view an issue, consider the descriptions each presents of STAR's suggested reading list.

A book about an American soldier in Vietnam, for instance, is described by STAR as a touching story about four Vietnamese children who become friends with the soldier, although in the end all but one child dies because war is, after all, tragic.

At the same time, the NRA, in material distributed by its national headquarters, charges that the story depicts American soldiers as "cold-hearted murderers" with a G.I. "knowingly ripping an innocent

Eagle in the elementary schools.

Broadview Heights police present it to preschoolers and fourth-graders.

Maple Heights police taught it last summer to preschoolers and may do so in the schools.

Big brotherly and carrying a cell phone, Eddie Eagle appears in comics and coloring books and on videotape. He swoops to earth whenever a child unwittingly comes across a gun, whether in Granny's attic or Dad's closet. Arriving just in time, Eddie tells the youngsters, "Stop, Don't Touch, Leave the Area, Tell an Adult."

Gun control advocates, though, say Eddie's real mission is to ensure a new generation of gun buyers just as, they say, the Camel cigarette maker introduced a new generation to smoking with its cartoon character.

Naomi Paiss, director of communications for Handgun Control in Washington, D.C., says Eddie Eagle is a misbegotten attempt to convince children that guns are OK for adults but kids are just not old enough.

That, Paiss says, "is exactly what the tobacco industry tells kids. Cigarettes are cool and you'll be cool faster if you use them."

Vietnamese child to shreds with a burst from a machine gun."

The two school programs mirror the larger debate in America begun 35 years ago with the assassinations of the 1960s and continued today after a series of school shootings.

STAR presents gun violence as a social and public health problem. The anti-violence curriculum teaches peaceful conflict resolution, tailoring itself by grade levels, kindergarten through high school.

In contrast, the NRA's Eddie Eagle, for kindergarten through sixth grade, doesn't raise social issues or questions about gun ownership. Instead, it individualizes the danger, warning that

one child could hurt another by picking up a gun.

It is Eddie Eagle's seemingly simple message, though, that rankles Handgun Control and other anti-gun groups such as the Violence Policy Center, the Washington, D.C., group that first characterized Eddie Eagle as Joe Camel With Feathers.

Center director Josh Sugarman says Eddie Eagle is a "crass and base permeation" of what he calls the NRA myth that guns don't kill, people do.

"Guns don't kill children, children do," is Eddie Eagle's message, Sugarman says. "That's what it comes down to. The bottom line is it's your fault."

The policy center is supported by foundation grants, including one from the George Gund Foundation in Cleveland, which helped fund STAR's introduction in the schools.

"They need Eddie Eagle, and they're smart to use the police," Sugarman says of the NRA, although the NRA also provides its materials to schools and youth groups.

In a report on Eddie Eagle, the policy center contends that the NRA knows from its own marketing research that it can't afford to let children grow up seeing guns as undesirable. If they do, they won't buy guns as teenagers, the report says, citing studies that say most adult gun owners acquire their first weapon by the age of 19.

The report also says that the NRA uses Eddie Eagle to thwart trigger lock legislation by claiming that its education program, not locks, is the solution to gun accidents.

The NRA's Cassidy insists Eddie Eagle is only a gun safety program for children.

"Joe Camel and Eddie Eagle are both cartoon characters," Cassidy says. "But Joe Camel smokes and Eddie Eagle never touches a gun, ever," she says.

"And where some might argue that Joe Camel suggests what to do," Cassidy

After reviewing several anti-violence programs, the committee recommended STAR to the Cleveland schools.

Barnoski is disturbed that police are offering Eddie Eagle, not only because it is an NRA program, but because it was presented to PEACE and rejected.

"There was no connotation in it that guns were bad," she says. "It was just don't touch a gun and go tell an adult, and we felt the issue was bigger than that."

Another member of the PEACE committee was Wornie Reed, a

says, "no one can dispute that Eddie Eagle teaches kids what not to do."

The Violence Policy Center report also accuses the NRA of working to hitch Eddie Eagle to the popular drug awareness program DARE because DARE officers already have a foothold in schools.

In Cleveland, the DARE officers do teach Eddie Eagle, although Maple Heights Police Chief M.D. Canter says he deliberately had a different officer do Eddie Eagle.

"I just didn't feel the DARE officer should be doing gun safety," Canter said, adding that it detracts from the anti-drug lesson.

Canter says he has such mixed feelings about guns in schools that he does not allow DARE officers to wear them in the classroom.

"We don't even want the kids to see a gun," he said. "They're fascinated with them. Every time you open up for questions, the first one you get is, 'What kind of a gun do you have?'"

Canter, who hasn't decided whether to offer Eddie Eagle to schools, asks, "You're showing them guns. Are you stimulating some interest in these guns?"

Police department's decision

So, how did the Cleveland schools wind up giving classroom time to programs produced by opposing political ideologies?

Pollutro takes credit for spreading Eddie Eagle in Cleveland beginning in 1991 when he was a district commander. A series of accidental gun deaths of children, he says, sensitized him to the critical need to teach youngsters the danger of touching guns left lying around by adults.

Pollutro designed the department's anti-gun poster himself and, he says, melded Eddie Eagle ideas with his own on gun safety.

"Over 19,000 children are safer because of us," Pollutro said. "I'll take the credit for that and all the hits, too."

sociologist and professor in urban studies at Cleveland State University who heads the research center there on urban youth.

He, too, is upset that police are offering the NRA program in schools. He recalled that after the Eddie Eagle presentation to PEACE he told the committee that if it adopted the program he "would resign on the steps of City Hall."

"Some people are just misguided," Reed said recently. "I realize they mean well, but, boy, they're doing bad because the only, only objective for the NRA is

Top police brass, however, said they will institute more uniform Eddie Eagle training after learning that at Scranton School the officer drew his service revolver to hold up next to a look-alike.

The officer was making a point that children must not touch guns because they can't tell the difference between real and look-alikes, but Commander Lloyd Bratz, head of the Community Policing Unit that handles Eddie Eagle, says such displays are not department policy.

And it's a serious mistake, says Alicia Horton, Handgun Control's national education director.

"There's actual information," Horton contends, "that says that's very alluring to kids. It's very enticing to look at a gun and just that familiarity from seeing one makes them want to touch it."

Bratz and other police officials complain that STAR is not appropriate for young children and that Eddie Eagle is simpler and more effective.

Police, distraught over accidental deaths of children with guns, are drawn to Eddie Eagle, Horton said.

"Because it's easy," she said. "It's a coloring book."

Anita Barnoski, a registered nurse and trauma program coordinator at MetroHealth Medical Center, who helped bring STAR to the Cleveland schools, agrees that the Eddie Eagle program's simplicity is appealing.

But research shows that effective programs have to be continuing and delivered by people who are around a child constantly, not by people who spend a half-hour in a classroom, Barnoski says.

"The STAR curriculum," Barnoski says, "realizes that the problem with guns is a lot more complex than that."

Barnoski, along with educators, police and other citizens, served on a citywide committee, PEACE (People Empowered Against Child Endangerment), formed in the early 1990s to address Cleveland's juvenile violence and homicides. gun advocacy."

Esther Davis, a first-grade teacher at Scranton Elementary School in Cleveland, gives a gun safety lesson based on the curriculum created by Handgun Control Inc. Assisted by student Anthony Outrich, Davis tells her class that even a weapon wrapped in a plastic bag should not be touched.

First-grader Veronica Pupo at Scranton Elementary School uses a pointer to guide her class through their pledge to stay away from handguns during a handgun awareness lesson. ■

40. The Washington Times

10/16/98; Edition: 2; Section: C; METROPOLITAN TIMES; DISTRICT NEWS; Page C9

Schwartz offers teachers bonuses

By Ronald J. Hansen

THE WASHINGTON TIMES

New D.C. school teachers would receive unprecedented \$3,000 signing bonuses if Republican mayoral candidate Carol Schwartz has her way.

Mrs. Schwartz, an at-large member of the D.C. Council, said yesterday she would propose offering the bonus to "first-year teachers who agree to stay with our school system for at least five years."

She also wants to make salaries comparable to those paid in Maryland and Virginia.

Currently new District teachers are paid \$27,234. Salaries for new teachers in neighboring jurisdictions range from \$27,474 in Prince George's County to \$30,554 in Alexandria.

On average, D.C. teachers make \$44,656 annually, about \$4,300 more than the average salary in Prince George's County. Arlington County pays teachers an average salary of about \$48,000.

D.C. schools spend an average of \$6,599 per pupil, the lowest in the region with the exception of Prince George's County, which spends an average of \$6,171 per pupil. Arlington County spends the most with an average of \$9,305 per pupil.

Mrs. Schwartz suggested the money for signing bonuses would come at the expense of those in central administration of the school system.

"We're doing it for people making \$150,000. Why wouldn't we do it for people making less than \$30,000?" Mrs. Schwartz said.

D.C. Schools Superintendent Arlene C. Ackerman could not be reached for comment yesterday.

"Across the country, 2 million new teachers will be needed in the next decade," Mrs. Schwartz said, standing outside Banneker Academic High School in Northwest. "In the District, we have a disproportionate number of teachers who are approaching retirement age. This . . .

leaves us with no alternative but to act now."

Mrs. Schwartz touts herself as the mayoral candidate who best understands the problems the city school system faces because of her experience in education. She served as a member of the D.C. school board from 1974 to 1982 and has been a teacher, tutor and parent of students in the city schools.

Still, her Democratic opponent, Anthony A. Williams, the city's former chief financial officer, secured the endorsement of the Washington Teachers Union in July.

Mrs. Schwartz supports, but would not require, school uniforms in an effort to stress the seriousness of school and to relieve the pressure on students and teachers to wear expensive clothing.

She also supports public charter schools but opposes school vouchers, an issue favored by Republicans nationally.

Susan Ferrechio contributed to this article. ■

41. The Kansas City Star

10/16/98; Edition: METROPOLITAN; Section: METROPOLITAN; Page C3

Panel offers ideas on school violence

Districts should plan for the worst, speakers tell teachers, police.

By TANIKA WHITE

Education Writer

Before two boys in Jonesboro, Ark., shot and killed classmates and a teacher, then-superintendent Grover Cooper never

Cooper spoke to about 350 educators and law enforcement officials at the Governor's Conference on Safe Schools at the University of Missouri-Kansas City. Missouri Gov. Mel Carnahan, Attorney General Jay Nixon, Education Commissioner Robert Bartman and psychologist and author Michael Gurian also spoke.

Carnahan co-sponsored the event - with the Missouri Center for Safe Schools and the Metropolitan Superintendents Study Group - for educators to talk about the causes of school violence and ways to deal with it.

Cooper has retired since the Jonesboro

believed something so horrific could happen in his schools.

Missouri districts shouldn't make the same mistake, he said.

"There's no way to explain how you shootings. He said the stunned school district has taken numerous measures to protect students, especially at Westside Middle School where the students were shot.

The school district established a safety committee and a crisis intervention plan. And law enforcement officers are stationed at Westside year-round.

There's no way to tell whether something as terrible as the shootings in Jonesboro will happen in Missouri, Cooper said. But preventive measures can't hurt.

"That's why we're all here today," Carnahan said. "We don't want it to be

feel and I hope you all never have to know how it feels," Cooper said Thursday. "Even though you know you absolutely can't stop everything, you've still got to try."

one of our children."

Nixon said all school districts should have a safe schools plan with 10 basic components, including:

Parents actively participating in all levels of school activities.

A partnership between schools and local law enforcement.

A system for reporting, tracking and monitoring crimes on school grounds.

School personnel trained to prevent violence.

A concise discipline code, fairly and evenly enforced for all students.

Nixon also praised the state for passing the Safe Schools Act three years

ago.

The law established tougher penalties for juvenile offenders and gave districts the authority to suspend students long-term and turn away problem students from other districts. It also provided money for districts to start alternative schools.

Such schools benefit both disruptive students and students doing well in traditional school, Nixon said.

"Keeping those kids in school now will keep them off the streets later," Nixon said. "(But) we should not force our teachers to be traffic cops in their own classrooms ... If we are truly going to defeat the culture of violence, we must use measures that nip at the bud."

The governor's meeting coincided

with a White House conference on school violence Thursday in Washington that showcased a new report that suggested school shootings may create a more sensational picture of student crime than really exists.

Although 16 persons died and dozens were wounded in the last school year in attacks on youngsters and teachers by youngsters, the rate of school crime was down, fewer students brought weapons to school, and nine out of 10 public schools reported no violent crime at all, the White House said. The study was the first of what the White House said will be yearly reports on school violence.

"This comprehensive report proves that the vast majority of America's schools are still among the safest places

for youngsters to be," **Education Secretary Richard Riley** said at a White House briefing Wednesday.

And incidents of violence in Missouri schools also have gone down in recent years, Carnahan said.

Even so, said Russell Thompson, assistant director of the Missouri Center for Safe Schools, Missourians should not become complacent about school safety.

"We've been fortunate that we've not had a disaster like we've seen in other parts of the country," Thompson said. "But we don't have it all figured out. There's still a lot of work to be done."

Star wire services contributed to this report. ■

42. Los Angeles Times

* 10/16/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-4

'A Model of What Every Principal Tries To Be'

By DIANE WEDNER
SPECIAL TO THE TIMES

PEARBLOSSOM — If you're looking for Pearblossom Elementary School Principal Sharon Millen, you might want to bypass her office and head straight for the basketball court, where she's likely to be shooting free throws with some young players. Or she might be hunkered down on a classroom rug, reading to a rapt book enthusiast.

Because her fingers are in so many pies, it was a surprise to no one but Millen that the energetic educator was recently named the state's 1998 National Distinguished Principal by the U.S. Department of Education and the National Assn. of Elementary School Principals.

"Sharon is a walking, talking model of what every principal tries to be," said Fran Madison-Cohee, principal of White Oak Elementary School in Westlake Village. "Her philosophy is that, if we all

"I love the kids," Millen said. "I want this to be a happy, safe place for them. I want to make a positive contribution to their lives right now."

*

The Oklahoma native, who earned her master's degree in education at Pepperdine University in 1977, started her education career as a Riverside kindergarten teacher in 1967.

Four years later, the mother of six moved to the Antelope Valley to teach at Sage Elementary School. Later, during

work together, there's absolutely nothing we can't do."

Last week, Millen and 60 other public and private elementary school principals—from every state and some overseas American schools—attended a black-tie reception in Washington, D.C. U.S. Education Secretary **Richard W. Riley** presented each administrator with a plaque and a brass school bell.

The Antelope Valley educator was nominated for the prestigious award by a number of colleagues who urged her to go through the rigorous application process from which five finalists were chosen.

Out of those finalists, Millen was then named the state's distinguished principal by seven Assn. of California School Administrators committee members, four of whom are past recipients of the national award.

"Sharon's got it all" said Jean Fuller, superintendent of the Antelope Valley's her tenure as principal at Castaic Elementary—at that time, the only school in the Castaic Union district—she rallied community support for a second elementary campus—Live Oak School—where she served as principal for four years.

Millen's current post at Pearblossom Elementary School, which commands a view of the Antelope Valley and the San Gabriel Mountains, has allowed the educator to galvanize the vast support team that she says has helped make the

Keppel Union School District. "She's energetic, organized and self-motivated. She does 100 million things for the students and teachers at the school."

She's also not afraid to make students giggle, if it achieves her goals. That's why Millen, 54, once dressed up like a gold miner and rode a donkey down the hill to campus, to reward students who fulfilled a challenging reading contract. She's also kissed a snake and a frog, and last year, hosted an all-school sleepover on campus for kids who met reading goals.

"Everyone knows why she's here," said Pearblossom third-grade teacher Kathy Behen. "The children always come first. She bends over backward to get the community, newspapers and parents involved. She inspires us to be as creative as she is."

school environment so special.

Among Millen's initiatives are the 100 volunteers she has organized to help in the classrooms and library and to lend a hand with the school's myriad special projects.

"We support one another as a family," said Millen, a 1995 State Administrator of the Year. "It's an awesome task that I take seriously, and it has a ripple effect collectively."

ART PHOTO: Sharon Millen, principal at Pearblossom Elementary School, is

cheered by students for being the state's 1998 National Distinguished

Principal.; PHOTOGRAPHER:
DAVID BOHRER / Los Angeles Times■

43. Dallas Morning News

October 16, 1998

Support sought for vouchers

Foes denounce mailer sent to 10,000 households

By Terrence Stutz
The Dallas Morning News

AUSTIN - Advocates of tax-funded private schooling have launched a direct mail campaign seeking support from thousands of public school parents.

Putting Children First has mailed materials to the parents of 10,000 students in the Austin school district after buying a list of students and their addresses from the district.

A spokesman for the group, which is pushing a pilot private school voucher program in Texas, said Thursday that parents in the Dallas, Fort Worth and Houston school districts may be next.

Those districts, which probably would lose a large number of students under a voucher program, are required to make lists of their students available for a fee.

"This is part of our grass-roots effort to increase support for school choice in Texas," said Greg Talley of Putting Children First.

The mailing to Austin parents includes a sample school voucher certificate that says it would let each parent use up to \$4,340 in public funds - the average annual cost of a public school student's education - to send their child to any public or private school they choose.

Each certificate contains the student's name.

"The parents, not the school district, will make the ultimate decision of which school is best for a child," the certificate states.

Mr. Talley estimated that about 5

percent of the Austin parents have returned a card in the mailing that asks them to participate in various ways in "the fight to give parents a choice in their children's education."

A spokeswoman for the anti-voucher group, the Coalition for Public Schools, compared the direct mail effort to mail promotions that offer prizes or free weekends at a lake resort.

Like those prize promotions, said Carolyn Boyle of the coalition, "The slick materials [from voucher supporters] don't tell you the voucher money would be taken away from neighborhood public schools that are already struggling to make ends meet.

"They also don't tell parents that some of the major leaders and supporters of Putting Children First are people who want to open private schools in Texas and they need customers."

Putting Children First is asking the 1999 Legislature to approve a limited voucher program that would allow thousands of students in low-performing schools to attend any public, private or religious school.

The group, which has made sizable political donations this year, contends school vouchers would inject competition into education, forcing public schools to improve.

But critics, including teacher groups, the Texas PTA and the Texas Association of School Boards, argue that vouchers would bleed badly needed funds from public education. A full-blown program

would swallow as much as \$2 billion a year, they say.

Loretta Simon, a spokeswoman for the Dallas school district, said no request for a student list has been received from Putting Children First.

A list, which includes names and addresses of all 159,000 Dallas students, costs \$104 for two computer disks [\$52 per disk]. The list can be purchased in label form for 7 cents per name or on printed pages for 50 cents a page.

"If they pay the price, they can have the list like everybody else," Ms. Simon said.

She noted that the Dallas school board was on record in the last legislative session as being "strongly opposed" to school vouchers.

Mr. Talley said the Austin list was purchased for \$300. The group randomly selected 10,000 names among the 50,000 students who were listed. Students were chosen from all schools, not just low-performing campuses.

"It was a test. If it works well, we will look at similar direct mail efforts in other districts," he said.

"My job is to build a database of supporters all over the state."

Putting Children First leaders are backing a privately funded experimental voucher program in the Edgewood school district in San Antonio. The program has prompted 726 Edgewood students to transfer to private schools this year, with their tuition paid by a private foundation.■

44. Associated Press

0-19 3:33a

Auditor supports call for more money for charter school

HONOLULU (AP) - A state auditor's report calls for the state to give an additional \$72,000 for the current school year to Lanikai Elementary, one of only two independent charter schools in

Hawaii's public school system.

The report issued this past week by state Auditor Marion Higa said that in comparison with larger schools, Lanikai has relatively higher noninstructional

fixed costs. The Windward Oahu school has an enrollment of 300, about half of a typical elementary school.

Lanikai Elementary has been struggling with budget problems since

becoming a charter school two years ago, Principal Donna Estomago said.

The only other charter school is Waialae Elementary on Oahu. They are allowed their own school boards, which set school policies and goals. They also have substantial fiscal independence.

Lanikai's core budget allocation for this school year is \$921,781. The amount, Estomago said, was not enough to run the school the way the community

wants.

Last year the school obtained its own federal grant of \$149,000 for innovations and reforms. This year's federal grant was \$156,900.

"If I didn't have federal grants, I'd be up the creek," Estomago said.

Estomago said the money is important because, although the school's teachers and the community are resourceful, she doesn't want them to get used to poverty.

"Otherwise, we won't move ahead on a vision and we'll only be left with what we have.," she said.

The **Department of Education** had argued that other small schools can't receive a subsidy simply for being small.

But Higa said the state may need to ensure that all charter schools receive sufficient funding■

45. Associated Press

0-19 1:07a

State test scores improve, still below national average

CHARLESTON, W.Va. (AP) - Putting computers in schools is partially to thank for improved fourth grade and eighth grade math scores, say Gov. Cecil Underwood and Schools Superintendent Hank Marockie.

West Virginia last week was one of six states to receive two "gold stars" from the National Education Goals Panel for improving math scores in those two grades between 1992 and 1996.

Scores in both grade levels were below the national average.

"While we still have work to do to

achieve an appropriate level of proficiency, these results show that our improvement strategies are working," said Underwood, who this year is chairman of the panel.

U.S. Education Secretary **Richard Riley**, seven other governors, four congressmen and four state legislators are other members of the panel, which charts progress on National Education Goals set by former President George Bush and 50 state governors in 1989.

The other states given two gold stars,

one each for improved scores at each grade level, were Colorado, Connecticut, Indiana, North Carolina and Texas.

The percentage of West Virginia fourth graders who met the panel's performance standard in math increased from 12 percent to 19 percent, compared to a national average of 21 percent.

The percentage of eighth graders who met the performance standards increased from 9 percent to 14 percent, compared to a national average of 24 percent.■

46. The New York Times

10/18/98Section: New Jersey Weekly Desk; Section 14NJ; Page 5, Column 2

To Students, Having a Beeper Isn't a Close Call Despite Law

By GEORGE JAMES

Stephanie Redfern, a student at Ocean Township High School, was running to class one day when a beeper fell out of her pocket.

That incident last May set off a brush with the law that will continue next week with an appearance in Monmouth County

The revision hasn't ended the debate over students and their beepers. (Beepers may be cheap and chic, but they do not come with a constitutional guarantee, in the opinion of the American Civil Liberties Union; its executive director, Ed Martone, says, "There is no right to carry a beeper.")

There are 54.2 million beepers in use in the United States, up from 3.4 million a little more than a decade ago, according to the Personal Communications Industry Association, a trade organization based in

Family Court, where she is scheduled to answer a disorderly persons charge.

Taking a paging device onto school grounds, even tucked out of sight in a backpack or purse, is illegal under a state law enacted in 1989 when beepers were often considered synonymous with drug dealing.

Alexandria, Va. By the year 2003, that figure is expected to nearly double to 91.5 million, said Brenda Maxfield, the association's director of communications.

Teen-agers constitute 2.5 percent of today's users, she said. And the main reasons they wear them, according to an association survey, is to keep in contact with parents and for use in an emergency.

Kris Corso, a 17-year-old-senior at North Brunswick High School, has a beeper supplied by his parents for just those reasons.

But in 1996, the law was revised to allow exceptions: students who belong to a volunteer fire department or first aid, ambulance or rescue squad and have authorization from their supervisors or those who have "a reasonable basis" for carrying one and the written permission of parents.

"I'm not really at home too much and my friends and parents like to keep in touch with me," said Mr. Corso, a hockey player who often isn't done with practice until 11:30 P.M. "So they can page me. I have a cell phone as well, so I call them and tell them I'm on my way home and not to worry."

He and students at other schools said the state ban had not prevented students from carrying the beepers covertly to school.

The Redferns, on advice of counsel,

declined to be interviewed for this article. But in an article in The Asbury Park Press last month, Ms. Redfern explained she had forgotten to leave her paging device at home.

"I was between second or third period when I noticed I had my pager," she said. "I turned the thing off and put it in my pocket, and as I was running to class, it fell out."

School officials turned the beeper over to the police and a complaint was filed with Monmouth County Family Court.

A disorderly persons conviction is punishable with up to six months in jail or a fine of up to \$1,000 or both. But court officials interviewed for this article say most beeper cases never get to that stage.

Most are handled by Juvenile Conference Committees, panels consisting of several volunteers appointed by the presiding judge of the family court to listen to cases involving minor crimes and first-time offenders.

The committees, whose primary mission is to prevent future misconduct, do not make a finding of guilt or innocence or impose penalties but rather offer recommendations to the court. These can include counseling, restitution, community service or a letter of apology.

At her meeting with the Juvenile Conference Committee in July, Ms. Redfern appeared with her parents, but without a lawyer, and refused to acknowledge she had done anything wrong.

As a result, the committee referred the case to family court, where on Wednesday, she is to appear for an informal hearing before a referee, a venue that is more serious than a Juvenile Conference Committee but less so than a formal hearing before a judge. A referee cannot impose a jail term but can recommend options like community service.

"The Redfern family's concern for Stephanie was that they were informed she would have to enter a guilty plea to the charge prior to the Juvenile Conference Committee making its recommendation," said Steven P.

But Tim Brennan, superintendent of schools in Parsippany-Troy Hills, says the law has its place. The schools in his district, Dr. Brennan said, are in the process of re-emphasizing the policy against beepers, partly because they are disruptive but also as a precautionary measure while educators consider adopting a separate zero-tolerance campaign against drugs.

Monaghan, a lawyer who was retained after her earlier appearance. "And their major concern is that she does not have a criminal record as a result of this incident."

Officials in the Administrative Office of the Courts said they had no record of how many beeper cases go to family court each year. Interviews with court officials in more than a half dozen counties showed that the number of cases varies greatly.

Judge Ellen Koblit of Bergen County Family Court said that in 1997, 15 beeper complaints were referred to family court. One case was transferred to another county; seven were referred to Juvenile Conference Committees; three were put on the informal calendar to be heard by a referee; and four were placed on a formal calendar to be heard by a judge.

"It really depends on other factors," said Judge Koblit. "If this was the only thing the juvenile was charged with and he had no previous record, it would not go on the formal calendar."

Family court officials said that Monmouth County handles about 50 pager cases a year; Middlesex County about 40 to 50, mostly from Edison schools; Gloucester County an estimated 20 to 30 cases a year; Somerset County about 15; Essex County about 5 to 10; and Morris County 3.

Reporting beeper infractions is not mandatory under the law, say state education and legal officials, and each school district can set its own policy on how to handle cases. Some handle a first offense by confiscating the beeper, followed by a detention, a talk with parents and perhaps a suspension.

Other schools turn the beepers over to the police, who in turn have the discretion to make "a station house adjustment," such as meeting with parents, or to file a formal complaint.

Frank Cangelosi, the principal at Edison High School, said about a dozen beepers were confiscated last year "almost by accident," because they went off in classrooms.

"It doesn't mean the kids don't have them," Mr. Cangelosi said. "It just means 'We have increasing drug problems in our country,' Dr. Brennan said. "When the law came out, we had a downward trend in drug use. Now all the data we get says that drug use is on the rise."

State Senator Ronald L. Rice, the sponsor of the 1989 law, said the law had proven to be a good weapon against narcotics trafficking.

"I don't think it needs to be revised,"

they do a good job of hiding them."

Jeff Grupp, a 17-year-old-senior at Manalapan High School whose parents bought him a beeper two years ago, said many students carried the beepers.

"A strict teacher will take it away and your parents will have to come in and claim it," Mr. Grupp said. "If it's a cool teacher, he'll tell you to turn it off and put it away."

Walter Quint, superintendent of public schools in Paulsboro, an urban district near Philadelphia, said that recently a student was given a five-day suspension for having a beeper in class. The suspension was later cut to two days, Dr. Quint said, because the student's parents were unaware of the policy and had bought the beeper and told him to wear it to school.

Edison schools have always been strict about beepers, confiscating them and filing complaints with the police, said Superintendent Vincent Capraro. But that is changing. Under a new policy, school officials are disciplining offenders and handing the beepers over the police, leaving it to an officer to decide whether to file a formal complaint.

Lieut. Carol Renda-Whalen, supervisor of the Juvenile Aid Bureau of the Edison Police Department, said most students whose beepers have been confiscated were "good kids with poor judgment."

Mr. Cangelosi, the principal at Edison High School, agreed. "They're not being used for anything insidious or illegal," said Mr. Cangelosi. "You've got a law that's become obsolete, but it hasn't been changed. We enforce it because technically you're violating the law."

A school official from an urban school district who spoke on condition of anonymity said that the use of beepers is so common that even kindergartners have beepers.

"If we call the police on every beeper from kindergarten through 10th grade, we would spend half our lives in the courts dealing with this issue which in most cases is a non-ssue," the official said. "There are other more pressing concerns."

Senator Rice said. "It should stand. It gives the conditions to when they can have them. We recognize the needs, medical reasons, things like that. But I think the schools have been handling the situation well."

But Mr. Monaghan, Ms. Redfern's lawyer, says the law does not take into consideration situations like his client's. "Her family," Mr. Monaghan said, "feels

strongly her conduct was not criminal." ART Photos: Visiting Quakerbridge Mall after school, two seniors at Steinert High in Hamilton display the pagers their parents want them to carry. Lauren

Morgan, left, says she carries hers to school in her purse. Danielle Reimers says she does not take hers to school. (Laura Pedrick for The New York Times); A senior at Pessauken High

School checks her pager, which her mother wants her to carry. She takes it to school in vibrate mode, rather than beeping mode. (Laura Pedrick for The New York Times)■

47. The New York Times

10/18/98Section: Metropolitan Desk; Section 1; Page 42, Column 1

Pay Was Up in 'Gilded' Year For University Leaders

By KAREN W. ARENSON

University presidents still do not come close to basketball players or venture capitalists in earnings, but a growing number have compensation packages in the half-million-dollar range once thought of as the preserve of corporate executives.

Three private university presidents — at Rockefeller University, Vanderbilt and the University of Pennsylvania — received pay and benefit packages greater than \$500,000 in the 1996-97 school year, according to a study by The Chronicle of Higher Education in this week's issue.

Ten more private universities, including four in the New York area — Columbia, New York University, Yale and Hofstra — paid their presidents between \$400,000 and \$500,000, and 33 more paid between \$300,000 and \$400,000, The Chronicle said, making it the "most gilded" year since it started reporting executive pay six years ago.

Forty-six top executives at private universities were paid more than \$300,000 in 1996-97, up from 38 the previous academic year.

Other universities in the New York region whose total presidential compensation exceeded \$300,000 in 1996-97 included Long Island University and Dowling College on Long Island, Princeton University and Ithaca College.

"It is striking how many are earning at that level," said Scott Jaschik, The Chronicle's managing editor. "It's been going up even though a few of the biggies are gone," he added, referring to Peter Diamandopoulos, the former president of Adelphi University, and John R. Silber, the former president of

Saul B. Cohen, a member of the New York Board of Regents and a former president of Queens College, said he thought such salaries were "out of line."

"The notion that a university president should have salaries comparable to those in industry is fallacious," he said. "What it is reflecting is the professionalization

Boston University, whose compensation packages of more than \$500,000 made them the previous kings of The Chronicle's survey and the targets of faculty anger.

The disclosure of Mr. Diamandopoulos's rich compensation — in 1995-96 he received \$523,636 in salary and deferred bonuses — helped set in motion the New York Board of Regents investigation that removed him from office.

The presidential salaries have generally increased faster than faculty salaries. Although some faculty members, particularly in areas like business and medicine, have six-figure salaries, the average salary and compensation for a full-time faculty member at a private institution in 1996-97 was \$74,132, according to the American Association of University Professors.

In general, university officials defended the pay packages, citing the demands of the university president's job.

"Some of these people run \$2 billion operations with 15,000 employees that are really major corporations, though they are nonprofit," said Morton O. Schapiro, an economist who studies higher education and is a dean at the University of Southern California.

Many officials also pointed to the robust health of their institutions — rising numbers of student applications, hefty fund-raising, strong research and successful faculty recruitment — as signs of their chief executives' prowess.

Richard M. Furlaud, the former chairman of the board of trustees at Rockefeller University, said the university had been in "bad shape" when it asked Torsten N. Wiesel, a Nobel of the university presidency, which I think is inappropriate."

But Tom Ingram, president of the Association of Governing Boards of Universities and Colleges, said, "There are top corporate executives who compare what they do with their university presidents and say they

laureate and chairman of its faculty, to take over when David Baltimore resigned as president in 1991. "We were running a substantial deficit and had a lot of problems," he said. "He did so rather reluctantly," Mr. Furlaud added, "but he did an absolutely spectacular job."

Although Rockefeller's board could not persuade Dr. Wiesel to accept a raise during most of his tenure, Mr. Furlaud said, it finally pushed him into taking a \$50,000 raise (to \$350,000) and a \$133,333 bonus. With other benefits, that raised his total compensation to \$546,966, making him No. 1 on The Chronicle's list. Dr. Wiesel steps down as president next month.

John R. Hall, chairman of the Vanderbilt board, told The Chronicle that the university's reputation and endowment had bloomed under Joe B. Wyatt's chancellorship. His \$525,496 in compensation put him second in The Chronicle's survey.

And P. Roy Vagelos, the chairman of the University of Pennsylvania's trustees, said Judith Rodin, Penn's president, was "one of the top five" presidents in the country and had fully earned her compensation, The Chronicle said. Her \$514,878 compensation placed her third on The Chronicle's list.

Martin Lipton, chairman of the trustees at New York University, said L. Jay Oliva, N.Y.U.'s president, was "a principal architect" of the university's transformation from a "regional university to a prestigious national research institution." Dr. Oliva received a salary of \$428,469 and \$23,174 in benefits.

Not everyone is convinced that the high level of pay is appropriate. "I wouldn't trade jobs for a minute," he said.

The Chronicle said that only two presidents of private research universities — Norman Lamm of Yeshiva University and H. Patrick Swygert of Howard University — had total earnings of less than \$200,000 in the 1996-97 year.

The Chronicle's survey of 475 private

colleges and universities, which was based on filings with the Internal Revenue Service, did not include public universities, where pay is substantially lower and where about 80 percent of all college students are enrolled.

At the State University of New York, for example, which has 64 campuses and about 400,000 students, the chancellor's salary is \$250,000. At the City University of New York, with 200,000 students, the chancellor's salary is \$178,523.

Mr. Ingram, of the Association of Governing Boards, said he believed that the leaders of most public universities were "under-appreciated and under-compensated."■

48. The Washington Post

10/18/98; Edition: FINAL; Section: Southern Maryland Extra; Page M01

Educators' Load Eased In Calvert

Teachers in High School To Handle Only 5 Classes

By Beth Berselli
Washington Post Staff Writer

The Calvert County Board of Education adopted a new high school schedule last week that will allow instructors to teach five of the seven class periods each day, rather than the current load of six classes a day.

Board members said research shows that lightening a teacher's workload benefits students, enhancing the quality of instruction and increasing the potential for interaction between the two. They said the county's high schools must excel in those areas if Calvert students are to perform well in the upcoming state-mandated assessment tests.

Board members also noted during Thursday's meeting that the so-called five-seven model was the preference of teachers and parents who were surveyed.

The new high school schedule will be phased in during a four-year period beginning next fall, if it is fiscally feasible. Board members directed the superintendent to prepare an estimate of the cost of the plan, which would require hiring an additional 28 teachers. Also, as part of the scheduling plan, the board said school officials should work to reduce class sizes for first through third grades to an average of 15 to 17 students.

The 15,000-student school system switched to a seven-period day, with teachers having six classes, in 1984. (Previously, they taught five out of six periods.) Almost from the beginning of the current schedule, teachers complained that it created an excessive workload — many graded papers for as many as 180 students — and was hurting their instruction.

School officials have created several different committees to examine the issue; the most recent one was formed in February and presented its recommendations to the board last month. The committee considered several scheduling alternatives, including a so-called block schedule that lengthens class periods, but ultimately opted to stick with a seven-period day. Under the plan, classes will range from 45 to 55 minutes. Lunch will be 30 minutes.

After almost two hours of debate, board members agreed that the committee's recommendation offered the best scheduling alternative. "Everyone agrees what we're doing now is not acceptable," said William J. Phalen Sr., the board's president.

The county's three high school principals offered evidence of the current problems at Thursday's meeting. Bob

Dredger, principal of Patuxent High School, said three of his top hiring prospects ended up taking jobs in other Maryland counties where the workload was five classes each day. Two current teachers left the Calvert system for the same reason. Maryland schools are fairly evenly split between five- and six-period teaching loads, Calvert officials said.

Teachers reacted enthusiastically to the decision. "It'll give me more time for grading compositions," said Ann Brown, an English teacher at Patuxent who has 170 students. "My students will also be able to write more frequently, since I'll have the time to grade their work."

She said the change will help teachers plan for the upcoming high school assessment tests. Beginning in 2004, the state will require seniors to pass a series of exams before they receive their diplomas. "We need to be getting ready for that," Brown said. "It'll be here before we know it."

In other board news, the board approved the fiscal 2000 capital improvement program. The school system is asking for \$16.4 million in state and local funding for a variety of projects, including construction of a new middle school.■

49. The Washington Post

10/18/98; Edition: FINAL; Section: Loudoun Extra; Page V07

Home-Schoolers Seek A Closer Community

Parents Want Independence and Interaction

By Jennifer Ordenez
Washington Post Staff Writer

A few months ago, Casanova resident Laurae Lyster-Mensh published a piece in a local newspaper describing the wonderful things she and her 10-year-old

daughter, Liana, learn together, away from a formal school setting. Lyster-Mensh, who moved with her family from Fairfax 2 1/2 years ago, hoped the column might help her connect with other parents interested in home

schooling.

"I didn't hear from one person," she said.

Earlier this month, Lyster-Mensh placed a notice in the paper, this one "seeking questions and concerns from the

home-schooling community to discuss with new superintendent of Fauquier County schools, Dallas M. Johnson." She is scheduled to meet this week with Johnson to discuss her own concerns and ideas.

"No one responded," she said, still hopeful. "Well, not yet anyway."

For two years now, Lyster-Mensh and Liana have traveled once a week to Fairfax County, where they belong to a group of 20 to 30 home-schoolers who meet for sports, crafts and field trips. She is one of a growing number of Fauquier home-schooling parents who moved here from cities or suburbs, giving up the benefits of an established home-school network in their own back yards.

Intent on continuing their children's home-based education — built around their own values — some parents are surprised that finding a local group that fits their particular needs is harder than they anticipated.

That's partially because many home-school networks are organized around a shared religious or political affiliation. Lyster-Mensh, however, is part of a growing number of home-schoolers nationwide who are politically moderate and interested in secular home-school interaction.

With help from other home-schooling parents, she hopes to develop an agreement with the Fauquier County public schools that would let all home-schoolers participate in some public school athletics and take advantage of school resources such as libraries and computers.

"The real difference between Fauquier and Fairfax home-schooling is about being rural. In an urban area, it was easy to find home-schoolers of all different types," said Lyster-Mensh, who has taught Liana at home for three years and plans to do the same with her 10-month old son when the time comes. She is from Amherst, Mass., one of a family of educators.

"My ulterior motive is that I get to know other home-schoolers in this county," she said. "It's difficult because

"I'll be in the seventh grade — that's junior high," Liana said. "This has been a really great experience, but I just want to know if I can do it. I'm really curious."

ART ph.,MARGARET THOMAS
CAPTION: Looking for Home-Schooling Links: Laurae Lyster-Mensh cradles her infant son, Daniel, as she listens to her

the nature of home schooling is independence, but this could be a wonderful networking opportunity."

In Virginia, the number of home-schoolers increases each year by an average of 12 to 15 percent, said Charles Finley, director of accreditation for the Virginia **Department of Education**. In Loudoun County, a little more than 1 percent of school-age children are home schooled, and their number increases each year.

Fauquier County has 324 registered home-schoolers, who must take standardized tests or submit portfolios of their work to the county school system so their educational progress can be monitored. But officials say there are more, including those who are not monitored because of religious exemptions and unregistered "underground" home-schoolers.

Diversity among home-schoolers is perhaps the greatest challenge in trying to unify them. They include people with religious convictions, middle-class liberals and counterculture individualists. In each group there are "unschoolers," who adhere to a learn-at-your-own-pace educational philosophy with little formal structure, as well as those who follow a curriculum each year.

Although all types of home-schoolers exist in Fauquier, religious-based groups, such as the one at St. John's Catholic Church, tend to be the largest and most visible. That has been an obstacle for Lyster-Mensh, who is Jewish and said groups with a Christian emphasis might not be comfortable with her beliefs.

"A lot of times in rural areas, the people at the forefront of home schooling have been Christian," said Renee Pleasant, a Goldvein resident who teaches her two children at home and is on the board of directors of the Virginia Home Education Association, a statewide nonpartisan political action group based in Richmond. "There's a much lower population here, so it's more difficult to find a group."

Pleasant formed her own local group when she moved to Fauquier two years daughter, Liana, explain a logic problem during one of her home-school lessons. Lyster-Mensh is trying to forge ties with the growing number of parents who have a secular interest in home schooling. CAPTION: Liana and Laurae Lyster-Mensh huddle over a dictionary at their home in Casanova, searching for

ago but said it is difficult to maintain the network because of the county's size. Most in the group live in northern Fauquier, at least 30 miles away from her, so she and her children have been going to home-school gatherings to the south, in Fredericksburg and Spotsylvania.

"In the groups that do exist, they often require participants to sign a 'Statement of Faith,' and that's not always comfortable for people with a different belief system," Pleasant said. She and others, however, believe that a general home-schooling network might be strengthened through efforts toward a common goal, such as access for home-schoolers to public school facilities.

Finley said such arrangements are not common but have been made in a handful of places in Virginia, including Falls Church and Albemarle County. Some parents who home school said they would like that option as long as public school interference remains minimal.

"It's a mixed bag," said Susan Tullington, who started Fauquier Home Educators, a secular group of about six families, after moving to Warrenton from Reston about a year ago. "That can be great, but then it can be where they end up imposing their rules on you. I don't know if that would happen here, though, because Fauquier, I think, has been very supportive of home-schoolers."

Now she and Lyster-Mensh — who found Tullington by accident in a women's group — are working together to develop an e-mail list of Fauquier home-schoolers and create a central resource for them. Lyster-Mensh said she will continue the effort even if Liana — who says she has enjoyed learning at her own pace — decides to attend public school next year. Lyster-Mensh remains a supporter of public education and continued to volunteer in Fairfax public schools even after she began teaching Liana at home.

synonyms to use in Liana's newsletter. Lyster-Mensh has taught Liana at home for three years and intends to home-school her brother, Daniel.

■

50. Los Angeles Times

An Academic Jump-Start

More Students Are Taking High School and College Courses Simultaneously to Speed Up Education

By REGINA HONG
SPECIAL TO THE TIMES

MOORPARK — Although the popular image of young teenagers in college may be of precocious kids with freak mental powers, the reality is much different, say those who know better.

Most students who begin college before graduating from high school are ordinary intelligent teens simply looking to get a jump on their education.

"You don't have to be a genius or anything," said Jeff McElroy, a Moorpark College student who graduated from Moorpark High School last spring after two years spent on both campuses. "If you're college-bound, you're ready."

In the morning, McElroy took classes such as Advanced Placement history, honors English and chemistry at Moorpark High. Afternoons and evenings, he spent studying such subjects as music, philosophy and sociology at the community college.

His efforts will probably save him time and money. McElroy, 18, hopes to transfer in the spring to UCLA, where he will have enough credits to enter as a junior.

Like others around the state, Ventura County's three community college have quietly accepted hundreds of high school age teenagers.

"Even without us doing anything special, the students are finding us," said Victoria Bortolussi, Moorpark College's dean of institutional advancement, charged with making connections between the high school and college.

Although the college has no special programs for these students, 310 high school students enrolled there this year, up from 227 last year, she said.

Those who attend as young teens are typically highly motivated and college-bound, Bortolussi said. "They're serious about school," she said. "They're

ready [for college] and don't want to waste their time."

Typically in California, students must receive permission from their high school before replacing regular classes with community college classes.

McElroy first attended the college to repeat an algebra course that he didn't pass at Moorpark High. After doing well in the summer class, he began thinking, "Why not take more classes," he said.

He enrolled in math and science, sociology and philosophy courses and now has about 60 units of credit, enough to save him thousands of dollars in tuition by skipping the first two years at UCLA.

Yet he warns students that it's not for everyone. "I wouldn't recommend it for people who aren't too serious in their studies," he said. "The classes are faster paced and you can start falling behind." Managing time can be more difficult when you have to go between the high school and college, he said.

Community college instructors don't treat high school students differently, and may not even know they are not full-fledged collegians, Bortolussi said.

Most students, however, take only a few courses while they are in high school, Simi Valley High School counselor Harvey Webb said. Some go to the college to take interesting classes they can't get in high school, but more often, students attend to get some high school prerequisites out of the way, he said.

For example, some students will take beginning Spanish at college so they can begin a more advanced course sooner in high school. The students at Simi Valley High School, though, are not given credits for the units they take at the college, Webb said.

"There are a lot who have an educational plan and they know what their goal is," Webb said. "If they can't

complete all those requirements, they will seek a way of doing it."

On rare occasions, students skip high school entirely and enroll directly in community college. Derik Glick, for example, entered Moorpark College three years ago when others his age were high school sophomores.

"We said, 'Forget high school,' " said his mother, Paula Glick, who taught him at home until he began college. "You're going straight into college. You need the competition and the structure."

Susan Izumo, the college's articulation officer, determines whether courses at the college are transferable to four-year universities or colleges. She said Moorpark College does not offer high school courses, but students can receive a high school diploma by taking the GED test.

Derik, however, worked with a home-schooling group in Moorpark called Westside Academy. The group determined which courses he took at Moorpark College counted toward earning high school credit and gave him his diploma in June.

Now he has been accepted by Franciscan University of Steubenville, a Catholic College in Ohio. He will begin as a biology major next spring. Derik said college officials told him he could shave about two years off his time at the four-year university because of credits earned at Moorpark College.

"I really wanted to be a doctor since I was really really young, so it will give a jump in the rest of the world," he said. "Instead of getting out of medical school at 30, I'll get out at 26, which is awful nice."

To give her daughter the same jump-start Derik received, Glick recently enrolled 14-year-old Brianne at Moorpark College too.

■

51. Los Angeles Times

* 10/18/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

The Small-Class Shuffle

Anaheim Parents Scramble to Meet Schools' Staggered Schedules

By LISA RICHARDSON
TIMES STAFF WRITER

There is a brief block of time in the day when Jill Vaughn, an Anaheim mother of three, is not driving her children to or from a school.

In order to reduce class sizes to 20 in first and second grades, the Anaheim Unified School District is making the most of what space it has by staggering enrollment and having students arrive and leave in shifts.

Children start school at 7:45 a.m., 10:30 a.m. and 12:30 p.m. They leave at 1 and 4 p.m. And while the students seem to be taking it all calmly, and the teachers are thrilled with the smaller classes, many parents have been left to juggle schools within schools, and try to get children to school well after the parents' workdays have begun. For Vaughn, whose children start school at three different times, that means making five trips to school each day, three drop-offs and two pick-ups.

Fortunately, two of her children at the Francis Scott Key Elementary School end their day together at 4 p.m.

"I really wish they could all go to school and get off at the same time," Vaughn said. "I'm left with a block of about three hours in the day when I can do some house-cleaning and then make another trip to school."

For working parents whose children are on the late morning schedule, the staggered session presents a special headache. With most workdays starting about 9 a.m., parents are hard put to get children to school at 10:30 or 12:30. Before-school child care is virtually nonexistent; the schools' policy is that parents have to work it out somehow.

Since July, Gerolyn Collins has required the help of relatives from Los Angeles to Orange County to take 7-year-old Candyce to school at 10:30 a.m.

"Her dad, my sister, her uncles— whoever I could find to have her there— would have to take her," said Collins, whose workday starts at 7 a.m. in the financial services department of UCI Medical Center in Orange. "It's very, very inconvenient and I don't like it at all, but basically I've had no choice."

Collins, however, recently received good news from the school. One child has left the morning session and Candyce Monday

Delivery: Dad, Juanzell, takes Candyce to school

Result: He's late for 9:30 a.m. job as a

can take her place, arriving at 7:15 a.m. Collins has changed her starting time at work to 7:45 a.m.

School officials said they do all they can to accommodate working parents, but coordinating schedules is not always possible.

Anaheim schools already were on a year-round schedule because of growing enrollment, and school officials and parents have learned to juggle four school years in one. Since the late 1980s, the district's school population has nearly doubled, from 11,000 to 20,000 students.

Now the staggered shifts have added some new steps to the scheduling minuet. With choreographed precision, students file out to lunch while another teacher and class line up to take their room. A third class marches from the outdoor lunch tables to the library, while students in the library cross over to classes.

Parents with more than one child are shuttling them back and forth several times a day and teachers are teaching class after class with only a short break.

But the benefits of smaller class sizes to the students also is obvious, several teachers at Key Elementary said. The 655 children there receive more attention, learn faster and enjoy school more. Last year, the school had three teachers per two classrooms with as many as 60 students among them.

Second-grade teacher Michael Sarabia said he divided his time between two classrooms that each had 10 of his students.

"I had no consistency with them and I felt like there were a lot of kids slipping through the cracks," Sarabia said. "Now I know where all my kids are [academically] and what they need."

And if the pace is more hectic, the school is still a quieter, calmer place than it was.

"Before, you were never, ever by yourself in a classroom and the groups were never small," said first-grade teacher Amy Shively.

Keeping track of it all is Principal Joan Petite.

The pencil-and-red-ink chart in her hand looks more like a family's genealogical tree than a school's classroom schedule, but the graph paper grids show why the school has had a smooth transition to the new system— car dealership sales manager

Tuesday

Delivery: Brother, De Ellis, takes Candyce to school

everyone in the school always has an appointed place to be.

As Petite walks through the school grounds, children call her over to say hello and Petite knows them by name. She notices the blue ruffled collar of a little girl's white shirt and the oversized, floppy laces decorating a boy's sneakers.

"For me it's running just about as smoothly as I could have imagined," Petite said. "Sometimes you're really, really tired and you can't get to everything you want to—school is a human business and students need to be touched every day by the teachers, and teachers need to be in contact with the vice principal and principal, and the parents need to see us out there at the curb when they pick up their students."

Some parents like the staggered enrollment.

Dropping her son Phi off for the 10:30 session Wednesday, Jenny Dominh said she prefers the late morning arrival time even though she makes three trips to and from school. She drops Phil off at 10:30, returns to drop off her son Thi Thi for kindergarten and then picks both boys up at 4 p.m.

"I just had to train myself not to lose track of time—to always look at the clock," Dominh said.

Dominh works at home altering wedding dresses and said she can easily accommodate the school schedule. But one day a week she has to go into the shop she works for to fit the brides, and then a baby sitter takes over her trips to school.

"But it's terrible for her," Dominh said. "Her son is in third grade here at Key and that's on a whole other schedule."

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) How Candyce Got to School

Anaheim Unified School District's effort to reduce first- and second-grade classes to 20 students has required staggered enrollments, with students arriving in shifts. It has also left some parents scrambling to meet the schedule. Here's how 7-year-old Candyce Collins got to school one recent week for her appointed 10:30 a.m. second-grade start time:

Result: He misses morning class at Cypress College

Wednesday

Delivery: Mom's sister, Cymande,

drives approximately 20 miles from her home in Bellflower to take Candyce to school. Cymande returns to her home.

Result: Cymande drives about 40 miles to help

Thursday
Delivery: Cymande makes the trip from Bellflower again, returns home
Result: She again drives 40 extra miles

Friday
Delivery: Juanzell takes Candyce to school
Result: He's late for work again
■

52. The Washington Post

10/17/98; Edition: FINAL; Section: Metro; Page B01

Md. Candidates On Same Page On Education

Sauerbrey Moderates Stand, Stresses Phonics, Class Size

By Ellen Nakashima

Washington Post Staff Writer

Parris N. Glendening and Ellen R. Sauerbrey tack differently on many issues, including taxes, mass transit and the environment. But when it comes to education, Maryland's two gubernatorial candidates are sailing remarkably similar courses.

Both Glendening, the Democratic incumbent, and Sauerbrey, the Republican challenger, are calling for more than 1,000 new teachers. Both want to strengthen school discipline and seek smaller class sizes in elementary reading.

Both even present near-identical images in their television commercials on the issue. Glendening smiles in a classroom full of elementary schoolchildren. Sauerbrey stands in front of a high school, smiling, with students.

But in this rematch of a 1994 race that was decided by fewer than 6,000 votes, it's the Republican who's emphasizing different education issues. No longer is Sauerbrey calling for the state to give vouchers to parents to help pay for private schools for their children if they wish. Instead, she's stressing the need to teach phonics to young children to instill early reading skills.

And in talking about school budgets, Sauerbrey, a former high school biology teacher, has set aside her usual emphasis on low taxes and smaller government and called for spending to hire more teachers. Political analysts say she's found education proposals are useful in helping her to moderate the image some voters have of her as a flinty conservative.

"I was stunned at the makeover she's done," said Charles Cook, of the nonpartisan newsletter Cook's Political Report. "She was such a quintessentially '94 candidate. Anti-government. Anti-tax. That was then. This is now. . . . She's running like she's [Republican moderate]

"I don't know why I have to defend myself against this type of baloney," she

Connie Morella's sister."

Glendening is promising more of what he's already delivered in four years in office. The former college professor ran in 1994 on a pledge to spend more money on schools. His administration built or modernized 6,000 classrooms, and now he's proposing to do 7,500 more. He's wielding the issue to shore up support among suburban and female voters, two key constituencies for whom education is particularly important, analysts say.

More teachers. More classrooms. Phonics. All are proposals that target the issue — education — that surveys repeatedly have shown to be voters' top priority this year.

Yet despite their similarities, the candidates approach the topic with different philosophies, and their supporters are working to highlight those differences.

Glendening, party activists and the state's largest teachers union are portraying Sauerbrey as an extremist whose true colors are revealed by a record of votes against school aid during 16 years in the state legislature. Sauerbrey and some education-reform advocates are painting Glendening as an out-of-touch academic and union captive who cares less about true school reform than about appeasing his political base.

Glendening says of Sauerbrey's new tone on education: Don't believe it. His aides hand out an "Education Hits" list detailing Sauerbrey's votes to cut more than \$300 million in school funding, to finance vouchers and to oppose a ban on corporal punishment in schools during her four terms in the General Assembly.

"You can't spend 16 years down there trying to cut public education, and now put a nice soft commercial on standing with schoolchildren in classrooms and say you support them," Glendening said. "This whole thing is the image Parris Glendening painted four years ago.

Sauerbrey still demonstrates more support than Glendening for policies that would aid private schools. Though she's no longer pushing school vouchers, she would consider giving parents tax credits for children's educational expenses — to cover such costs as textbooks and transportation, but also for summer school or private school. That is considered a more palatable form of school choice because it does not directly drain dollars from public school systems or directly aid religious schools.

"In 1994, I did talk a lot about school vouchers and what got lost in the discussion was my fundamental belief that the governor of a state's first and foremost responsibility is to make every public school so good that no one wants to have to flee to a private school," she said in an interview this year.

Sauerbrey's emphasis on phonics also has particular appeal to social conservatives, part of her core voter base, according to some analysts. Unlike vouchers and school prayer, though, phonics instruction does not turn off liberals and moderates. In fact, many parents of all social strata have become hooked on phonics. They say the alternative "whole language" method of teaching — in which pupils often are taught words by being read children's literature — has failed thousands of youngsters who have been promoted from grade to grade without learning to read.

"Without a doubt, supporting phonics is a way of reaching out to social conservatives without at the same time offending other constituencies," said University of Pennsylvania political scientist Mark Rozell, an expert on the religious right.

But Sauerbrey, who says her phonics position has nothing to do with appealing to one group or another, says she's been miscast.

. . . Over the past four years, people have been able to find out what I really am.

And that isn't the picture he's painted."

Citing Maryland third-graders' dismal reading test scores, she said she wants to ensure that children can read by the end of first grade by using phonics as the primary tool for teaching reading.

The issue is largely one of degree, for in Maryland, most school systems never stopped teaching phonics. Also, the state has no policy on the teaching of reading, leaving it up to local school boards. Experts say phonics alone is no solution to poor reading performance.

Glendening says he has always supported phonics instruction and still does.

Both candidates' main event on the education platform is hiring more teachers to cut class size. Sauerbrey pledged this summer to hire 1,001 new teachers. Glendening followed with a proposal for 1,110.

But the jury is still out on the extent to which smaller class size means a higher caliber of education, experts say. What researchers can say is that such initiatives are most effective in the early grades and most valuable for poor and at-risk children. Other studies show that merely reducing class size has little value until the group is down to about 15 students. Some researchers contend that quality, not class size, matters, so that it's better to have a great teacher in a class of 30 than a poorly trained teacher in a class of 20.

In any case, dropping class size by even one student is costly. Glendening estimates his plan will cost \$43 million a

year once it's phased in, and would be paid for with funds from the existing budget surplus and future revenue growth. Sauerbrey has estimated that her plan will cost about \$40 million a year, to be paid by reducing administrative costs.

Even assuming the money is there to pay for the new teachers, experts fear the state won't be able to find them. Maryland's teacher colleges, for instance, can meet less than half the demand for new teachers in the state.

To lure new teachers to the state's classrooms, Glendening would offer tuition and loan reimbursement. Sauerbrey would grant tuition scholarships and recruit mid-career professionals with math and science expertise. She would also offer higher pay to teachers in "critical shortage" areas, such as math and science.

Sauerbrey, who focuses on business's need for a trained work force, also wants to require teachers to demonstrate their competency in the area they teach. She wants parents to have the right to review curriculum and tests. And she wants to end "social promotion" of failing students.

By contrast, Sauerbrey says, Glendening spent \$295 million on two football stadiums — dollars that could have gone to new classrooms. While he did later spend money on classrooms, she says, Glendening has shown he has no vision for improving the learning that takes place in them.

She also says he is beholden to the Maryland State Teachers Association

and, for that reason, backs their proposal to pull teacher licensing authority from the state school board and vest it in a professional standards board whose single largest group of members comes from the teachers unions. "Parris is locked into the union's agenda and that's an obstacle to reform," Sauerbrey said.

When they're not exchanging salvos, though, the two candidates are sounding remarkably similar on schools. Both support Maryland's school reform program, which includes statewide tests linked to academic standards, sanctions and rewards to motivate schools to do better and new high school graduation tests. And both want to see that teachers are qualified in the subjects they teach.

The broad consensus on education issues is a no-brainer, pollsters note.

Whether conservative or liberal, white or black, voters link better schools with more teachers, smaller class sizes and stronger discipline.

"Politics is market-driven," said Glen Bolger, Sauerbrey's pollster. "The market says education. And candidates say, 'Okay, I hear you.'"

ART ph., ARIS ECONOMOPOULOS; ph., SUSAN BIDDLE CAPTION: Maryland's gubernatorial candidates both are campaigning for smaller classes, more teachers and better discipline in the schools. Above, Ellen R. Sauerbrey (R) greets a crowd at Riverdale Baptist church school. At left, Gov. Parris N. Glendening (D) visits Beall Elementary School in Rockville.■

53. The Associated Press

October 16, 1998

Budget deal to bring 300 new teachers to Oregon's crowded schools

5:03 PM

PORTLAND, Ore. (AP) — A federal budget deal struck by President Clinton and Congress is expected to bring Oregon's crowded schools about 300 new teachers.

Republican and Democratic budget negotiators agreed to plow \$1.1 billion into hiring about 30,000 new teachers throughout the country with the idea of reducing class sizes in kindergarten and grades 1-3.

Oregon, which has one of the highest pupil-teacher ratios in the nation, would "I hear complaints from high school students, and I hear from parents whose

get about \$11.6 million of that money, which is allocated according to enrollment in each state.

Teachers said they welcomed any federal help in reducing class size, particularly in the early grades because research indicates that smaller classes then help students learn.

"People talk about going back to basics, and basics are taught in the first three grades," said James K. Sager, president of the Oregon Education Association and an elementary school teacher. "If we can give kids a solid start children in elementary school are in classes with over 30," Paulus said.

in the early grades, they are going to find it easier to advance later."

Deborah Swan, a second-grade teacher at Lewis Elementary in Portland, has 30 students in her class — "my biggest in years" — and worries that she cannot give each child adequate attention.

"It's certainly an impressive statement of support for what we do," Swan said.

Norma Paulus, state school superintendent, said crowded classes have become a serious issue for some Oregon school districts, particularly fast-growing ones in the Portland area.

Class size in Oregon has been growing since 1990, when the Measure 5 property

tax rate limit began restricting the money available for schools. The National Education Association's latest data gives Oregon the nation's sixth-highest pupil-teacher ratio, at 19.6-to-1. The national average is 17-to-1.

Actual class sizes run considerably higher than that because the figures include librarians, counselors and other licensed staff as well as classroom teachers.

No statewide figures are available on class sizes. Portland budgets elementary class sizes around 27 students to one teacher. In Bend, classes in the early grades run from 24 to 27. The Tigard-Tualatin School District has about 23 students a class in the early grades,

but some schools run from 27 to 28 students.

Just how many teachers \$11.6 million would buy varies among districts. According to the Oregon **Department of Education**, the average starting teacher earns about \$23,000 a year.

Linda Blaydon Olson, leading a group of parents trying to reduce class size in Oregon schools, said that the federal money will help but that it won't solve the state's teacher shortage.

Her group, the Committee for a Little Class, filed an initiative for the November ballot to hold class size in early elementary grades to 20 students. The group abandoned its effort to get the measure on the ballot this year, deciding

instead to work with lawmakers next session.

But Olson said the initiative has been refiled, and backers will try to get it on the ballot in 2000 if the Legislature does not address class size. Smaller classes are needed if Oregon students are going to reach the higher academic standards the state has set in its school reform act, she said.

"We need to be able to count on a long-term solution to this problem," Olson said. "But the federal money could be the impetus to get us going in the right direction."■

INTERNATIONAL

54. The Economist

10/17/98Section: United States; Page 28

Education: The capital takes the plunge

THE Cesar Chavez Public Charter School is not much to look at: a few rooms in the basement of an ageing shopping mall in Washington, DC, minutes away from some of the city's worst slums. Yet the school's founder, Irasema Salcido, hopes to produce a future mayor from the 60 black and Latino students who started work in September. The chief aim of the Chavez school, one of 17 charter schools now working through their first term in Washington, is to educate inner-city students for careers in public service.

Although debate about the future of America's schools has consumed this year's budget negotiations, legislators seem to have lost sight of the charter-school revolution. First introduced in Minnesota in 1991, such schools have spread across the country. There are now over 1,000 in 27 states, and the national total could well rise to 2,000 by the turn of the century. The rate of growth is highest in Washington, which allows up to 20 new ones a year. Although these are still public schools, not private ones for which pupils pay, once a school is approved it can set its own curriculum and hire teachers without having to answer to a public-school bureaucracy. In theory, this allows teachers to inject life into a system in

Because they are still relatively

desperate need of reform.

Washington is a case in point: indeed, perhaps the worst case. The city spends the second-highest amount per pupil in the country, yet ranks bottom in maths and science proficiency for eighth-grade students (roughly, 14-year-olds). Washington's high schools have the highest drop-out rate in the country. In the wretched Anacostia section of the city, only half the children of high-school age attend school at all, and only half of those manage to graduate.

For charter-school advocates, there is only one solution: introducing competition into the system. As charter schools begin to present parents with more options for their children, traditional public schools will have to raise their standards in order to keep students (and hence dollars) from fleeing. Chester Finn, an education expert, argues that many public-school bureaucracies which oppose the growth of charter schools care more about their own financial interests than the interests of those they are supposed to serve: the pupils.

Not surprisingly, many Washington public-school officials disagree. They think the city's charter-school experiment represents a dangerous, even subversive, trend in public education. At a recent untested, charter schools may or may not

meeting, one Board of Education member argued that charter schools skim the best students from the other schools, creating a "schism" in the system. Another official proposed a moratorium on charter-school growth. Perhaps feeling the political heat, several of Washington's Democratic mayoral candidates claimed that the rapid growth of charter schools was encouraging a flight from the city's other public schools.

Money can be a problem. Although charter schools receive the same amount of money per pupil as ordinary public schools, most receive nothing for capital and operating costs. Since it is generally difficult to educate students without desks, chairs or a school building, charter-school heads must seek outside help. They sometimes suspect that local governments are deliberately hindering the movement by failing to allocate enough money. The local authorities in Washington have promised a capital allocation for each charter school this year, but school principals have already had to raise capital from corporations and private foundations. This sometimes works to their advantage: some charter schools have better computing facilities than most small colleges.

be a cure for America's education

troubles. There is a danger that some states, seeing them as a panacea, will begin blindly granting charters to all who apply. Yet, as the Washington example

illustrates, a lenient charter-school law can give parents what they most crave, an alternative. If only for the challenge they pose to the deadly complacency of the

public-school establishment, they deserve to gain momentum.■

55. Maclean's (Canadian newsweekly)

October 26, 1998

WHY COLLEGE GRADS GET JOBS

A tough-minded generation rewrites the rule book of higher education

BY ROBERT SHEPPARD

When the Kanitz twins completed high school in 1988, they went their separate ways. Kristi, the brainer, headed to the University of Western Ontario in London — as far from their King City home, north of Toronto, as her scholarship money would take her. Her brother Justin enrolled in auto mechanics at Centennial, a college of applied arts and technology in Toronto. For Kristi Kanitz-Woolsey, the penny dropped when she completed her BA in 1992 and both she and her brother applied to teachers' college at the University of Toronto. Justin was accepted. Kristi was not. "It was a huge blow to my ego," she says, laughing about it now. "I was supposed to be the academic in the family." Indeed, first in her geography class at Western, she retreated to a two-year master's program where she became increasingly disillusioned with the prospect of getting a job in her field. Today, Kristi, 28 and the new mother of twins, is the contented manager of a small Waterloo manufacturer of U-bolts — an unusual fit for someone with an MA in international relations — and Justin teaches in the tech shop of a Toronto high school. Says Kristi: "My father used to say, 'You go to university if you want a challenge, you go to community college to prepare yourself for real life.' And after going to university for six years, I tend to agree with him."

So do an increasing number of today's young people. To a generation scarred by recession and reared on consumer choice, the exalted university degree is fast losing its traditional allure to the more prosaic college diploma. One reason is cost: the typical diploma carries a tuition of \$1,500 to \$2,200 a year, while the university equivalent is in the \$3,300 range and rising. The second reason is the rush for jobs, for security in an insecure world, that is reshaping social attitudes and the postsecondary universe

in its wake. This summer, when management consultant Ernst & Young asked pollster Angus Reid to explore how Ontarians felt about jobs and education, 35 per cent of the respondents said a college diploma in a technical occupation was the most valuable type of education they could envision. Only half as many believed a university degree in science would do the trick; only three per cent had faith in a BA. The mood has been changing since at least 1993, when Environics Research Group Ltd. began asking whether people would direct a high-school graduate to a trade school or university, and subsequent polls showed a widening gap in favor of the former. Parents with university degrees were still keen to see their children follow in their footsteps. But for almost everyone else, including the pollster's top category of professionals, senior administrators and business owners, the job-focused college came out on top.

But never mind what adults think. The real trend in the postsecondary ranks is that many of the larger colleges report that up to 30 per cent of their students already have a university degree — a phenomenon that has been growing right across the country for several years. That trend has colleges crowing and universities rethinking their roles as students question the value of investing six or seven years to get the right mix of the theoretical and the practical. Stephen Quinlan, president of Toronto's Seneca College, the largest in the country, runs what he calls "the grad school of choice" for nearby York University. At Winnipeg's Red River College, 15 of the 20 students seeking an advanced diploma in geographic information systems technology have a university background.

Meanwhile, Thomas Wood, president of Mount Royal College in Calgary, reports that the huge growth in their student body has largely been due to transfer students, meaning those moving

back and forth between a college and a university campus. A notable, some say advanced, feature in the western provinces, the transfer system has been growing in small steps across the country and is designed to allow students to find their way at a local college before transferring on, credits intact, to a university. But in the West at least, the transfer system may be working more to the advantage of the college partner. "Right now," says Wood, "we are receiving more students transferring in than transferring out."

For a sign of the times, consider the case of Joe Albert, 34, a project manager with the Stentor Alliance of telephone companies in Ottawa. Four years ago, when the brokerage firm he was working for in Yarmouth, N.S., went under, he had a decision to make: whether to finish up the university degree he had started in his 20s, or pursue a three-year computer network technician course at the Nova Scotia Community College. He chose the latter. "The irony is I went from a business background to acquire a technical degree, only to go back to the business solutions and management side," says Albert. "But that was my game plan when I went back to school and it worked out almost precisely."

Then there is Bryan Thompson, 26, currently taking a machinist course at Durham College in Oshawa, Ont. Thompson already has two degrees under his belt: a bachelor of commerce and a bachelor of arts, specializing in labor relations, from McMaster University in Hamilton. "I was steered in the direction of university because my grades were really good," says Thompson. "I kind of resent that because what I am doing now I should have been doing six years ago." His buddies who went to Durham after high school now have houses of their own and are starting families. Thompson is living in an apartment with his girlfriend and paying off the remaining

portion of a \$65,000 university bill. "In my day, colleges were for people who

Universities are alert to the trend. Says York University president Lorna Marsden: "We are certainly becoming much more aware of what's really going on by virtue of students' feet." York is one of those at the forefront of those, at least in Ontario, trying to shorten the learning experience for students by negotiating program-specific arrangements with certain colleges — "without giving up our brand name," says Marsden. But will that be enough? After 30 years of being the junior partners in the country's postsecondary system, Canada's colleges are starting to show what Seneca's Quinlan likes to call "upstart tendencies." Seneca's most recent exploit — a 24,300 square-metre building of its own smack in the middle of the York University campus — is a case in point. The high-tech outpost, scheduled to open in the spring, will house 4,000 college students and whatever university ones come around seeking technical skills. Interest is such that work has already begun on an expansionary second phase. A modest 1,100 square metres is being set aside in case York wants to set up any high-tech labs itself.

Nimble as ants, Canada's colleges have become so flush with their ability to place students in real jobs — most boast a success rate in the range of 90 per cent — that nothing seems to daunt them. Colleges are in the business of producing not only welders and machinists, but world-class chefs, a new generation of multidisciplinary health-care workers — and whiz-kid animators for Nelvana and Disney. Need more computer technicians? Seneca says it can produce as many as any university can, and at half the cost. But this may be comparing apples and oranges. Colleges produce more of the well-paid workers in information technology, the ones who set up and monitor a company's computer networks. Universities tend to provide the more analytical programmers.

In Alberta and Quebec, colleges have taken responsibility for some technical and managerial training for the armed forces. Quebec's CEGEPs, with a 30-year tradition as mandatory feeder schools for the province's universities, are also showing signs of branching out, developing speciality programs that are attracting out-of-province students. But the big push is coming in the field of apprenticeship training. Federal cutbacks in funding for trade programs, and a

couldn't make the grade in high school, who couldn't do their OACs, which is growing dearth of senior journeymen to train apprentices, have persuaded some provinces to pass a larger proportion of the job into the hands of colleges, wresting it from the unions. Wayne Samuelson, president of the Ontario Federation of Labour, sees a danger in college-run courses that could become too localized, too industry-specific. Universities are routinely chastised these days for becoming too close to their corporate donors. But if anything, community colleges are closer still, almost joined at the hip. In Oshawa, in the heart of General Motors country, Durham College president Gary Polonsky, a bright, engaging man, talks about his student streams as "product lines" and says he personally had to take a GM-approved total quality management course before the automaker would let Durham bid on any training contracts. And the first sentence out of any college president's mouth is generally about the number of business partnerships he or she has struck in recent months.

The pilot project at St. Clair College in Windsor, Ont., provides a clue to the future of apprenticing. Started in January, in conjunction with Chrysler Canada and the Canadian Auto Workers union, the program replaces the traditional five years of apprentice work — often preceded by a brief pre-apprenticing course — with a four-year electronics engineering diploma. Students spend three days a week in class, and two at Chrysler earning \$16 to \$18 an hour. Thirty-five students have enrolled in the project and in a historical twist, Daimler-Benz has been studying the venture, with an eye to exporting the system back to Germany.

For all their industry connections, colleges are not beating universities in enrolment numbers — yet. But in many parts of the country, university enrolment has been flat or declining throughout the 1990s, with part-time enrolment plunging dramatically, while the number of full-time college students has been steadily on the rise. What is more, college registrars say they are being swamped by a wave of high-school graduates with top marks — and a keen eye on the debt-load for university students. Student debt has been rising sharply since 1990 and now averages \$25,000 for an undergraduate degree, according to the Canadian Federation of Students.

Many business leaders — and many universities — argue that a degree is

just wrong."

worth more in the job market and offers better protection against an economic downturn. It may. But with the recent movement between universities and colleges, the value of a simple undergraduate degree is becoming harder to measure. What is unassailable is the penalty for stopping at high school: between 1990 and 1996, the number of jobs for those without a degree or college diploma fell by 910,000, while employment for those with a postsecondary credential increased by more than 1.4 million.

But scratch the surface and it is more than just the old political slogan — "Jobs, jobs, jobs" — that is driving the college option. Eighteen-year-old Tammy Walsh from Cold Lake, Alta., had her choice of universities and was thinking only along those lines when she completed high school last year. But her armed forces family was moving to Calgary, and she followed her guidance counsellor's advice, enrolling in Calgary's Mount Royal College in a two-year program aimed at helping people with disabilities. Walsh believes she will "most likely" go on to university — Alberta's transfer system enables her to apply her college credits towards a university degree — but this year is opening her eyes to other options, including colleges in the United States. "We are such a close-knit group here — small classes, my teachers know me by name," says Walsh. "I know people who went to Mount Royal first and then to university and didn't like it. I'll have to see."

Raised in Kentville, N.S., 19-year-old Christine Delbridge has her sights set on an engineering degree at the University of New Brunswick. But first she is going to complete a two-year surveying course at an offshoot of the Nova Scotia Community College. "I want to get a skill to support myself during university," says Delbridge. "I don't want to come out of university owing a lot of money." Money was also a concern for 21-year-old Carrie Bannon, completing a two-year program in developmental services at Fanshawe College in London, Ont. But it was not the overriding one: "A lot of my friends are going to university and they have no real direction. I thought college would give me more direction and it has."

"This is a tough generation," says Durham's Polonsky. "They are more like their grandparents' generation than their parents'. People in their early 20s have

lived much of their life in a recession, and they will always be wary of economic cycles." Indeed, today's college student, with an average age of 26, is

For many, college is not a place to find yourself, but it still can be a destination for those who want to change the world. At the Michener Institute for Applied Health Sciences in downtown Toronto, 40 students ranging in age from 19 to their mid-40s are paying \$8,500 a year for a four-year program in acupuncture and Oriental medicine. "When I tell my friends what I am doing, they always ask two things," says Elizabeth Aubry. "'Can you try it on me?' and 'You're paying how much?'"

The traditional barrier between education and training is rapidly falling away

Like the animation program at Sheridan College in Oakville, Ont., which has a similar tuition and is being copied across the country, Michener's acupuncture program is one of those godsenders for college administrators: a high-end earner that helps offset progressive years of government cutbacks. Tuition is five times the cost of a normal college program, nearly three times that of a bachelor's degree. But for the students involved, it is something else as well. "We are the pioneers," says Aubry, 31. "We should be in tremendous demand." Indeed, nearby Mount Sinai Hospital has just signed an agreement with Michener to use the graduates in a new acupuncture clinic to treat cancer patients and others whose pain cannot be controlled well by conventional drugs. Adds fellow student Steven Josephs, 25: "This is not something strictly for the Oriental community. We are going to be the bridge to Western society."

In an age of perilous government support, even the slightest shift in student preference can disrupt the postsecondary universe. The current demand for cheaper, more relevant education is not lost on the universities. When colleges such as Humber in west-end Toronto moved to offer a variety of one-year certificates for those with university degrees or advanced standing, several universities followed suit with similar add-ons of their own. In the past several years, a wide range of creative partnerships have taken shape, from the dedicated university buildings springing up on college campuses to joint ownership of facilities where common programs are taught.

The most creative partnerships have taken place in the West — particularly in

slightly older than his or her university counterparts and has spent more time in the workforce, often being buffeted from job to job. At Durham, Polonsky British Columbia, but also in Alberta, Saskatchewan and Manitoba — and at the University College of Cape Breton in Nova Scotia. With some restrictions, students can take advantage of credit transfers between colleges, universities, and in British Columbia's case, the new hybrid university colleges, institutions that grant both diplomas and degrees. Half those studying for an undergraduate degree in British Columbia today are not doing so at a traditional university.

Student-rich Ontario has experimented with some limited transfer arrangements between universities and colleges, negotiated by individual institutions. "It's the wave of the future," says University of Western Ontario president Paul Davenport. "But the western model does not work here. We have more than enough degree-granting institutions." Ontario universities have been especially unwilling to allow community colleges to grant that most sacred of parchment — the applied or associate degree. "Look," says Harvey Weingarten, provost at McMaster University, "it's a jungle out there. The fact is, we need the tuition revenue. In Ontario, we have 17 universities beating each other's brains out, and competing with community colleges as well." There is much colleges and universities can do together, he says, "but there is a distinction in philosophy between universities and colleges, and that should be reflected in the credential that is given."

That objection sticks in many colleges' craw. "Anything that takes away from our focus on jobs is dumb," says Polonsky. "But in the 30 years we've been around, our programs have become just as sophisticated as the universities'. We focus on application. They focus on analysis. But whoever said application is less rigorous?" The global credential is the degree, says Polonsky, not the diploma or the course certificate. Not having a degree is limiting college graduates from working or furthering their studies abroad. Indeed, he says, he knows of one Durham grad working as a consultant who was stopped at the border while on a job because U.S. customs officials would not accept his diploma as a professional credential.

Ontario universities and colleges struck a committee at the beginning of the year to examine the issue. But so far, its work seems hung up on the objections

estimates that about 1,000 of the 4,500 full-time students have children and many are single parents juggling jobs and kids.

of some of the larger universities who are unwilling to compromise. "We are not asking for parity," says Polonsky. "All we want is for our engineering tech grads, with good marks, to be granted standing at universities so they can get a degree in two years if they want."

Unlike universities, hampered by governing senates and hundreds of years of tradition, colleges are much more free to spin on a dime and offer courses on the latest computer or health-services technique — whatever the market will bear. "I spend my days talking to business people, trying to find what they want," says Seneca's Quinlan. His tactic for not being bamboozled by half-baked ideas: he asks companies for a commitment to hire Seneca grads three years down the line if he sets up a program, or to loan him that \$100,000 piece of new equipment for training. College presidents say they can zap a new program in place in anywhere from six months to a year, depending on the availability of the training materials and instructors. "It's tough to do," says Michener president Renate Krakauer. "But otherwise, the world passes you by."

The result, though, is that these programs continue to shift and change focus — and are often cut back if the jobs do not materialize. Now, as much as half of a college's budget can come from "earned income," which includes such high-tuition speciality programs as animation or acupuncture, and tailor-made training for GM or the local furniture maker. The quick stops and starts saddled 12 of Ontario's 25 community colleges with \$29 million in debt at the end of 1997. Preliminary figures suggest they are climbing out of that hole, but are doing so in part by opening their doors to students with non-academic credentials: between 1994 and 1996, the number of those entering college on the basis of job-related experience — and short interviews — jumped from 741 to 2,767 in Ontario alone.

When they were created in the 1960s, products of social and educational upheaval, colleges were designed in large measure to deal with the fallout from the baby boom, to cushion the entrance to the job market of a growing number of young people. Since then, they have evolved on many fronts — skills merchants, career reshapers, credentialists for everyone

from journalists to funeral-services

Developing countries are tired of sending their best and brightest to become doctors or engineers at North American universities, only to see them stay. With Canadian colleges bringing their computer or health-care technician courses right to Chile or Trinidad, these countries are now able to envision building their own infrastructure. Toronto's Seneca earned \$10 million last year, 20 per cent of its revenue, on international ventures mostly in developing countries. Together, the country's colleges have been involved in at least 300 educational development projects in 70 countries. Red River College in Winnipeg and Camosun in Victoria have joined forces to develop a program on child care standards at the University of Danang in Vietnam; Grant

workers. Now, they are approaching the MacEwan Community College in Edmonton recently established an office in northern Russia to maintain contact with the graduates of its health-care administration program. On the Team Canada trade mission to Latin America earlier this year, colleges turned out to be the big draw at breakfast business meetings, surprising many who wondered why they were along in the first place.

The irony is that colleges can sell abroad what many of them cannot sell at home — a coherent system of flexible postsecondary education. "The advantage of the community college is its tremendous sense of place," observes Ray Ivany, head of Nova Scotia Community College, a single administered body with 13 campuses. "You cannot imperil in any way that primary connection to the

final frontier: international respectability, communities they serve." But at the same time, he says, "that old dichotomy between 'education' and 'training' is rapidly falling away. Students are moving back and forth between college and university. They pop in, they pop out of the workforce. What this province needs, what Canada needs, is greater clarity in the roles of colleges and universities and a seamless transition so the debt-load of students can be reduced." How easy it will be, given their years of mutual mistrust and competition, for the institutions of higher education to muster that sort of clarity is anybody's guess. But for this generation of students, with a tight grip on their education dollars, the assault on the old barriers and attitudes has already begun. ■

56. Los Angeles Times

* 10/17/98; Edition: Home Edition; Section: Foreign Desk; Page A-12

France's Education Minister Vows to Hire More Teachers

Associated Press

PARIS — France's education minister promised Friday to hire more teachers and modernize schools, a day after half a million discontented high school students demonstrated against overcrowding and a lack of supplies.

Education Minister Claude Allegre said the actions were agreed on during a meeting with student representatives Thursday, when about 500,000 high school students marched in dozens of cities and towns across France.

Allegre said in an interview Friday on

Europe 1 radio that he and student leaders had agreed on "immediate action."

Allegre also said he was "aghast and sorry" about violence during Thursday's marches that left at least two people seriously injured. ■

COMMENTARY

57. Boston Globe

October 19, 1998

From free speech to speech codes on American campuses

By Jeff Jacoby, Globe Columnist

In olden days, "before the oppression began," as Alan Kors and Harvey Silverglate put it, there existed at the University of Pennsylvania an institution called Van Pelt College House. This was a residence in which diversity flourished - real diversity, not the sour quasi-apartheid common at American universities today. Van Pelt House brought together instructors and students of every stripe - "evangelicals and gay

activists, Catholic Newman Center members and radical feminists, conservatives and revolutionaries, blacks and whites of all persuasions, including the first few presidents of the militant Black Student League and blacks majoring in finance at the Wharton School."

What the residents of Van Pelt experienced, Kors and Silverglate write in a blistering new book, "The Shadow University" (Free Press), was the

authentic "discovery of difference" that once made the best colleges incubators of tolerance and broadmindedness. "Its members moved each year from distance to conversation, and from mutual suspicions to various degrees of understanding, and, usually, to touchingly kind relationships. People offended each other all the time, but they learned to talk to each other and to understand each other."

Try to find a Van Pelt House at Penn,

or anywhere else, in the 1990s. Rarely are students today encouraged to view each other as individuals. They are pushed instead to divide themselves by race, sex, and ethnicity. Higher education once offered undergraduates the time and tools they needed to shape their own identities; now undergraduates get their identities

It isn't only at Smith that administrators are engaged so tendentiously in bringing students to political enlightenment. Incoming Columbia freshmen a few years ago were lectured on "the archetypes and stereotypes in American society that support racism and prejudice"; they then gathered to hear three students - one gay, one Asian, one black - discuss their encounters with bigotry and discrimination. Dartmouth's mandatory orientation dealt with what the assistant dean of freshmen termed "the various forms of 'isms': sexism, racism, classism." For newcomers at Bowdoin, there was a program snappily called "Defining Diversity: Your Role in Racial-Consciousness Raising and Cross-Cultural Social Enhancers."

Kors, a professor of history, is on most issues a conservative; Silverglate, a noted attorney, is a liberal. What they share is a commitment to freedom, especially freedom of speech and conscience. The two men, who were undergraduates at Princeton in the 1960s, have watched with alarm the transformation of US campuses from places of robust expression to grim zones of censorship

handed to them as they arrive on campus.

At Smith College, freshmen in 1990 were provided with handbooks from the Office of Student Affairs. These began with a definition of "ethnic identity" and went on to supply a glossary of "oppression": Ableism, Ageism, Antisemitism, Classism, Ethnocentrism, and repression. When they were students, the Free Speech movement was germinating. Today free speech is out, and speech codes are in.

No longer do universities prize the uninhibited clash of ideas and opinions. On campuses from sea to shining sea, political correctness is the ruling orthodoxy and The Right Not To Be Offended trumps every consideration. The authors describe case after case of professors and students silenced, punished, or exiled for daring to say things somebody deemed offensive. Some of the episodes are notorious - a chapter is devoted to the shocking "water buffalo" inquisition at the University of Pennsylvania. Others are little known. Consider the fate of Don Staples, a professor of film at the University of North Texas:

"At a university forum on ways to improve the experience of minority students, a black undergraduate complained that courses contained inadequate materials by minorities. Staples replied that his own course incorporated a large number of contributions by black filmmakers, but that minority students in his class still

Heterosexism, Lookism, Racism, Religious Discrimination, Sexism. These terms would prove valuable, the new students were told, "as groups of people begin the process of realizing that they are oppressed."

had poor attendance. For that remark, the university suspended Staples for one week. Chancellor Alfred F. Hurley [explained] that while free speech would be protected, 'racism will not be tolerated.'"

How bad is it? In 1993, a motion was introduced at a faculty meeting of Hampshire College in Amherst. It affirmed "the right of all members of the college community to the free expression of views in speech or in art, and the right of all members of the community to hear the expression of any views" and condemned "the censorship or prohibition of non-criminal speech." The motion was defeated, 26-21. That bad.

"A nation that does not educate in freedom," Kors and Silverglate warn, "will not survive in freedom, and will not even know when it has lost it." All tyrannies eventually crumble; so will the tyranny of thought in American higher education. But between now and eventually, how many free minds and spirits will be crushed? "The Shadow University" sends up an unignorable flare, but it may be a long time before help arrives.■

58. The Washington Times

10/17/98; Edition: 2; Section: C;COMMENTARY;EDITORIALS;LETTERS; Page C2

We don't need more teachers, just better ones

When President Clinton unveiled his proposal to hire 100,000 more teachers, he said that "every parent already knows" that education improves when class size shrinks. In his weekly radio address on Oct. 10, he repeated his proposal. Yet accumulated evidence demonstrates that reducing class size has less effect on educational performance than on generating campaign contributions and political support from powerful teachers unions.

University of Rochester economist Eric Hanushek, one of the nation's leading education experts, points out that class sizes have been shrinking for decades at enormous costs and with no commensurate gains in test scores.

Today's national average of 22 students per classroom is down significantly from the 30-plus averages of the 1950s. In the past 45 years, the teacher-pupil ratio has fallen by 35 percent. The Asian countries that trounce us in education have vastly larger classes, often containing 40 or 50 youngsters.

The problem is not too few teachers. It's too many unqualified teachers. The **Department of Education** reports that 36 percent of public school teachers neither majored nor minored in the subjects they teach. Yet, for example, a retired mathematician could not teach in a public school for the so-called lack of teaching credentials. The nation might be better served by modifying the

certification process and firing the worst 100,000 teachers.

There are better ways to spend the money. The cost of hiring 100,000 teachers would provide \$4,000 in scholarships annually to 425,000 low-income pupils to help them escape the educational prisons where we incarcerate them and to get them into private or charter schools. It also could be enough to give a \$4,500 tuition grant to each of the nation's 2.7 million teachers to learn or know better the subjects they teach.

Professor Hanushek states: "The evidence gives no reason to believe that reducing overall class size will have any effect on student performance." So why

do it? Well, teachers get more jobs,
unions get more members and dues,

politicians get more votes and soccer
moms feel all warm and fuzzy.

DANIEL JOHN SOBIESKI
Chicago■

59. The Washington Times

10/18/98; Edition: 2; B;BOOKS;EDUCATI; Page B6

Colleges for young Republicans?

By Martin Morse Wooster

About this time of year, tens of thousands of high school seniors begin to think about where to go to college. One of the ways these students make their decisions is by choosing a "college guide," a compilation of short articles about various schools. There are many different college guides, including one compiled by the staff of the Yale Daily News and one written for fans of multiculturalism. But now conservatives have their own version: *The Right Guide to Colleges: The Whole Truth About America's Top 100 Schools* (Eerdmans, \$25, 670 pages).

The book was compiled by 10 people associated with the Intercollegiate Studies Institute (ISI), the largest and oldest association devoted to assisting conservative college students. Presumably these 10 ISI staffers edited and rewrote essays from students at the colleges listed.

As with any such large enterprise, small errors creep in. For example, Massachusetts Institute of Technology fellow Nicholas Negroponte is a columnist, not the founder, of *Wired* magazine, and the University of Colorado (Boulder) is credited with inviting a nonexistent "princess of Burma" to speak on campus. And as you might expect, the "top 100 schools" include many schools that are traditional, but second tier. It is likely that you can get a sound education at the Franciscan University of Steubenville, Ohio, but to call that institution one of America's top 100 schools is a dubious claim.

Where should you go to get a good education? The ISI offers several suggestions. Colleges with strong religious affiliations are generally sound. They admire many Catholic schools (although giving mixed ratings to Catholic University and Georgetown), as well as such devoutly Protestant institutions as Calvin College and Wheaton College. Southern schools (with many exceptions) tend to be sounder than Northern ones. And the ISI admires three of the remaining four men's colleges (Hampton-Sydney, Morehouse and

Wabash) but dislikes most women's schools.

Those who, as I did, read every page of this large book will find many interesting trends. It provides convincing evidence that the race-and-gender left has completely supplanted the old left. Nearly every school listed has plenty of dubious courses in their African-American or women's studies departments, but only a few geezers preaching socialism or revolution.

It is also possible to find the most politically correct college in America. While there are many candidates, including such obvious choices as Duke, Stanford and the University of Wisconsin at Madison, the most p.c. school in the United States clearly is Mount Holyoke College, which not only has clubs for "chronic fatigue immune deficiency" and "Lunar Howling," but also offers students board for their horses at only \$425 dollars per month.

This guide book is a good idea, well executed. If the ISI can keep it up to date, they will have made a substantial contribution to American education.

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In recent years, some school districts have instituted "peer review" programs where teachers determine whether newly hired teachers shall get tenure by rating the new hires' performance. You might not expect that there's a whole book on this arcane subject, but Myron Lieberman has produced one in *Teachers Evaluating Teachers: Peer Review and the New Unionism* (Social Philosophy and Policy Center/ Transaction, \$34.95, 112 pages).

Mr. Lieberman is an expert on teacher unions and contract negotiations between unions and school districts. He finds that peer review addresses many issues that define how teacher unions do their jobs. Are teachers, for example, professionals like lawyers or doctors, and thus able to determine who is allowed into the classroom? Can a teacher denied tenure by peer review sue the union - and what happens when the union loses? Mr. Lieberman also finds some union leaders making the argument that unions should get something in return from

management when they get rid of bad teachers - which raises the possibility that peer review could lead to unions controlling the curriculum.

It's too early to tell whether or not peer review is a permanent trend or a passing fad but it's clear that there will be more debate about this idea. And when education reporters begin to investigate peer review, they will find that Mr. Lieberman has written the pioneering work on the subject.

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Most workplaces are becoming more fluid and less hierarchical, but walk into a typical high school and you'll find it as regimented as ever. Students are forced to learn six or seven subjects that have nothing to do with each other, and 16- and 17-year-olds are constantly reminded that the school district considers them immature and irresponsible.

A provocative critique of school regimentation is provided by George H. Wood in *Time to Learn: Creating Community in America's High Schools* (Dutton, \$24.95, 210 pages). Mr. Wood, a former education professor, is the principal of Federal Hocking High School in Stewart, Ohio. His book shows how he eliminated layers of bureaucracy and reduced red tape in his school's curriculum.

Mr. Wood is a lively writer, and the book is strongest in its analysis of the failings of public schools. He has some excellent chapters showing the number of pointless rules high school students must face every day - rules that don't inspire students to become productive. He is also very persuasive when he shows that most state-mandated tests have very little to do with the skills students need in order to succeed in life.

However, Mr. Wood's conclusions are less persuasive. Like most public educators, he is an enthusiastic champion of bigger education budgets.

Still, if you're wondering why public schools seem so sclerotic and unable to change, "Time to Learn" provides a fine analysis of the problems America's high schools face.

Martin Morse Wooster is an associate

editor of *The American Enterprise* and
the author of *"Angry Classrooms, Vacant* ■ *Minds."*

60. Portland Oregonian

10/16/98; Edition: SUNRISE; Section: EDITORIAL; Page B08

SMALLER CLASSES ARE BETTER

As a public school teacher, I must respond to David Reinhardt's assertion that class size has nothing to do with student achievement (Oct. 8). One would be hard-pressed to find many teachers who don't care about large classes or would have no preference for a smaller class over a larger class.

Reinhardt's assertion about class sizes

is a simplistic argument bowing to the altar of test scores and pupil achievement data that ignore a large number of factors that teachers must take into account every day.

Among these factors is the inclusion in the regular classroom of special-education students, talented and gifted kids, and severely emotionally

disturbed kids — three types who have specific needs and might be in my classroom at the same time. Smaller classes allow me to give those students who need it extra, one-on-one attention.

MATT McBETH

Stayton ■

61. Raleigh News & Observer

10/17/98; Edition: Final; Section: Editorial/Opinion; Page A19

Vouchers and funding

Your Oct. 12 editorial "Fight, not flight" opposed government vouchers or tax credits for private school tuition. Actions that undermine effective education should be opposed, but we need unbiased information to assess the likely impact of the vouchers. Your editorial begged for supporting data.

You stated that innovations such as charter schools and the ABCs accountability program are paying off and that such innovations "consistently show that getting better results requires making a bigger investment." Isn't it too

early to rate either of these programs a success, and how do they represent increased funding for public education?

You state that there's a clear correlation between funding and academic achievement. Please show us data to back up that assertion. Show me a plot of tax dollars (inflation-adjusted) per public school student vs. some objective measure of academic achievement. If a positive correlation exists, it should be evident in such a plot.

Your ask, "how can principals hire more . . . teachers . . . with less money?"

How do vouchers or tax credits decrease the per-pupil financial allocation for public education? Further, if many students move to private institutions, why will public school principals need to hire more teachers? If enough students leave, principals may be able to weed out underperforming teachers.

If vouchers really hurt, let's oppose them. If more money will help, let's provide it. But first, let's take an unbiased look at the data. Please help educate us.

W. STEVEN LANIER, Ph.D.

Durham ■

62. Raleigh News & Observer

10/17/98; Edition: Final; Section: Editorial/Opinion; Page A19

Vouchers for change

Your Oct. 12 editorial ("Fight, not flight") about taking a stand against the growing desire of American citizens to be able to choose vouchers or tax credits toward private-school tuition reflects an attitude that I find distressing.

Your recommendation to not allow something like a school voucher or tax credit option, so that instead we can "concentrate" . . . resources and attention on making public schools the best they can be. . . " is a "don't rock the boat" approach to resolving serious problems with current public education.

Huge sums are funneled into a school system overburdened with top-heavy and

costly bureaucracy. Money is wasted on administration, pie-in-the-sky educational theories and badly managed projects. The result is an educational system that costs much and performs little.

A voucher system would provide two things. First, it would provide choice, allowing all citizens the option of private schooling for their children, if that option is better for their kids. Second, it would provide a strong impetus for valuable improvement to the entire public education program by forcing that program to be competitive.

You asked the question: "How can

principals hire more (not to mention better) teachers, for instance, with less money?"

The answer is simple. Streamline the processes and make them more efficient. Spend less money on administration and you have more money for staffing and facilities.

Lastly, I take extreme objection to your point that "Their arguments are full of faulty premises, the most glaring being that public education is an outright failure."

I don't think the public school system is an outright failure. But perhaps you are satisfied with giving your children

63. The Columbus Dispatch

10/17/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 11A

VOUCHER PROGRAMS WASTE PRECIOUS TAX DOLLARS

After reading the recent editorial "Voucher foes: Too many leaders frustrate will of parents," I must make several points about the use of public tax dollars to fund private religious and nonreligious schools.

First, the editorial failed to cite the results of two recent Buckeye State Polls by Ohio State University's Survey Research Unit. The Sept. 15, 1997, Dispatch article on the poll of Franklin County residents reported that 58 percent opposed using tax dollars to finance private schools. Although the black sample in that poll is relatively small, 59.5 percent of blacks (14.6 percent of the total sample) opposed using tax dollars to finance private schools.

Furthermore, 51 percent of all those surveyed believed that a voucher program would decrease the quality of education in public schools. Almost half of blacks agreed.

The Feb. 16 Dispatch article on the Buckeye State Poll of Ohio residents reported that 58 percent believed tax dollars should pay only for public education, while 38 percent supported using tax dollars to fund private schools. Ohio blacks (77 percent) also said tax dollars should fund only public education. The Ohio poll also did not generate a large sample of blacks.

Second, the editorial suggests a mass exodus from public schools in those cities with voucher programs. What does the evidence reveal? In Milwaukee, the number of private-school applicants represents between 0.6 percent and 1.1 percent of the public-school population. Furthermore, a quarter or more of the enrolled pupils in each year of the program returned to the Milwaukee public-school system out of frustration with the voucher program.

Although the Cleveland numbers are a little higher, the data do not support a

conclusion that pupils are leaving in caravans. The Cleveland program received 4,456 public-school applications for the 1996-1997 school year. That represented 6 percent of Cleveland's public-school enrollment. Of the approximately 30,000 children eligible for the Cleveland program, the applicants represented 14.9 percent of that population.

Last, the editorial asks: Why would organizations, such as the National Association for the Advancement of Colored People, oppose vouchers? Here's why:

These organizations, along with the majority of Franklin County's residents, know that vouchers will diminish the quality of education in public schools.

Implementation of a full voucher program is fiscally impractical. Henry M. Levin, an economics professor at Columbia University, is a supporter of a national voucher program. But he reports that implementation of such a program would increase total education spending by \$68 billion.

Some proponents do not believe in the program's practicality on a national level. Nina Shokraii, an analyst at the Heritage Foundation, admits that voucher proponents are not pushing for a national voucher system. Shokraii says they are instead advocating smaller experimental projects like the one in Cleveland.

Ohioans cannot afford expensive (\$13.7 million over two years) experiments like the one in Cleveland when other Ohio children read outdated books, attend dilapidated schools and sit in overcrowded classrooms. Instead of forcing school districts in poverty-stricken communities to match construction money through levies, the state could use that money to fund fully some of the most-needed construction projects without diverting millions of

dollars to unproven experiments like the one in Cleveland.

Serious questions arise when trying to make private businesses accountable to the government for mismanagement. Instead of making the business accountable, the issue becomes a legal battle over whether the business breached its contract. How much would it cost to prove in court the abuses of a private company operating a school?

Are private schools willing to educate all of Ohio's children, regardless of their race, disability, economic status, past behaviors and academic record.

Will the voucher program force private schools to recognize the constitutional and statutory rights of children and parents in discipline matters? For instance, will the state force a voucher program's private school to re-enroll an expelled or suspended pupil as the law requires of public schools?

It is impractical to say a voucher program will produce high quality and equal opportunity in effective and efficient neighborhood schools. Shokraii stated, "A fully funded voucher system wouldn't work in the near future, because there aren't enough private schools to accommodate students." (Education Daily, "National Voucher System Could Be Costly, Study Says.")

A voucher program is the wrong program now, in the near future or in the extended future because of the negative social, economic and educational impact on Ohio's communities. The sole question I have is: Would not the funding of equal-opportunity and challenging public neighborhood schools be a more responsible and effective use of Ohio's \$13.7 million?

*John D. Stanford, director
Education Information Center
Westerville■*

64. The San Diego Union-Tribune

10/18/98; Edition: 1 2; Section: OPINION; Page G-1

Literacy and poetry

As city schools set basic standards, poetry program aims higher

By Jack Webb

WEBB is an assistant news editor at The San Diego Union-Tribune and director of the Border Voices Poetry Project, which has sent poets into 200 schools in the county. An award-winning poet, he received a masters of fine arts in creative writing from San Diego State University.

"The future of poetry is immense, because in poetry, where it is worthy of its high destinies, our race, as time goes on, will find an ever surer and surer stay. There is not a creed which is not shaken... not a received tradition that does not threaten to dissolve ... The strongest part of our religion today is its unconscious poetry." — Matthew Arnold

If you have ever watched a young man filling a shopping cart at the local health food store — watched with astonishment as he bought pulverized Korean roots and dried Chinese flowers, murky potions and viscous elixirs as colorfully packaged as the love charms down at the neighborhood Magic Shop — then you have some idea of the bemusement and compassion with which I view the latest attempt by San Diego schools to find a solution to illiteracy.

The young man at the health food store is going to rush home and throw this cornucopia of dubious medicines down his throat, in hopes that the wisdom of the East will prove an antidote for years of Big Macs and flaccid TV-watching. In the same way, local schools — under the impetus of Supt. Alan Bersin's call for an emphasis on literacy — are throwing a similar cornucopia of academic elixirs down the intellectual throats of our young, with equally uncertain results. As I write this, I have on my desk a working draft of the "Literacy Framework" constructed by Bersin's new Institute for Learning, and I am impressed by the multitude and complexity of the solutions and techniques offered.

In order to encourage literacy among our students — in order, more precisely, to make our children "competitive internationally" — the institute is offering a "customer-oriented" smorgasbord of techniques ranging from modeled writing to guided reading, from independent reading to oral language

The technique is not new and, in fact, has been at the core of education in every culture for thousands of years. But it has

listening, and on and on, all of it neatly tracked through "systematic assessment ... running records, observations ... standardized testing and district assessment portfolios." All of this is impressive and wonderful, a tribute to the new emphasis on academic accountability — an emphasis that has been borrowed, I suspect, from the quality control techniques of business, which shares its capitalistic jargon ("customer-oriented, internationally competitive"). As a fan of the benefits of enlightened capitalism in a difficult world, I feel a grudging respect for this businesslike approach to educating our young. But as a man who has spent his life writing and learning to write, as well as teaching those skills to others, I am intensely aware that you cannot teach literacy, or writing, or the love of literature without a deep respect for your student.

Treating students as customers and applying the techniques of business to their education are, in a very fundamental way, antithetical to the more organic approach needed to create truly educated men and women. Fortunately, there is a better way — one that need not replace the initiatives of the new Institute for Learning, but which offers the touch of grace that will enhance its effectiveness.

Which brings me to the Border Voices Poetry Project, and what can be learned from it.

Teachers and administrators have asked me why the Border Voices Project, which I founded and direct, is so successful, and why it has drawn national attention for building both student self-esteem and skills. Critic Dana Gioia, for example, said on National Public Radio that Border Voices is the "future of literature in the United States," while Dr. David Hermanson has described the project as "the most exemplary community, university and school district collaboration ... I have seen in this city." What they are referring to, among other things, is that Border Voices has sent poets into 200 schools in the county, and also flies major poets and novelists into town to rub shoulders and minds with students and teachers, on the theory that when students actually work with some of the top minds of our day, they will lose been lost in the 20th century, with its emphasis on educational experimentation. We find the technique

their fear of excellence and begin to feel its excitement.

But these critics and educators are also referring to something much simpler than that, something so exceedingly simple, but so effective in engendering a love of writing, that I will postpone discussing it until I have shown you its effect, an effect that is implicit in the following unsolicited testimonials by those who have been touched by the project: {} "You have ignited a series of Roman candles!!! These young people are writing, writing, writing!!!" — Sherry Lawson, teacher at Standley Junior High School after a visit by a Border Voices poet.

{} "This changed my life ... this is a learning and 100 percent literature experience." — A fifth grader.

{} "At Standley Middle School, (Border Voices) has become a central activity in our language arts department ... the enthusiasm has infected the whole school." — Sally Owen, teacher.

{} "You have transformed not only our daughter, but our whole family. I am sending you a donation from our family trust as a token of our appreciation." — The mother of an 11-year-old student.

{} "I know, at last, that it is important to become an educated man. I thank you for that." — A disadvantaged Hispanic student at Hoover High School.

{} "Border Voices is like nothing else I have ever done, and I've done a lot of traveling and talking poetry. I have never had a better sense of mixing poetry worlds together ... The audience, from 6 to 60 or thereabouts, were energetic participants in this wild poetry picnic of serious good cheer." — Donald Hall, one of America's most-honored poets, after reading at the 1998 Border Voices Poetry Fair. {} "Border Voices is turning San Diego into a showcase for the literary arts and for cutting-edge scholarship in the humanities field." — Michael T. MacCarthy, editor of San Diego Writers' Monthly. What these comments share is a delight in the effects of Border Voices, and in the consistency with which these effects are achieved. They point toward some underlying truism about human nature, and toward a technique that is both effective and reproducible.

used around tribal fires in Africa, as elders chant the history of the tribe, and in the great rhythmical classics of

Confucianism. What we find is poetry, of one sort or another — that art which lies at the basis, both chronologically and in fact, of all literature, and which has been praised by the greatest educators for millennia. Aristotle, for example, once wrote that the superiority of poetry over history consists in its possessing a higher truth and a higher seriousness, by which he meant that the best poetry blends intellect and emotion into a complete human experience. Wordsworth observed that poetry is all-embracing, being, among other things, the "impassioned expression which is on the face of science." I have written elsewhere that "if there is a modern sin, it is probably this — that we postpone the most important thing in our lives. We postpone ourselves." Unless students are given the tools for finding themselves, they postpone their true educations indefinitely, either in a search for business success without communal responsibility, or by dropping out of school all together. I have seen business men and women at retirement, forlornly and helplessly wondering what to do with their lives. An astonishing number — up to 40 percent in some professions — die within a few years of retirement, worn out and drifting, wondering where they have left themselves, half suspecting that something important was lost or ignored many, many years before. What we have found in Border Voices is that when kids are given the very simple and precise tools that lie at the basis of all literature, and that are most simply approached through poetry, they can find their own voices and inhabit their own experience. School becomes an adventure, but one without the hysterical frissons that coalesce around the artificial adventures of movies or Disneyland. Both gifted and disadvantaged students have seen their grades improve, their scores on standardized tests enhanced, and have gone on to great success at universities and colleges. Many of these students have also found the profound peace that lies at the core of human experience. It is

a peace, as well as sadness, that the Japanese poet Issa alluded to as he remembered his dead daughter in a very short poem over 200 years ago: The world of dew is the world of dew and yet, and yet ... Poetry allows students to touch the core of that peace, which is much more important than the transitory dilemmas and crises of our daily lives. From this profound perspective, all the great national and international calamities of the late 20th Century — the rocky international economy, the scandals in Washington — are of less weight than the fact that somewhere in the world, a child was born today who will write a single line of poetry that will bring some measure of joy into the lives of millions. The thousands of students who have gone through Border Voices have touched that joy, and shared it with huge audiences at our annual fair as well as on radio and TV. Two Border Voices students will tour Europe next summer, where they were scheduled to read their poetry to the pope and other dignitaries.

But while these public exhibitions are gratifying, it is the more private benefits of poetry that mean the most to me, the students, and their teachers, and which Amy Inman alludes to in the following poem, written while she was in the third grade after being instructed by a Border Voices poet: The Animal of Life Poetry is like flips on the wet, soft grass. Poetry makes me feel good. It is music. Poetry is magical, like the stars. I love poetry. It looks like indigo violet. Poetry tastes like strawberries and all other kinds of fruit. It is as sweet as an angel. It is the best adventure ever. Poetry is the All-Star thing. It is like the jingle of Santa's bells. It is the animal of life. With respect, I submit that a proven tool lies at hand, a project that will enrich San Diego's move toward literacy by allowing students to get in touch with their own humanity, in a transformative individual and communal experience. It will create a single window, clean and well-positioned, through which we can see the future we have all hoped for.

Anger is like a fire breathing dragon. A cannon shooting cannon balls. It's an animal trying to get out roaring as loud as a boom box with the volume on 100. Like a thermometer on 1,000. So Please Stand Back. Watch Out! Don't Tease or Feed This Animal! Art Anda Grade 3, Chesterton Elementary Illustration by Dana Ung Grade 8, Horace Mann Middle Channel Surfing You sit down. You just kick back. And you let your life slip away. As long as the almighty TV gods are doing their thing, you're free. Nothing else can get you, engulf you, suck you in. You can exercise your right to ignorance, unconsciousness, blindness. It's a break from the real world and all your responsibilities, restrictions, problems. It's a cave and a castle, the sofa, a throne. Sit. Travis Petraglia Grade 9, Serra High Illustration by Matt Braun Grade 10, Point Loma

About Border Voices

Border Voices is a non-profit organization whose sponsors and supporters include San Diego State University, The San Diego Union-Tribune, the San Diego Unified School District, the county Office of Education, the California Arts Council, the California Council for the Humanities, California Poets in the Schools and the Fieldstone Foundation. Teachers wishing to learn more about the project, and how to get a poet into their classroom, can receive a free booklet by calling (619) 293-2546 and leaving their name and address.

Tax-deductible contributions to the project can be made out to the SDSU Foundation and sent to Jack Webb, director, Border Voices Poetry Project, P.O. Box 191, San Diego, CA 92112.

The next Border Voices fair is scheduled April 16-17 at San Diego State University.

ART 2 DRAWINGS | 1 CHART;
Caption: 1. (Anger) 2. Channel Surfing (G-6) 3. About Border Voices (G-6);
Credit: 1. Dana Ung 2. Matt Braun ■

65. The Indianapolis Star

10/18/98; Edition: CITY FINAL; Section: EDITORIAL; Page D04

Teacher standards

In response to the Oct. 4 editorial on the Indiana Professional Standards Board and the new licensing pattern now being

Unfortunately, IPSB has chosen to go

implemented:

It is true, from the perspective of some of us in teacher preparation, that the with standards of the Interstate New

standards IPSB has chosen are of doubtful value in preservice teacher preparation.

Teachers Assessment and Support

Consortium (INTASC), which were originally intended for teachers in the induction period, the two or three years following graduation from a teacher education program.

National standards exist in all major subject areas; they have been written by organizations that specialize in the subject fields. It is unclear why IPSB has chosen to spend millions to write INTASC-based performance standards at the state level when national standards already exist that are designed deliberately for pre-service preparation.

This is not to argue with the value of performance standards per se. They are important and should be based on understanding of what works best with

children.

Your editorial was disturbing in its implied disdain for knowing how to teach as opposed to knowing what to teach. Both are needed. The best education should be delivered in the context of knowing how children learn best. Research does not support the notion that more subject content, learned without context, results in better teaching.

Your praise for the alternative licensing system in Pennsylvania seems to fly in the face of your concern for better preparation of teachers. Research on alternative certification programs questions their effectiveness.

Current reforms, including those cited in Pennsylvania, are unlikely to result in

better teachers in the classroom as long as teachers without proper preparation are allowed by the states to teach. Over half the math and science teachers in the United States are teaching outside their fields of preparation.

Higher standards will result in teacher shortages, in turn resulting in more "emergency" licenses or reassignment of existing teachers to courses for which they are ill prepared.

Higher standards will mean little if the rest of the system is not adjusted to make sure that only well-prepared teachers are in the classrooms.

STEVEN W. GILBERT *Associate professor and chair Division of Education Indiana University Kokomo* ■

66. The Indianapolis Star

10/18/98; Edition: CITY FINAL; Section: EDITORIAL; Page D04

Teacher training

Your Oct 4 editorial "The wrong direction," regarding the decades-long incremental downgrading of the quality of instruction in Indiana, properly identifies the politically appointed Indiana Professional Standards Board as one of the culprits.

Contrary to the IPSB's advice, a comprehensive general education is as imperative for all teachers as a diversified study within their fields is for subject specialty teachers.

Moreover, not only must what teachers study be a criterion for certification, but a reasonably high standard of achievement must also be required if we are to expect a stream of competent teachers entering the field.

Any further erosion of these standards, such as what the IPSB is proposing, would surely contribute to an

unacceptable decline in the quality of instruction.

However, even though I agree with the different direction you advocate, I counsel moderation. The solution to the problem is not to be found at the opposite extreme. Elimination of all professional education requirements for Indiana teachers, as Pennsylvania has done in its alternative licensing system, would be a mistake.

Teacher education deserves its awful reputation only because its curriculum has been polluted with so many touchy-feely nonsense courses. So there is indeed an appalling amount of fluff that should be eliminated from these programs.

Courses that are devoid of relevant substance accomplish nothing but to promote the faculty's liberal agenda.

Excising vacuous courses that waste time and resources on silly advocacy tirades about diversity, multiculturalism, ecological and feminist extremism, affirmative action and revisionist history would liberate prospective teachers to study more intellectually respectable courses.

However, all teachers must be prepared to teach effectively and assess what their students have learned. And since these teaching skills are not likely to be acquired in the general education curriculum, some truly professional courses must continue to be required study for teacher candidates in a professional education program.

WILLIAM P. BEST *Nineveh* ■

67. Boston Globe

October 16, 1998

Bipartisan sham on education

By Derrick Z. Jackson, Globe Columnist

Public education, the abused afterthought of Capitol Hill, was once again brought out of its dungeon for a ray of light, only to be hurled back into the darkness with the spiders and cobwebs as soon as Congress and the White House achieved the proper effect of making people think they did something about it

on the nearly finished \$500 billion spending bill.

Republicans gave President Clinton \$1.1 billion in the new budget to hire 100,000 elementary school teachers to reduce class size. It figures. The conservatives are always railing about the futility of throwing money at social problems. Yet they gave Clinton a victory

destined to be labeled a failure.

You could not tell that by the self-congratulations. Senator Ted Kennedy, the Massachusetts Democrat, said the money was "a resounding victory for the children of this country. It's a resounding victory for public education." Senate Democratic leader Tom Daschle said the \$1.1 billion was "the biggest

victory of all, and the one we are most

Clinton has made smaller classes a centerpiece of education reform. Many education experts have scratched their heads, wondering why. It seems logical that small classes produce smart students, but there are yet few studies to actually prove it.

Even if there were such studies, Clinton still has it backwards. More teachers means nothing if they are not of the highest quality. California, which two years ago began a drive to reduce class size in the early grades from 30 students per class to 19, now has a quagmire where 30 percent of public school teachers do not have proper training or experience.

More teachers also means little if there is no space to handle schools that might shrink in class size but explode in room numbers. On this score, the \$500 billion spending package speaks volumes. Clinton asked for \$1 billion for school construction. The \$1 billion was part of Clinton's bid for a \$5 billion, five-year construction plan.

The Republicans refused. Clinton dropped the request.

Thus we are about to get more teachers with nowhere to put them. Three years ago, the General Accounting Office wrote that the physical conditions of schools, ranging from lighting and heating to air quality to physical security, are so bad it would take \$112 billion over a three-year period to repair or upgrade them into good condition. This year

proud of."

school districts started \$15 billion in building projects.

That is woefully short of the \$37.3 billion a year called for by the GAO. When a Democratic president proposes so little to fix the schools and a

Republican-dominated Congress rejects even that, this is not a "huge win" or a "resounding victory." This is a bipartisan sham.

It is a sham because defense, already bloated with pork-barrel projects that even the Pentagon has said it doesn't need, received \$9.7 billion in the spending package for military readiness, nearly 10 times more money than education. While 60 percent of American schools have conditions that surely detract from student readiness for the 21st century, affecting the ability to see, breathe, concentrate, and feel safe, the defense budget includes \$250,000 for "pharmacokinetics research."

This "research" is actually a pork-barrel procurement of Stay Alert caffeinated chewing gum in the Yorkville, Ill., hometown of Republican Representative Dennis Hastert.

While principals and school superintendents wait in vain for what should be \$37.3 billion a year for the next three years, defense contractors are applauding an increase in procurement that will give them \$48.5 billion of business in fiscal 1999. In one instance, Clinton asked for only one new C-130-J transport plane from Lockheed. Congress

decided to build six more at a cost of nearly half a billion dollars. The plane factory just happens to be next to House Speaker Newt Gingrich's district.

At the last minute, senators and congressmen have reportedly thrown in millions in the defense budget for businesses in their home districts. A firm in Indiana that makes transmissions for self-propelled howitzers that had lost a previous bid has Republican Representative Peter Visclosky pushing to get it \$4 million for research.

Coal mining interests have Representative Paul Kanjorski, a Pennsylvania Democrat, trying to add \$4 million to Navy research to "micronize" coal to see if there are any uses for it. Senator Ted Stevens, Republican of Alaska, is campaigning for \$2.4 million in Navy appropriations for a vacuum-pressure device that its inventor claims will prevent oil spills but has been scoffed at by the Coast Guard.

This is the same Congress that tells you that it can deal with education in only a piecemeal and wrongheaded way. House minority leader Richard Gephardt said, "We are going to make education the number one issue in the country." After what happened this week in Washington, it is clear that education is already back in the dungeon, rotting to a state that will be even more rank when Capitol Hill pulls it out for the ray of light, a light that is merely the flash of a photo op. ■

68. The New York Times

10/18/98Section: New Jersey Weekly Desk; Section 14NJ; Page 17, Column 1

A Provider of Programs For Exchange Students

To the Editor:

While we were pleased to see an article about the rewards of being an international exchange student and of being the host to a student from overseas ("For Exchange Students and Sponsors, Lessons for Life," News and Topics, Oct. 4), we were surprised you did not mention the original exchange student program, American Field Service, which continues to be the largest program of its

kind worldwide, with more than a quarter of a million participants since its inception in 1947.

Each year, almost 10,000 students in 55 countries participate in A.F.S. exchange programs, including about 2,000 American students.

The 23 A.F.S. students who are in New Jersey this year are involved in school sports, music, drama clubs and other activities. They are busily exploring

the area, learning about our history, our customs, our cuisine — and our malls. Typically, these students are very bright, outgoing and motivated; they are open to new experiences and are simply a joy to be with.

SUE FERSHING

Livingston

The writer is the New Jersey Team Chair for the American Field Service. ■

69. The Washington Post

10/18/98; Edition: FINAL; Section: OP-ED; Page C06

Cheating: Who Started It?

Once again The Washington Post has reported on the malaise of student cheating, and once again society wrings its hands, deplores the situation and wittingly or unwittingly continues to encourage the very behavior that it deplores ["High-Tech Cheating Hits the Campus," front page, Oct. 4].

Teachers, parents, administrators and others use student grades extensively as prods and as threats. Prospective employers use grades as measures of accomplishment. Deans' lists and "honor" societies laud the achievement of grades. Affluent sources offer monetary rewards for the attainment of grades.

Through such practices by elders to

whom they are beholden, students envision the primary objective in school not as education but as grades. Accordingly, many students employ clever procedures to ensure a grade instead of diligently mastering basic concepts. Many students safely defer to the opinions and biases of their instructors and of their texts in order to ensure a grade instead of risking reproach for disrespectfully challenging authority and formulating independent assessments. Many students select courses from instructors who are reputedly lenient graders and avoid courses from those who are reputedly harsh graders. Many students simply cheat.

There is need for a penetrating review of the pedagogical process with an approach that defines the essence of education — an approach that fosters creative thinking without the interaction of grades at every stage. In any event the concern for student cheating — and for concomitant education failures — will never be relieved by decrying cheating while at the same time condoning practices that support the entrenched misinterpretation of grades as educational values.

THEODORE J. WANG

Chevy Chase ■

EDITORIAL

70. New York Times

10/19/98

Girls And Computers

A new report by the American Association of University Women shows that a troubling gender gap in computer use exists in high schools. Girls make up only a small percentage of students who take high-level computer courses that might lead to technology careers. Yet they are more likely than boys to take data-entry classes, the high-tech equivalent of typing.

The report also found that girls tend to use computers in limited ways, such as for word processing, while boys are more

likely to use computers to solve problems or to develop their own programs. In one study, girls consistently rated themselves as less competent in computers than boys. This suggests that many girls are starting to see the high-tech world as a masculine domain.

Some of the gender gap is created outside the classroom. Computer toys are more heavily marketed to boys, and most computer games and even educational software have more male characters than female characters. But teachers sensitive

to these issues could help turn the situation around.

In 1992, the association raised the nation's awareness of a gender gap in enrollment in math and science courses in high school. In less than a decade, that gap has been narrowed because educators worked to increase girls' participation. Now educators must insure that girls are not inadvertently left out of the computer revolution.

■

71. Philadelphia Inquirer

October 16, 1998

Recess for vouchers

No to one-district plans. Yes to statewide debate.

If you're going to give a dubious idea

The Southeast Delco school board was going to try a school voucher program in about as dumb a way as possible. A Delaware County judge put a stop to that Wednesday. Thank you, Judge Joseph Battle. In fact, Your Honor, take the rest of the week off. Southeast Delco planned to pay from \$250 to \$1,000 (depending on the child's age) to district parents who sent their child somewhere other than the

a try, at least do it the right way.

public schools. Supposedly, this would curb crowding in this working-class district and save money. Except the board budgeted only enough money to pay the stipends to district children who already attend parochial or private schools! Nothing against Catholic schools (repeat: nothing against Catholic schools) but those low-tuition places clearly would have been the prime beneficiary of this

tax-funded largess — a constitutional no-no.

One common-good rationale offered for vouchers is that they'll spur ossified public schools to reform themselves. How an individual school system can improve itself by handing over scant resources to people who've already decided not to use its schools is a puzzler.

Perhaps Judge Battle should have ordered remedial classes in logic for Southeast Delco board members.

Vouchers, if they are to be tried, must be enacted on a state level, using state dollars in excess of normal school subsidies. And they should be tried only after a full, open debate.

Alas, Harrisburg is abuzz with the rumor that politicians are fixing to ram through a voucher bill of some description during their lame-duck session after the Nov. 3 election.

Don't do it, people. Don't do one of your patented, eleventh-hour, horsetrade-now-say-ooops-later jam jobs

on an issue that affects the futures of thousands of schoolchildren. If there's a voucher plan, let's see it before Nov. 3, so voters can ask state candidates where they stand. Let's have that full debate next year. There's still oodles of time before the next school budgeting season. ■

72. Omaha World-Herald

10/17/98; Edition: Sunrise; Section: Editorial; Page 34

School Violence Proposal Poorly Timed

President Clinton this week advocated a \$65 million assault against violence in American schools. His timing was questionable in view of a new White House report, which indicates that violence is not as widespread as some people might believe.

Clinton proposed using the money to hire police officers to work at schools, most of them in urban areas, that have been hit by violence. More than one-third of the \$65 million would go to "violence prevention projects."

At the same time, the White House report, which Clinton had commissioned to examine the subject of schoolyard shootings, indicated that the rate of school crime has fallen in recent years. Fewer students are bringing weapons to school. And 90 percent of the nation's

schools reported no violent crime at all in the last school year.

That is good news for the majority of parents. Most children, the report indicates, attend relatively safe, violence-free schools.

In the past year or two, the public has been led to believe that schools were more dangerous than most other places in which children congregate. Reports of schoolyard shootings contributed to the impression. So have surveys in which students told poll-takers that they often carried weapons to protect themselves.

Certainly such reports are a matter of concern. But, as the White House report indicated, more perspective is needed. The actual risk of violence at the average school is relatively low, according to the report.

Strict school policies, including efforts to get weapons out of the classrooms and hallways, have had an effect. **Education Secretary Richard Riley** said, "This comprehensive report proves that the vast majority of America's schools are still among the safest places for youngsters to be."

School violence, students who carry weapons and schoolyard shootings are not to be taken lightly. However, the Clinton answer for every problem - more federal money to entice state and local governments into doing things they had previously not considered a high enough priority to do for themselves - makes the situation sound worse than it is. Certainly worse than the president's own report indicates. ■

73. The Salt Lake Tribune

10/18/98Section: Opinion; Page AA1

School Uniforms Work

From the city of Long Beach, Calif., comes a school report that there has been a 91 percent drop in assaults, thefts, vandalism, and weapons and drug violations since uniforms were introduced seven years ago. Other factors undoubtedly contributed to the decline in crime, but uniforms deserve a hefty share of the credit.

According to the report, youth crime off the campus is also down as much as 30 percent. Long Beach juvenile officer Sgt. Joe Battle said, "Uniforms take away the No. 1 reason kids treat each other differently: how they look."

Part of controlling juvenile crime is teaching children about self-control, and many children soon learn that self-control is a pleasant alternative to control by

This will come as a shock to the American Civil Liberties Union, the main force fighting the adoption of mandatory school uniform policies. ACLU lawsuits maintain that uniforms inhibit students' expression. Courts continue to uphold the right of schools to adopt such policies.

Among the benefits of school uniform policies, according to school administrators, is a drop in the influence of gangs at school, since gang members cannot wear their "colors" in school buildings. Additionally, many children attending uniform schools like the idea they do not have to worry about outside forces. Uniforms set the pace for a school-like pattern of behavior; putting on the uniform reminds the child he or she is headed out to do his or her job.

competing with their peers in name brand clothing.

Quite simply, uniforms level the playing field between the haves and the have-nots, aiding public schools in being what they should be for children: an equal opportunity at an education.

Some parents still object to putting their children in uniforms, thinking the uniforms may stifle their creativity. But other parents think uniforms put the creativity where it belongs: in English, math, science and art classes. The second group of parents are right.

Mom and dad may work at a bank or a factory or a store, but children work in school. ■

74. Buffalo News

10/17/98; Edition: FINAL; Section: VIEWPOINTS; Page B3

SCHOOL ADMINISTRATORS ARE HELD ACCOUNTABLE

I have several comments regarding the two-part series in The News comparing the salaries of Buffalo school administrators with city officials and discussing the accountability of school administrators.

Comparing city officials and school administrators is comparing apples to oranges. There is no logic or point to such a comparison.

School administrators spend thousands of dollars and many years to acquire the education and numerous degrees and certificates required to become a school administrator.

The salaries printed were from 1996-97, which was an atypical year due to a special program that was funded by state and/or federal money.

The articles were a repeat of previous articles and information and were therefore redundant, unless there is a hidden agenda for repeating the two-year-old salaries — the upcoming

administrators contract agreement and The News' desire to influence the Board of Education and the public against such an agreement.

Several of the administrators whose salaries were printed have been retired for more than a year. The principal with the highest salary was also the acting assistant superintendent during that year and was additionally compensated for his added duties and responsibilities; again an atypical situation.

School administrators are held accountable every minute of the day by the people they serve, the students and parents.

Regarding the statements concerning residency; I find the residency issue a smoke screen. I was born and raised on Sherman Street and attended School 31 until I moved out of the city with my parents. I currently own and live in that same home.

I am not embarrassed or ashamed of

the salary I make. I am also accountable for my job performance. I am at my job from 6 a.m. until 4:30 p.m. every day. I attend student activities and sporting events in the evenings and on weekends.

I also attend workshops and in-services, parent summits and all educational activities that I can fit in.

I have served the Buffalo School District and our students for 29 years and they can attest to my accountability and performance.

And I know that all of my colleagues are also responsible, hardworking, accountable, high-performing educational leaders.

It is The News' negative approach toward the Buffalo School System and its employees that is a contributing factor causing any exodus from our great school system and our great city.

John Vella Buffalo Council of Supervisors and Administrators

■

75. Los Angeles Daily News

10/16/98; Edition: VALLEY; Section: Editorial; Page N26

TEXTBOOK DIPLOMACY

BOARD OF EDUCATION MUST PUT STUDENTS AHEAD OF TEACHER PAY RAISES

POLITICALLY, the Los Angeles school board members couldn't be in more of a pickle.

They are faced with deciding how to spend a \$60 million windfall from the state budget surplus. Do they spend it on the superintendent's righteous plan for textbooks and other education programs, or do they use it for pay raises for teachers, counselors or other employees?

The answer in a district with a chronic shortage of books and a poor record of performance ought to have been easy: Just say no to raises.

Are they already engaging in negotiations for the pay raise? Do they think that's the best way to spend the \$60

But the bumbling board bobbled the ball again.

Instead of a direct and forthright response, the board spent hours behind closed doors to plot a strategy that insulted the teachers and other employees, who have a legitimate right to ask for more money, and insulted the intelligence of the taxpayers, who have a legitimate right to know where the board stands.

The truth is that the question of whether to reopen pay negotiations demanded a public debate politically, million?

The board members ought to have the wherewithal to stand up publicly and

morally and legally.

But members of this failed school board meet in secret over everything because they're afraid the public or their employees or the students will actually know what they are up to.

By setting out a list of talking points, which include the critical issue of accountability of classroom instructors, the board has muddled the issues and angered its employees.

Where do the board members really stand? It would take an expert in double talk to figure it out.

state their position. ■

76. Richmond Times Dispatch

October 19, 1998

Non-Physical Education

Almost everyone except members of teachers' unions recognize the nation's public schools are in trouble. Surveys and testing reveal American students possess an impressively poor body of knowledge. Now that scholastics have been successfully dumbed down, purveyors of puff are tackling P.E.

"Calisthenics are definitely out," says one promoter of kinder, gentler Phys Ed. "They sound too much like the Army."

"Exercise has a negative connotation, another explains. "It means people have to sweat and take a shower." (Heavens!) Some schools even have decided the word "gym" is too harsh; theirs are "personal wellness facilities." And there, instead of jumping jacks and push-ups, P.E. might consist of . . . learning to juggle.

Good grief.

The percentage of overweight

American students roughly doubled from 1980 to 1994. Yet just one in four high-schoolers takes gym daily — and they are getting increasingly less exercise. Clearly, what is needed is not dumbed down P.E. but more rigor, more strenuous activity.

Mushy young minds are enough of a problem without adding mushy young bodies to the mix.■

77. Denver Post

October 19, 1998

OK midsize schools' funds

When the state School Finance Act was rewritten in 1988, new formulas were written to address the specific spending problems of both large and small school districts. The unfortunate consequence, however, was that a number of midsize districts have since received what they see as an unfairly low level of state funding. About two dozen districts, with enrollments between 5,800 and 21,900, fall into that caught-in-the-middle category.

The Legislature finally moved this spring to address the 10-year-old disparity, an extra \$3.7 million into the kitty to be allocated to the midsize

schools. It means, for instance, an extra \$700,000 for the hard-pressed Littleton Public Schools, which has ranked 167th among Colorado's 176 districts in funding.

But here's the catch. That \$700,000 is new money, and it pushes the Littleton district over its Taxpayer-Bill-of-Rights revenue limit, which is calculated on the basis of annual enrollment growth plus inflation.

That, in turn, means the Littleton schools must ask district voters for approval to keep the much-needed extra money. Ballot Issue 3A on Littleton's November ballot will give the schools

precisely that permission. If it fails, Littleton will be required to return the money to the state.

Along with Littleton, at least seven midsize districts - Brighton, Greeley, Harrison 2 in Colorado Springs, Pueblo 60, St. Vrain, Westminster and Woodland Park - also are asking voters' OK this fall to keep their newfound state funds. We hope they all succeed. Without that final stamp of approval from voters, the Legislature's good effort to reverse a longstanding inequity will have been for naught.■