

RECORD TYPE: PRESIDENTIAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:16-MAR-1998 17:22:06.00

SUBJECT: Clips

TO: Anne_Barrett (Anne_Barrett@ed.gov (Anne Barrett) [UNKNOWN])
READ:UNKNOWN

TO: Beverly_Blondell (Beverly_Blondell@ed.gov (Beverly Blondell) [UNKNOWN])
READ:UNKNOWN

TO: Carolyn_Adams (Carolyn_Adams@ed.gov (Carolyn Adams) [UNKNOWN])
READ:UNKNOWN

TO: Christina_Anzelmo (Christina_Anzelmo@ed.gov (Christina Anzelmo) [UNKNOWN])
READ:UNKNOWN

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

TO: cohen_m (cohen_m@a1.eop.gov [UNKNOWN])
READ:UNKNOWN

TO: Connie_Barnes (Connie_Barnes@ed.gov (Connie Barnes) [UNKNOWN])
READ:UNKNOWN

TO: Daniel_Bernal (Daniel_Bernal@ed.gov (Daniel Bernal) [UNKNOWN])
READ:UNKNOWN

TO: don_barrett (don_barrett@ed.gov (Don Barrett/HQ/EDUC) [UNKNOWN])
READ:UNKNOWN

TO: Eleanor_Briscoe (Eleanor_Briscoe@ed.gov (Eleanor Briscoe) [UNKNOWN])
READ:UNKNOWN

TO: Ellen_Bass (Ellen_Bass@ed.gov (Ellen Bass) [UNKNOWN])
READ:UNKNOWN

TO: Hugh_Berry (Hugh_Berry@ed.gov (Hugh Berry) [UNKNOWN])
READ:UNKNOWN

TO: Humphrey_Barnes (Humphrey_Barnes@ed.gov (Humphrey Barnes) [UNKNOWN])
READ:UNKNOWN

TO: Jim_Borches (Jim_Borches@ed.gov (Jim Borches) [UNKNOWN])
READ:UNKNOWN

TO: Jim_Bradshaw (Jim_Bradshaw@ed.gov (Jim Bradshaw) [UNKNOWN])
READ:UNKNOWN

TO: John_Blake (John_Blake@ed.gov (John Blake) [UNKNOWN])
READ:UNKNOWN

TO: Keith_Berger (Keith_Berger@ed.gov (Keith Berger) [UNKNOWN])
READ:UNKNOWN

TO: Kristin_Bunce (Kristin_Bunce@ed.gov (Kristin Bunce) [UNKNOWN])
READ:UNKNOWN

TO: martin_t (martin_t@a1.eop.gov [UNKNOWN])
READ:UNKNOWN

TO: Nina_Aten (Nina_Aten@ed.gov (Nina Aten) [UNKNOWN])
READ:UNKNOWN

TO: Patricia_Adelstein (Patricia_Adelstein@ed.gov (Patricia Adelstein) [UNKNOWN])
READ:UNKNOWN

TO: Patricia_Brennan (Patricia_Brennan@ed.gov (Patricia Brennan) [UNKNOWN])
READ:UNKNOWN

TO: peay_j (peay_j@a1.eop.gov [UNKNOWN])
READ:UNKNOWN

TO: Regan_Burke (Regan_Burke@ed.gov (Regan Burke) [UNKNOWN])
READ:UNKNOWN

TO: Schnur_J (schnur_J@a1.eop.gov [UNKNOWN])
READ:UNKNOWN

TO: shireman_r (shireman_r@a1.eop.gov [UNKNOWN])
READ:UNKNOWN

TO: Stephanie_Babyak (Stephanie_Babyak@ed.gov (Stephanie Babyak) [UNKNOWN])
READ:UNKNOWN

TO: william_r._kincaid (william_r._kincaid@oa.eop.gov [oa])
READ:UNKNOWN

TO: Wilma_Bailey (Wilma_Bailey@ed.gov (Wilma Bailey) [UNKNOWN])
READ:UNKNOWN

TEXT:

Note: Some recipients have been dropped due to syntax errors.Please refer to the "\$AdditionalHeaders" item for the complete headers.

Good afternoon. Here are today's news clippings.

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

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

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

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

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

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

To print a single story:

1. Copy the document into a directory by selecting (clicking) the attachment, press F2 (Save As), press "Selected Item," and enter a destination filename and path.
2. Open the file through WordPerfect and find the story you want.
3. In WP/Windows, press Ctrl-P, choose Current Page and print the item. In WordPerfect 5.1, press Shift-F7 (Print) and 2 (Page) for a

single page.

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

Carlin Hertz

OPA

- 03161998.win - 03161998.w51===== ATTACHMENT 1 =====
ATT CREATION TIME/DATE: 0 00:00:00.00

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\ \ NATIONAL

1. Associated Press
House committee offers student loan plan
2. New York Daily News
NEWT THE NASTY'S IN FULL RANT AGAIN
3. The Washington Post
Stakes Are High in Education Battle
4. Seattle Times
Trimming class size is popular, but the benefits are
debatable
5. CyberTimes (New York Times on the web)
Teachers See Benefits of Internet, But Drawbacks
Raise Concerns
6. The San Diego UnionTribune
States mull whether tests for new teachers are rigorous
enough
7. Weekend Edition Saturday(NPR)
Affirmative Action
8. Weekend All Things Considered(NPR)
Book Dispute
9. Los Angeles Times
No Change
10. The Washington Post
A Controversial New Chapter
11. The New York Times
Charter Schools Said to Raise Pupils' Performance on
Tests
12. World News Tonight
SAN FRANCISCO DEBATES REQUIREDREADING LISTS SHOULD MORE NONWHITE
AUTHORS BE I
NCLUDED?
13. Christian Science Monitor
Keeping Children Shielded From Smut on the Internet
14. The London Guardian
Blunkett backpedals over fees

\ \ TRADE

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A new bilingual era

Body type#\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Associated Press"Public
ation" #:\ P#P#03-14 8:48a

Headline#\ P\$P# House committee offers student loan

planHeadline #:\ P%P#

By ROBERT GREENE

AP Education Writer

WASHINGTON (AP) - Banks would receive subsidies under a compromise plan offered

by the House Education Committee to hold down the interest people pay to borrow for
college.

But the effort pleased neither bankers nor the Clinton administration, for different
reasons.

The bankers said the proposal put forward Friday offered too little to make student
lending worthwhile. Nonsense, the administration said, citing a government
report that
banks had record earnings last year.

The plan is the latest effort to avert a lending crisis that could occur because of a
scheduled change July 1 in how interest rates are calculated on government-guaranteed
student loans.

The change would lower what borrowers pay, but a Treasury Department analysis
confirmed that the rates would be too low for banks to keep making the loans. Based on the
analysis, the administration last month offered a new plan to keep student rates down by
reducing the return for banks, but not as sharply as under
the scheduled change.

Bankers and Wall Street analysts who testified at a committee hearing last week
said the
government proposal overstated what banks now make on student loans and understated
what banks need to stay in business. A number of Democrats sympathized with the argument

that the cuts would be especially harmful to neighborhood and community banks.

The proposal offered Friday calls for federal spending of about \$1.5 billion over five years to make up the difference between what borrowers would pay and banks would get - about one-half percentage point in interest.

The proposal would require the agreement of congressional budget writers. Also, the Congressional Budget Office has yet to verify the committee's estimate of what the bill would cost.

Marshall S. Smith, acting deputy secretary of education, criticized the proposal in light of a government report Thursday showing that bank earnings rose 13.1 percent last year to a record \$59.2 billion.

"I'm pleased it (the committee) recognizes the need to protect students from banks," he said. "Now I hope Congress will join us in protecting taxpayers. The administration continues to believe that students can be protected without taxpayers subsidizing the record profits of banks."

The Consumer Bankers Association and The Coalition for Student Loan Reform, which represents the loan secondary market and state lending agencies, said the committee proposal offers too little. They want the rate set at whatever 91-day Treasury bills yield plus 2.35 percentage points while students are in school and 2.95 percentage points when students are out and repaying the loans.

The current return is the T-bill rate plus 2.5 percentage points for in-school and 3.1 points in repayment. The administration says adding 1.7 percentage points and 2.3 percentage points, respectively, would be enough. The committee wants 2.1 and 2.8 points.

But Ivan Frishberg, student loan specialist at the U.S. Public Interest Research

h Group, a consumer organization, praised the compromise. He said it would cause student loan interest rates to drop to 7.45 percent on July 1, from their current 8.25 percent. A student with a \$20,000 loan repaid over 10 years would save more than \$1,000. One who borrowed \$45,000 would save \$3,309 over 15 years.n
Publication#W\ P&P# 2. New York Daily News"Publication" #:\ P'P#03/13/98Section: EDITORIAL; Page 45

Headline#\ P(P# NEWT THE NASTY'S IN FULL RANT AGAINHeadline #:\ P)P#
By LARS-ERIK NELSON

WASHINGTON All across America, children are being destroyed by public school teachers without love, without care, without compassion and without faith, House Speaker Newt Gingrich tells us.

"I think the crisis of public education in this country is an absolute catastrophe," he told a meeting organized by the U.S. Catholic Conference earlier this month. "The system has to be replaced, it cannot be repaired. By replaced, I mean we have to hire new people."
TD Gingrich's popularity has been rising of late. He has tried hard to appear more statesmanlike, slimmer and less shrill as he prepares to run for the Republican presidential nomination in 2000. On top of that, he has not been seen much, which helps a good deal. If he were to vanish altogether, he might become almost likeable, nostalgically remembered as a figure of fun.

But the old nasty Newt was in full rant at the Catholic Conference's annual gathering of Catholic school administrators for meetings with members of Congress. In Gingrich's remarks, public-school teachers appeared to be atheist bureaucrats, armed with official credentials and union cards but without any teaching ability or concern for the children they teach.

"We have all this bureaucracy, all this red tape and no learning," he said.

"For less money, with more love and more discipline, Catholic schools educate more

children better," he explained. "While with more money, and more bureaucracy, with less love and less discipline, public schools will destroy the same child in the same neighborhood.

"When you set a standard of discipline, when you establish goals in the framework of God's love and God's law, you can achieve miracles," Gingrich continued. "And with all the money in the world, right next door, same neighborhood and same people, without the love, without the care, without the compassion, without the faith, it doesn't achieve anything at all except destruction."

There is no question that Catholic schools do such a good job of education that they attract many in some places even mostly non-Catholic students. But simple, open-hearted praise is never enough for Gingrich; he has a compulsion to demonize his targets, and somewhere in this land of ours some campaign consultant has persuaded Republicans, most notoriously Bob Dole in the 1996 presidential race, that it is smart politics to attack public-school teachers and their unions.

Gingrich does not differentiate among rural, suburban or inner-city public schools. They are all failures, in his view. He makes no allowances for schools trying to teach children speaking any one of 100 or more languages, for children from broken or nonexistent families or for schools laboring under court-ordered special-education mandates that siphon money from general instruction.

It is true that U.S. public schools have their problems, a fact highlighted by the recent international study that showed U.S. 12th-graders in science trailing Denmark, Slovenia, Austria, Switzerland, Australia, New Zealand, Canada, Norway, Iceland, the Netherlands and Sweden. But may I point out that Sweden, whose students finished first, is notorious for socialism, atheism, unmarried parenting, bureaucracy, high taxes and union membership.

It has virtually no private or parochial schools. Somehow, its public school system excels.

The American public school system can be made to excel, too: by holding both students and teachers to measurable standards, enforcing discipline, attracting teachers with higher salaries (and firing those who cannot or will not measure up). If Gingrich were to make the effort, he might find even the hated teachers unions are willing to talk about this.

But that would be solving a problem. Gingrich is not a problem solver, he is a politician, pandering for campaign contributions. If he has to trash teachers for a few bucks, he will do it.

Publication#W\ P*P# 3. The Washington Post"Publication" #: \ P+P# 03/15/98; Edition: FINAL; Section: A Section; Page A01 Category: Local

Headline#\ P,P# Stakes Are High in Education BattleHeadline #: \ P-P#Subhead#[\ P.P# Legislative Outcome Likely to Sway Voters As Elections Near Subhead#:\ P/P# By Rene Sanchez Washington Post Staff Writer

In a duel that has great consequences for the nation's schools, President Clinton and congressional Republicans are battling to enact rival education plans that they say could be pivotal to the political fortunes of their parties in elections later this year.

Key votes on several initiatives " from repairing schools to training teachers and giving parents new tax breaks for education costs " may occur this week in Congress, and lawmakers are hoping to resolve many others before their abbreviated legislative schedule ends and the campaign season begins. But since both sides are far apart, and their time is short, whether they will achieve results or only political soundbites is still in doubt.

Clinton has clashed frequently with Republicans in Congress over what the federal role in education should be, but this time the stakes of that debate are particularly high. The scope of each side's new education agenda is large, and the

White House and Republican leaders both know that few issues are resonating more with voters right now than improving the quality of the nation's schools.

"There's a flurry of activity on education because it's an election year, and there also has been a deluge of bad news about schools lately," said Amy Wilkins, a policy analyst at the Education Trust, a national advocacy group for poor and minority students. "People want more done. You hear that in all the polls."

Across the country, parents and business leaders are complaining that the pace of school reform is too slow and that the academic work of students is suffering. Two weeks ago, that anxiety grew when test results were released showing that American high school seniors ranked much lower than their peers around the world in math and science.

Clinton, who has vowed to make education the defining issue of his second term, is proposing another extensive agenda for schools. On Monday, he will again press his plan by convening a forum on national problems in education at Springbrook High School in Silver Spring. Vice President Gore and Education Secretary Richard W. Riley also are traveling to several states this week to build public support for the president's initiatives.

Last year, Clinton called for tax cuts and increases in federal grants to make college more affordable, ideas that Congress mostly approved. But the fate of his controversial attempt to create voluntary national tests in reading and math is still uncertain. Congress has delayed the tests, and only a few states have agreed to use them.

This year, Clinton is shifting his focus to aiding dilapidated or overcrowded schools with dismal academic records. First, he wants to spend \$22 billion in the next two years to repair and modernize more than 5,000 schools nationwide. He also wants to limit the size of most classes in elementary schools to 18 students.

nts per teacher, a ratio that many educators say promotes better learning. To reach that goal, Clinton is proposing to give schools \$12 billion over the next seven years to hire 100,000 teachers.

Clinton's plan calls for more spending on after-school programs and educational technology. He also wants to give financial rewards to urban school districts " the most troubled sites in education " that are taking difficult, expensive steps to end the social promotion of failing students and to hold teachers accountable to higher standards.

"These are sensible, practical ways to improve schools," Riley said in an interview. "The Republican approach is too narrow and is a diversion from what matters most."

Republicans don't see it that way. Clinton is facing another tough fight on Capitol Hill because many of them, and even some Democrats, say that parts of his education plan are costly, election-year gimmicks that may not achieve much progress in classrooms.

The education debate is quite significant to Republican leaders, who are striving to change the tone and some of the substance of their agenda on schools because they use even their own pollsters concede that voters trust the president more than the GOP on the issue.

Despite certain opposition from Clinton, Republicans still want to use federal money to give needy parents in the District and other cities vouchers for private school tuition. They also want to convert billions of dollars of targeted federal education spending into block grants to states. And they are proposing to allow parents to set aside money in tax-free savings accounts to pay for education costs " including private school tuition.

But they are avoiding any mention of abolishing the Education Department , their failed rallying cry from recent years, and they are trying to find common ground with Clinton on

other initiatives. Some Republican lawmakers have joined Democrats in advancing proposals to increase teacher training, especially in reading, and to hold them to tougher professional standards. Others are backing variations of Clinton's plan to reduce class size.

"Clinton has been politically deft on education. Republicans are often seen now by voters as against spending more on schools, against even the concept of public education," said Chester Finn, a senior fellow at the Hudson Institute and assistant secretary of education during the Bush administration. "They haven't done a good job advocating what they're actually for, and they're trying desperately to change that."

The first legislative test of Clinton's proposal to have the federal government help finance school repairs may come in the House this week. Last year, Republicans pressured him to shelve a similar idea after questioning its cost and the precedent it would set. Debate is also growing on Clinton's class size initiative, which he wants to pay for with money from a proposed \$368 billion government settlement with tobacco companies. That funding strategy, some lawmakers say, is highly risky given the settlement's uncertain future.

Democratic leaders praise most of the president's agenda, but some worry that in a rush to reduce class sizes, schools may hire many unqualified teachers. Others say the initiative may lure good teachers from poor urban schools to better-paying jobs in suburban districts. California, which recently launched its own massive effort to reduce class sizes, is already experiencing those problems.

In both parties, some lawmakers say they would prefer to improve the quality of teaching in schools. Republicans want to give school districts federal money to create competency tests for teachers, or offer them merit pay; Democrats want to make publicly available to parents the qualifications of their children's teachers, or even limit federal aid to teacher colleges whose graduates have weak

k records on licensing exams. Some of those ideas also may face their first votes in Congress this week.

"My greatest concern is that we're not talking enough about quality in schools," said Rep.

William F. Goodling (R-Pa.), chairman of the House Committee on Education and the

Workforce. "It's all about quantity " more teachers, more money.

The president is just trying to reinvent an old wheel in education that hasn't worked."

Still, Goodling acknowledged that Republicans must do a better job this year to promote their own agenda for schools, not just second-guess Clinton's plan, which teacher unions and many education groups strongly endorse.

Republicans in both houses of Congress are now backing a series of education proposals

by Sen. Paul Coverdell (R-Ga.). He wants to shift \$10 billion, or about one-third, of federal

education spending directly to states and allow them to use the money at their own discretion " as long as 95 percent of it is spent on actual classroom instruction.

He also wants to let the parents or grandparents of students, even scholarship groups,

contribute as much as \$2,000 a year to tax-free savings accounts for K-12 education. The

money could be spent on tuition, tutoring, school uniforms or computers. The Senate is

scheduled to vote on the idea Tuesday. Many Democrats are vowing to oppose it because

they say it's not much different from school voucher programs.

Republicans failed last year to push a voucher bill through Congress, but they are trying

again amid new polls that suggest public support for the idea is growing, especially among

minorities. Coverdell wants to spend \$75 million giving needy parents with children in

"unsafe" public schools stipends to attend private schools.

Riley contends that vouchers will drain badly needed funds from public schools, which 90 percent of the nation's students attend. He also said the Republican agenda is filled with ideas that will "really have no effect" on improving student achievement.

But Coverdell said the Republican plan would give parents more choice and states more money and flexibility to make their own decisions about schools. He also faulted Clinton for proposing to finance his class size initiative with money from a tobacco settlement that Congress has not approved yet.

"Our plan is larger, it's real, and it will free up parents and states to improve schools, without expanding the federal government's reach into education," Coverdell said. "It's time to try something new."

The Competing Proposals

President Clinton and Republican leaders in Congress are each proposing broad new plans that they say will improve the nation's schools. Here are highlights from each:

The Clinton Plan

Spend \$22 billion in the next two years repairing and modernizing schools. To be financed by federally authorized bonds issued by the states

Spend \$12 billion over the next seven years to hire 100,000 new teachers and reduce class size in most elementary school grades to 18 students per teacher. To be paid for with money from the proposed tobacco settlement

Reward urban school districts that are adopting tougher classroom standards with \$1.5 billion in grants over five years to improve students' academic performance

Designate \$200 million to create or expand after-school programs

Increase funding for classroom technology by \$3.2 billion

The Republican Plan

Convert \$10 billion in targeted federal education spending into block grants for states to use for classroom instruction

Allow parents to have \$2,000-a-year tax-free savings accounts for their children's education

Spend \$75 million to start school voucher projects in about two dozen cities

Redirect federal education money for teacher testing and merit pay programs

Spend \$210 million improving teacher training in reading

" Richard W. Riley,

Education secretary

" Rep. William F. Goodling (R-Pa.),

chairman of the House Education Committee

Publication#W\ P0P# 4. Seattle Times"Publication" #:\ P1P#March 15, 1998

Headline#\ P2P# Trimming class size is popular, but the benefits are debatable

Headline #:\ P3P#
by Robert Greene The Associated Press

WASHINGTON - A year after California began drastically reducing classroom size,

teachers and parents alike are pleased with the change. Now President Clinton is campaigning for smaller classes everywhere.

Although classrooms across the nation are far less crowded than they were in Ca

lifornia,
the administration wants to spend \$12 billion over seven years to hire 100,000 new teachers for the first through third grades. Officials cite research they say links smaller classes to better learning.

But the research is less supportive than public-opinion polls, working teachers and common sense in favor of smaller class sizes. Researchers have studied and debated the issue for decades, often harshly.

"When you ask teachers, they seem to know instinctively that classrooms should be smaller," said Marshall Smith, acting deputy secretary of education, when questioned about conflicting studies. In the Reagan and Bush years, the Education Department opposed class-size reduction as expensive and ineffective.

The National Education Association, the nation's largest teachers union, has been pushing since the late 1960s for classes of 15 pupils.

Smith and others quote from a "fairly rigorous" study of a Tennessee experiment in the 1980s with cutting class sizes from 25 pupils to 15 in kindergarten through third grade. The study found that pupils in smaller classes did better on standardized tests.

Other researchers say the starting and ending numbers in any reduction plan are more important than the numbers in between. In California, average class size in the early grades have already gone down from 30 a few years ago to the 20 prescribed by a state law for the 1996-97 school year. Clinton wants to bring classes down from an average of 22 nationwide to 18.

"Reducing class size from 22 to 18 is unlikely to make a big difference," said Robert Slavin, a researcher at Baltimore's Johns Hopkins University and head of a successful reading program. "Reducing class size from 30 to 18 is probably going to make a much larger difference."

"It's very expensive, and probably has more to do with building morale and a positive environment with the schools than it does with achievement," said Slavin, who believes reducing class size is "a good thing to do."

Under the plan, California would get \$124 million, New York \$101 million, Texas \$94 million, Florida \$50 million, Illinois and Pennsylvania \$49 million each, and Ohio \$45 million. Washington state, which class size averages 23.1, would get \$16 million.

Slavin praised Clinton for wanting to phase in the hiring of teachers and assure that they are qualified, hoping to avoid troubles California had in its crash program, and to stress reading. But he said the money could be more efficiently used on tutoring or other targeted approaches.

The proposal figures on an average teacher cost of \$35,000 in salary and benefits. Local districts would pay 10 percent to 50 percent of the cost, with poorer districts getting a higher subsidy. About 37,000 teachers would be hired the first year.

Gene Glass, at Arizona State University in Tempe, questioned the benefits.

"The difference in achievement between where we are now, which is 22, 23, 24 kids per class, and where the president is talking about, 18, is very small," he said.

"You have to go way, way down to get gains that are appreciable, that would even be noticeable to a teacher," he said. "Those numbers are 10 or six students in an instructional group."

Eric Hanushek, a University of Rochester economist, said the small studies overlook the big picture: Class sizes have been shrinking nationwide, with no gain in achievement on

national standardized tests.

Polls consistently find voter support for smaller classes. In Orange County, Calif., some parents are putting their children back from private schools into public schools because of smaller classes.

Publication#W\ P4P# 5. CyberTimes (New York Times on the web)"Publication" #:\ P5P#March 15, 1998

Headline#\ P6P# Teachers See Benefits of Internet, But Drawbacks Raise Concerns
Headline #:\ P7P#
By PAMELA MENDELS

Almost half of America's public school teachers now turn to the Internet to assist them in education, but they, like the general public, still have concerns about student voyages into cyberspace, according to a new survey.

The poll, based on telephone interviews with 400 teachers and 1,600 other adults nationwide in January, found that 48 percent of teachers responded "yes" to the question: Do you use the Internet in teaching? At the same time, 60 percent of teachers and 62 percent of the general public said they were "fairly concerned" or "very concerned" about students using the Internet.

"What was most striking to me was that teachers see both sides: the benefits of the Internet and the downside," said Peter J. Feld, director of research for Global Strategy Group Inc., a New York City-based public opinion research company that conducted the survey. He said that "teachers see the Internet as a plus, but it has drawbacks and they are looking for ways to cope with the drawbacks."

Based on focus groups with teachers and others that Global conducted in preparation for the survey, Feld identified several problems that teachers see with Internet use for education. Among them: that information available on the World Wide Web is of uneven quality; that

the unscrupulous could prey on children; that there is a glut of online information and that navigating the Web can be cumbersome and time-consuming.

At the same time, Feld said he was struck that although the World Wide Web is barely four years old, almost half of the teachers surveyed are now turning to it and other parts of the Internet for educational purposes. "The Web has integrated itself into a number of educational uses amazingly quickly," he said.

The poll results were released earlier this month. The survey was commissioned by MCI, the telecommunications company, in connection with the recent launch of MarcoPolo, a new free Web site and education initiative targeted at teachers, that MCI helped develop with National Geographic, the National Endowment for the Humanities, the American Association for the Advancement of Science and the National Council on Economic Education.

The survey found that teachers apparently have greater familiarity than adults as a whole with the Internet. Almost 60 percent reported having Internet access in their homes, compared to 32 percent of the general population surveyed.

When asked how they used the Internet in teaching, teachers gave a variety of responses, from finding information that is not in textbooks to getting ideas from other teachers to assigning work to students.

The poll was unable, however, to give a precise picture of how teachers are employing the Internet in the classroom itself. A large number of teachers " 78 percent " reported, for example, that they used the Internet to find information or conduct research. But whether they were referring to their own use of the Internet in preparation for class or to student use in classrooms was unclear.

A closer look at actual classroom use of the Internet was provided in another r

eport
issued earlier this month, "Computer Technology In California K-12 School
s: Uses, Best
Practices, And Policy Implications," issued by the California Res
earch Bureau, an arm of
the California State Library, the library that serves s
tate government in California. The
report's author, Kenneth W. Umbach, a policy
analyst for the bureau, found examples of
teachers using the Internet for such
things as Web-linked projection presentations;
e-mail-based pen-pal projects i
n which students correspond with peers, scientists or
researchers around the wo
rld and posting of student work on Web sites.

Umbach also said, however, that teachers need more help if they are to make the
best use
of technology in the classroom. For one thing, he said, they must be
assured of reliable
technical support. For another, they require Internet train
ing.

"You can't just drop the technology in and magically expect it to take effect,"
Umbach
said in a telephone interview, adding that teachers especially need gui
dance in how to
integrate computer and Internet use into the curriculum. "They
need training not only in how
to turn the computer on and what software to run,
but in, gee, what makes sense in terms of
a class in American history or geogr
aphy or physics." n

Publication#W\ P8P# 6. The San Diego Union-Tribune"Publication" #:\ P9P# 03/1
5/98; Edition: UNION-TRIBUNE; 1,2; Section: NEWS; Page A-35

Headline#\ P:P# States mull whether tests for new
teachers are rigorous enough

Headline #:\ P;P#

By Robert Greene

ASSOCIATED PRESS

WASHINGTON " Virginia Gov. James Gilmore meant to shock his audience when he
reported recently that as many as one-third of would-be teachers in his state f
lunked a
national test of basic reading, writing and mathematics. If it was bad
news for Virginia, it
was worse for the nation. Virginia has the country's hig
hest cutoff score for the Praxis I,
used in 20 states to screen teacher college
candidates and beginning teachers. Scarcely more
than half the students who to

ok the test nationwide would have made the Virginia cut.

"Virginia students would be doing much better than the national average," said Charlotte

Solomon, in charge of the Praxis examinations for the Educational Testing Service, a private

company that supplies the tests to states. "It begs the question of whether it's good enough."

Around the country, state education officials are asking whether tests of general knowledge and of specific subjects

are rigorous enough to ensure that able people become teachers. The issue has r

isen in importance because of widespread efforts to raise standards for what children should know and be able to do.

For some states, it means setting standards for the first time.

Last October in New Hampshire, the board of education voted to adopt Praxis I starting this

fall after years of opening the profession to anyone with a college teaching degree who

could find work. Democratic Gov. Jeanne Shaheen vetoed l

egislation that would have required the tests for teachers who already have jobs

. Some 35 states use Praxis I or more advanced tests in the Praxis series to certify graduates

for general knowledge, professional skills and subject knowledge

. Some states have their own tests.

Explanations vary on why scores are low, but poor pay tops the list. "It clearly holds back

who it is that's entering," said Gordon Ambach, executive director of the Council of Chief

State School Officers. Teaching has become less attractive for women and minorities since

barriers to more lucrative and prestigious jobs have been lowered.

Education officials also say that not everyone with a low test score goes on to teach or even

get an education degree.

In Pennsylvania, education officials are beginning to raise the bar for a number of tests.

Among those being examined is a 120-question general knowledge test for beginning

teachers that covers social studies, math, literature and the arts, and science.

"We have a relatively high pass rate, but as we look at the exams and we look at the cut

scores, we're not convinced that it is a meaningful exercise," said Michael Poliakoff, a

deputy secretary of education. Nearly 91 percent of would-be teachers who took the general

knowledge test last fall passed it.

But most of the test-takers scored just about at the national average of 657 on a scale of 600-695. The Pennsylvania passing score is 644, close to that of several other states. The highest cut score of any state is 649 in Maine, New Jersey, New York and Rhode Island.

Like other critics, Poliakoff says the national average would look good if the test were demanding. But people are asked to do such things as put World War I, the start of the Great Depression, the New Deal and the Korean War in the right order.

The testing service doesn't say Praxis I results would compare with those on an SAT, a widely given test for college admissions.

"It's only partially true" that Praxis is an easier test, Solomon said, adding that the tests have different aims.

But new Georgia and Delaware standards, comparable to those of other states, give some clue. State officials allow the SAT and ACT, another admissions test, to be used instead of Praxis I. A total SAT score of 1,000, with at least 520 on the mathematical and 480 on the verbal part, is acceptable.

The average SAT score for 1997 high school graduates was 505 verbal and 511 math.

Those who said they will pursue education degrees had scores of 485 verbal and 479 math.

Math majors had scores of 549 verbal and 623 math. Language and literature majors had scores of 609 and 546. But the standards often run afoul of the need to staff schools, especially in hard-to-fill rural and inner-city schools.

North Carolina had to back off from higher standards several years ago. Mississippi is debating waivers for its cutoffs. Florida has allowed waivers.

Shortages also worry the same Virginians who advocate tough standards. "You can begin

to wonder what's going to happen down the road when more and more people turn away from preparing to teach," said Thomas Elliott, an assistant superintendent of education.

Would-be California teachers are required to take the California Basic Educational Skills

Test as part of their credentialing. The exam consists of three sections that test reading, writing and math.

Those taking the test must score a minimum of 41 out of 80 potential points for each section. Scores of 37 are acceptable, as long as the total score is a minimum 123 points of a possible 240 points.

The state Commission on Teacher Credentialing, meanwhile, is proposing more rigorous requirements for incoming teachers that would be tied to curriculum standards that are being developed. It is estimated that the state needs more than 18,000 new teachers this year and already has 21,000 teachers with emergency credentials. Those with emergency credentials are allowed to teach without having taken the credential exam, but they must take it within a year of being hired.

7. Weekend Edition - Saturday (NPR) "Publication" #:\ P=P#
03/14/98 Section: News; Domestic;

Affirmative Action Headline #:\ P?P# Subhead#[\ P@P# A look
and a listen at affirmative action and how it
has effected people directly.
By Sonja Williams; Scott Simon, Washington, DC
SCOTT SIMON, HOST: This is WEEKEND EDITION. I'm Scott Simon.

The University of Chicago is one of this nation's most respected private institutions of higher learning. Beginning in the 1960s, the school's history with affirmative action reflected many of the national tensions over minority hiring and admissions. But a closer examination reveals less about politics and more about the policy's impact on the institution and on individuals.

Producer Sonja Williams has spent months tracing the imprint of affirmative action at the university. We will hear the story as she did, across a 30-year arc of voices, memories and experience.

SOUNDBITE OF BELLS RINGING

CHARLES O'CONNELL, DEAN OF STUDENTS, UNIVERSITY OF CHICAGO:
Chicago has been co-ed from the beginning. It was founded, 1892. It was clear from the very beginning that every race was represented and every race was welcome.

CATHERINE STELL (ph), DEPUTY DEAN OF STUDENTS, UNIVERSITY OF CHICAGO: My name is Catherine Stell. I'm currently deputy dean of students in the university.

A lot of eastern universities were engaging in the kind of social engineering that we don't like to think about, which primarily involved excluding people based on race, religion and so forth. And that really wasn't a strong interest here.

O'CONNELL: We had a disproportionate number in the '20s and '30s of black students, for example, who received their PhDs from the University of Chicago. Charles O'Connell, I came to the university in 1946 as a graduate student.

In 1958, I became director of admissions in the college. And then in 1968, I became dean of students in the university.

WALTER WALKER, FORMER STUDENT, UNIVERSITY OF CHICAGO: I'm Walter Walker. I was a former student at the university. I started in 1951 and graduated in 1955.

African Americans didn't really have a real presence because we were "all we did was we tried to blend into the " to the university. And as a matter of fact, there was a television show on the air, "Amos and Andy."

(BEGIN AUDIO CLIP OF "AMOS AND ANDY")

CHARACTER ON "AMOS AND ANDY": Oh, come right in, brother Andy. If you don't give me my money back, I'm going to punch you in each

eye. Then I'm going to take a stick and crack your head. In other words, I'm going to open everything that's closed and close everything that's open.

LAUGHTER

WALKER: And I can remember coming to the student's club on the day after the show, and the black students in the room would say, "Did you see it?" And we would carry on a conversation about that show, and no one knew what we were talking about.

LAUGHTER

But that illustrated how invisible we were.

O'CONNELL: I'll be quite honest, I don't imagine that in my days in the '40s or in the early '50s there was any special effort to go out and recruit black students. If a black student applied, he was certainly never discriminated against. But it was entirely his initiative or her initiative to be considered.

But we did begin more actively than ever before to seek out black students in the '60s as a result of the whole national increase in consciousness about the problems of racism.

MARTIN LUTHER KING, CIVIL RIGHTS LEADER: After touring this city, I must report that that is no Jerusalem on Lake Michigan.

LAUGHTER

But I must also say that confused, confounded and corrupt though she is, Chicago is more like Athens, a city of bold, tremendous shame and shining glory. And we are here to issue a call to conscience.

REGINALD WILSON (ph), SENIOR SCHOLAR, AMERICAN COUNCIL ON EDUCATION: Most of the demonstrations that were going on around the country gave evidence to the federal leaders that some action was needed. And out of that arose the term and the conditions for affirmative action.

Reginald Wilson, senior scholar at the American Council on Education.

President Kennedy passed the affirmative action law. And that was the first time the phrase affirmative action was used. But he didn't live long enough to spell out the primers that President Johnson passed the affirmative action law in

n 1965, which we currently operate under, 11246. And then Nixon passed order n umber four, which spelled out the goals and timetables of the law.

But affirmative action started from the protester's planks.

SOUNDBITE OF PROTESTER: What do we want?

SOUNDBITE OF CROWD SHOUTING: Freedom!

SOUNDBITE OF PROTESTER: What do we want?

SOUNDBITE OF CROWD SHOUTING: Freedom!

SOUNDBITE OF PROTESTER: When do we want it?

SOUNDBITE OF CROWD SHOUTING: Now!

SOUNDBITE OF PROTESTER: When do we want it?

SOUNDBITE OF CROWD SHOUTING: Now!

LINDA RAE MURRAY (ph), PHYSICIAN: Affirmative action was something that, actua
lly, I considered myself fighting for within the civil rights movement.

My name is Linda Rae Murray. I'm a physician. I came to the University of Chi
cago in
1966 to go to college. And I left in '69.

And, you know, it's interesting to hear the debate now. But basically at that
point in time,
we were simply saying that you had to do something in an affirma
tive sense to try and
remove the obstacles that racism had put in the way of pe
ople.

UNIDENTIFIED MAN SPEAKING TO CROWD: Ladies and gentleman, may I have
your atte
ntion, please? At 7:10 this evening, Martin Luther King was shot in Tennessee.

SOUNDBITE OF CROWD GASPING

Martin Luther King 20 minutes ago died.

SOUNDBITE OF CROWD GASPING

UNIDENTIFIED MAN: The night King died, there were fires in 29 different states and 125 cities.

SOUNDBITE OF POLICE SIREN AND GUNFIRE

UNIDENTIFIED MAN: Sixty-eight was a very dramatic year in the history of the country; '68 was the year that Martin Luther King was assassinated. It was the year that Bobby Kennedy was assassinated. And I think if we ever were conscious of the need to mend the rift between races, it came in those late '60s and in to the '70s.

PAUL BOLDBERDING (ph), PROFESSOR OF MEDICINE, UNIVERSITY OF CALIFORNIA SAN FRANCISCO:

And I think we, you know, even a white middle-class college student had some anxiety about the way things were going. And a lot of the riots and a lot of the buildings that burned were really within a couple of blocks of our dorm building.

My name is Paul Boldberding. I'm a professor of medicine at UC San Francisco. So I go to another UC now. My connection to Chicago is I was a college student there from '67 to '71.

I don't know when the term affirmative action, you know, when I became aware of that term. But there was certainly discussion going on in the college and university when I was there about the perceived

need to maintain some kind of racial and socioeconomic balance of the incoming class.

MURRAY: Linda Rae Murray, we were concerned about a couple of things. First, we were concerned about retention of black students at the University of Chicago, recruitment and retention. We felt there was a practice of accepting people and then decreasing their financial aid as they moved through to be juniors and seniors.

We felt that there was always a struggle to keep the number of people coming in, we thought it should be increased. We wanted more support for high school tutoring and programs to help inner-city high school students get to the point where they could go to the University of Chicago or some other college.

LARRY HAWKINS (ph), DIRECTOR OF SPECIAL PROGRAMS, UNIVERSITY OF CHICAGO: And that was a goal we set as we put this together.

I'm Larry Hawkins. I am director of special programs here at the University of Chicago since 1968.

SOUNDBITE OF CROWD SPEAKING

MAN, SPEAKING OVER LOUDSPEAKER AT DEMOCRATIC NATIONAL CONVENTION: Mr. Chairman, as I look at the confusion in this hall, watch on television the turmoil and violence that is competing with this great convention...

JETSON HICKSON (ph), FORMER UNIVERSITY OF CHICAGO STUDENT: My name is Jetson Hickson. I went to the university as both an undergraduate and a graduate student from 1968 to 1976.

It was a very unusual time because, say, coming at the Democratic convention, you had so many of the white radical groups, the SDS, which (Unintelligible) to the Weathermen

(ph) and all of that sort of thing. There were five or six of those groups who were protesting the Vietnam war.

SOUNDBITE OF CROWD SHOUTING AND BOOING

That was also the year that they took over the administration building, my freshman year.

And this was the white students. And I think what is that collection of circumstances, what was unusual is we developed a very unusually cohesive and supportive black community.

RONALD DAVIS (ph), FORMER STUDENT, UNIVERSITY OF CHICAGO: My name is Ronald Davis. And I graduated from the University of Chicago in 1974.

I was very active with efforts to recruit additional black students to campus.

They started a couple of different programs that would help increase the numbers of black students. One was an April weekend where they invited students who were admitted but had not accepted a chance to visit campus to see what it was like.

And as it turned out, they were impressed enough with the university to actually show up in the fall. So that increased the numbers from the past.

As well as we had a summer program where the university invited students who they felt had a deficiency in either the math area or the English area, one or the other, not both. And they would come to a summer program and they would get a chance to work on improving the areas where they were weak.

(BEGIN AUDIO CLIP OF UNIDENTIFIED SINGER)

UNIDENTIFIED SINGER, SINGING: Oh, yeah Summer breeze All in my mind...

PAUL SALLY (ph), PROFESSOR OF MATHEMATICS, UNIVERSITY OF

CHICAGO: I taught the
mathematics that first summer.

This is Paul Sally, professor of mathematics, University of Chicago.

And I think that the idea was to cast a net a little bit deeper and a little bit wider than the university might ordinarily. I mean, they have rather rigid entry criteria. And this was to "I wouldn't say to loosen the criteria so much as maybe look a little more broadly for a variety of talents where just the high school grades or just the standardized test scores might not be the sole determinant of a student's ability to come to the college and survive.

SINGER, SINGING: Ah, summer breeze...

BOLARIA BLAN THOMAS (ph), 1974 GRADUATE, UNIVERSITY OF CHICAGO:
After I advised
the university that I was going to accept their invitation, they advised me
that
they wanted me to be a part of this summer program.

My name is Bolaria Blan Thomas, and I am a 1974 graduate of the University of
Chicago.

I was an honor graduate in high school. I graduated in the top 10 percent of my class.

My SAT scores were acceptable and OK. But when we were taking the placement exams during orientation week and talking to the other students and, you know, like, "Yeah, oh I missed five points from a perfect score on the SAT." And I'm like, oh...

And, "Yeah, I'm the valedictorian. Yeah, and I'm the valedictorian. I'm the valedictorian" it was like geez. So...

LAUGHTER

... it became quite apparent to me that I was not the typical University of Chicago applicant.

RONALD PRICE (ph), EMERGENCY PHYSICIAN FOR OIL COMPANY, SAUDI ARABIA, FORMER STUDENT, UNIVERSITY OF CHICAGO: We were referred to as

special students. And it was a label that we did not request or want, but it was thrust upon us just by the fact that we were in the program.

My name is Ronald Price. I'm an emergency physician for an Arabian oil company in Saudi Arabia.

THOMAS: I did not feel any way intimidated that I could not handle the academic load. There was no question in my mind that I was going to attend this university, I was going to do well at the university and I was going to graduate.

PRICE: I will never forget before the mid-terms of that freshman year, the school paper ran an article " front-page article " that 50 percent of the so-called special students were expected to fail. Now that caused quite an uproar among our students, primarily because of the fact that before even the mid-term exams could be taken, this article quoted several university officials as stating that we were expected to fail.

In my own experience, as far as the pressure to pursue the degree, I started off there at a regular track for pre-med students. Made the Dean's List the first year.

SALLY: There was some concern about how these entry minority students would qualify for college courses. Now as it turned out, they qualified up and down the line. It was very similar to what you would consider the ordinary distribution of entering college freshman.

It was just really a pleasant surprise. And it wasn't a surprise to me after I had worked

with the kids because I knew they had the talent at that point.

WILLIAM JULIUS WILSON (ph), FORMER UNIVERSITY PROFESSOR OF SOCIOLOGY AND PUBLIC POLICY, UNIVERSITY OF CHICAGO: There are different ways to look at affirmative action. Affirmative action also includes flexible criteria of evaluation.

My name is William Julius Wilson, formerly university professor of sociology and public policy at the University of Chicago.

If you rely solely on the use of SAT scores or GRE scores, you often times don't capture the potential of minority applicants because these test scores really reflect privilege more so than potential to succeed.

UNIDENTIFIED TEACHER: And can you state the difference between majority and proportionality?

UNIDENTIFIED STUDENT: The way I understood was that in some situations, you'll have whichever party or person who's running gets the most votes, they'll get position.

EDDIE N. WILLIAMS (ph), FORMER HEAD, STATE DEPARTMENT'S EQUAL EMPLOYMENT OPPORTUNITY OFFICE, BECAME ASSISTANT VICE PRESIDENT OF UNIVERSITY OF CHICAGO IN 1968:
My name is Eddie N. Williams. And I was head of the State Department's Equal Employment Opportunity Office.

And after being there seven-and-a-half years, I went to the University of Chicago as assistant vice president.

That was in the fall of 1968. And I became the first black appointee at that level. That was a time when a lot of pressure was being put on universities on race and diversity. There were strings attached to federal dollars. The whole affirmative action thing was getting

started.

Edward Leavy (ph) was president. And he resented that immensely. He thought it was an intrusion upon the life of a great university. "Of course we don't discriminate," he said. "We have always hired the best people. We have produced more black PhDs than any university in the world and many of them combined," all of which was true.

But you look around on the campus, you didn't see very many who were teaching. I think I knew most of them. We had our own little black circle, you know.

LAUGHTER

And John Hope Franklin (ph) was in that circle.

JOHN HOPE FRANKLIN, UNIVERSITY OF CHICAGO: My name is John Hope Franklin.

Chicago had an ethos about this. The university felt that it was so far out of everywhere else, every other institution, that it didn't need these things that they were talking about. We hired Bob Ming (ph) in the law school when there were no other white law schools, so-called, that hired anybody.

We brought Allison Davis (ph) here in 1941. Allison Davis in 1941. Where were black anthropologists, education leaders, sociologists, where were they at other institutions? Did they have any? No. Yale, Harvard, Columbia, none of them had any. We had them.

When blacks meet the standards at Chicago, we'll bring them here. That was their position.

I could add now, they're not going out and looking for any. But if they happen " if somebody happened to stumble up on one...

LAUREN BERLANT (ph), PROFESSOR OF ENGLISH, UNIVERSITY OF CHICAGO:

You know, I was hired on an affirmative action initiative. There weren't enough of them in our department. I'm proud, actually, that the department saw it as so that they had to stretch in order to hire me. But they had to take a risk. And affirmative action did that.

I'm Lauren Berlant. I'm a professor of English at the University of Chicago. And I just finished my 13th year.

If somebody told me when I got here that it basically is a very patriarchal place. And you basically have to learn to become the department's girlfriend, one way or another, and that if you could get

the men to see that you were both powerful but not threatening " you know, the impossible " you could make it here.

So this was a place where being a woman was not easy.

UNIDENTIFIED TEACHER, TEACHING: What were some of the issues that were raised by different authors about what are the factors that influence whether or not women can be elected?

UNIDENTIFIED STUDENT: Well, one thing seemed to be whether now it's (Unintelligible) " cultural " what are cultural attitudes or the technical mechanics of the electoral process.

TEACHER, SPEAKING AND WRITING ON CHALKBOARD: Electoral process was one...

LEA OUSLENDER (ph), ASSOCIATE PROFESSOR OF HISTORY, DIRECTOR, CENTER FOR GENDER

STUDIES: I'm Lea Ouslander. And I'm an associate professor of history. And I'm director of the Center for Gender Studies. I think it's been far easier for white women to break into the academy than it has been for black men or women.

JEFFREY STONE (ph), PROVOST, UNIVERSITY OF CHICAGO: Jeffrey Stone, provost of the University of Chicago.

My office has been extremely aggressive about both encouraging appointment of minority faculty and making that largely costless to the units that make the appointments so that if a particular department finds someone who they can recruit here, and it's a person who otherwise is an appropriate appointment and I would be willing to approve on the normal merits of an appointment, it will not cost them a faculty position. And that's a very large incentive in a university.

UNIDENTIFIED MAN: Chicago is not very much inclined to take young assistants "

black assistant professors and nurture them through the ranks. They want to be blinded by the light of some brilliant black, and then they'll say, "Oh, yeah, yeah, he's great, he's pretty " almost good enough for Chicago."

LAUGHTER

WILSON: Well, my experience was different. And it was different because of a very, very powerful man in a Department of Sociology who was able to convince his colleagues to take a chance with this guy. This guy has the potential " I think he has the potential to really make it big here. So in that sense, I'm unique.

My name is William Julius Wilson, and I was a member of the faculty at the University of Chicago from 1972 to 1996.

RICHARD TABB (ph), PAUL CLAPPER (ph) PROFESSOR OF SOCIAL SCIENCES, UNIVERSITY OF CHICAGO: Professor Wilson would tell you he was actually hired as an affirmative action hire, and he understood this.

My name is Richard Tabb. I am the Paul Clapper professor of Social Sciences at the University of Chicago.

He tells a story he went home and he said to his wife, "I know that I'm being hired as an affirmative action hire. But I'm going to make them eat it. I'm going to be the best sociologist there is."

LAUGHTER

And he achieved that, in fact.

WILSON: The environment initially was hostile. There were some colleagues who were looking at me, what, you know, what's this guy doing here? And I said, you know, I can either be intimidated or go into my shell, or I can accept the challenge. So I accepted the challenge.

(BEGIN AUDIO CLIP OF UNIDENTIFIED MUSIC)

UNIDENTIFIED NPR HOST: Today the Supreme Court handed down its ruling in the landmark reverse discrimination case, University of California Regents versus Bakke. The court ruled five-to-four that Allan Bakke had been the victim of impermissible discrimination against whites. And the court ordered Bakke admitted to medical school.

But at the same time, the justices ruled that affirmative action programs are permissible if they take other factors into account besides race. NPR legal affairs correspondent Nina Totenberg has a report.

NINA TOTENBERG, NPR REPORTER: Alan Bakke applied twice to the University of California Medical School at Davis and was twice rejected. He sued the university claiming he was the victim of reverse discrimination.

A.J. BURDELL (ph), NOVELIST, FORMER STUDENT, UNIVERSITY OF

CHICAGO: I remember having discussions with my good friends. We were all very overwhelmed by that , Bakke's suit, it was something that had a psychological effect on us more than a practical effect on us.

I am A.J. Burdell, and I am mostly known as a novelist. I studied at the University of Chicago as an undergraduate from '78 to '82 and as a graduate student from '82 to '85.

I mean, we were already there. We were already in process. Well, there were 17 African-American students in my class, very small number according to my positioning. So we already felt as if whatever it was that was called affirmative action was not being practiced by the University of Chicago.

STONE: Jeffrey Stone, provost of the University of Chicago. Bakke was a source of lots of discussion, I'm sure. But I don't recall it having any impact at all on whatever policies were in place in different parts of the university, other than to generate discussion about the issues.

THOMAS HOLT (ph), TEACHER OF AFRICAN-AMERICAN HISTORY, UNIVERSITY OF CHICAGO:
Thomas Holt, and I teach African-American history at the University of Chicago.
I arrived in 1988.

When I came was period in which the atmosphere was one of hostility to affirmative action, at least in some quarters of the upper administration.

WALTER MASSEY, PRESIDENT, MOREHOUSE COLLEGE, FORMER DIRECTOR OF ARGON (ph) NATIONAL LABORATORY AND VICE PRESIDENT FOR RESEARCH, UNIVERSITY OF CHICAGO.: I could see how that could be interpreted because there certainly was no arguments in favor of aggressive affirmative action. So in that sense, you might argue that if you are not very aggressive, then you are not taking it seriously.

I'm Walter Massey, President of Morehouse College. And at the University of Chicago from '79 to '91, I was director of the Argonne National Laboratory and then vice president for Research.

Chicago's an interesting place. Departments were urged to recruit blacks and women and other minorities. But the level of discussion always began with, you know, where can we find the very best person. And if they could find the very best person, they would go all out to get them.

HOLT: Anti-affirmative action did not mean that you, at least overtly said you didn't want to hire black faculty or bring in black students. You know, it's the same kind of rhetoric that we're getting now in California and from Ward Connerly (ph) and others, you know, that you have to enter under the same aegis as anybody else.

SUSAN PAGE (ph), REPORTER: From WAMU in Washington, I'm Susan Page of USA Today, filling in for Diane Ream (ph). Joining me this during this hour to talk about affirmative action by phone, Ward Connerly.

Mr. Connerly, I wonder if you'd talk for just a minute to our listeners about what got you to this point and to hold this strong view about affirmative action.

WARD CONNERLY, UNIVERSITY OF CALIFORNIA REGENT: I grew up believing that using somebody's skin color to decide whether they get a job or whether they get admitted to college was just morally wrong. And I felt that as John F. Kennedy said in '63, "Race has no place in American life or law."

And so now I find as a UC Regent, that we are classifying people on the basis of race and then deciding who gets what, that is a preference. It's discriminating against those who don't

get the preferences. It creates division. It creates resentment.

So I think that it has a very poisonous effect of the nation...

HOLT: So that it's watering down standards to have a program around African-American experience, or around gender, or around Latino, whatever.

SOUNDBITE OF CROWD SPEAKING IN BACKGROUND

ANDRE PHILLIPS (ph), ASSOCIATE DIRECTOR OF ADMISSIONS, UNDERGRADUATE COLLEGE OF THE UNIVERSITY OF CHICAGO: We are approximately 21 percent Asian in the student population.

I am Andre Phillips, associate director of Admissions, Undergraduate College of the University of Chicago.

I think the increase in the Asian population really began to expand in the mid-1980s at the same time that we started increasing the amount of time we spent recruiting. And we found pockets of Asian students and those students found us.

CHRISTOPHER KANG (ph), SENIOR, UNIVERSITY OF CHICAGO: I'm Christopher Kang. I'm a senior here at the University of Chicago.

In terms of Korean students, there is an issue of just trying to "because there's so many of us" trying to get, you know, a unifying student organization that can kind of cope with all the needs and desires of the Korean-American students here.

Most of the big issues on campus revolve now around the expansion of the college. And I guess that does kind of play into affirmative action. President Sanchez's (ph) talking about increasing the size of the college by about another 1,000 people over the next 10 years.

JENNIFER PERRY (ph), FORMER STUDENT, UNIVERSITY OF CHICAGO: I think, however, that what they're pushing towards would inevitably lead to more economic homogeneity. And I think that will inevitably lead to a sort of cultural homogeneity, which means you're gonna get the same kind of people all the time. I think that might happen a lot more in the next century.

My name is Jennifer Perry. I was a student at the University of Chicago from the fall of 1993 through the spring of 1997.

I was in a lot of American history classes. And so we had a lot of discussions of things like the California referendums and affirmative action in the California schools.

ROBERT SIEGEL, HOST, ALL THINGS CONSIDERED: California has become the first state to abolish its affirmative action programs.

NPR's Richard Gonzales reports.

RICHARD GONZALES: When proposition 209 was on the California ballot, its supporters said its integrity rested on its simplicity. The voters were asked to approve the elimination of discrimination or preferences based on race or gender in public contracting, hiring and education.

ARACELI NUNOS CONTREDAS (ph), FORMER STUDENT AT THE UNIVERSITY OF CHICAGO: I don't think, you know, 209 is horrible. It just "it's also something to me right now " to I think a lot of Latinos here, something that's happening far away.

California's far away from Chicago. And it's not happening here.

My name is Araceli Nunos Contredas. And I went here for undergrad in '91 and I went here for grad in '95.

It's a very apathetic campus. I think even among Latinos, too, which is really disappointing. But I think that people here in general, whether you're green, purple or orange, everybody's pretty apathetic.

(BEGIN AUDIO CLIP OF BAND MUSIC)

UNIDENTIFIED SPEAKER: Ladies and gentlemen, the president of the United States .

APPLAUSE

WILLIAM JEFFERSON CLINTON, PRESIDENT OF THE UNITED STATES: Thank you, thank you. Please be seated. Thank you.

Ladies and gentlemen, last June, I challenged all Americans to join me for at least a year in addressing the enormous challenge of making one America out of all of our racial, ethnic diversity in this country because if we plan together and work together to make the most of our common future, we can avoid repeating some of the darker chapters of our own history. And by the way, we can acknowledge that we still have some problems and we need to get them out on the table and deal with them...

MICHAEL DAWSON, ASSOCIATE PROFESSOR OF POLITICAL SCIENCE, DIRECTOR OF THE CENTER FOR THE STUDY OF RACE POLITICS AND CULTURE, UNIVERSITY OF CHICAGO: We can't talk about race and not talk about economics. What we're talking about is competition over scarce resources. The ability to even compete equally means a redistribution of resources.

Michael Dawson, associate professor of Political Science, director of the Center for the Study of Race Politics and Culture at the University of Chicago.

I get extremely angry whenever people like Ward Connelly evoke Dr. King in the

defense
of a color blind society. Dr. King in 1967 was talking about the need
for affirmative action
was before most "the rest of us even knew what the term
meant because he knew that
without affirmative action and similar programs and
policies, this country was gonna be
unable to meet its commitment that individu
al citizens could compete equally.

STONE: Jeffrey Stone, I have absolutely no doubt that the affirmative action p
rograms
and the outreach programs that exist at the university are the product
of the values and aspirations of the university.

The greater issue is what happens if affirmative action programs are prohibited
by law
as they now are in public institutions in Texas and California. And th
ere I think the answer
is like any other institution, we would have to obey the
law.

But I would hate see that come to pass. I think it would be a terrible thing f
or the nation
and for the university.

LITA AUSSLANDER (ph), ASSOCIATE PROFESSOR OF HISTORY AND
DIRECTOR OF THE CENTER
FOR GENDER STUDIES: And it could be, you know,
what with what's happening to
affirmative action, that paradoxically the university may
begin to appear progr
essive again. In the same way that in a period when there were quotas
against
Jews, racial segregation and the exclusion of women, the place looked progressi
ve,
because there were a few blacks, there were a few women, and there were a f
ew Jews.

I'm Lita Ausslander and I'm an associate professor of History and I'm the direc
tor of the
Center for Gender Studies.

If public institutions start discriminating again against blacks and against La
tinos, or at
least in the refusal of affirmative action, producing all-White in
stitutions, we again may
come to be relatively open.

SOUNDBITE OF BELLS CHIMING

And I really hope we can do better than that. And I think there are people here who care about it. But if there are enough of us and whether we're powerful enough and have enough energy is another question.

SOUNDBITE OF BELLS RINGING

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Publication#W\ PBP# 8. Weekend All Things Considered(NPR)"Publication" #:\ PC
P# 03/15/98Section: News; Domestic;

Headline#\ PDP# Book Dispute Headline #:\ PEP#Subhead#[\ PFP# A proposal by two school board members mandates that four out of the seven required books be written by authors of color.

Subhead#:\ PGP# By Rachel Gotbaum
San Francisco; Jacki Lyden, Washington, DC

JACKI LYDEN, HOST: Scandal, betrayal, an embattled leader. But who should tell the story of human experience?

In San Francisco, two school board members say more required reading from books by Toni Morrison and not Shakespeare.

The board members are proposing that the majority of student reading come from non-white authors, forcing teachers and administrators in California to determine whether ethnic identity is enough reason to choose one book over another.

Rachel Gotbaum reports.

RACHEL GOTBAUM, REPORTER: In San Francisco high schools, required reading has consisted of three books: "Huckleberry Finn," "Romeo and Juliet," and "The Canterbury Tales."

But a proposal by two school board members may change all that. They want four

out
of seven required books to be by authors of color. That idea has stirred up
a lot of reaction.

UNIDENTIFIED SAN FRANCISCO HIGH SCHOOL BOY: Let people know what you
guys are
seeing in the classroom. Let people know what you guys think is gonna happen
i
f they do put in books by people of color. No? And that's what these people ne
ed to hear.

So right now this is just the beginning, right? And they're probably not gonna
here us,
OK?

GOTBAUM: These city high school students have mobilized outside a recent board
meeting to show their support for the proposed overhaul of the English curricu
lum.

Giovanita Goodly (ph) is 16 and goes to Galileo High School.

GIOVANITA GOODLY, STUDENT, GALILEO HIGH SCHOOL, SAN FRANCISCO:
Right now in my E
nglish class I'm reading "Huckleberry Finn" and all they talk about is bad
Engl
ish for black folks. And I don't really like that too much because it's like a
ll they talk about.

And they make Jim in "Huckleberry Finn" look stupid and superstitious and all t
hat stuff.
And they don't, like, make him look smart and intelligent, because
we're not stupid people.

GOTBAUM: Board member Steven Philips (ph) drafted the proposal. He says the ci
ty's
current policy is from a previous era and does not fit the times or a stud
ent body which is
almost 90 percent Latino, black, and Asian.

STEVEN PHILIPS, SCHOOL BOARD MEMBER, SAN FRANCISCO: I don't think
really anybo
dy can defend saying that the most three important works that you have to read
to be educated in coming out of high school are "Romeo and Juliet," "Huckleberr
y Finn,"
and "The Canterbury Tales."

Those are all fine. But are those intrinsically and dramatically than stuff by Toni Morrison and Amy Tam and Isabel Allende and other authors?

GOTBAUM: In San Francisco, Latino and black students tend to have lower test scores and higher dropout rates, says Philips. And he believes that situation can be improved by giving those students books to read that better reflect their own experience.

PHILIPS: The current arrangement is failing large groups of students. And it's failing students by ethnic group. African-Americans as a group and Latinos as a group are really not being served by public schooling in this country.

GOTBAUM: San Francisco's School Superintendent Bill Rojas (ph) agrees that the city needs to rework its high school reading list. But he says he is not likely to support requiring books based on what the color the author is.

And he says there's no evidence that a student's performance is linked to the color of the author he or she reads.

BILL ROJAS, SUPERINTENDENT OF SCHOOLS, SAN FRANCISCO: Don't quote on the exact number " of the 132 Latino students who dropped out of the high schools in San Francisco, would one of them come up to me and say "Rojas, I left, you know, I left because you didn't get me to read Cervantes."

I don't think I'd find that. They probably left because they couldn't read.

GOTBAUM: The battle to bring ethnic studies to schools began on university campuses in the '60s. Soon afterwards, high schools began to create Latino and African-American elective courses.

In those settings, says Stanford Education Professor Larry Kubin (ph), students

had a
choice. But that's not the case in public high school.

LARRY KUBIN, SPOKESMAN, STANFORD UNIVERSITY: No forces someone to
go to Stanfo
rd. But you do have to go the San Francisco public schools. And you do have
t
o stay in those schools until the age of 17 or whatever that particular age is.

And so when you make it compulsory, then it adds a moral dimension to it as to
what the
students study.

SOUNDBITE OF PEOPLE SPEAKING IN BACKGROUND

GOTBAUM: In San Francisco high school classrooms students and teachers voice t
heir
concern about the proposal.

Vianna Bautista (ph) is chair of the English department at Philip Burton High (ph).

VIANNA BAUTISTA, CHAIR, ENGLISH DEPARTMENT, PHILIP BURTON HIGH,
SAN FRANCISCO:

Making it a mandate is saying, hey, let's create imaginary boundaries
in human
experience. It's like saying I want to know about your experience 60 percent
of
the time.

I mean, who mandates that? Who decides what is important? And what percentage
is
important? Is that really quantifiable?

GOTBAUM: Bautista and other city high school teachers say they already offer a
diverse
curriculum, with reading lists that include many books by writers such
as James Baldwin,
Maxine Hong Kingston, and Sandra Cisneros (ph).

Bautista says teachers don't need a Ten Commandment policy to determining what
they
should teach. But some teachers do see a need for formal requirements whe
n it comes to

ensuring that students are reading a wide range of books.

Lowell Denny (ph) teaches history at Burton High.

LOWELL DENNY, HISTORY TEACHER, BURTON HIGH SCHOOL: Mandates don't scare me, really. Yes, it would sort of circumvent a teacher's role, and that's bothersome. But it would assure that these students would be getting the diversity that they deserve.

GOTBAUM: Teachers may be debating the issue, but most agree that ultimately the problem is not a lack of effort to bring more diverse reading materials into the public schools. It's a lack of money.

For NPR News, I'm Rachel Gotbaum in San Francisco.

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Publication#W\ PHP# 9. Los Angeles Times"Publication" #:\ PIP#* 03/14/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PJP# No ChangeHeadline #:\ PKP#Subhead#[\ PLP# Gracias Schools Plan to Keep Bilingual Programs, Despite State Offer
Subhead#:\ PMP# By FRED ALVAREZ
TIMES STAFF WRITER

Despite a move to make it easier for school districts to scrap bilingual education programs, Ventura County educators said Friday they are unlikely to accept that offer, arguing that native-language instruction is still the best way to teach each students who struggle with English.

The decision, handed down Thursday by the State Board of Education, even drew the wrath of bilingual education opponents, who viewed it as a political ploy aimed at stalling efforts to do away with such programs altogether.

"They are just playing a political game," said Simi Valley resident Steve Frank, a government affairs consultant who is spearheading the Ventura County campaign

gn in support
of a statewide initiative aimed at dismantling all bilingual education programs.

"On one hand, they now understand that bilingual education is a failure, that it is a fad like the Hula-Hoop or the Slinky that now belongs at the back of the closet somewhere," Frank said. "However, what the state board should have done is mandate that no longer will classrooms be segregated by language."

The state board voted unanimously to allow local school districts to shed bilingual education programs without having to petition Sacramento.

The vote launches a deregulation process that eventually could free local educators to teach non-English speakers as they see fit, as long as some help is available.

But across Ventura County, educators said they don't expect to make any changes in the programs already in place for the county's 25,000 limited-English speaking students.

"We have proven that our programs work," said Yolanda Benitez, superintendent of the Rio School District, north of Oxnard, where about a third of the 3,000 students don't speak English well or at all.

*

"We are seeing academic achievements growing in these youngsters; we're not going to make any changes," she said. "Unfortunately, when we talk about bilingual education, we have lost sight of the children. Regardless of whether the children are purple or pink, whether they speak Spanish or Vietnamese, they need programs that are going to help them do well in school."

Added Joseph Spirito, superintendent of the 17,000-student Ventura Unified School

District: "We're still going to be doing what we've been doing. It's successful, and we feel the program is showing good results here in Ventura. I'm just worried that some districts will choose to drop it completely, and that will be a sad day for kids."

The move is the latest salvo in a long-running battle to overhaul bilingual education.

There has been a rising tide of support for scrapping the program altogether, as more and more people believe that 25 years of bilingual education have failed California's school children and placed them at a competitive disadvantage.

*

The most drastic proposal comes in the form of the "English for the Children" initiative.

That measure, which will be on the June ballot, is sponsored by Silicon Valley software entrepreneur Ron K. Unz and would require virtually all classroom instruction to be in English.

According to that initiative, children who are not fluent would get about a year of special help in English before being funneled into mainstream classes. Currently, they can stay in bilingual classes for up to six years, being taught primarily in their native language.

The initiative would hold teachers and school officials personally liable for violating its provisions.

Frank argues that Thursday's vote by the state Board of Education seeks to stall momentum building for the initiative by putting the fate of bilingual education programs in the hands of local school districts. But he predicts that move will backfire.

*

"It will only add to the momentum," he said. "The public will only see that the state board is now against bilingual education, that it's wrong and that it doesn't work."

Countywide, about half of the limited-English-speaking pupils"94% of whom speak Spanish"get their first few years of instruction in their home language.

Three in 10 are immersed in English-only classes, with special booster classes to accelerate their language development. About 14% receive no special attention.

Ventura County educators and activists have launched a campaign to oppose the measure, saying the effort is fueled by misinformation and is harmful to non-English speaking youngsters.

But in the short term, local educators said they don't expect this week's decision to have any effect on the way limited-English speakers receive instruction.

"We're always looking for ways to improve the program; we don't stop that," said Bernard Korenstein, superintendent of the Oxnard Elementary School District where about 6,000 students receive some bilingual education services.

"But there are a lot of children who need these programs," he said. "They're not designed to continue a child in his or her primary language. They're designed to teach a child to be successful in the English language by using his or her primary language to achieve that goal."

Added Nancy Carroll, superintendent of the 2,400-student Ocean View School District south of Oxnard: "We have a great track record of success. And without these programs, a great number of these children would miss vital academic content, which would only serve to put them further behind."

Headline#\ PPP# A Controversial New ChapterHeadline #:\ PQP#Subhead#[\ PRP#
San Francisco Divided on Proposal Calling for
Race-Based Quotas in Literature

Lists

Subhead#:\ PSP# By William Booth
Washington Post Staff Writer

In a proposal that has generated heated debate, school board officials here are
calling for
race-based quotas in high school literature lists that would require
seven of the 10 books
students are directed to read every year to be written
by non-white authors.

Arguing that Mark Twain's "Huckleberry Finn" contains a bias against African
Americans and Chaucer's "Canterbury Tales" characterize people based on their
socioeconomic class, several elected school board members here are supporting the
proposal. As envisaged by its backers, the requirement would not only increase
the diversity
of an already diverse high school reading list, it also would mandate
that more than half the
books students read be penned by authors whose ethnicity or nation of origin is
neither
white nor European.

Another school board member, Juanita Owens, supports the proposal, but would like
to
see homosexual authors added to the list as well.

While many school districts around the country, including the District's, are emphasizing
works by authors not limited to the so-called "Dead White Male" canon, the San Francisco
proposal is believed to be the first to require a numerical quota. The move here is seen as
part of a trend as the culture wars waged on
college campuses several years ago trickle down
to secondary and primary grades
.

Many parents and activists want to push schools to reflect their student populations. As
a result, calls have gone up in New Orleans to change the names of schools honoring slave
owners such as George Washington; in Oakland to recognize
Africans as a legitimate

language; and in Fort Myers, Fla., to allow students to study the Bible.

A vote on the San Francisco proposal could come as early as March 24, and at least four of the seven board members have expressed support for the measure.

There have been, predictably, both teeth-gnashing and applause over the proposal from students, teachers, activists and writers themselves. Conservative commentators such as Rush Limbaugh have seized on the issue and a few local pundits have called the proposals "political correctness run amok."

But Alice Siu, 16, a junior at San Francisco's High School of the Arts, a Chinese American and a member of the student advisory council for the district, said today that "as usual" the adults are missing the point. "We're already exposed to many different cultures, in class and in the books we read," Siu said. "Why should there be a quota? I don't think it's appropriate. Quality is much more appropriate than quantity."

Siu said she brought up the issue in class today, and her fellow students opposed a rigid guideline. "We should look at all the cultures: Irish, Greek, Asian, Mexican American. And we do. It's already happening."

But school board member Steve Phillips, who introduced the quota proposal with fellow board member Keith Jackson at a meeting last week, is convinced that students are not exposed to a broad curriculum.

"Great literature has been produced by writers of all hues and backgrounds, and it is time to broaden our horizons," he said. "In a district that is nearly 90 percent students of color, the point of education is not to glorify Europe," Phillips said, "but to stimulate a love of language in our students. When students see themselves in the curriculum, they demonstrate a greater interest and involvement in their academic work."

There are 19,215 students in San Francisco high schools. They are 30 percent Chinese American, 19 percent Latino, 16 percent African American, 12 percent white, 9 percent Filipino, and smaller percentages of Korean American, Japanese American, American Indian and "other."

In an interview this week, Phillips explained that it was not his intent to "throw out everything that's old" but to require teachers to teach "more literature that explores the major themes of our history, the civil rights movement, slavery, the Chinese building the railroads, the annexation of the Southwest."

In the original proposal, introduced last week, Phillips and Jackson, both African Americans, call for seven of the 10 books read each year to be written by authors of color. After discovering that of the 10 books required three are chosen by the student and read outside of class, the quota proposal may be changed to read that four of seven books read each year in class be written by authors of color.

The superintendent of the San Francisco schools, Bill Rojas, said while he supports efforts to broaden the multicultural curriculum, he is firmly against setting quotas.

"We expect to have diversity " and the classics," Rojas said. "It's not either-or, but both." He suggested that some board members are not aware of how multicultural the curriculum in San Francisco already is.

Indeed, what has been lost in the debate so far is the fact that San Francisco high school students are already exposed to a diverse reading schedule.

In the 10th grade, for example, the year is already spent delving into a curriculum titled "The Ethnic Experience in Literature." Works typically read by San Francisco sophomores include Amy Tan's "The Joy Luck Club," Richard Wright's "B

lack Boy," Rudolfo Anaya's "Bless Me, Ultima" and Michael Dorris's "A Yellow Raft in Blue Water" " " books written by, respectively, a Chinese American, African American, Mexican American and American Indian.

While these more diverse works are used, Phillips said, "they are taught sporadically, too often as an afterthought." The former student activist at Stanford, who was elected to the school board in 1992 at the age of 28, expressed belief that students need more books that speak to the experiences of ethnic Americans. He said that more ethnically engaging literature might keep students from dropping out or performing poorly.

Yet some teachers have insisted that it is reckless to throw out the baby with the bathwater, arguing that students who have not been exposed to the traditional greatest hits of literature, the classics, could be unprepared to take college entrance exams and might fail to appreciate the references and literary allusions of a common canon including Shakespeare, Homer, Dickens, Hawthorne and Twain.

Angie Choi, a high school literature teacher, said the issue is complex and somewhat distorted by politics and the media. "The reality is that what the school board members are calling for is already happening in the schools," Choi, a Korean American, said.

"But " this is also important, and hard to explain " that sometimes culture is not your friend," Choi said. "Good literature is about universal themes. What matters is that literature exposes you to these rich experiences that might not be so neatly categorized by who wrote the book."

She cited as an example J.D. Salinger's "Catcher in the Rye," which she said many students love for its themes of rebellion, alienation and the search for a space not controlled by "phonies" " and not for its listing in the curriculum as a work by a "European

American."

A new reading list being compiled, superintendent Rojas said, will provide all the diversity students need, without the quotas. But he said he is not happy that the books on the district's proposed list are categorized by "ethnicity/culture/country."

"I'd like to get beyond that," Rojas said. "It's sort of tacky."

Publication#W\ PTP# 11. The New York Times"Publication" #:\ PUP# 03/16/98Section: National Desk; Section A; Page 10, Column 5

Headline#\ PVP# Charter Schools Said to Raise Pupils' Performance on TestsHeadline #:\ PWP# By RANDAL C. ARCHIBOLD

A report to be released today by a group that supports charter schools says that most of the best such schools it surveyed met, and sometimes surpassed, the promises to raise academic achievement.

The Center for School Change at the University of Minnesota Hubert H. Humphrey Institute of Public Affairs examined 31 top charter schools, which are public institutions typically run by community groups or teachers and given the freedom to tailor curriculum outside the control of a local school district. TD The schools selected in the report, "Making a Difference? Charter Schools, Evaluation and Student Performance," were nominated by eight states chosen for their geographic representation. Most of the schools, he said, had high proportions of low-income students or students with limited English-language ability.

The report found that 21 of the schools reported gains on standardized tests, like the Stanford 9 and the California Achievement Test of Basic Skills.

The 10 others either did not submit year-to-year results or any data at all, said Joe Nathan, director of the center and co-author of the report. All of the schools reported they were using standardized tests to assess achievement and most were also using other measures such

as oral presentations by students.

The center relied on information provided by the schools in response to a questionnaire and follow-up telephone interviews, but the center had no way of knowing if negative data was withheld, Mr. Nathan said. In addition, he said, most schools had only one or two years of data.

He acknowledged the report was "not definitive" but asserted it nevertheless could be used as a guidebook for groups interested in replicating practices and traits that reportedly have yielded good results.

Critics of charter schools said the report provided little worthwhile information on their effectiveness because it was not done by a neutral group, lacked independent analysis of the schools' claims and was based on a limited sample.

"All you can conclude from this is that good schools that people nominate as good schools report they are doing good," said Gary Orfield, a professor of education at Harvard University.

Most research on charter schools has been partisan, although the United States Department of Education expects to complete a comprehensive report next year measuring the performance of students at charter schools.

Interest in the schools has exploded since the first one opened in Minnesota almost six years ago. There are now 784, with 200 more approved to open this fall, according to the Center for Education Reform, a Washington advocacy group. At least four have closed or been taken over by state agencies because of fiscal mismanagement or other problems, according to the Education Commission of the States, a Denver-based policy group.

New Jersey has 13 charter schools with 22 set to open this fall, although some districts have filed challenges to those schools because they believe the state

and not the districts should fully pay for them, a spokesman for the State Department of Education said.
Connecticut has 12 charter schools, with five more scheduled to open in September. New York does not have a charter school law, although interest in adopting one has been growing.

Mr. Nathan said most of the schools in the survey were small, with generally 50 or fewer pupils. Most had aggressively sought to involve families, often setting up meetings between student, their parent or guardian and teachers before the school year began. And most send students into the community " some have students intern at local businesses or use parks for ambitious science projects " to enhance or supplement classroom instruction.

Mr. Nathan said all the schools also set up concrete, realistic goals that could be measured by tests and other yardsticks, an important finding because many other schools he has visited across the country had fuzzy objectives like simply turning out "self-actualized" people or good citizens.

"Those are wonderful goals but if you are not sure where you are going, any road will take you there," Mr. Nathan said.

Officials at the schools cited in the study said they were heartened at the results but at least one conceded the schools were simply too young to gauge overall success.

"I would be cautious," said Sarah Kass, principal of the 3-year-old City on the Hill Charter School in Boston, a high school that has seen its students improve their reading and math ability by about a grade level. She added that a more definitive accounting of the school's performance would require about five years.

Publication#W\ PXP# 12. World News Tonight"Publication" #: \ PYP# 03/11/98Section: NEWS;

Headline#\ PZP# SAN FRANCISCO DEBATES

REQUIRED READING LISTS
SHOULD MORE NONW
HITE

AUTHORS BE INCLUDED?Headline #:\ P[P#
By KEN KASHIWAHARA
PETER JENNINGS

PETER JENNINGS: In San Francisco this week, there is a very heated debate goin
g on
about quality literature and what kids should be obliged to read. Two bla
ck leaders in the
San Francisco school system want high school students not mer
ely to read more, which they
do want, but more of what is written by writers wh
o are members of a minority, as many of
the students are. Here's ABC's Ken Kas
hiwahara.

TEACHER: Isn't Romeo and Juliet a tragedy?

STUDENTS: Yeah.

KEN KASHIWAHARA, ABC News: (voice-over) Under the proposal, classics by
Shakes
peare, Chaucer and Mark Twain would no longer be required, although they still
could be assigned. But four out of the 10 books students must read each year wo
uld have
to come from a list of nonwhite authors. School board member Steve Ph
illips (ph), who
co-authored the proposal, said students need to identify with
their cultural background.

STEVE PHILLIPS, School Board Member: If there is literary excellence of all aut
hors,
why doesn't the curriculum reflect the broader diversity of authors? And
we haven't done
that.

KEN KASHIWAHARA: (on camera) But the idea of required reading based on the
aut
hor's ethnicity has some critics calling it literary affirmative action - other
s, political
correctness run amok.

(voice-over) Veteran English teacher Denise Chandler (ph) calls the proposal i
rrational.

DENISE CHANDLER, English Teacher: Writers who have either stood the test of tim

e
or who are relevant to our youngsters don't glorify any cultural or ethnic or
geographic
place.

KEN KASHIWAHARA: (voice-over) Students are split on the issue.

1st STUDENT: It's stupid. Why would you have to judge the story on the person
who
wrote it and not like the story itself?

2nd Student: I think they should just have authors of all different races becau
se certain
things like that people need to learn about can't really be, like, e
xpressed by white people.

KEN KASHIWAHARA: (voice-over) The school board will vote on the issue in two
w
eeks. By then, it is likely to become even more divisive than it is now. Ken
Kashiwahara,
ABC News, San Francisco.n

Publication#W\ P\P# 13. Christian Science Monitor"Publication" #: \ P]P#March
12, 1998

Headline#\ P^P# Keeping Children Shielded From Smut
on the InternetHeadline #:
\ P_P#
Ann Scott Tyson, Special to The
Christian Science Monitor

WASHINGTON " At the FBI's headquarters for combatting child exploitation on th
e
Internet, special agent Linda Hooper shows visitors a cartoon taped on the wa
ll.

In it, one dog clicking away at a computer says to another dog: "I love the Int
ernet -
nobody knows you're a dog."

The anonymity afforded by the Internet is no joke, though, when it comes to pro
tecting
children, Ms. Hooper says.

Sexual predators' ability to disguise themselves online "as anyone they want to be" is one of the main reasons youths who log on risk becoming victims, Hooper and FBI Director Louis Freeh told a Senate hearing Tuesday on Internet child exploitation and pornography. The masquerading by child pornographers and pedophiles is also a huge obstacle for FBI detectives trying to track the criminals down, Mr. Freeh said.

Cases involving child pornography and youths lured from the Internet into encounters with pedophiles are widespread and growing at a time when the number of children surfing the Web is rising dramatically. According to one report, more than 45 million US children will be online by the year 2002.

But recent innovations are expected to help parents and law enforcement officials keep children safe.

Educating parents and youths about the hidden dangers is one of the key strategies for prevention, experts say.

Parents, as the frontline defense, must understand that allowing their 13-year-old to cruise the Internet unsupervised is a little like letting her wander unsupervised in a big city, Hooper says. Parents should closely monitor the child's Internet exploration, placing the computer in a high traffic area.

Youths often "view cyberspace as a variation on their computer or video games," and are not on guard against harmful online relationships, says Ernest Allen, president of the National Center for Missing and Exploited Children (NCMEC) in Arlington, Va.

"Too often, unsuspecting children believe they are talking to a peer with similar interests and hobbies, when, in fact, they are being recruited by a sexual predator," said Freeh. Teenage girls are the most vulnerable, statistics show.

For example, when undercover agents posing as teenage girls enter on-line chat rooms, "the screen literally lights up with [improper] questions and solicitations" from adults, says Hooper.

Children should never give out information such as a name or address on the Internet or arrange to meet anyone they meet online, experts say.

Several new initiatives are underway to make parents and children more aware of the risks - and enlist them in combatting the problem.

The FBI this month will issue a pamphlet of safety tips for parents and wants manufacturers of Internet software to include it with their products.

The NCMEC is distributing a new publication for teenagers, entitled "Teen Safety on the Information Highway." The NCMEC also seeks to provide mouse pads with safety tips.

This week, NCMEC set up a CyberTipline (www.missingkids.com/cybertip) and urged the public to report any suspicious or illicit activity involving children. Staff will field leads and forward them to law enforcement agencies.

On the law enforcement front, the FBI is using \$10 million added to its budget by Congress last year for a new squad of agents for its nationwide investigation of online child exploitation.

In turn, \$2.4 million will go to train state and local law enforcement officials and set up local "cyber police" squads to patrol the information superhighway by using sting operations.

Freeh also outlined efforts to boost the FBI's ability to gather forensic evidence, obtain critical records on subscriber information and screen names from In

ternet service providers,
and break encrypted messages used by child pornograph
ers.

Online child pornographers and pedophiles "are among the most sophisticated com
puter
users the FBI is encountering," Freeh said.n

Publication#W\ P`P# 14. The London Guardian"Publication" #: \ PaP#March 16, 19
98

Headline#\ PbP# Blunkett back-pedals over fees Headline #: \ PcP#
By John Carvel, Education Editor

The Government will today make the first concession on its controversial plan t
o
introduce university tuition fees when the higher education bill goes to the
Commons after
a mauling earlier this month in the Lords.

David Blunkett, the Education and Employment Secretary, will offer a compromise
to
allay student fears that the proposed 1,000 fee might be doubled or trebled
by a future
administration once the principle of charging undergraduates is es
tablished.

He will invite Opposition leaders to join the Government in a cross-party pledg
e to fix
the fee at no more than 25 per cent of average university tuition cost
s.

If Conservatives and Liberal Democrats think such a promise would not be reliab
le, he
will say he is "open to persuasion" that a more copper-bottomed guarante
e could be written
into the legislation.

One of the main fears of the National Union of Students was that the 1,000 fee
might
become the first instalment of a Treasury campaign to make undergraduates
pay the full cost
of tuition - currently about 4,000 a year.

Douglas Trainer, the union president, pointed to the experience in Australia -
the model
for the British scheme - where promises to keep fees at a modest leve

I were broken last year.

He said students at Melbourne University now have a far higher fees bill and places for state-subsidised poorer students are being restricted to allow increased recruitment of full-fee paying students. Fees at Canadian universities have increased by 45 per cent in five years, he added.

The higher education bill says the fee cannot be raised faster than inflation without affirmative votes in both houses of Parliament. Students think this would be poor protection from a Treasury raid if economic circumstances were difficult.

Opposition peers wanted to prohibit a fee increase unless it was recommended by a formal public inquiry. Mr Blunkett thinks that too cumbersome, and he will invite Tory and Liberal Democrat MPs to come up with an alternative procedure. "He is open to persuasion because he believes the 25 per cent ratio is right," a minister said yesterday.

Mr Blunkett will use Labour's large Commons majority to overturn the Lords amendments, including a clause that would abort the Government's plan to abolish maintenance grants for the poorest students.

There will be no immediate concessions to the Committee of Vice-Chancellors and Principals, which today steps up its campaign for an extra 1 billion for universities by 2001 to restore standards and help meet Tony Blair's targets for student numbers.

In a submission to the Government's Comprehensive Spending Review, the committee said funding per student dropped by 38 per cent between 1989/90 and 1997/8. "We want a guarantee that the cash raised by student contributions to tuition fees goes into higher education," said Diana Warwick, the chief executive.

Last night the NUS appealed to ministers to withdraw the bill and rethink the f

ees plan
for one more year.

The Department for Education and Employment estimated the cost to universities of collecting tuition fees at 8 million in the first year. The NUS said that could double once three full years of students are in the system.

Publication#W\ Pd# 15. Education Daily"Publication" #: PeP#March 16, 1998

Headline#\ PfP# Legislative UpdateHeadline #:\ PgP#
by Darren Goode

The Senate Budget Committee plans to begin mapping out a blueprint for federal education spending this week, while the House education panel hunkers down with rewriting the higher education law.

Recent or Upcoming Action ...

Fiscal 1999 Appropriations President Clinton's proposal would raise Education Department discretionary spending about 6 percent above the fiscal 1998 level, to \$31.2 billion. Title I would get a \$392 million boost, channeled to targeted and concentration grants. Special education and vocational education would be level funded, and Title VI block grants would be eliminated. Goals 2000 would rise slightly to \$501 million, charter school funding would go up from \$80 million to \$100 million and the maximum Pell Grant would rise \$100 to \$3,100. Clinton wants to use \$1.1 billion in fiscal 1999 from a pending settlement with tobacco companies to hire 100,000 new teachers over seven years and reduce the average class size in grades one through three from 22 to 18. New initiatives include \$200 million for education opportunity zones to funnel money to impoverished urban and rural districts to undertake reform efforts; \$200 million for after-school child care; and \$35 million for helping students sustain gains made in Head Start into elementary school. Last action: The Senate Budget Committee last week postponed a hearing on the yet-unannounced budget resolution. Next action: The Senate Budget Committee plans to take up a budget resolution tomorrow. The

e House Budget Committee doesn't plan to take up the issue before Congress returns from its Easter recess in mid-April. Education Secretary Richard Riley is to testify before the House appropriations subcommittee March 25.

Omnibus Education S. 1590: Would authorize \$75 million in fiscal 1999 for vouchers for impoverished students in unsafe schools; roll together several federal education funds into block grants, funneling \$3 billion directly to states; allow families to accrue interest tax-free on money they save for educational expenses; allow federal education funds to be used for teacher competency testing and merit pay; focus \$210 million on teacher training in reading and tutoring grants rather than training volunteers; and encourage charter schools in states with the most lenient laws (ED, Jan. 21). S. 1708: Would authorize \$9.7 billion for school repair and construction bonds in fiscal 1999 and 2000; \$7.3 billion over five years to hire 100,000 new teachers; \$200 million in fiscal 1999 for after-school programs; \$3.2 billion over five years for school technology; and \$1.5 billion over five years for education opportunity grants (ED, March 5). Last action: The Senate Oversight of Government Management, Restructuring and the District of Columbia Subcommittee held a hearing on D.C. schools on March 9. The House Early Childhood, Youth and Families Subcommittee held a hearing on school choice in D.C. on March 12. Next action: The House subcommittee plans a field hearing in Santa Clara, Calif., on school technology today, and then a joint hearing with the House Technology Subcommittee on March 24. The House Oversight and Investigations Subcommittee will hold a field hearing on federal education mandates on schools Friday in Timnath, Colo. The Senate Children and Families Subcommittee and House early childhood subcommittee plan a joint hearing on Head Start on March 26, and the Senate Labor and Human Resources Committee is set to hold a hearing on charter schools March 31.

Education Tax Breaks S. 1133: Would allow parents tax-free withdrawals from education

savings accounts for expenses including private K-12 tuition, transportation and computers.

Interest on savings in state-sponsored prepaid tuition plans would also be tax free (ED, Feb.

11). Last action: The Senate began debating the bill Friday. The Senate Finance Committee passed S. 1133 last month. Next action: The Senate is scheduled to vote on S. 1133 tomorrow.

Vocational Education S. 1186: Would maintain separate funding and administration for

voc ed, job training and adult education programs, but would let states submit one plan for

all three programs and would reward state coordination among programs with incentive

grants. H.R. 1853: The House plan to reauthorize the Carl D. Perkins Vocational and

Applied Technology Education Act would allot school districts at least 90 percent of the

basic state vocational grant, up from 75 pe

cent, with tech prep getting 10 percent of the state grant. Last action: The S

enate Labor and Human Resources Committee passed its bill in September 1997. Th

e House passed H.R. 1853 in July. Next action: The Senate is expected to vote o

n S. 1186 this week.

HEA Reauthorization H.R. 6: Would reauthorize all Higher Education Act (HEA) pr

ograms, which expired Sept. 30 but received an automatic one-year extension. One of its

provisions would reorganize ED's student aid management into a performance-based

organization. It also would lower the threshold for Hispanic Serving Institutions to receive

federal assistance by no longer requiring that most students be first-generation college

attendees (ED, March 5). Last action: The Ho

use Postsecondary Education and Life-Long

Learning Subcommittee on March 4 rest

ructured federal aid to Hispanic universities and

passed amendments to all part

s of the legislation except federal student aid programs, which was the topic o

f a hearing it held March 5. Next action: The House subcommittee plans to relea

se a student aid proposal when the full House Education and the Workforce Committee

takes up the bill Wednesday.

School Meals S. 1581: Would extend until fiscal 2003 the \$5 billion school lunch program and the \$1.2 billion school breakfast program as part of the reauthorization for several other child nutrition programs. S. 1396: Without specifying funding levels, the bill would enlarge the national school breakfast program, with the goal of serving all elementary school students, although local schools wouldn't be required to participate. H.R. 3086: Would expand the school breakfast program to include all elementary school children, and increase federal funds for after-school snack programs to allow students up to age 18 to participate. The estimated cost of the break-fast program expansion is \$2 billion over five years, and expanding the after-school program would cost \$200 million over five years. Last Action: The House Early Childhood, Youth and Families Subcommittee held a hearing March 10. The Senate Agriculture, Nutrition and Forestry Committee held a hearing on child nutrition March 12, emphasizing school lunch and breakfast programs. H.R. 3086 was introduced by Rep. Lynn Woolsey, D-Calif., in November. Next Action: No action is scheduled for any of the bills.

Juvenile Justice S. 10: Would allow schools access to FBI juvenile felony records as part of a larger juvenile justice bill. Last action: The Senate Youth Violence Subcommittee held a hearing Monday on the bill. Next action: The House could vote on the bill in May.

Internet Indecency S. 1619: Would require schools and libraries receiving "e-rate" telecommunications discounts to install filtering software on their computers (ED, Feb. 12). Last action: The Senate Commerce Committee passed the bill by voice vote March 12. Next action: The bill is now headed for the Senate floor, but no date has been set.

Just Introduced ...

Teacher Training H.R. 3338: Would create a three-year pilot program to award 500 \$10,000 scholarships and stipends annually to outstanding students enrolled in

n math and science teacher training graduate programs. Last action: Introduced March 5 by Rep. Tom Allen, D-Maine; referred to the House Education and the Workforce Committee. Next action: No action is scheduled.

Tax Reporting Requirements S. 1724, H.R. 3127: Would repeal a portion of the new higher education tax law that mandates colleges and universities collect student eligibility and tuition payment data and file it with the Internal Revenue Service. Last action: S. 1724 was introduced March 6 by Sen. Susan Collins, R-Maine; referred to the Senate Finance Committee. H.R. 3127 was introduced in January. Next action: No action is scheduled.

Math and Science Education S. 1739, H.R. 3411: Would establish a commission under the National Science Foundation to review the existing status of math education in the nation, including conducting international comparisons. Last action: S. 1739 was introduced March 10 by Sen. Bill Frist, R-Tenn; referred to the Senate Labor and Human Resources Committee. H.R. 3411 was introduced March 10 by Rep. Constance Morella, R-Md.; referred to the House Education and the Workforce and the House Science Committees. Next action: No action is scheduled.

School Technology H.R. 3442: Would require schools and libraries that receive universal services support for discounted telecommunications services to establish policies concerning inappropriate material for children. Last action: Introduced March 11 by Rep. Edward Markey, D-Mass.; referred to the House Commerce Committee. Next action: No action is scheduled.

Teacher Training S. 1741: Would authorize competitive grants to school districts to establish, through public/private partnerships, training facilities to help teachers learn new technology and other subjects. It would authorize \$4 million each to two school districts the first year, \$12 million to three schools during both the second and third years, and the fourth year would offer \$16 million

on to four schools. Last action: Introduced March 11 by Sen. Mike DeWine, R-Ohio; referred to the Senate Labor and Human Resources Committee. Next action: No action is scheduled, but the bill will likely be folded into the HEA reauthorization bill.

Teacher Certification S. 1742, H.R. 3440: Would authorize \$15 million annually to fund programs that recruit and license teachers from non-teaching professions. Last action: S. 1742 was introduced March 11 by Sen. Mike DeWine, R-Ohio; referred to the Senate Labor and Human Resources Committee. H.R. 3440 was introduced March 11 by Rep. Tim Roemer, D-Ind.; referred to the House Education and the Workforce Committee. Next action: No further action is scheduled, but the bill might be folded into the teacher training section of the HEA reauthorization bill.

Interstate Job Training, Incentives H.R. 3271: Would allow local private industry councils to join counterparts in neighboring states to provide job training services. H.R. 3272: Would allow Job Training Partnership Act funds to be used for incentive payments to job training partners who place participants in high-demand jobs. Last action: Both bills were introduced Feb. 25 by Rep. James Moran, D-Va.; referred to the House Education and the Workforce Committee. Next action: Moran is lobbying Virginia senators to include the provisions in the Senate's job training legislation, S. 1186, which is up for a vote this week.

School Construction S. 1753, H.R. 2695: Would provide \$400 million in tax credits in each of fiscal 1998 and 1999 for public-private partnerships for school construction and rehabilitation bonds in low-income areas, similar to a provision in last year's tax law (ED, Oct. 27, 1997). Last action: S. 1753 was introduced March 12 by Dianne Feinstein, D-Calif; referred to the Senate Finance Committee. H.R. 2695 was introduced in October by Rep. Loretta Sanchez, D-Calif; referred to the House Ways and Means Committee. Next action: No action has been scheduled.

eduled for either bill.n

Publication#W\ PhP# 16. Education Daily"Publication" #:\ PiP#March 16, 1998

Headline#\ PjP# Senate Showdown Expected On
Education Savings BillHeadline #:\
PkP#

by Lauren Lazarovici

A narrowly divided Senate heads for another showdown tomorrow over a proposal that would allow parents to earn tax-free interest on education savings accounts, which could be used for private and parochial K-12 schools.

The Senate plans to vote on a bill by Sen. Paul Coverdell, R-Ga., that many Democrats and the Clinton administration have decried as a voucher-like plan that would siphon funds from public schools.

A spokeswoman for Sen. Robert Torricelli, D-N.J., the bill's most vocal Democratic co-sponsor, said she was "confident" proponents would get the votes needed, though she wouldn't name additional Democratic supporters.

When the Senate tax-writing committee passed the bill, S.1133, last month, it appeared Coverdell was gaining enough support to break the logjam over his proposal (ED, Feb. 11).

By adding a provision to make savings in state prepaid tuition plans tax-free, supporters wooed three moderate Democrats, bringing the tentative total to 59.

But it's unclear whether Coverdell will get the additional vote he needs. The bill must get 60 votes to overcome a Democratic filibuster.

A proposed Democratic alternative to the bill also would include the state prepaid tuition tax plan, as well as President Clinton's school construction initiative, and an expansion of the income-tax exclusion of employer-paid education benefits to graduate school. That would give moderate Democrats an opportunity to vote for provisions they support without

forcing them to vote for the part Clinton opposes.

The bill would allow families to save \$2,000 annually for K-12 education expenses including private school tuition, tutoring, computers and transportation and not tax the interest.

Publication#W\ PIP# 17. Education Daily"Publication" #: \ PmP#March 16, 1998

Headline#\ PnP# Principals In Short Supply Across
U.S., Groups FindHeadline #:
\ PoP#
by Jonathan Fox

School systems nationwide are seeing fewer qualified applicants for K-12 principal jobs, a new survey says.

Long hours, too much stress and too little pay are some of the major reasons why the candidate pool has shrunk, according to the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP), which jointly surveyed school superintendents and hiring officials.

"Schools are going without principals, retired principals are being called back to full-time work, and districts have to go to great lengths to recruit qualified candidates," said Thomas Koerner, NASSP's executive director.

About half of 403 rural, suburban and urban school districts surveyed reported difficulty in finding qualified principal candidates.

High schools and middle schools reported the most difficulty: In both categories, 55 percent of those polled said they were experiencing a shortage. For elementary schools, forty-seven percent of those polled reported a shortage of principal candidates.

Minority Principals AWOL

School districts also reported they are having an especially vexing time recruiting qualified minority candidates, more so than female ones.

While 86 percent of all districts said qualified women applied for positions as principals with them, only 36 percent reported similar success with minority candidates.

At the same time, districts might not be doing enough to groom principals. Only 27 percent said they had programs to recruit educators for principal positions. And less than half said they have formal on-the-job training or mentoring programs for new principals.

Asked why fewer applicants were applying for the job, 60 percent of superintendents said that pay isn't adequate considering the responsibilities of being a principal.

Another 32 percent said the job was too stressful, 27 percent thought too much time was required and 14 percent felt parents and the community were too difficult to satisfy.

NAESP and NASSP said they plan to do more research to measure the severity of the shortage, and determine what methods work best to combat the "disturbing trend."

"Is There a Shortage of Qualified Candidates for Openings in the Principalship? An Exploratory Study" is free from NAESP at (703)684-3345 or NASSP at (703)860-0200.

Publication#W\ PpP# 18. Education Daily"Publication" #:\ PqP#March 16, 1998

Headline#\ PrP# House Panel Strikes Deal On Student Loan RatesHeadline #:\ Ps P# by Eli J. Lake

House education policymakers reached a bipartisan agreement Friday on how to set the

student loan interest rates, a move that likely will stave off a rate change set to take effect July 1.

The House proposal would reduce the current interest rate for student borrowers by 0.8 percentage points. A 1993 law would instead tie the rates to 10-year Treasury bills (ED, March 6).

But the plan softens the blow considerably for lenders, who would absorb only a 0.3 percentage point drop from the current interest rates for students out of school and a cut of 0.4 percentage points for students in school by subsidizing the student rate with taxpayer dollars.

Members of Congress and student aid advocates fear the change set for July, under the 1993 law that created the Direct Student Loan (DSL) program, would wreak havoc on student loan programs.

The House Postsecondary Education, Training and Life-Long Learning Subcommittee has met for the past several months with members of the lending community, the Education Department and universities to reach a consensus on how to avert financial calamity for the Family Education Loan (FEL) and DSL programs, while still keeping the lending rate as low as possible.

Until recently, lenders had contended they could only handle a 0.15 percentage point cut; but Citibank's student loan division acknowledged it could handle a cut of 0.25 percentage points.

Friday's House proposal would base student loan interest rates on the following formula:
91-day T-bill plus 2.3 percent for students out of school; and 91-day T-bill plus 1.7 percent for in-school students.

In a Friday news briefing, committee staffers said ranking subcommittee Democrat Dale

Kildee, D-Mich., signed off on the plan.

The lending community is not likely to back the proposal, according to banking lobbyist

John Dean. "I anticipate that many, if not most, FEL providers will have a problem with this proposal," he said.

The administration which has floated its own plan that would hit lenders harder is more optimistic. Acting Deputy Education Secretary Marshall Smith termed it "a good start," but said the administration won't support any interest rate subsidies of banks.

On Wednesday, the committee will take up the proposal when it votes on H.R. 6, its bill to reauthorize the Higher Education Act.

Publication#W\ PtP# 19. LRP Publications"Publication" #:\ PuP#March 13, 1998

Headline#\ PvP# Republican Lawmaker Plans Hearing to Discuss Universal Service Fund Headline #:\ PwP#

Senate Commerce Committee Chairman John McCain, R-Ariz., has tentatively scheduled a full committee hearing for next month to examine issues concerning the Universal Service Fund, such as the threat of rising phone costs.

McCain plans to hold a hearing on April 21 to discuss the potential of rising phone rates resulting from the implementation of the Universal Service Fund, also known as the e-rate. He is also drafting legislation to address the issue of rising rates. This legislation will also be designed to more efficiently distribute the e-rate funds to schools and libraries by prioritizing applications based on need, rather than on a first-come, first-serve basis.

Currently, the Federal Communications Commission (FCC) has a 75-day filing window in place, during which will close on April 15, during which all applications received will be given equal consideration. Once the window closes, applications will be then considered

on a first-come, first-serve basis.

The two-step application process begins with a March 18 deadline, by which schools and libraries have less than a week to turn over information on their set-up, the services they wish to bid for, and the services they presently have and need discounts for.

If schools and libraries file the first half of the application, Form 470, by this coming Wednesday, they will then have 28 days to complete the second half of the application process, Form 471. The second form requests that schools determine the basic e-rate discount they need, which is based on the number of students in the school eligible for the student lunch program. Schools and libraries must also have chosen service providers by this deadline.

Over 32,000 applications have been filed requesting the discounts, said Jodie Buening, deputy director for outreach and communication for the Schools and Libraries Corporation (SLC), which the FCC established to oversee the e-rate distribution process.

Publication#W\ PxP# 20. LRP Publications"Publication" #:\ PyP#March 16, 1998

Headline#\ PzP# Senate Trying to Move on Voc Ed Bill
Before Easter Recess Head
line #:\ P{P#

Last minute efforts are currently underway in the Senate to bring the vocational education bill to a vote on the floor before Congress breaks for the Easter recess next month. The legislation was passed out of committee last fall, but has been sitting idle ever since.

Congressional opinion has wavered in recent weeks as to whether the legislation would make it to the floor before the April break. Earlier this month, Sen. Mike DeWine, R-Ohio, who sponsored a bill to reform and streamline the nation's vocational rehabilitation programs, told a gathering of job training adminis

trators that the bill would be brought to the floor on March 17.

As recently as this morning, staffers in DeWine's office had backtracked a bit, saying that while DeWine wanted to have the bill voted on before Easter, the prospect appeared ever more unlikely.

"We had hoped to have it before the April recess," one staffer said. "But, unless they rush it, we don't think that will happen."

By late this afternoon, however, it appeared that Senate Majority Leader Trent Lott, R-Miss., was trying to do just that. DeWine's staffers said the Senate leadership was meeting to lay out next week's schedule, and that there was a growing chance the Voc Ed bill would be part of that agenda.

A staffer in Lott's office, meanwhile, could not confirm whether the Voc Ed bill was being discussed for possible inclusion on next week's floor schedule. He added, however, that just because a vote had not yet been scheduled, it should not be assumed that one would not take place until after the break.

"It just means that it has not been scheduled at this time," he said. "It could be scheduled later this afternoon."

When the legislation does come to the floor, the Senate will vote both on the Workforce Investment Partnership Act (S. 1186), and the DeWine bill, the Rehabilitation Act Amendments of 1998 (S. 1579), which will be offered as an amendment package to the workforce legislation.

DeWine's bill, which was passed unanimously by the Senate Labor and Human Resources Committee Feb. 4, would reauthorize the Rehabilitation Act of 1973 for seven years.

By combining the bills, the Senate will link the vocational rehabilitation programs authorized by Title I of the Rehabilitation Act to state workforce systems in an effort to "create a seamless system and to increase employment assistance for individuals with disabilities," DeWine said.

"By linking vocational rehabilitation reform to job training reform," DeWine said after the amendment package was passed, "this bill streamlines a maze of government programs and makes them work for the people who need them by emphasizing cooperation, coordination, and awareness of each system."

DeWine's bill would:

Link the state vocational rehabilitation systems to the developing state workforce investment systems (job training systems).

Streamline the current state vocational rehabilitation systems.

Improve delivery of services by providing more consumer choice, facilitating self-employment for disabled individuals, and improving the clients' dispute resolution process.

Among other things, the amendments would eliminate the myriad steps required for a state to implement a vocational rehabilitation program, DeWine stated. For example, the bill would eliminate the requirement for a "strategic plan," which forces a state agency to use 1.5% of its allocation of federal funds to develop "unnecessary and often duplicative goals and methods."

DeWine said this "simple" change would save states large sums of money, including \$3 million for his home state of Ohio. These savings could then be used to provide services and assist people in finding employment, he added.

rch 16, 1998

Headline#\ P~P# Trade Schools Are Dropped From
Job-Training Bill Headline #:\
PP#

A Senate panel has dropped a proposal that would have given proprietary schools access to job-training funds from the Education Department , after community-college officials raised a fuss.

The Senate Labor and Human Resources Committee last month readied to send to the Senate floor a bill that would, for the first time, have let degree-granting trade schools get funds through the Carl D. Perkins Vocational and Applied Technology Education Act, which provides federal money to colleges and schools to improve their vocational-education programs (The Chronicle, February 27).

Proprietary-school officials had argued that it was unfair to bar one group of institutions from competing for the funds. But community-college officials said that it would set a bad precedent to give federal funds directly to for-profit institutions, and that opening the competition to a new set of colleges would drain an already insufficient supply of funds.

A flood of telephone calls from two-year colleges led the Senate panel to drop the provision, and to ask the American Association of Community Colleges to "call off the dogs," as one lobbyist put it.

Publication#W\ PP# 22. Chronicle of Higher Education"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Bill Would Deny Most Federal Aid to Colleges That Take Affirmative Action
Headline #:\ PP#

Congress may be about to take center stage in the campaign to curb the role of affirmative action in higher education.

Efforts to restrict the use of race in admitting students and hiring college professors have been waged largely in the courts and in state legislatures.

But Representative Frank Riggs, a California Republican, has introduced a bill that would bar colleges that receive funds through the Higher Education Act from giving preferences in admission to applicants based on race, gender, national origin, or ethnicity. It would affect virtually all colleges.

An aide said Mr. Riggs would try to attach the bill to legislation extending the Higher Education Act, which the House Committee on Education and the Workforce is set to take up this week.

The aide said Mr. Riggs, who sits on the committee, had not decided whether to try to push for a vote on the bill when the panel drafts it this week, or to wait until the measure hits the House floor.

The panel's chairman, Republican William F. Goodling of Pennsylvania, wants to get the bill out of the committee without any controversial amendments, which Mr. Riggs's proposal would be. A Democratic aide described it as a "deal breaker" and said it would be likely to draw a veto threat from President Clinton.

The aide to Mr. Riggs said the Congressman believed that a majority of the committee's members would support the amendment, given that many of them have co-sponsored a House bill that would bar the use of racial preferences in all federal programs.

Publication#W\ PP# 23. Chronicle of Higher Education"Publication" #: \ PP#March 16, 1998

Headline#\ PP# Black Colleges Fight Over Federal Funds for Graduate and Professional Programs Headline #: \ PP#

By DOUGLAS LEDERMAN

WASHINGTON

A group of historically black universities with graduate programs is seeking a larger share of funds from a federal program aimed at producing more black professionals and Ph.D.'s.

Standing in their way, however, is a powerful quintet of private historically black institutions, which are now the program's primary beneficiaries.

The skirmish is one of many unfolding as Congress begins proceedings to extend the Higher Education Act, the law that governs most federal higher-education programs. Compared with some other battles involving the law, the financial stakes in this one are relatively small " the program is distributing about \$25-million this year. That's partly why tensions are high, however; all of the institutions say they could use the federal aid.

"We all need money," says Frederick S. Humphries, president of Florida A&M University, who is leading the charge to reallocate the funds. "We just think there's a fairer way for it to be shared."

The controversy centers on Title III of the Higher Education Act, which authorizes the largest Education Department program to give money to campuses to develop curricula, faculties, and endowments.

The graduate section of the program has its roots in the 1980 reauthorization of the law, when Congress, striving to increase the number of black physicians, authorized a \$3-million annual matching grant for minority medical schools.

The way the legislation was written, only one institution qualified: the newly established

Morehouse School of Medicine, whose president, Louis W. Sullivan, had pushed for the program. George Bush, at the time the Vice-President, gave Morehouse the first grant from the program at a 1982 ceremony dedicating a new building at the school. Dr. Sullivan went on to be Secretary of Health and Human Services in President Bush's Administration.

When the Higher Education Act was extended again, in 1987, the program was expanded " at Dr. Sullivan's urging, he says " to include four other historically black institutions that focus on the health professions: Atlanta University (now Clark Atlanta), which has a biomedical graduate program; Charles R. Drew University of Medicine and Science; Meharry Medical College; and Tuskegee University, which has a veterinary school.

From 1987 to 1993, the five institutions shared almost \$72-million, although Morehouse, which had been assured at least the \$3-million a year it already was receiving, got \$32-million of that total.

In 1992, when the Higher Education Act was next renewed, the program's aim was expanded to accelerate the production of black Americans with Ph.D.'s. Its field was enlarged once more, this time to include 11 institutions with graduate programs in law, engineering, and other fields.

The program was structured so that Morehouse would once again be assured at least \$3-million per year, while the other four original participants would get at least \$500,000 each. The rest of the funds were to be available if they were matched by the campus. The 11 newly added institutions began receiving funds in 1994. By fiscal 1997, those "Tier II" colleges, as they are known, divided about \$7-million; the original five shared about \$12.7-million.

As this year's extension of the Higher Education Act approached, the 16 institutions in the program met several times to assess whether it should be altered further, to deal with concerns about whether the funds were being fairly distrib

uted.

At a December meeting, in New Orleans, at which 14 of the 16 colleges were represented, they voted 13 to 1 to endorse a new financing formula. Under the proposal, the first \$25-million would be divided among institutions based on the amounts they received for fiscal 1998. (The 1998 funds have not yet been distributed; that process normally occurs in the summer.) The next \$1-million would be divided between two "Tier III" institutions that would join the program, Norfolk and Tennessee State Universities.

For any funds over that \$26-million sum, 30 per cent would go to the original five colleges, and 70 per cent would be divided among the 11 Tier II campuses and the two new ones.

"The group adopted the principle that we shouldn't take money away from anybody," said Norman C. Francis, president of Xavier University of Louisiana, which is one of the Tier II colleges.

The lone dissenter at the December meeting was Mr. Humphries, of Florida A&M. To him, the plan's continued emphasis on colleges with a biomedical focus "failed to recognize that the most critical problem facing us today is the production of African-American Ph.D.'s."

"Here you've got 11 schools that are beginning to have the capability to play a role in that, and we're being held back."

The plan produced at the December meeting became the basis on which Representative William L. Clay of Missouri, the top Democrat on the House committee charged with extending the Higher Education Act, crafted the legislative language for the minority graduate program. The House postsecondary-education subcommittee approved a bill this month that essentially would make the changes agreed to in

December.

Two days before the subcommittee's vote, however, the American Association of State Colleges and Universities, the National Association of State Universities and Land-Grant Colleges, and the National Association for Equal Opportunity in Higher Education offered a counterproposal to Mr. Clay.

Officials of the associations say many, if not most, of the 11 Tier II colleges support their plan, which would set aside \$14-million a year for the five original institutions and promise at least \$1-million a year to each of the Tier II colleges. It would bar the original five institutions from competing for any additional funds until the total amount appropriated for the program exceeds \$37-million in a given year.

Marshall Grigsby, an aide to Mr. Clay, said the new proposal had come too late in the game to be of much value. He also said it was "not equitable" to say that the original colleges, "regardless of the job they do, should get no new money at all."

Dr. Sullivan bristled at the suggestion that the original participants in the program were refusing to share the wealth. First, he said, "health-professions education is more costly than other kinds of graduate education," so the original institutions need more funds.

Second, "all of the schools that participate in the program are beneficiaries of a program we initiated," he said. "And I worked harder than anyone else to increase the appropriation for the program from \$19.6-million to \$25-million" from 1997 to 1998. "Morehouse received \$700,000 of that increase; \$4.7-million went to the other schools."

Proponents of the college associations' proposal say they are pushing House members from their states to try to alter the Higher Education Act to provide more funds for the Tier

II colleges.

Mr. Grigsby said he could see the committee's making "some change" in the current legislation. Perhaps, he said, the proportion of new funds set aside for the Tier II and III institutions, as opposed to the five original ones, could rise to 80 per cent from the 70 per cent now recommended.

The committee's goal is to reach "the right balance" between the two groups of colleges, he said. "We just don't think one should be diminished so the other may be increased."

AID FOR GRADUATE PROGRAMS AT BLACK COLLEGES U.S. aid received since 1987
Morehouse School of Medicine\$55.3-millionMeharry Medical College\$31.8-millionClark Atlanta U.\$23.9-millionCharles R. Drew U. of Medicine and Science\$7.6-millionTuskegee U.\$6.0-millionU.S. aid received since 1994Morgan State U.\$2.1-millionFlorida A&M U.\$2.0-millionHampton U.\$2.0-millionJackson State U.\$2.0-millionNorth Carolina A&T State U.\$2.0-millionNorth Carolina CentralU.\$2.0-millionSouthern U.\$2.0-millionTexas Southern U.\$2.0-millionU. of Maryland-Eastern Shore\$2.0-millionXavier U. of Louisiana\$2.0-millionAlabama A&M U.\$1.9-millionSOURCE: AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES

Publication#W\ PP# 24. Chronicle of Higher Education"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Supreme Court Turns Down Appeal of Case on Affirmative Action in College Hiring Headline #:\ PP#

By DOUGLAS LEDERMAN

WASHINGTON

The U.S. Supreme Court passed up a chance last week to shed new light on the legality of affirmative action in higher education.

The Justices, without comment, declined to hear a case in which a former sociology professor at the University of Nevada argued that she had been discriminated against because she is white.

The professor, Yvette Farmer, had asked the Court to review the Nevada Supreme Court's ruling last year that the University of Nevada at Reno acted legally, in 1991, when it hired Johnson Makoba, a black emigre from Uganda, rather than Ms. Farmer to fill a vacancy in its sociology department.

The university acknowledged that it had taken race into account in hiring Mr. Makoba.

"There were very, very few blacks on our faculty, and we wanted to do something about it," Thomas J. Ray, general counsel for the University and Community College System of Nevada, said in an interview last week.

A year after it hired Mr. Makoba, the sociology department hired Ms. Farmer "at a salary that was \$7,000 lower than the one it paid him " to fill a slot opened up by a "minority-bonus policy" that allowed a department to hire an additional faculty member if it first hired a minority candidate.

The university has since discontinued that policy, Mr. Ray said, because it is no longer necessary.

Ms. Farmer's appeal specifically challenged the Nevada court's finding that the Civil Rights Act of 1964 allowed the university to consider race in hiring decisions to foster a "culturally and ethnically diverse faculty." The appeal cited several recent cases in which

federal courts had allowed the use of race only to remedy past bias.

Foremost among those cases was the ruling by the U.S. Court of Appeals for the Third Circuit last year in a lawsuit involving a 1989 decision by the school board in Piscataway, N.J., to lay off a white teacher and retain a comparably qualified black colleague.

The Supreme Court was scheduled to hear the Piscataway case in January, but a coalition of national civil-rights groups engineered a settlement that knocked the case from the Court's docket.

Those events left the Nevada suit as the next case the Supreme Court could use to provide guidance about the legality of affirmative action in higher education.

Supporters and critics of affirmative action agree that recent court rulings have left a muddled picture of how colleges may or may not consider race in decisions about hiring and admissions. Most of the observers say the Supreme Court eventually will have to weigh in.

The ultimate question is whether colleges can consider race as a factor purely to promote diversity, as the Court ruled that they could in its 1978 decision in the case known as *Regents of the University of California v. Bakke*.

Some had speculated that the Court might be inclined to hear the Nevada case, because the Piscataway case, covering essentially the same issue, had been, as one Court-watcher put it, "snatched away" at the last minute.

That did not happen, much to the relief of many supporters of affirmative action. Although they agree that the clarity of a Supreme Court ruling eventually will be needed, many of them have been nervous that the current Court, which has viewed affirmative action with increasing skepticism, might severely restrict the ability of colleges to use race to

promote diversity.

"Bakke continues to be the law of the United States, unless and until the Supreme Court says otherwise," said Martin Michaelson, a lawyer who works with many colleges. Given the Court's current inclination, he added, "this is not the best time to open that door."

Ms. Farmer, who has left Nevada-Reno, could not be reached for comment last week. She is now teaching at a college near Seattle.

Publication#W\ PP# 25. Chronicle of Higher Education"Publication" #:\ PP#March 16, 1998

Headline#\ PP# At U. of Florida, 'Ramping Up' to Support 42,000 Student Computers on a Single Campus Headline #:\ PP# Subhead#[\ PP# Subhead#:\ PP# The university's requirement will mean expenditures 'in the millions,' president says

By KELLY McCOLLUM
GAINESVILLE, FLA.

Last spring, when they announced that all 42,000 students at the University of Florida would soon be required to own personal computers, administrators were fully aware that neither the faculty, the support-services staff, nor the campus network was ready for such an onslaught. But that was part of their plan.

"The requirement is actually not for the students " it's for the university," says John V. Lombardi, Florida's president, a sometime computer-magazine columnist who is by all accounts the motivating force behind the new requirement. Up to 70 per cent of Florida's students already own personal computers, he and others here estimate, but making computers an official requirement will let all students add the cost of the machines into financial-aid calculations. At the same time, it will force the university to bolster its support structure for information technology. The new policy goes into effect this summer and will be phased in through 1999.

The requirement recognizes that students are "all showing up with the things," says the president. "I'm trying to bring some order out of how they show up, and some structure to the support for them showing up."

But preparing for the demands the requirement will create "ramping up," as technology people like to call it "may seem like anything but an orderly process over the next year and a half. The time frame means the university must simultaneously upgrade its campus network and modem banks, seek vendors to sell machines to students, help faculty members prepare to take advantage of the new technology, and strengthen user-support services to handle what is expected to be a flood of questions and minor crises.

The total cost for the ramping up is, by Mr. Lombardi's estimate, "in the millions," which will come in dribs and drabs from many sources. A big dedicated tuition increase, which is how other universities have paid for such projects, would not have fared well in a state that, as Mr. Lombardi says, "believes in its heart of hearts that higher education should be a free entitlement." Nor are administrators banking on a proposed student-technology fee that the Legislature will soon consider. Some money will come from a portion of a 1997 tuition increase, and a recently proposed increase for 1998-99 includes a portion reserved for technology spending.

Several universities, including Virginia Tech, Georgia Tech, and Sonoma State University, have instituted computer requirements, but none on as large a scale as Florida's. Wake Forest University's plan, perhaps the most widely talked about, phases in a computer requirement over four years and adds \$3,000 to the annual tuition to provide a new laptop for each of 6,000 undergraduates. The University of North Carolina wants all new students to be equipped with laptops beginning in 2000, although the students will have to buy their own computers "possibly at a discount through the university.

Florida's new policy does not provide computers for students. But once computers are a university requirement, students can claim them as a cost of attendance when they're filling out financial-aid forms. Like textbooks and fees, the computer's cost is then factored in when the student's scholarships, grants, or loans are calculated. Students who qualify would be eligible for up to \$1,000 a year in aid to buy or upgrade their computers, pay for technical support or repairs, and purchase software.

Strictly speaking, Florida's computer requirement does not force students to purchase computers. Nor does it require professors to incorporate computers in their lessons. But students will be expected to have the access and tools that a computer can provide.

Both students and professors, however, compare computers to textbooks "a student might get by without one, but for all practical purposes, it's a required purchase. Some students feel that the requirement is an unfair additional cost, especially when some can barely afford textbooks and fees. But since most students buy computers anyway, the complaints have been muted.

Students are free to choose their own brands, configurations, and operating systems. The new requirement just specifies the capabilities that a student's computer should have: standard word-processing and spreadsheet software, a World-Wide Web browser, and an e-mail program. The computers must also have modems or network cards that allow them to connect to the campus network and the Internet. The policy recommends that students bring a printer, although the university has some public-use printers, which students can use for a fee.

This fall, the requirement will apply to freshmen and juniors. By the fall of 1999, it will apply to everyone. Computing requirements in individual majors already cover most

upperclassmen, administrators note.

The requirement also allows students to choose between desktop and laptop models.

Some administrators argued that the university should require laptops, which would give

professors the option of using them in classroom lessons. On the other hand, giving students

a choice lets them buy the computer most appropriate to their major. Some programs at the

university, including those in the business

school, specify that students must have laptops,

while students in some art-and-design programs benefit from the large-screen displays that

desktop computers provide.

Assuring that students can find somewhere to buy computers is another of the issues that

administrators have considered. Beyond the campus, Gainesville is a typical small Southern

city. An assortment of computer stores serves the technology needs of the university and the

city's 85,000 residents, but the local market

is not big enough to attract a superstore like

CompUSA or Office Depot. To guarantee

that students will have access to the hardware,

software, and service

they will need, administrators are seeking to bring a major vendor to

campus.

In January, the university solicited proposals from more than 30 computer manufacturers

and sellers for ways to provide students with computers as efficiently

as possible. Among

the requests is that the companies offer a "Gator-ready" computer

—one that comes with

university-required software and that is configured

to connect easily to the campus network.

Ed Poppell, associate vice-president for administrative affairs, says the university is

looking not for the company that can offer students the cheapest computers,

but for one that

can provide the best computers at a reasonable price. In

fact, he says the university changed

the proposal it sent out to vendors after

students suggested putting less emphasis on price.

After all, he says, "the university

isn't buying anything, the students are buying."

Once the new computers are unwrapped, students will need a way to hook in to the campus network and the Internet. The university has begun to play the role of Internet service provider by offering 15 hours per month of free dial-up Internet access with every computer account. Other universities have shied away from offering home Internet service to students because of the costs and headaches involved in keeping hundreds or thousands of modems and telephone lines running.

Mark P. Hale, director of the university's computer-services department, acknowledges that providing Internet access to tens of thousands of potential users is a daunting proposition, but he says it's worthwhile. "We wanted a baseline service that would be no charge to students." The university explored Internet-service agreements with companies including I.B.M. and Sprint but could not reach any agreement that would provide free access for students.

Mr. Hale says the university is making room for more users by expanding the number of modems "currently 700" to which students can connect. But, he says, many students come to the campus with Internet accounts of their own and never use the campus connections. The modem pool will also get some relief because an increasing number of students will be using hard-wired connections on campus.

The university is in the process of wiring on-campus residences, which house about 9,000 students "who are facing rent increases to pay for the new wires. Mr. Hale says the university plans to have "a port per pillow" "one network connection for each student" by January 1999. The residence halls are mostly older structures, which complicates the task. Wires must be run to buildings and holes cut in walls to accommodate the new connections.

Because students tend to get in the way of network installation, Mr. Hale hopes that much

of the work will be done during the summer. At the same time, the university will be installing connections in its classroom buildings " a few rooms per building at first, and then more, as professors work the Internet into their teaching. Mr. Hale says he's also looking into installing both hallway terminals, which would allow students to check e-mail quickly, and "walk-up ports, " connections in public areas where students with laptops can plug in to the campus network.

Adding so many ports will place additional demands on the network, which is why officials are also upgrading its backbone to allow for much higher capacity. The costs and benefits of the upgrade are shared by another project " the university's involvement with Internet 2, the proposed high-speed national computer network that would connect member institutions and be used for advanced research and educational applications. A fast local network is a requirement for universities participating in the new Internet, Mr. Lombardi says, "so that the Internet 2 pipe doesn't run into a string and a tin can."

But the hardware issues pale beside the challenge of keeping 42,000 student computers running and up to date. Mr. Poppell, the administrative vice-president, says Florida is emphasizing support and service in choosing a preferred computer vendor, because the university will probably never be capable of maintaining 42,000 computers on its own. He predicts that the local computer-service industry, like the pizza-delivery business in any college town, will blossom.

The university's user-support task may be eased slightly, Mr. Poppell adds, because not all students will necessarily buy computers. "Not every student buys a textbook," he notes, and similarly, students will probably end up sharing their computers and technical know-how. "Just like students do now when they can't figure out a calculus problem, they'll ask their friend down the hall," he says. "It'll be, 'Help me install this software, and I'll buy the pizza tonight.'"

"Those kinds of things will happen informally. Right now we've got to be ready to fill in the blanks that will occur."

One blank is the need for computer training. Students will arrive with varying levels of computer experience. To help everyone attain at least a basic understanding of the technology, the university has arranged for students, professors, and staff members to have access to hundreds of Web-based courses on computer-related topics, along with some courses on CD-ROM.

The courses are provided by the Gartner Group, a company that markets consulting and training services to corporations and has recently begun working with universities as well. Florida's three-year, \$600,000-per-year contract with the company offers anyone on campus a range of courses, from a general introduction to computers and the Internet to lessons in programming languages.

Marie Dence, associate director of the Northeast Regional Data Center, an arm of the university that coordinates many of its computing and information-technology activities, sees the on-line courses supplementing the university's own help-desk services. "We're going to have a lot of people with computers who may not have had them before, and we want to provide some kind of really accessible training," she says. Users can reach the Web courses from campus computer labs, wired classrooms, or from their homes, if they're dialed in to the campus network. Ms. Dence says professors can assign lessons on various topics in the on-line resources to help prepare students for their courses.

The on-line courses may relieve some of the tech-support burden, but the university is also taking steps to make sure that "The computer ate my homework" doesn't become too common an excuse.

"Rather than building a new support agency with 150 new employees and so many millions of dollars, we're coordinating efforts around campus to try to make something happen," says Mr. Hale, who directs the Center for Instructional Research Computing Activities here. "This is an implementation without any real new money in the picture." A proposal to train technology assistants, who would be employed by colleges, would take more pressure off the central help desk, which is operated by the center. The new assistants would be paid by the colleges.

Still, says Mr. Hale, expanding the central help desk is inevitable, and the center has already begun hiring additional student assistants of its own. The university also plans to move the central help desk from its current location "a fifth-floor office to a more user-friendly space on a ground floor.

At the same time, the university is moving to provide more computer support to faculty members. They will have access to the same help services as students, but faculty members are also likely to need help finding teaching resources and incorporating them into the curriculum. The campus office responsible for instructional materials already has begun training professors to create Web pages and use computers in class.

Making sure that professors have computers of their own is still an issue, though. Elizabeth D. Capaldi, Florida's provost, says the university is trying to determine how best to provide money for faculty computers.

Getting professors to use computers in their teaching is another matter, she says. "Even if we bought every faculty member a computer, some would just let them sit there."

Some professors are worried nonetheless that the requirement for computers will put pressure on faculty members to use the machines in their teaching, whether they feel it's warranted or not. Greg Ulmer, an English professor who already

uses computers and the Internet in class, offers another textbook analogy: "I'm requiring this beautiful \$55 book here, and if I don't use it, I'm going to have some ticked-off students."

Mr. Hale and others at the university say wired teaching will follow naturally once most students have their own computers. "Instead of spending two or three years getting faculty ready," he says, "we're bringing the wave over the wall. Here come the students with computers, faculty " let's look at it and face up to it."

Other institutions may not have chosen such a strategy, but administrators here think it's the best choice for a university like Florida. "We're a large public institution, but we're not a well-funded large public institution," Mr. Hale says. "You can't make a big investment in course development for every faculty member, but you need to create the incentive and the environment in which the faculty say, 'I want to keep up, I want to change my courses, and you don't have to give me extra money.'"

"Students will drive the faculty," says Mr. Lombardi, in the same way that students showing up with computers will drive the university's support services. The computing requirement, says the president, guarantees that the university will stay focused on fulfilling students' technological needs. "We were going to be overwhelmed by student demand if we weren't focused. The computer requirement has committed the university to do it right."

Publication#W\ PP# 26. Chronicle of Higher Education"Publication" #: \ PP#March 16, 1998

Headline#\ PP# A Clash of Values at CUNY Over Remedial Education Headline #:\ PP#

Subhead#[\ PP# Mayor Giuliani sees abandonment of quality; others see historic mission of helping the poorSubhead#:\ PP# By PETER SCHMIDT NEW YORK

Top officials of the City University of New York want to get out of the business of providing extensive remedial education. But students, faculty leaders, and state lawmakers say the university's plan would force it to abandon its historic commitment to educating immigrants and the poor.

The divisiveness of the issue became apparent last week as CUNY leaders, who had met with the intent of hammering out the details of their proposed overhaul of remedial education, instead argued bitterly over whether to pursue it at all.

The changes considered by the Board of Trustees would restructure the university system's remedial programs and place strict limits on the amount of remediation offered to a given student, forcing those who need additional help to seek it elsewhere. Mayor Rudolph W. Giuliani has demanded that the university system undertake such changes because, he says, it currently devotes far too much money and effort to teaching skills that students should have learned in high school.

"There comes a time when students have to be able to do college work," said Herman Badillo, the Republican mayor's education adviser and vice-chairman of CUNY's board. The university system needs to function as a higher-education provider, "not a support group," and to get over its "very lax attitude" toward students' finishing their studies in a timely manner, he said in an interview.

The conservative allies of Mr. Giuliani who dominate the CUNY board have warned that, if the university system does not deal quickly with the Mayor's concerns, he may force it to take more-radical steps, such as handing all of its remedial programs over to private providers.

"We can't go on forever with the discussion," the board's chairwoman, Anne A. Paolucci, told fellow trustees, declaring that she would seek approval of major revisions in

remediation policy at the board's March 23 meeting.

Although she said the university's leaders generally were in agreement on the proposed changes, there seemed to be little consensus on the two advisory committees, on remediation and on long-range planning, that met to discuss them last week. Panel members even disagreed on how to interpret the resolutions before them, some of which had just been revised several times.

"We are not looking at the implications of how we are going to affect students, and that scares me to death," said a member of the remediation panel, Martha Bell, who is head of the Department of Educational Services at Brooklyn College.

Sandi E. Cooper, the chairwoman of CUNY's Faculty Senate and a non-voting trustee, said the proposed changes in remediation policy would cause "massive confusion" and had been drafted with too little faculty advice. The changes also assume, unrealistically, she said, that the city's public-school system will raise its standards significantly and willingly subscribe to CUNY's plan for insuring that high-school graduates are academically prepared for college.

"This whole thing has become a political football," Ms. Cooper said in an interview. "It is not a matter of education anymore."

The chief proposal before the two advisory committees was a "Comprehensive Action Plan" developed by Louise Mirrer, CUNY's vice-chancellor for academic affairs, and released this month by the interim chancellor, Christoph M. Kimmich.

The plan calls for the university system to limit students to one year of remediation at the community-college level and to one semester at the 10 senior colleges. The plan would deny admission to those who need significantly more help than that. It would require many students who are not ready to do college-level

work to enroll in intensive summer programs to learn academic skills.

The proposal provides for the creation of separate "refresher courses" for returning adult students who just need to brush up on certain subjects. It also calls for CUNY to work closely with the city's public schools to make sure that middle-and high-school students are taking the courses they need, and to expand existing programs designed to help young people prepare for college.

In an interview last week, Ms. Mirrer said the plan aimed "to chart a course that would make remedial instruction more efficient and effective."

"The problem is that we have a lot of students who have remedial needs and are not making satisfactory progress," said Ms. Mirrer, who, before coming to CUNY in July, supervised an overhaul of remedial education at the University of Minnesota.

Statistics compiled by CUNY show that more than 70 per cent of its entering freshmen fail at least one of three placement tests " in reading, writing, and mathematics " and that more than 20 per cent fail all three. About a fifth of all students at CUNY end up taking remedial basic-skills courses, and students in those courses are more likely than others to drop out. The basic-skills courses account for about 12 per cent of the instruction that CUNY delivers.

Even before Mayor Giuliani began emphasizing such statistics, their release had exposed CUNY to attacks from the state's leading conservative organizations, such as the Manhattan Institute and Change-NY, and from like-minded pundits at the Daily News and the New York Post.

One recent article in the Manhattan Institute's City Journal alleged that the university system's remedial departments "have been overrun by theory-besotted post-Marxists, who see in bad grammar a courageous blow against the racist patri

archy and a mark of freethinking individuality."

The university system's remediation programs also have been criticized from within.

Soon after Governor George E. Pataki, a Republican, appointed her chairwoman of the

CUNY board, early in 1997, Ms. Paolucci, a retired professor of English at St. John's

University, established committees to rethink the policies and worked to force out the

system's chancellor, W. Ann Reynolds, for failing to move quickly enough to confront

concerns about remediation and other matters.

Another member of the Board of Trustees, John J. Calandra, has called for the university

system to phase out remediation at the senior-college level.

Ms. Mirrer said such political pressures had forced university officials to step up the pace

of their efforts to change remedial programs. The board's leaders appear intent on

demonstrating "that CUNY is able to reach consensus and do it quickly," she said.

But Ms. Mirrer and Chancellor Kimmich say the need for such change is real. In a speech

last week to the Association for a Better New York, a prominent group of local business

leaders, Mr. Kimmich said three decades of open admissions at the city's community

colleges had forced the university system to come to grips with how hard it is to remediate

"12 years of poor schooling or, indeed, 18 or 20 or 25 years of poor living."

"We are less naive than we were 30 years ago about how difficult it is to serve a

population so broadly defined," he said.

He noted that the strong local economy had afforded the university a rare "breathing

space" in which it could tackle such issues, and re-examine its mission, without being

distracted by a need to cut the budget.

The undertaking is being viewed with suspicion on many of the system's campuses , however. Among them is Hostos Community College, which is officially bilingual and located in an overwhelmingly Puerto Rican neighborhood in the south Bronx .

On one wall outside Hostos's student-government office, a banner left over from a recent demonstration proclaims "Despierta Estudiante Defiende 'Open Admissions.'" In an interview, Javier S. Torres, the student government's vice-president for university affairs, charged that the effort to curtail remediation is motivated by racism, classism, and a hostility to immigrants.

"They are telling us, 'We don't want you to go to school,'" he said.

Humberto Canate, a professor of mathematics at Hostos, said he feared that the intensive summer institutes called for in the "Comprehensive Action Plan" would isolate disadvantaged students and deny them the quality of instruction and support they would get in regular remedial courses.

Some analyses of the plan's likely impact say it would result in a disproportionate share of black and Hispanic students' being denied access to CUNY, largely because of the strong correlation between college preparation and economic classes.

"We have to be careful that we don't close off the opportunity for the most disenfranchised of our society," Edison O. Jackson, president of CUNY's Medgar Evers College, said at one of the committee meetings last week.

Mr. Badillo, who is Puerto Rican, maintained that members of these minority groups "can perform as well as anyone else." He added: "It is an insult to suppose that blacks and Hispanics want to be promoted without doing the work."

But fears that members of minority groups would be hurt by the plan have aroused

d
resistance from many state lawmakers, especially among Democrats and the Legislature's
black and Hispanic members. Although legislators have no direct say in the plan's approval,
they could pass measures that undercut it, or show their displeasure by denying funds to
CUNY. The university system's trustees were worried enough about those risks that they
traveled to Albany, the state capital,
last week to try to sell lawmakers on the plan.

At last week's committee meetings, Ms. Paolucci sought to assure fellow trustees that the
"Comprehensive Action Plan" was "transitional" and could be modified if problems arose.

"We need to try something out," she said.
Publication#W\ PP# 27. Education Daily"Publication" #: \ PP#March 13, 1998

Headline#\ PP# Calif. Class-Reduction Plan Spurs
Special Ed Teacher ExodusHead
line #: \ PP#
by William J. Cahir

A California initiative to reduce class sizes is depleting the state's supply of special
education teachers, school administrators say.

The state's plan to hire enough regular education instructors to reduce K-3 class sizes to
20 students has motivated many certified special ed teachers to vie for those teaching jobs,
school officials told Education Daily. And undergraduates have been discouraged from
pursuing special ed for the same reason, they said.

While the state's teacher unions don't have raw statewide numbers, the Fresno district
reports losing 32 certified special ed teachers already because of the change. Other districts
"from Tehama to San Francisco" report smaller but still damaging losses.

"It's becoming a louder and louder concern," said Douglas Little, director of special
education in San Francisco. "Why stay in a class of 12 students with some

e rather severe and pronounced disabilities, when I could go into a small class of homogeneous students?"

The class-size reduction program poses a special ed nightmare, said Bruce Matlock, a California Teachers Association (CTA) member in Temecula: "I haven't had a sense of a hard rush" out of special ed, "I just know, here and there, people are taking those [other] jobs."

CTA communications consultant Karyn Donhoff says "we have heard through our members that this is happening throughout the state."

Recruiting Newcomers

The opportunity to teach in small, regular ed classes also can make the recruitment of special ed instructors difficult.

In Los Angeles County, special services coordinator Gayle Windom said "there has been a significant decrease in our applicant pool."

Meanwhile, the Los Angeles Unified School District (LAUSD) is under a court order to hire more certified special ed instructors.

Part of its compliance effort, an alternate certification program, isn't stirring up as much interest as the district had hoped, according to Michael Acosta, LAUSD's administrator for employment operations.

In its fourth year, the program had hoped to certify as many as 70 new special ed instructors, but 30 students are enrolled, he said.

To cope, LAUSD won't allow a certified special ed teacher to breach a contract and pursue a career in regular education classes within the district or elsewhere. "We're not going to release them," Acosta said.

The State's Perspective

California currently doesn't track the number of teachers who opt out of special ed for positions in regular education classes.

The state has received about 12,000 applications for emergency teaching permits, or credentials that would let new staffers move into teaching jobs without completing their teaching certification.

Marie Schrup, a consultant in program evaluation and research at the California Commission on Teacher Credentialing, said the commission is considering alternative recruitment and retraining approaches to support and retain special ed teachers.

No Single Issue

The class-size reduction program, though, isn't the only reason California is experiencing special ed teaching woes, which included a staggering drop of more than 4,000 instructors in 1994-95 (ED, Jan. 20).

Teachers nationwide are leaving special ed due to burnout, retirement and private sector opportunities, administrators said. But the problem seems most severe in California.

Whatever the reasons, the situation poses a wrenching dilemma for the state's public schools.

"All the districts are saying how short they are of special ed teachers, and I think that's the reality," Matlock said.

Publication#W\ PP# 28. San Diego UnionTribune"Publication" #:\ PP#March 15, 1998

Headline#\ PP# Latino views differ sharply on question of bilingual educationH

eadline #:\ PP#
By Leonel Sanchez
STAFF WRITER

Growing up in a Spanish-speaking household, Jimmy Campos learned to speak English in school without the aid of bilingual education.

"Nobody catered to me in Spanish," said Campos, 25, a Southwestern College student who grew up in Los Angeles.

A few of his brothers and sisters were in bilingual education programs but did not learn to speak English well, said the Imperial Beach resident. "I don't think we need bilingual education."

Where exactly Latinos stand on bilingual education is the source of increasing debate, however. Polling of Latinos on the issue has yielded mixed results as a June date approaches for California voters to decide whether to overhaul the state's bilingual education system.

Proposition 227, also known as the Unz initiative, would replace several kinds of bilingual education programs with one year of intensive English instruction.

Campos' view is strikingly different from that of San Diegan Jacqueline Wolffe, who grew up in Mexico and supports bilingual education.

Wolffe, who was 18 when her family immigrated to the United States, said she could have used instruction in her native language during her senior year in high school in Orange County.

Instead she was placed in all-English classes. She graduated, but "it was the worst year of my life."

"It was a stressful way to learn English," she said. "There was no transition.

There were
so many things I did not know. I remember crying a lot," she said.

"I wouldn't wish this on anybody," said Wolffe, 31, a bilingual speech language
major
at San Diego State University.

Wolffe, who was born in Argentina, said her two younger sisters were placed in
bilingual
education and fared well.

Latinos appear to be divided over the question raised by the Unz initiative: Sh
ould young
students who speak little or no English be taught for years in Spani
sh or be pushed to learn
English quickly?

The question weighs heavily on this growing population.

Though Latinos account for 15 percent of California voters, the impact of bilin
gual
education falls mainly on their population.

Latinos account for 40 percent of the state's 5.6 million students in kindergar
ten through
high school. Half of the Latino students speak little or no English
and are classified as
limited English proficient. As a result, Latinos make up
80 percent of the 1.4 million
California students eligible for bilingual educa
tion.

While several Latino leaders have come out against the initiative, surveys of L
atinos on
the issue have been mixed.

Polls show most voters supporting Proposition 227.

A statewide Field Poll of 696 voters conducted in November showed that 69 perce
nt
favored the measure, including 66 percent of the 101 Latinos polled.

A poll of 503 Latino parents with children in the Los Angeles school district c
onducted

this year showed that 49 percent opposed Proposition 227 and 43 percent were in favor. The poll was commissioned by the Spanish-language newspaper La Opinion and television station KVEA Channel 52.

Rosalia Salinas, a local educator who is co-chair of the statewide Citizens for an Educated America, said bilingual programs must be improved but not dismantled.

It is a view shared by several Latinos around the county who are helping with the campaign to defeat the Unz initiative, she said. Among them are activists, professionals and parents with children in bilingual education, she said.

Salinas said the focus of the campaign is to educate people about bilingual education.

Among the most-common misconceptions, she said, is that all 1.4 million limited English proficient students are receiving instruction in their native language. "That's not true," she said.

Only 30 percent, or 400,000 limited English speakers, are taught in their native language, she said. The majority of these students are taught primarily in English, she said. The state Department of Education confirmed this figure.

The Unz initiative triggers an emotional reaction from some Latinos, who see it as a veiled political attack on their growing population in the state.

"This is definitely political," said Enrique Morones, former president of the San Diego County Hispanic Chamber of Commerce. "English is the official language of this country. But our community should not be punished for speaking a different language."

Morones questions whether polls can accurately reflect how Latinos feel about the initiative.

In 1994, pre-election surveys showed a majority of Latinos supported Proposition 187, the anti-illegal immigration initiative. But exit polls later indicated that an overwhelming majority opposed it.

Felix Bustamante, 70, also sees the Unz initiative as an attack on Latinos.

"The racial conflicts now are worse than ever," said the retired bilingual education teacher.

"When I came here 50 years ago, I was a farm worker and we used to be appreciated," the Chula Vista man said.

"Now that I'm more highly educated, all I hear is Mexican this, Mexican that."

Latinos who support the initiative said they don't see it as an attack but as a remedy for Latino underachievement in education. The community is plagued by low test scores and high school-dropout rates.

"I believe bilingual education is wrong," said Ileana Mandigo, 31, of San Diego. "Unless our children are totally immersed in English, we will never be at the same level as white children."

Mandigo, a medical researcher who came to San Diego from Mexico seven years ago, says people are judged in the United States by how well they speak English.

"I have an accent, and if I spoke better English I would not have the problems I've faced in the working environment," she said.

"People think you're stupid or not as smart as they are when you can't speak as well as native English speakers, she said.

Isaac Cubillos, a San Diego-based free-lance journalist, said Latinos should no

t perceive
Proposition 227 as an attack on their culture but as a way to improve Latino education.

"There is a perception that if you take away bilingual classes, you are taking away my mother tongue, you are taking away my culture," said Cubillos, a third-generation Mexican-American who grew up in an English-speaking household.

"But I have to go back to the question of why are other non-Latino English limited speakers excelling? The Chinese, Hmong, Laotians and Vietnamese, why aren't they feeling the cultural strip?"

Cubillos, 47, recently penned a column supporting Proposition 227 for "LatinoBeat," a local on-line Latino news service.

"It's not a popular view among the Latinos I've talked to," he said. "Our site has lost readership. But I could not keep my mouth shut."

Publication#W\ PP# 29. Dallas Morning News"Publication" #:\ PP#March 16, 1998

Headline#\ PP# History lesson shows social promotions related to costs Headline #:\ PP#
By Linda K. Wertheimer
The Dallas Morning News

The philosophy on failing students in America used to be simple: If you didn't make the grades, you flunked.

That was the rule from the 1800s until the 1940s, according to Dr. David F. Labaree, a Michigan State University associate professor of education. Dr. Labaree researched the history of promotion and retention for his 1997 book, How to Succeed in School Without Really Learning.

Most school districts in the early part of this century required students to pass tests before moving up a grade, the same concept politicians now are promoting

ng in Texas and other states.

In the early 1900s, one in every three students failed a grade in urban schools every year, according to Dr. Labaree's research.

As the years went on, school districts began to feel the burden of holding back so many children, he said.

In the 1900s, for example, Philadelphia held back 18 percent of students in the first eight grades and paid \$900,000 a year, or 20 percent of its budget, to t each them. Philadelphia loosened its requirements, and its retention rate fell to 2 percent by 1945.

"The way to save money was to start moving people through," Dr. Labaree said in a telephone interview. "Part of it was an issue of money. Part of it was also a sense of having large over-aged children in a classroom was disruptive."

Educators in the 1940s cited the same arguments used today to justify promoting failing children. They said that retention hurt children's self-esteem, he said.

Into the early 1980s, school districts retained only a small percentage of students. Then national reports decried the mediocrity of America's education system. As the society demanded higher skills of workers, employers and colleges complained that high school graduates were ill-prepared.

Raising academic standards became a trend that continued into the 1990s and whether to hold back more students became a part of the discussion.

Conflicting research complicates the debate. "Most studies suggest that kids held back don't do any better than ones socially promoted, and some studies say the opposite," Dr. Labaree said.

Educators and politicians now are raising the same issues that arose in the 1900s, including the extra cost.

"It's a vicious cycle," said Sue Pecci, a Florida elementary teacher with 25 years experience. "You're told, 'Don't retain children. It's going to hurt their ego, and they're going to drop out.' Then kids were socially promoted and couldn't do the work. They dropped out anyway.

"The bottom line," she said, "is whether you socially promote them or not, they need to learn."

Publication#W\ PP# 30. San Diego UnionTribune"Publication" #:\ PP#March 16, 1998

Headline#\ PP# FOREIGN STUDENTS SEE US AS
SOFTIESHeadline #:\ PP#Subhead#[\
PP# Schooling is stricter back home, they saySubhead#:\ PP#
By Jeff Ristine
STAFF WRITER

Two or three hours of homework every evening with a double load on weekends. For our-hour history tests, every question requiring an essay answer. Physics in the fifth grade.

They may sound like elements of a school kid's worst nightmare.

But as President Clinton convenes a panel of educators and elected officials today to ponder the dismal academic performance of America's high-school seniors, the group might do well to look to the approaches taken in nations that are doing better.

In many ways, say foreign students studying in the United States, high expectations are backed up by an educational experience much more rigorous than that here, with fewer options to sidestep difficult material.

"In France, we pay so much attention to culture and general knowledge," says Cyril Duport, who is earning a graduate degree at United States International University in Scripps Ranch.

"You have to know stuff," he said. "They just teach you stuff all the time, all day long."

The latest round of hand-wringing over American students' performance erupted last month, when U.S. 12th-graders were found far down the list in the results from an international math and science test.

U.S. seniors finished 18th out of 21 in math and science literacy, beating only Lithuania, Cyprus and South Africa. They were 16th out of 17 in advanced mathematics and dead last in physics.

As education reformers have repeatedly noted over the years, students in many high-performing European and Asian nations have longer school days and longer school years than in America.

Accounting for prowess

Talk to the students, however, and you'll find any number of additional explanations for the differences in academic prowess.

Duport and three other USIU students from Sweden, Germany and Russia say they grew up with a more demanding approach to education than that endured by most American public-school students, especially at higher grade levels.

And in some cases, they said, the teachers tend to be better prepared in the subject matter they're imparting than are their American counterparts.

The USIU students literally laughed out loud at the concept of "multiple-choice" exams as a means of assessing what high-schoolers have learned.

"Always, always, essay," said Mia Carlberg, 26, of Sweden, where the 12th-graders were second from the top in physics and math and science literacy. "They don't teach you so you're going to go in and take the test and then forget. They teach you so you remember."

France's Duport, whose home country was tops in advanced mathematics, concurs.

"We had a three-or four-hour test in history; it's like six pages," said the 25-year-old, who is studying marketing.

"You just write for four hours. And in math, it's the same thing. We had demonstrations to do, exercises, not multiple choice. Most of the time they don't even ask for the formulas" they give them to you."

It's probably unwise to generalize about a whole nation's educational system based on a handful of random interviews, particularly from students who come from the upper social classes of their respective countries.

Populations differ

Edward DeRoche, dean of the School of Education at the University of San Diego, noted the nations scoring high on the math and science test tend to have relatively homogenous populations compared to the United States, where schools are much more multicultural.

Another important distinction, he said, is that many European countries (including Sweden and Germany) use a system that splits college-bound students and vocationally oriented students into separate tracks after the ninth grade.

The ones who decide to focus on a trade may never learn advanced math or science.

"But that doesn't take away the fact that the (U.S.) scores are really poor," DeRoche said.

Mexico did not take part in the international test and therefore was not ranked in the study.

Rodrigo Gutierrez, chancellor of the Tijuana campus of CETYS, a private university, said that if the test had been applied in Mexico, "I think we would have done OK

In our educational system, at that level, there's a lot of emphasis in the sciences and in math."

Course work in Mexican high schools tends to be heavily work-oriented, however, which Gutierrez said illustrates another danger in trying to make comparisons in how the students of different nations performed on the test.

"Educational systems in different countries have different objectives," he said .

While the test may measure how well different nations teach math or science, he added, it is important to consider whether that makes them a "better" system.

Brakes on learning?

Whatever the answer, USIU student Markus Nitschke, 28, said those differences brought his momentum in math to an abrupt halt when he transferred to an "Americanized" high school in Ecuador.

"What I learned in Germany till the 10th grade kept me in the (Americanized) high school through 11th and 12th grade without adding anything new," he said dejectedly.

Konstantin Sheiko, 26, from Moscow, said he began learning physics in the fifth grade.

"When I came here as an undergrad, I had to take introduction to physical science," he said, "and I did the stuff back in the Soviet Union when I was 11."

In Sweden, Carlberg said, the concepts started a bit later, with physics introduced around eighth grade " but still years ahead of most American students.

Carlberg also is astounded by the notion of elementary-school classrooms with 30 or more children in them.

(The problem is being addressed in California through a class-size reduction program championed by Gov. Pete Wilson, state Superintendent of Public Instruction Delaine Eastin and others, but it has had at least a short-term effect of giving tens of thousands of pupils underprepared teachers who don't hold credentials and may not last long on the job.)

"There is no way that one teacher can teach 38 kids and get their attention," said Carlberg, who is studying strategic management. "There will always be the kid falling behind, and then how will they catch up?"

The students say they also benefited from a very prescribed course of study.

Well aware of goals

"From the first grade, I knew for 10 years that I was going to learn English," said Russia's Sheiko, earning a master's degree in international relations and security studies.

Said Nitschke, who studies strategic management at USIU: "I guess it sounds very German, but there was discipline missing" in the Americanized school.

"You can take difficult classes if you want to, but you don't have to. You can take shop if you want to. I thought that compounded the problem, because students are just too young

to make those kinds of decisions."

Duport said France also gives its students a narrow menu.

"You don't have to worry about what you're going to take

You just go to school from 8 to 5, and that's it. You just stay in the same (room) and the teachers change.

"You just sit there," he said, "and learn as much as you can."

USD's DeRoche agreed that the United States does have lessons to learn from differences with other nations in classroom practices, curriculum and teacher preparation.

But he said the reverse also is true, and he suggests looking at education from a wider perspective.

"You've got to go one more level

What happens at the college level in science and math?" he said. "We have more and better recognized scientists and mathematicians come out of this country. You look at all the prizes in both of those fields, and most of them come out of the United States.

"Our kids blow them off the map."

Publication#W\ PP# 31. Indianapolis Star/News"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Schools search for racial harmonyHeadline #:\ PP#

By Barb Albert Indianapolis Star/News
INDIANAPOLIS

"The message of racial hatred was the same. Only the way it was delivered differed.

A male caller left an obscenity-filled, threatening voice-mail message for two well-known black athletes at Valparaiso University in October.

At IUPUI, a racially insulting written memo was slipped into black law students' mailboxes in late January.

And on Monday at Manchester College in northern Indiana, e-mail was the vehicle used to insult blacks with racially derogatory names and to curse immigrants.

The three anonymous, vile messages sent a disturbing ripple through campuses that pride themselves on being havens of tolerance and diversity.

Racial incidents aren't unknown on college campuses. But university officials are even more disturbed when such blatant bigotry is spread to many, particularly using high-tech means meant for much better purposes.

"There's an ugly part to all of this technology. It allows one person to challenge an entire community," said Manchester President Parker G. Marden.

"One person with one push of a button was able to reach 110 minority students," he said. "It's scary."

None of the culprits has been caught in any of the incidents, but the investigations continue. Rewards of \$5,000 at Valparaiso and \$4,700 at Indiana University-Purdue University at Indianapolis have been offered for information leading to the identities of those involved.

"Our case is alive and well," said Valparaiso University Police Chief Ed Lloyd. "We have numerous people who we're looking at now."

At that 3,800-student private college in far-northwestern Indiana, the incident is being investigated by Valparaiso police and the FBI as a federal hate crime and a violation of the state harassment law because a physical threat was made to two male students.

But these types of acts aren't always clearly covered under the federal hate crime statute or state harassment law.

Late last week, the North Manchester Police Department suspended its criminal investigation into the e-mail message. Police and the county prosecutor said the message was written in a way that skirted the laws.

"Had it gone to one person, it would have been considered hate mail. Because it was sent to 110 people, it is basically a person exercising free speech," Marden said local authorities told him.

He said he regrets that criminal action can't be pursued, but the university still is trying to trace the message sender. If the person is a student, campus disciplinary action will be taken, he said.

The message was sent from a computer terminal on campus by someone who knows the e-mail addresses of four black, Hispanic and international student groups. But the sender subscribed to a California mail-forwarding service that allowed the message to be sent anonymously.

The university hopes to be able to get a subpoena in civil court to require the mail service to reveal the sender's name.

The message could be linked to two bar fights on March 5 and 6 that involved a few black students and some local residents. Police continue to investigate those incidents, although no links to the e-mail message have been found.

The memo delivered to black IUPUI law students didn't physically threaten them, so campus officials say it is not being investigated as a hate crime.

Whoever wrote the memo lambasted affirmative action programs and stated that "this is still a White Man's law school and you're not wanted here!"

Kenya-Taray Delemore, secretary of the IU Black Law Student Association, said the memo and similar college incidents may represent a fear of greater competition from blacks as they increase in numbers on campuses.

The faceless nature of these incidents bothers him and others.

"The anonymity of it contributes to the fact that these people don't want open, honest dialogue about race. They rather it be strained animosity between the races," said Delemore. Seeking harmony

But in the wake of these incidents, each campus is redoubling efforts to maintain or increase racial harmony.

IUPUI has formed a task force of students and faculty that meets regularly to find ways to foster an environment of mutual respect among all constituencies on campus.

At Valparaiso, junior Tiffany Neal said the incident there is being used as a way to encourage students to become more active in groups on campus that promote diversity.

At Manchester, many steps have been taken to allay the initial anxiety of minority students there when the e-mail message was sent, said Stan Escott, vice president of student development.

Security has been increased on campus and will be present at today's college-community International Fair, celebrating Spanish-speaking countries.

A forum was held on campus to discuss the incident and was well-attended. An e-mail address, RUMOR, was set up to inform students about the investigation. Mar

den said he established a special phone line so that anyone can report information on the case, or perhaps the person who sent the message can come forward.

"I'd like to help him get help," said Marden. "I'm not going to offer amnesty. But there's a problem here that cries out for help."

Regardless of the identity of the culprit, officials and students still are concerned that this could occur on a Christian-affiliated campus with more than 10 percent minority enrollment, including students from 18 countries.

"If it can happen here," said Marden, "it could happen anywhere."

Publication#W\ PP# 32. Denver Post"Publication" #:\ PP#March 15, 1998

Headline#\ PP# Push to outlaw hazing reaches stateHeadline #:\ PP#
By Dave Curtin
Denver Post Staff Writer

Chuck Stenzel was 20 when he died. Kidnapped from his dorm, he was locked in a car trunk in freezing weather with other fraternity pledges and forced to drink bourbon, wine and beer. He was dead of alcohol poisoning and exposure within hours.

That was 1978 at Alfred University in New York. Ever since, his mother has worked to protect her grandchildren from a similar fate. Twenty years after Eileen Stevens began her crusade against hazing, 41 states have outlawed it. A dozen make hazing a felony.

Now Colorado is considering a law that would ban hazing at public schools and universities. Offenders would face a fine of up to \$750 and six months in jail.

The bill, approved by the Senate and currently under consideration by the House

Education Committee, would make hazing a misdemeanor. The legislation would prohibit sleep deprivation, beatings, brandings, extreme embarrassment, exposure to the elements, forced drinking, forcing someone to appear nude and abandoning

someone. It exempts authorized military training.

Critics say the measure, scheduled for a vote Wednesday, is unnecessary because schools already have rules to discourage hazing and felonies already on the books address kidnapping and assault. They also contend that students who ignore school rules aren't going to be deterred by state law. Skeptics warn that leaders of fraternities and sororities could find themselves charged with a crime for requiring members to wear funny hats.

Hazing occurs within high school clubs, athletic teams, marching bands and on junior high playgrounds. But it's most closely associated with the college Greek system in which pledges are forced to perform acts as a rite of initiation.

"It's very difficult to convince legislators that hazing is anything more than prankish behavior," Stevens said. "I'm not against fraternities. I'm against hazing. Hazing is like rape used to be - the victim is to blame and doesn't have a voice because of humiliation and retribution. At least with a law there's accountability. It's criminal behavior and should be treated that way."

There have been 53 hazing fatalities nationwide since 1973, including alcohol-poisoning deaths last fall at the Massachusetts Institute of Technology and Louisiana State University, according to Hank Nuwer, author of "Broken Pledges," a book on hazing. After the LSU fatality, a fraternity pledge at the school came forward to say he had been sodomized with a bar of soap, forced to drink until he vomited blood and forced to scoot naked across a glass-strewn floor. His cuts were treated with Tabasco sauce.

Colorado lawmakers are grappling with the issue of consent - the fact that eager fraternity pledges submit to initiation rituals to prove their brotherhood.

"There's no law against being stupid," said Rep. Doug Dean, a Colorado Springs

Republican.

But the most dangerous and outlandish hazing is usually the final obstacle to membership in an elite group - one final barrier that pledges think they can endure. Membership can mean a lifetime of valuable insider perks and job offers from alumni brothers. Yet the severity of that final test of loyalty can take uninitiated pledges by surprise.

"They get comfortable with the program and then suddenly, without warning, the hazing occurs," Stevens said. "The peer pressure is intense and they're often outnumbered. Many groups operate underground and after hours without supervision."

That's what happened with Michael "Bo" Montoya of Fort Lupton in 1995. He abruptly left the family dinner table during his 19th birthday celebration after being summoned to Boulder for a secretive initiation into the Phi Kappa Tau fraternity at the University of Colorado.

Montoya nearly died when he was bound neck-to-toe with extension cord, duct-taped to a chair and forced to drink more than a pint of whiskey. The chapter was suspended by its national organization, and Montoya and his mother won a \$88,500 lawsuit against the fraternity.

Ben Goldmanis, one of three executives heading student government at CU, is a member of Phi Kappa Tau. "I think there's a need for a law because right now it's murky ground what you can get in trouble for," he said. "All you can go by is what fraternities have gotten in trouble for in the past. We really don't have a line drawn in the sand. A line in the sand is definitely needed."

But Goldmanis also sees milder forms of hazing as character building. As a freshman he was made to lug a rock around campus, do pushups and run around in his underwear.

"It was hard, but I think it made me a stronger person," Goldmanis said. "When I come to a trouble spot in my life I think if I can make it through that, I can make it through this."

Officials at the University of Northern Colorado in Greeley suggested the anti-hazing law to legislators. It was at UNC in 1990 that 18-year-old freshman baseball player Kevin Wolitsky was left paralyzed from a broken neck after diving head first through mud during a team hazing.

"Do we have to wait for someone to die in Colorado before we pass a law? Is that responsible?" asked Bob Kerr, coordinator of Greek affairs at UNC. "The social cost of hazing comes in the human potential that is never allowed to see the

light because people are devalued as human beings. I've seen people messed up big time. They learn to be vicious and brutal and part of it is about retribution."

Kerr, an observer of Greek activities for two decades on college campuses, tells of students made to drink "rookie juice," a concoction of mayonnaise, cat and dog food, hot sauce, urine and vomit. In a swimming pool, he said, pledges have been required to catch goldfish in their mouths, kill them with a toothpick and put them back in their mouths. And they've been forced to swim in icy lakes on freezing nights to retrieve their clothes, he said.

"We know that a couple of fraternities brand," said UNC Police Chief Terry Uriata. "A couple of young men who worked for me as student security guards have been branded with a hot iron that leaves a bad scar they'll carry for the rest of their lives. They brand you just like they brand a cow . . ."

"We're at the point that we're saying enough is enough. You've crossed a line," Uriata

said. "Consent should not be a defense. You can't give consent for someone to brand you, to mutilate you."

Hazing happens within sororities, too, said Beth Hellwig-Olson, UNC student activities director.

"I'm aware of initiation rites on Colorado campuses where women strip to their underwear and run a gantlet and other women take magic markers and circle imperfections on their bodies," she said. "It's disrespectful and humiliating. It's an issue of human dignity. Women have to get on a scale and their weight is recorded in magic marker on their forehead, which they have to wear for the first week of classes."

At private DePauw University in Greencastle, Ind., last November, sorority pledges consented to being burned on the hip with cigarettes in an initiation ritual. The hazing was exposed when one of the women went to the hospital for the pain. Prosecutors filed charges against sorority members.

Universities have limited jurisdiction to regulate hazing, Hellwig-Olson said. While administrators can prohibit hazing on university-owned or controlled property and at student-run functions, there are loopholes.

"If students do their hazing at a ski party in Steamboat Springs, it's very difficult to deal with from a campus standpoint," Hellwig-Olson said. "It needs to be law. I have had students who have sat in my office and said, 'Show me where it's against the law.'"

Hazing complaints are rare for fear of retribution. UNC reports two hazing complaints a year; Colorado State in Fort Collins has not investigated a complaint in a year; CU gets three per semester and has started a hazing tip line (492-0140) in which a caller can anonymously report a hazing incident.

Those numbers aren't a real indicator of frequency, administrators said. Complaints are difficult to tally because they can be routed down a convoluted road that may include a university student affairs office, a Greek self-governance board or a chapter's national organization.

Greek self governance and campus justice can be a hazy judicial arena without public accountability. Student courts are often responsible to the same university administrators who promote Greek life. Fraternity codes of silence, demands for group loyalty and opportunities for retaliation frustrate investigators and intimidate witnesses. "It's real hard to go after a group when no one will tell you what's happening," Hellwig-Olson says.

But Greeks say suspension from university functions, or the threat of a national organization shutting down their houses, are punishments that keep them honest. CU's Delta Tau Delta was shut down in 1989 after a near-fatal alcohol poisoning. A judge evicted the members from the house, which was then sold.

Fraternities and sorority membership nationally is at an all-time high - 400,000. Greek officials say they are phasing out the "Animal House" image of toga parties and unrestrained drinking of the 1970s and 1980s, returning to their roots of scholarship, community service and philanthropy.

The National Interfraternity Conference, a fraternity consortium, has a policy against hazing, said vice president Jonathan Brant. Five fraternities have pledged to be alcohol-free by 2000 and two others have eliminated the pledge process, he said.

CU fraternities and sororities have vowed to eliminate drinking at Greek-sponsored events by next fall, said Tom Lorz, a Greek liaison at CU. Greek officials at UNC said rumors of hazing circulate on the Greeley campus, but they insisted it isn't happening under their watch.

"I've heard stories how it's been in the past but it's changed in the last several years," said John Hart, president of the UNC Interfraternity Council and a member of Delta Upsilon. "Our family and friends are invited to all our rituals. It appealed to me that there's nothing conducted behind closed doors."

In contrast, Sigma Chi is considered one of the most secretive fraternities in the nation.

"We're over 140 years old and the secrecy factor has been here from the beginning. It's not tied to something we shouldn't be doing," said Mark Baker, vice president of Sigma Chi in Greeley. "Yes, there's a secretive initiation ritual. But the pledge period is an educational period, not an opportunity to degrade someone. Being in a fraternity is something you're supposed to be proud of. Hazing is degrading to the heritage of the fraternity."

Melissa Buyske, president of Alpha Phi sorority, transferred to UNC last year from Oregon State University.

"I have known of some houses that haze and I compare them to an abusive parent," Buyske says. "Being hazed and devalued, the women became hateful themselves. You see a lot of angry women. It's a prevalent issue and I hope the law goes through."

But Chris Butler, a member of the Lambda Chi Alpha fraternity at CSU, opposes the legislation. He told lawmakers last week that his fraternity would be guilty of hazing under the proposed legislation.

"These people are adults," Butler said. "They have a right to submit to some degree of intimidation. Initiation rites are found all over the world. Do they go too far? Yes, sometimes. But there are laws for that. We don't need a misdemeanor to compete with felonies."

He also questioned the bill's attempt to outlaw "severe emotional distress."

"What about running laps? To some people that can be emotionally troubling," Butler told the House committee. "If you find it troubling you can drop out of the organization. This bill is another case of legislating personal choice."

Some lawmakers, such as Republican Rep. Bryan Sullivant of Dillon, himself a Sigma Chi, agree.

"Indoctrinating young people into an organization is a normal philosophy," he said. "I don't see any problem with young men going through a process some people see as hazing. I frankly view it as character building."

"Hazing doesn't stop when you get out of college," Sullivant added. "Just last Sunday I was made to feel I was eating someone's flesh and drinking someone's blood. It's called communion. Don't ask us to hold your coat because you can't handle your own affairs. I think you can."

Rep. Ron Tupa, a Boulder Democrat, said; "Drinking someone to death, paddling them until they can't sit down, throwing rotten eggs at them, is not a good thing. I have no problem with the state stepping in."

RECENT HAZING INCIDENTS

Notable hazing incidents in Colorado and elsewhere:

November 1997 - Three Kappa Kappa Gamma sorority pledges at DePauw University in Greencastle, Ind., are branded on the hips with a cigarette in an initiation ritual. One woman goes to the hospital in the middle of the night with severe pain and prosecutors file charges against three sorority members who allegedly inflicted the burns.

October 1997 - Eight students at Overland High School in Aurora are suspended for five days after they hit six freshmen in hazing incidents. The boys say their heads were wrapped in pillow cases before they were hit.

October 1997 - Northeastern University in Boston investigates alleged fraternity hazing after hearing complaints of a pledge who was beaten so badly with a paddle that he required medical attention. Phi Gamma Phi is suspended from university activities.

September 1997 - Massachusetts Institute of Technology student Scott Krueger dies of alcohol poisoning after binge drinking in the Phi Gamma Delta fraternity house where he pledged. His blood-alcohol level was .410.

August 1997 - Seven football players at Highlands Ranch High School are suspended for "crossing the line," school officials said, intimidating younger players at a football camp. Details are not revealed.

August 1997 - Sigma Alpha Epsilon pledge Benjamin Wynne, 20, dies of alcohol poisoning at Louisiana State University. His alcohol-blood content was .588, equal to more than two dozen drinks. Three others are hospitalized with alcohol poisoning, one in critical condition. Shortly after, Gavin Fugate, 19, comes forward with allegations of torture.

June 1996 - A prospective Air Force Academy cadet in Colorado Springs is hospitalized after a spoonful of peanut butter and chocolate syrup is doctored with hot sauce and mustard, in an episode the academy calls hazing. Cadets are disciplined.

October 1995 - Michael "Bo" Montoya, 19, is nearly killed at Phi Kappa Tau fraternity on the University of Colorado Boulder campus when he's bound neck to toe with extension cord, duct-taped to a chair, forced to drink more than a pint of whiskey and denied medication for a medical condition. Montoya and his mother

successfully sue the fraternity
for \$88,500.

March 1995 - A dozen Mitchell High School students in Colorado Springs are arrested
on suspicion of false imprisonment and misdemeanor harassment for abducting three
freshmen, tying them to a tree and smearing them head to toe with soy sauce, syrup, shaving
cream, Vaseline and cat food. They are left to escape on their own.

October 1990 - Eighteen-year-old University of Northern Colorado baseball player
Kevin
Wolitsky of Aurora is paralyzed from the chest down after diving head first into mud during
a hazing initiation by the baseball team. Team members and
a student coach are disciplined
by the school.

October 1990 - A 16-year-old Denver North High School ROTC member goes to the hospital
after allegedly being hit with wooden drill rifles in an initiation. She
says she is
sprayed with shaving cream and Halloween hair-coloring spray.

October 1989 - National fraternity leaders suspend CU's Delta Tau Delta after a
poisoning of a fraternity member. The member is hospitalized from drinking vodka in what
police describe as a near-fatal drinking game. A judge evicts
the members from the house
and the house is sold. The chapter hasn't returned to campus.

February 1988 - A Rutgers University fraternity pledge dies after being forced
to drink
"kamikazes," a potent vodka drink. Fifteen students are indicted in New Jersey.

June 1987 - Manitou Springs parents complain to the school board that several
eighth-grade girls are made to drink motor oil or drainage ditch water and have motor oil and
hot sauce thrown into their eyes in an initiation by high school juniors. One student requires
treatment from a paramedic.

October 1985 - CU sorority pledge Sherri Ann Clark dies after falling into South Boulder Creek during heavy drinking at a party.

Publication#W\ PP# 33. Indianapolis Star News"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Washington Township teachers OK contractHeadline #:\ PP#

By Howard M. Smulevitz
Indianapolis Star/News

INDIANAPOLIS

A two-year contract for Washington Township teachers will provide them a 3 percent salary increase for the current school year and a 3.35 percent raise in 1998-99.

The raise for this school year is retroactive to August. The district's 585 teachers will receive the back pay on Friday.

The pact concludes bargaining that began in June. In October, the Indiana Education Employment Relations Board appointed a mediator at the request of the School Board.

Sherry Watkins, head of the bargaining committee for the Washington Township Education Association, told the School Board last month that the lack of contract was unfair to teachers.

Joe Erne, personnel director for the district, said the long bargaining period was due primarily to the teachers union rejecting the board's proposal. The bargaining ended with contract ratification by the School Board and teachers earlier this month.

Watkins contended the teachers "could have gotten the same things at the beginning of the school year."

Although teachers voted "almost unanimously" for the contract, Watkins said they were concerned that lengthy delays not become a pattern.

"We will recommend to our board of directors that we have a plan in place next time before we start bargaining" to create earlier public awareness of the status of talks, she said.

Teachers did not repeat the picketing or leaflet distribution they conducted in 1996, when a two-year contract was not settled until May of the first year covered.

Under the new contract, the first-year salary for a teacher with a bachelor's degree rises to \$26,936 for the current school year and to \$27,838 for 1998-99.

At the top of the scale, a teacher with a master's degree and 18 years of experience will receive \$53,872 this year and \$55,676 next year.

The increase for 1997-98 will cost \$758,000, said William Fellmy, assistant superintendent for business. The raise for 1998-99 will add \$867,852 to the budget, he said.

Other contract provisions include:

- * An increase from \$52 to \$55 this year in the stipend paid to retiring teachers for each unused sick leave day. It will be \$57 in 1998-99.

- * Added pay for art teachers who work with gifted and talented students outside school hours, including weekends.

- * Establishment of a tax-deferred annuity program with a school district contribution, begun two years ago, as an ongoing benefit. It had depended on renewal with each contract.

The pact also improves non-financial conditions, including a guarantee of preparation time for middle school teachers.

"We felt very good about that," Watkins said. "The time is often taken up with in-service and faculty meetings. This will preserve the integrity of the preparation time."

Teachers also were ensured an interview with the principal of a school to which they wish to transfer.

Erne said the increases will keep Washington Township's salaries about in the middle among the 11 school districts in Marion County.

Publication#W\ PP# 34. Columbus Dispatch"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Hundreds of teachers to be hired Headline #:\ PP#
By Mary Mogan Edwards
Dispatch Schools Reporter

As nearly 500 veteran Columbus teachers anticipate a bonus-sweetened retirement this spring, the hunt is on for the hundreds of new faces that will greet pupils next fall.

For teachers-to-be, that makes the pre-graduation job hunt easier.

The labor market for new teachers "is very, very tight," said John Tornes, director of certificated employment for Columbus Public Schools. "A lot of districts are required to lower their standards."

Columbus hopes to avoid that through a wide-ranging recruiting effort to fill the 500 to 700 vacancies that are expected by midsummer.

The situation, especially Columbus' teacher hunt, wasn't lost on the near-graduates "dressed in their interview best" who made the rounds of hiring school districts Friday in Ohio Dominican College's Erskine Hall.

"It's what everyone's talking about," said Ohio Dominican senior Angela Kalb. Her certification area "math" is particularly in demand.

Kalb was waiting for an interview with a Columbus principal, having earlier spoken to someone from Westerville schools.

Joy Bishop, at 45 a nontraditional new teacher, walked out of her Columbus interview with a letter of commitment "her guarantee of a job with the district if she signs and returns the letter within 15 days.

Bishop will choose between Columbus and South-Western schools, where she has done a lot of substitute teaching. It won't be easy, she said. "Please don't ask me what I'm going to do."

The Columbus Education Association, which in the past has decried the district's failure to fill all jobs by the start of fall classes as well as the occasional hiring of unqualified teachers, is on-board for the effort.

"We're trying to help them make contacts. I've spoken at some of the universities," association President John Grossman said.

Grossman may even appear in some unified-front advertisements with school officials, urging new teachers to bring their talents to Columbus schools, he said.

Tornes' recruiting effort is bigger than usual primarily because of the \$35,000 retirement incentive offered in the teachers' new contract, which induced 472 veteran teachers to leave. Because the mass retirement would have left some specialty areas decimated, 14 of the 472 have accepted the district's offer to work one more year and still get the buyout next school year, even though it won't be available to others.

The other vacancies will come from normal attrition. Additional teachers will be

e hired
for new programs and " if the trend of the previous two years holds "
to deal with
enrollment growth.

Teacher vacancies were relatively high last year " about 475 compared with 217
in
1996, 268 in 1995 and 159 in 1994. Retirements have been increasing as teachers hired
during the district's boom years of the 1960s become eligible.

The new contract also gives the district more flexibility and time to hire. Those taking
the retirement incentive had to turn in their resignations by Feb. 1;
others who plan to leave
after this school year had to give notice by March 1
if they wanted to get the highest cash
payout for their unused sick and personal leave. Under the old contract, teachers didn't have
to give notice until August,
st, leaving the district with an annual last-minute scramble.

There's another incentive for giving earlier notice: For the first time in anyone's memory,
the district has declared its intention " with the blessing of the
teachers union " to invoke
a state law that allows school districts to call
for revoking the license of a teacher who
breaks a contract after June 15.

Janet Kearney, supervisor of secondary education for Columbus schools, directs
35
teachers, principals and others who are representing the district at college
job fairs across
the Midwest. Ten have been trained to administer a survey designed by Gallup "
specifically for Columbus Public Schools " to gauge how an
applicant feels about children
and teaching.

Those 10 conduct interviews and have the authority to offer commitment letters
on the
spot. About 150 letters have been handed out.

"It's an awesome responsibility," Kearney said.

For North Linden Elementary Principal Carolyn Rogers, it's also a chance to get

a first
look at some of the prospects. Of the 17 teachers in her school, she's
losing five of the most
experienced.

"You bet I'm looking for me," she joked. However, Rogers said she gives all can
didates
her business card, in case they need help later in the hiring process.

Not getting a commitment letter doesn't mean the person isn't good enough to be
hired
by Columbus; information on many of those interviewed, including their s
cores on the
attitude survey, will be logged by the personnel department.

Principals, who under the new contract will get to choose all of their teachers
, can shop
from the registry and seek interviews with candidates who interest t
hem, Kearney said.

Any teaching applicants will be able to check a listing of openings and apply t
o schools
individually.

Resumes and transcripts tell interviewers how prepared applicants are academica
lly,
Rogers said; the survey is supposed to reveal something deeper.

"We're looking more at the inside of them " whether they have what it takes to
work
with challenging children," she said. "It shows clearly whether you love
children. And if you
don't love children, you can't be an effective teacher for
Columbus."n
Publication#W\ PP# 35. Cincinnati Enquirer"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Catholic schools get boost Headline #:\ PP#Subhead#[\ PP# Eff
ort raises almost \$1M for inner city Subhead#:\ PP#
BY MARK SKERTIC
The Cincinnati Enquirer

Without extra support for Catholic inner-city schools, Holy Family would have e
nded its
history in Price Hill years ago, according to the elementary school's
principal.

"It keeps our school open," Sister Kathleen Murray said. "We'd have been gone a long time ago."

Thanks to a record-breaking year in the corporate campaign for the Catholic Inner-City Schools Educational (CISE) fund, Holy Family and the six other CISE schools are assured many more years of classes.

The campaign raised \$923,550 this year, shattering the \$604,000 record set last year. The effort began last year with a goal of \$650,000. "This year was easy - it's the best cause possible," said campaign chairman John Barrett, president and chief executive officer of Western-Southern Life Co.

The annual campaign provides tuition assistance at Cincinnati Catholic schools that operate in high-poverty areas. Most of the children served are not Catholic, but the dedication of teachers, a no-nonsense approach and a commitment to religious instruction have prompted some parents to choose the parochial program as an alternative to public schools.

Even with staff paid far less than what public school teachers make and generous volunteer efforts, the schools' tuitions are more than many families can afford. The corporate campaign was created to defray expenses and keep the schools open.

Visits to the schools and a chance to see what is happening there made it easy to convince donors that the schools were worthy of support, Mr. Barrett said.

His efforts received an unexpected boost when an anonymous giver promised to donate \$2 for every dollar more than \$700,000 the campaign raised, up to a maximum \$100,000.

During the campaign, Cincinnati financier Carl Lindner donated \$1.5 million to the CISE

schools for computers. That gift, not counted as part of the campaign, was more evidence of how important supporting the schools is to the community, Mr. Barrett said.

The help is crucial at Holy Family, where tuition is \$685 annually. It costs \$2,000 to educate each of the 180 students enrolled there, Sister Murray said. Money from the campaign "keeps the tuition at something parents can afford," she said.

Other schools served by the campaign are Corryville Catholic; St. Boniface, Northside; St. Francis de Sales, Walnut Hills; St. Francis Seraph, Over-the-Rhine; St. Joseph, West End; and St. Mark, Evanston.

Publication#W\ PP# 36. Detroit News"Publication" #: \ PP#March 16, 1998

Headline#\ PP# Under fire, teachers unions push reforms
Headline #:\ PP#
By David Mastio / Detroit News
Washington Bureau

WASHINGTON " To glimpse what the future might hold, a group from Michigan last weekend drove to General Motors Corp.'s Saturn operations in Tennessee. The 30 visitors were educators, not manufacturing engineers or robotics executives. They wanted to hear how an innovative labor agreement works. The trip by Michigan Education Association representatives shows how teachers unions " feeling pressure from parents, politicians and administrators " are beginning to do more than talk about reform. "It's about time," said Roger Parlett, whose two children recently graduated from South Redford schools. The unions "keep saying 'Give us another year to reform.' Well we're tired of waiting another year." After years of deflecting blame for declining graduation rates, low test scores, incompetent teachers and unsafe schools, leaders of the National Education Association (NEA) and the American Federation of Teachers (AFT) are conceding that although the problems might not be their fault, fixing them is their responsibility.

At the same time, more than 30 states are considering vouchers and tax credits to give parents more school choices " adding to pressure on public education leaders. "Teachers unions (need to) get out in front of the effort to improve failing schools, including advocating closing ... them if necessary," said Sandra Feldman, head of the AFT. Union leaders point to examples around the country of efforts to revamp relations between unionized teachers and school administrators. Among them: * Teachers taking responsibility for pushing failing colleagues out the door. * Teachers controlling more than two-thirds of some systems' budgets. * Calls for failing schools to be shut. How education's "new unionism" movement will unfold, as well as merger talks between the NEA and AFT, are topics NEA President Bob Chase will address in a March 30 speech to the Economic Club of Detroit. He's likely to echo his past calls for increased cooperation between school administrators and teachers and a greater focus on results. Chase also can cite successful experiments around the nation. Entrenched culture In Michigan, though, "new unionism" evidence is scant because old-line industrial trade union practices are deeply embedded in labor-management culture. "The blue-collar industrial model is still very strong," said Lucretia Cregar, a second-grade teacher and union leader in Ypsilanti. "But we have to adapt." "When you have been taught unionism for 80 years, the members remember what unions are all about," said Parlett, the Redford parent. Michigan unions "are more entrenched because they know how it used to be." Education experts agree. "With vouchers and charter schools and the constant headlines, they just don't have a choice," said Chris Phipps of the Education Commission of the States, a national research center in Denver. But interviews with dozens of union leaders and school administrators reveal change is slow in Michigan. "I can't point to anything" that unions are doing differently, said Charles Wells, head of human resources for Detroit Public Schools. Familiar litany Supt. David Casey of the Buchanan Community Schools in southwest Michigan, which signed a new teachers' contract in January, saw nothing new in negotiations. "All they wanted to tal

k about was salary and benefits," he said. Clarence Lewis, a computer teacher and local union president in the Memphis Community School District, commented candidly: "We feel no pressure for change." Contract talks in his northeast Macomb County system, are listed as "critical" by the MEA. "It's like trying to turn the Queen Mary," said Suzanne Skwarski, a Dearborn High School English teacher. Phipps of the Denver-based center put it this way: "In a state like Michigan, with a strong state association and strong locals, the national organization

" even the state organization " can't blow a whistle and have everybody fall into line."

Assembly line lessons There are signs Michigan's education unions will change with their national leaders. "It's already going on at the state level," said Jerry Keidel, executive director of the Michigan Association of School Administrators. Among the changes he sees: New MEA leaders, like executive director Charles Anderson, publicly espouse some of the same ideas as the new national union leaders and are increasingly cooperative with other statewide education groups. Then there are the Saturn assembly factory visits to Spring Hill, Tenn. According to the NEA's Barry Abel, who's organizing the field trips, the MEA is one of a handful of state associations taking an interest in bringing auto plant lessons into classrooms. Saturn workers voted 2-to-1 last Wednesday to keep a contract that has lower guaranteed pay than other autoworkers earn, but makes up the difference in bonuses for meeting production and quality targets. Teachers union representatives say a key to Saturn's success is involving line workers in decision making. That is among the first things they want to replicate. Keidel also points out a number of local school districts working on new initiatives with their unions. Among them is Battle Creek. In January, the union local there voted 227-152 to let the Edison Project, a for-profit company, take over two urban grade schools. Teachers must reapply for their jobs if they want to stay. Supt. Michael Bitar calls local union members "visionary" for accepting for-profit management, longer days and longer academic years. "They embody the NEA president's vision," he said. Even Tim

Kelly, Gov. John Engler's chief education policy aide, sees education unions on the cusp of change. "There's some new blood in the MEA that is having more open discussions about more issues than in the past," he said. Overall, real change in Michigan's school remains small and often hasn't reached the classroom. But Lucretia Cregar of Ypsilanti sees the initial steps as notable. "The MEA has come to realize they can't just talk to themselves," said the elementary teacher, "and that's some thing." Detroit News Staff Writer Charles Hurt contributed to this report.

Winds of change

These are among startling changes seen around the country as education unions embrace change: * In New Albany, Ind., teachers are partners in controlling more than 72 percent of their district's general fund budget. * An NEA affiliate in Colorado Springs, Colo., founded a charter school run by the teachers. * The Columbus Education Association in Ohio has taken responsibility for teachers who are failing in the classroom. Most benefit from added training or extra help, but local leaders say that in 10 percent of cases, union members suggest felling low educators leave. * Teachers in Montgomery County, Md., last month signed a contract giving them a voice in everyday management of their schools "such as hiring teachers, deciding curriculum and ordering supplies."

Publication#W\ PP# 37. Ft. Lauderdale Sun Sentinel"Publication" #:\ PP#March 16, 1998

Headline#\ PP# A plan for picky parents in PBC Headline #:\ PP# By LARRY BARSZEWSKI Education Writer

Pick a school, any school. There's no magic trick here, just a plan under consideration in Palm Beach County to let parents choose where their children will go to school. Some members of a citizens' committee created by the school district to craft a proposal think there should not be any geographical limits on what that choice might be. "Some would argue that we need revolutionary change,"

said David Harris, co-chairman of the committee. "Clearly, we need to find a way to move out of the comfort zone." But there's no guarantee anything will change. Under the current system, the district assigns students to schools based on where they live. The state Legislature now requires all school districts to come up with a different plan, called "controlled open enrollment" or "controlled choice," that puts more of the decision-making in parents' hands. However, districts do not have to do anything with their plans once they are finished. State education officials hope to make extra money available to districts that do implement a plan. Palm Beach County's committee is hoping to put together a progressive document that will offer true choice to families. The district has spent thousands of dollars bringing in experts to talk to the committee and hired an out-of-state lawyer to help the committee prepare a plan. Committee members do not know whether they will have enough time to do the job right. The school district already has received an extension from the state for the plan, which was due last year. Despite a June 30 deadline, the committee is only now putting its ideas on paper. Most committee members were upset that district administrators took so long to give them a draft plan they could use as a framework for their own version. The draft didn't come out until March 2 and committee members said it contained few of the ideas they had discussed during their past sessions. Having something on the table would have made their jobs easier "and helped them better meet the tight schedule, members said. "It's an awful lot easier to take and revise something," committee member Rose Anne Freeman Brown said. "If the district had presented us what they had on the drawing board from the very beginning, then we would have been a lot further along." Committee members feared district members intentionally delayed, hoping to force something on the committee that wasn't what they wanted. "This is a sham," said committee member Karen Kaplan, a parent who lives west of Boca Raton. District officials said they had nothing planned. The draft they put together relied on committee comments and the requirements of state law, said Tom Orloff, who is

coordinating the committee's work. Some committee members do not want the district divided into zones of choice, as the draft plan suggested. They want parents to be able to pick from any school in the district. If a school is too far from a child's home, then it would be up to the parents "not the district" to provide transportation, they said. Not all of the 15 committee members support the idea of controlled open enrollment. Proponents and opponents of the idea agree that most of the time, parents will choose their neighborhood school first for their children. Opponents fear that too often, students won't get that first choice. That means students will be bused to another school, they said. Students might never even get their second or third choices, opponents said. One thing all committee members want to make sure is that equality and accountability are present in the plan. They said no plan will work until all schools have equality, because children should not be forced to attend inferior schools. A district committee looked at the idea of controlled choice back in 1995, when dealing with changes to the district's agreement with the federal Office for Civil Rights. The district at that time dropped the idea and opted to go with a plan of magnet schools that would attract white students to predominantly black schools.

Publication#W\ PP# 38. Memphis Commercial Appeal"Publication" #:\ PP#March 16, 1998

Headline#\ PP# Is Tennessee school board doing its job?Headline #:\ PP#

Subhead#[\ PP# Panel fails to take reins, says its legislative fatherSubhead#:\ PP#
By Lela Garlington
The Commercial Appeal

Cherrie Holden will get a glimpse Tuesday of what she has gotten herself into - a seat on the State Board of Education.

She'll drive to Nashville for an orientation and work session with fellow board members to prepare for her first official meeting next month.

The 41-year-old Germantown resident will take her seat on a board created in 1984 to

make policy and set standards for kindergarten through 12th-grade education in Tennessee.

But what sort of impact has the board had on education? What exactly does it do?

Not much, says the man behind the board's creation, Lt. Gov. John Wilder.

The board chairman begs to differ. It's done plenty, says Dick Ray of Maryville, one of the board's charter members.

Wilder said that when he conceived the new State Board of Education, he saw it as strong and autonomous and a big improvement over the advisory board it would replace. He wanted the board - not the legislature - to make the big decisions about education.

The legislature created a board that "had all the power to do everything except levy a tax," Wilder says.

That makes all the difference to Ray, who offers, "When you don't have the money, you don't have the power."

The board also doesn't hire the commissioner of education. Wilder says he wanted to give the board that power, but then-governor Lamar Alexander insisted the governor appoint the commissioner, and Wilder compromised.

Unfortunately, says Wilder, the board never evolved into what he envisioned, but instead reverted to the status of a panel that advises rather than rules.

"I really don't know what it's done," he says. "It has not done as well as it should have done or would have done. Governor Sundquist would like to do away with it. I think the only reason why he hasn't is because of me."

Not true, says Sundquist's press spokesman, Beth Fortune. "That is not on his radar

screen at this time," she says, pointing out the governor's support for legislation that is giving the state board the authority to decide what kind of achievement tests should be given in grades K-12. "That's certainly a vote of confidence for the state board from the administration," she says.

Ray, a retired operations manager of Alcoa in Tennessee, sees the board's successes, not its failures.

"The board has been paramount in improving education in this state," he says. "We developed a master plan for education. This was a board that formulated the right things we ought to be doing rather than just doing things right."

With that master plan as a blueprint, Ray says, "We developed the Basic Education Planformula as a way to equalize funding across this state. This state was a state of the haves and the have-nots. We really went after the whole arena of teacher education and certification by raising the bar as far as certification went. Our certification process is among the best in the nation. We were very instrumental in developing guidelines for the career ladder program" that provided merit raises as rewards for good teaching.

Still, Wilder says too many of the educational issues are legislatively driven. "Elected school board positions, selected superintendents, (standardized) testing in the classroom - that's all legislation. They (the state school board) could have done everything," says Wilder. "It hasn't initiated as much as it could have."

Ray concedes the board hasn't done as much as Wilder or maybe others would like. "To move an educational issue is like pushing an elephant with an ant," he said after hearing Wilder's comments. "If you want to make changes, it's just very difficult."

Ray doesn't see how the legislature would allow the board to take the reins - by making

a rule, for example, that superintendents will be appointed rather than elected. "They have the power to enact laws. We have to work very closely with the legislature. When half of the (state) budget goes to education, you're not going to get the legislature out of it, I don't care how much power you give the board."

So who's right, Wilder or Ray?

Both are, says current Education Commissioner Jane Walters.

"I think John Wilder is speaking from a historical perspective, while Dick Ray is speaking more from his position as chairman," says Walters.

Walters, former principal of Craigmont High School in Memphis, doesn't view the board as advisory. Telling school districts what a senior has to take to graduate or what a teacher needs to be certified is not advisory, she says.

"I don't see the board as wanting to make headlines," she says. "They set solid educational policy, but it's very good work and very necessary work. I'm not sure the board is doing everything it needs to be doing. I'm not sure the department is, either."

Part of the problem, she says, is balancing local school boards' desire for control with the state's desire for statewide accountability.

Walters says that when the funding formula was equalized in 1992 so that a greater share of funds could go to the smaller, rural school districts, both the legislature and the board played a major role. But the real leadership came from the judicial arena. "The state was being sued. It wasn't that they were hit with a pang of conscience. That decision took a sales tax increase."

Paul R. Summers, a retired judge from Wilder's hometown of Somerville, sat on the state board during its first three years.

"We didn't recognize that power initially," he says. "The members had been so dependent on the legislature, they never gave up that dependency."

One legislator who knows the value of a state board making education policy is state Sen.

Andy Womack of Murfreesboro, chairman of the Senate Education Committee.

"I try oftentimes to protect their (the state board's) ability to set policy," he says. "I feel they are in a better position to study an issue and its impact on K-12, instead of legislators reacting on an isolated incident and changing state law."

While the board is almost equally divided between Republicans and Democrats, none of the board members say issues are decided along political lines. "When we disagree, it is based more on our personal perspective of what we think is right or wrong for the children," Ray says.

Board member Dr. Musette Morgan of Memphis agreed: "It's an apolitical body. I have never felt politics has entered into the board's discussions."

(Cherrie Holden's nomination sped through the state House and Senate without any political opposition, but conservative vs. liberal politics did play a role in last year's rejection of ultraconservative Sundquist nominee Marilyn Loeffel of Memphis.)

The board allows districts latitude in finding what works best for them. Any school district could adopt uniforms, have a year-round school calendar or ban corporal punishment. The school day could be longer than it is now - just not any shorter than 6 1/2 hours of instructional time.

"We don't set the school calendar. We don't specify the time a school opens. We would not rule if a school can have prayers at graduation. We don't get into issues like that," says J. V. Sailors, executive director of the state board.

Charles Frazier has seen the state board from both sides as a Metro Nashville
superintendent who has had to follow the state's dictates and now as a board mem
ber who
is funneling them down.

"As a superintendent, I never wanted a lot of rules and regulations. That's a p
erspective
I bring to the board. The solutions should be bubbling up instead of
dripping down," says
Frazier.

Frazier says he sees the role of the state board as defining a framework that i
s both
"specific enough yet flexible enough to allow the local flavor and appro
ach."

Publication#W\ PP# 39. Bergen Record"Publication" #:\ PP#March 15, 1998

Headline#\ PP# State's solution not enough Headline #:\ PP#
By STEVE BLOCK

THE LEGAL STRUGGLE began in 1970. In nearly three decades, more than a half
mil
lion students have been denied a thorough and efficient education in New Jersey
.

Last week, the state Supreme court heard the 12th argument during these years o
n how
to ensure constitutional compliance from the other branches of government
. This time the
issues were supplemental programs needed to "wipe out disadvant
ages" and adequate school
facilities. Once again, state officials were pitching
their latest justification for failing to
guarantee the educational rights of
poor kids. Lawyers representing the children fought
back. Here's their argument
:

Since 1990, three Supreme court decisions have produced an explicit, comprehens
ive,
five-part remedy for constitutional compliance:

Poor children must be assured regular education funding at parity with average
spending
in wealthier schools.

Additional funds must be provided to address student needs not present in wealthier schools that require funding over and above regular spending.

Regular education funding at parity must eliminate program disparities between poor schools and typical suburban schools.

Regular education funding at parity must also provide education reform and improvement.

School facilities must support needed supplemental programs and comparable regular education consistent with the standards.

This remedy flows directly from overwhelming evidence produced during the nine-month Abbott hearing conducted nearly 12 years ago. The court found then that disadvantaged children start school as much as two years behind in readiness to learn. Every day they bring to school unmet health, social, emotional, and economic needs that undermine their attention and concentration, and divert teachers and administrators from the primary job of educating.

Adding to these societal disadvantages, poorer urban schools employ fewer teachers with less experience in less intense programs than what is typically available in the suburbs. These schools are older and in far worse shape. The court coined the term: "basic skills districts," and found that poor students are denied the "broadest range of courses, instruction in numerous languages, sophisticated mathematics, arts and sciences at a high level, fully equipped laboratories, hands-on computer experience, everything parents seriously concerned for their children's future would want."

For nearly 30 years suburban communities have invested billions more in their schools to support high quality education. Lacking such investment, each generation of poorer

children experiences underfunded and inadequate schools and, tragically, large numbers drop out. For those who stay the course, their early disadvantages multiply through years of exposure to public school deficiencies.

The court has found this failure by the state to provide equal educational opportunities to be the central, correctable reason poor children grow up unable to compete effectively with more affluent children.

Last spring, the court rejected the Whitman administration's first effort to divert attention from the constitutional remedy. The state was ordered to immediately increase regular education funding to assure parity so that poor districts could eventually catch up to the suburban "recipe for success."

This parity funding was not ordered for any purpose the state or the local district may concoct. Rather, it is designed specifically to eliminate demonstrable program disparities in all subjects, including science, technology, music, art, math, physical education, language arts, and social studies. As part of the parity order, the court directed the commissioner to improve curriculum and instruction by launching "an education improvement program at the classroom level."

Because it lacked a sufficient record to issue orders on supplemental programs and facilities, the court ordered the commissioner to conduct studies in both areas and to report his findings to Superior Court Judge Michael Patrick King during hearings held last November and December.

The court has long required separate funding for supplemental programs to "confront and overcome" the specific disadvantages poor kids bring to school "as much as a school district can." As every serious urban educator will attest, the more schools have effective supplemental programs to mitigate the impact of poverty, the more children will take advantage of improved regular education, and more educators will be free to educate.

The court concluded that supplemental programs "are a crucial part of the Herculean reform that must be undertaken. Without such programs, it is doubtful that the children . . . ever will have the opportunity . . . to compete and participate in society."

Despite clear instructions from the court on the purpose and content of these required studies, once again the state has sought to divert attention. Last year, instead of parity and comparability, the state's focus was core curriculum content standards. This year, instead of extra funds needed for supplemental programs and a complete facility improvement program, the state has discovered "whole-school reform."

More specifically, where the court ordered a comprehensive study of actual student needs, the state offered a superficial, selective, and distorted review of national research.

Where the court ordered intensive preschool and other programs to "wipe out disadvantages," the state proposed a minimal set of programs, including half-day split sessions for four-year olds, with no additional funding.

Where the court ordered an implementation plan, the assistant commissioner testified that the state had not even discussed implementation issues.

Where the court ordered identification of additional costs, the state listed programs with no detail, no analysis, no costs, and concluded that sufficient funds were available.

And, where the court ordered an assessment of facilities needed to deliver the core curriculum content standards, the state predictably asserted that the new standards have no facility implications.

The court-ordered procedure before Judge King anticipated the state's continued failure to comply by enabling the Education Law Center to conduct cross examin

ation and to present its own witnesses. As a result, an impressive record was assembled by Judge King that documents vividly the need for more intensive supplemental programs and for programs that extend the time students are exposed to learning.

Judge King recommended full-day preschool programs beginning at age three: comprehensive instruction-based summer programs for all grades, and school-based health and social services in middle and high schools.

On reducing class size to 15 in the early grades, he observed that "we may not see anything in the research more persuasive for the next decade, if not the next generation." He estimated an additional \$312 million in state aid for these programs he recommended for immediate implementation.

King further estimated that preliminary facilities improvements will require an initial \$2.8 billion investment. Finally, although he recommended school improvement programs such as "Success for All," as, by the way, do we, he warns that such reforms cannot be used to justify diversion of funding from regular education programs such as music and art or from special education.

King's warning about diversion is critical. The commissioner's conclusion that no new money is needed for his minimal supplemental program package is based on yet another computer model, this one labeled "illustrative school budgeting," which calculates the potential funding available to a school, but then ignores statutory or constitutional requirements for spending that money.

To show, for example, sufficient current funding to support "whole school reform" at an estimated cost of \$600,000 for each elementary school, the commissioner's illustrative school model assumes that only 1.5 percent of students will need special education, rather than the more than 10 percent typically found in m

ost schools.

His model further assumes that elementary teachers in the poorer schools will teach all subjects except physical education. So the provision of music, art, foreign language, health, or science teachers and specialized rooms with expensive equipment, all or some of which may well be found in a typical suburban school, is neither assumed nor encouraged in the commissioner's new model.

Efforts to eliminate program disparities, the key goal of the Abbott remedy, will be undermined if the commissioner's new model is adopted intact.

And finally, although the "Success for All" program appears promising, its results have been largely in reading improvement. No work has been done to determine how to extend its benefits to cover all content areas for all children beyond the early grade.

In sum, the commissioner's program is too limited, too cheap, and simply will not provide the comprehensive answer the court and the children have sought these past years. It is our hope that the court will again invoke its constitutional authority to order compliance.

Certainly, with robust national and state economies, now is the time when sufficient funding can be provided to public schools serving our neediest children.

Once official New Jersey finally makes this commitment, people of good will must come together to work for essential changes at the state and local levels to ensure that Abbott funding will "enable [poor students] to use their innate ability" as they grow up to compete effectively with their more advantaged peers and to enjoy the benefits of New Jersey and America in the next millennium.

Steve Block is director of special projects at the Newark-based Education Law Center, which works to ensure equal educational opportunity for children of color and disabled children.

Publication#W\ PP# 40. Newsday"Publication" #: \ PP#March 16, 1998

Headline#\ PP# Districts' 2 Roads To Better Reading Headline #: \ PP#
Subhead#[\ PP# Despite divergent budgets, scores rise
Subhead#:\ PP# By Jerry Markon Staff Writer

IT'S 30 MINUTES after school, his classmates have gone home, and West Babylon third-grader Vito Speziale is stuck at his desk struggling to read the word "either."

Forest Avenue School teacher Diane Hirtler sings out a catchy rhyme "the first vowel does the talking, the second does the walking" to show him the "i" is silent. Speziale looks puzzled. His tutor tries a phonetic approach: "What does 'th' sound like?" "Eh-ther?" guesses Speziale.

"Skip that word, and we'll come back," said Hirtler, who makes \$25 an hour for the after-school tutorial "part of a \$233,000 district program that has boosted reading test scores the state deemed subpar last year.

Several income levels away in Hempstead, Prospect School Principal Sally Thompson has no money for tutoring. So every two weeks Thompson and her staff "paid only in bagels or ham-and-cheese sandwiches" stay as late as 6 p.m. hammering out remedial reading plans for struggling elementary students.

"We don't have the advantages of other districts," said Thompson, who has boosted her school's reading scores in part through the sheer force of her will. "But that's not going to stop us from raising scores. You have to be creative and pray to the good Lord above."

Though Hempstead's reading scores remain below state minimums on this year's school

report cards, both districts improved dramatically over the year before " reflecting an increase in test scores across Long Island. And they did it in different ways, with vastly different amounts of money.

Middle-class West Babylon poured money into after-school tutoring, summer school and extra reading materials and teachers. Hempstead, which last week was ranked the state's third neediest district by state officials, spent next to nothing and improvised with a back-to-basics approach that zeroed in on poor readers during school and urged parents to sign contracts pledging homework help.

"There's nothing miraculous about it. It's just hard work," said James Watkins, Hempstead's assistant superintendent for curriculum.

That work began last January when the state education department released its first school report cards to boost student performance. West Babylon and Hempstead were among 49 local districts with at least one school below minimum state standards for third or sixth-grade reading. That meant more than 10 percent of non-disabled students scored below remedial level.

Parents complained to school officials about the way the districts teach reading. Joyce Montalbano, principal of West Babylon's Forest Avenue School, was angry herself " about the publicity.

"It hurts your pride," she said. "But once you get over the shock and anger at being judged on one set of test scores on one isolated day, you put your egos aside and get to work."

On this year's report cards, all of Montalbano's third-graders read above remedial level, up from 82 percent last year. South Bay School, which scored 86 percent for third-grade reading last year, also improved to 100 percent. The district's other elementary school broke 90 percent both years.

IN HEMPSTEAD, where six elementary schools last year made the low-performing list in reading, this year only Prospect and Franklin Schools failed to score above 90 percent.

But both jumped sharply. Franklin's reading percentage went from 71 to 87 for third grade and from 70 to 83 for sixth grade. At Prospect, 84 percent of third graders now read above remedial level, up from 68 percent. Sixth grade scores went from 63 to 85 percent.

Like most Long Island districts, West Babylon and Hempstead teach reading with a blend of methods. Both use phonics " vowel-consonant combinations that help children sound out words " and also plunge children into intensive early reading and writing.

Both districts clearly emphasize reading. In West Babylon, Montalbano wears an "I Get a Blast Out of Reading" button. Thompson's Hempstead school incorporates reading into classes from math to music.

But when it comes to money, the districts diverge.

Faced with last year's results, West Babylon spent \$90,000 to double the number of paid after-school tutorials for students at risk of failing state tests. Up to a quarter of the district's 4,600 students are tutored in reading, Superintendent Robert Manley said.

"You're able to get to children more in a smaller group. They pay more attention. " said Holly Massmann, a third-grade teacher at Forest Avenue who tutors four children.

The district also spent \$30,000 to expand to the second through fifth grades a summer school for at-risk students that had served only kindergarten and first grade " and spent \$47,000 on new phonics texts and novels and \$66,000 for new reading teachers.

"Whatever we need, as long as we can justify it, the answer is: "Fine, you got it,"
Montalbano said.

Parent Dorothy Burnett, who last year criticized the district's approach to teaching reading, said she is pleased with the improvement.

"They increased all these programs, and the children passed with flying colors," said
Burnett, president of the Parent Teacher Association at South Bay School, where her son,
Christopher is in third grade.

In Hempstead, where lack of funding precludes most new programs, Thompson persuaded members of an existing team that develops remedial plans to virtually double their workload " by adding at-risk regular education children as well as the special education students they had been serving.

Team members, who include teachers and social workers, have come in before school and stayed after " on their own time " devising plans for nearly half of the school's 480 children. Plans call for everything from small-group instruction to parental meetings.

"I don't mind putting in the extra time," said team member Regina Armstrong, a curriculum specialist. "If we don't do it, who will?"

The school drills children with practice tests and has started parent workshops. Staff members who give the workshops are not paid, though they are compensated to teach test-taking and reading skills at Prospect's after-school "PEP Academy," named for the state tests.

For Dianne Hamilton, whose 9-year-old son, Jared, is in fourth grade at Prospect, the results have left her happy but not complacent.

"For the children to make such a vast improvement, that's really encouraging," she said.

"The district must know that people are watching " and we're looking for results."

Publication#W\ PP# 41. (University of) Minnesota Daily"Publication" #:\ PP#March 13, 1998

Headline#\ PP# Debate rages over method of loan interest calculationHeadline #

:\ PP#

By Ingrid Skjong

Minnesota Daily (U. Minnesota)

(U-WIRE) MINNEAPOLIS, Minn. " Minnesota student Chris Mester is squeamish about

t repaying his student loans as his spring graduation rapidly approaches.

"Now it's starting to get scarier," said Mester, a senior American studies and French

student. "At this point I don't really even know who to pay."

But the federal government could soon add a new wrinkle to the process Mester already

finds confusing. And the changes have private lenders in an uproar and threaten to get

out of the student loan business.

President Clinton, Congress and bankers are locked in an 11th-hour political fight over

how loan interest will be calculated. It is just one detail in a much larger piece of legislation,

the Higher Education Act, which affects several financial aid programs.

Legislation to reduce student loan interest rates, which was adopted in 1993, is slated to

go into effect this summer. The measure would cut loan rates by tying them to 10-year

treasury bonds, instead of using the more popular 3-month treasury bills that now set loan

interest. The bonds serve as a base interest amount

to which an additional percentage is added by banks.

The Clinton Administration is trying to soften the blow to private lenders by keeping loan

rates affixed to the short-term treasury bonds. But Clinton's plan would still lower the

amount banks can tack onto the bond rates.

Clinton wants interest rates on loans to drop from 7.5 percent to 6.7 percent. This could yield students nationwide about \$11 billion in savings over five years.

But banks contend even this reduction is too drastic. With private financial institutions kicking in 70 percent of the total \$40 billion of guaranteed loans, the stakes are high.

"It has been described as a train wreck waiting to happen for private lenders," said Dan Reyeltes, vice president of educational loans at Twin Cities Federal.

Bank loans aren't the only loans that would be affected by changes. Direct loan programs offered through colleges could be burdened if banks pull back.

The University, along with several other Minnesota schools, offers some type of direct loans program. Such programs were initiated by the Clinton Administration in 1994.

But satisfaction with direct loans has faltered in the last year. A survey conducted by Marco International for the U.S. Education Department found that schools satisfied with direct loans fell to 64 percent in 1997 from 89 percent in 1994-95.

At the same time, guaranteed loan ratings increased to 82 percent from 62 percent three years before.

Only one-third of the country's colleges and universities participate in direct loan programs, Reyeltes said. If private lenders were to abandon the student loan business, direct lending and state programs such as Minnesota's Student Educational Loan Fund would be forced to pick up the slack.

"Any kind of action on federal loan programs has a potential effect on our program," said Phil Lewenstein, director of communications and legislative services at the Minnesota Higher Education Services office.

While the phasing out of private lenders would not directly affect the University, it could have a detrimental impact on schools whose students rely on guaranteed loan programs, said Bob Kvavik, associate vice president in the office of the provost.

But indirectly, the sudden influx of students to direct loan programs would be significant, seriously compromising the level of service offered.

In the long run, a consensus that strikes a balance between benefitting students and appeasing lenders is crucial, said Lewenstein.

" Staff Reporter Brian Bakst contributed to this report.
Publication#W\ PP# 42. Boston Globe"Publication" #:\ PP#March 16, 1998

Headline#\ PP# High school's head counts go
high-tech Headline #:\ PP#
By Amanda Beeler, Globe
Correspondent

CHICAGO - Forty-five minutes after the national anthem is piped over the intercom at Orr Community Academy High School to signal the start of the school day, students walk casually into the building and wait to pass through metal detectors before heading to class.

The school, on the city's west side, had an average attendance rate of just 66 percent last year. Even worse, many students who were counted as present arrived late or sneaked out before the end of classes.

To fight the problem, Orr is installing a high-tech system. As they enter the building and each classroom, Orr's 1,129 students will have to swipe their bar-coded identification cards over computer sensors.

Most Chicago schools already use computers to keep track of attendance, but none uses the computerized technology to follow students from class to class. Orr administrators say the system, which provides teachers with attendance records at classroom computers, will give them detailed information on truancy patterns and help increase parent involvement. Currently, it can take up to a week to update attendance records.

"We want to be able to hold the parent and student more accountable," said the Orr principal, Joyce Johnson. "We need to be able to confront [the students] the very next time we see them."

Many Orr students are involved with gangs and face numerous social challenges, as evidenced by the drug dealers populating street corners just blocks from school.

"A lot of these students need a lot of support," Johnson said. "Many are not coming to school for a variety of reasons, and not just gangs."

But Orr students doubt the scanning system will have an impact. "Students who go to class now go because they want to," said Orr senior Jessica Mackey. "A new attendance system won't change that."

While tracking students' movements can seem a little like the actions of Big Brother, Howard Soukup, of Educational Technology Solutions, which is installing the system at Orr, said it is just another way for schools to take advantage of technology. This is the first time the Buffalo Grove, Ill., company has installed the \$22,000 flexible tracking system for use in every classroom for such a detailed purpose.

"What we're really concerned about doing isn't turning this into a police state, but simply [establishing] a process to give the classroom teachers more tool

s to see what's going on," Soukup said.

Because of poor academic and attendance records last year, teachers at Orr were among those at seven high schools who were forced to reapply for their jobs as part of Chicago Public School changes. Thirty of the 101 Orr teachers were not rehired in the fall.

In addition, if the schools do not improve student performance within a few years, they could be closed.

Students are divided by class into "houses" within the school building. These minischools house student lockers and classrooms and are staffed by a counselor, director, and social aid worker. Students are not allowed to leave the building until classes have ended.

Johnson's goal is to bring attendance up to 80 percent and have at least 20 percent of students score at the national norms on standardized tests. Last year, just 3 percent of students in language arts and 5 percent of students in math met the national average. Under her watch last semester, attendance at Orr crept up to about 74 percent.

"There's a long way to go," Johnson said. "We have to press a lot harder just to maintain."

The new scanning program alone can't improve attendance, but it will greatly help the reporting mechanism and Orr's ability to identify problem students, said Phil Hansen, the chief accountability officer for the public schools.

But Marcus Chisom, a 17-year-old Orr junior, said the system could end up hurting those students who occasionally are late more than the chronically absent students the system is meant to track.

Truant students "are going to find some way to get around the system," he said.

Publication#W\ PP# 43. The Columbus Dispatch"Publication" #:\ PP# 03/15/98; Edition: Home Final; Section: NEWS; Page 01D

Headline#\ PP# SOME PARENTS SHIELD PUPILS
FROM TESTING 4TH-, 6TH- AND
12TH-GR

ADEHeadline #:\ PP#Subhead#[\ PP# EXAMS ARE NOT MANDATED

Subhead#:\ PP# By Ruth E. Sternberg Dispatch Schools Reporter

Some Ohio parents are beginning to balk at state-required proficiency tests and are refusing to have their children take them.

Students must pass the ninth-grade test to graduate from high school. But nothing requires them to take the state tests that are given in fourth, sixth and 12th grades.

To get their children excused from the fourth- or sixth-grade tests, parents can send a note to school as late as Monday, the first day of testing statewide this school year for those exams.

"There isn't the actual language in the law that says the student must take the test," said Jan Crandell, assistant director of the assessment and evaluation section of the Ohio Department of Education.

The law requires only that districts give the test, Crandell said. "It's a rather fine legal point."

The exemptions could become a problem in 2002. That's the year a state provision kicks in that says school districts should hold back fourth-graders who don't pass the reading section of the proficiency test.

State officials say it's important to excuse children who are ill or going through a rough emotional period that could get in the way of testing.

"If it turns out to be a systematic problem, we may have to do something about it," said state Sen. Eugene Watts, R-Galloway, an author of the state's school-

accountability laws.

To date, numbers remain relatively small.

Last school year, for example, 55 Columbus Public Schools parents requested exemptions from the reading and math sections of the fourth-grade test, according to the State Department of Education. Thirteen South-Western parents asked that their children sit out of the reading test. Four Hilliard schools parents got their children excused from the reading and citizenship sections of the tests.

"I'm having more and more parents call asking about it. I'm having more districts call - asking what should they do," said Paula Mahaley, a consultant in the assessment division of the state education department.

Parents' reasons include that children are tested too much and their school districts already do enough to assess how well pupils are doing. Some believe that extensive preparations to help children pass the tests are "dumbing down" the curriculum and taking away class time that could be better spent.

One Hilliard parent said family problems are causing her child too much distress, and the fourth-grade test would be too much added pressure, said district spokeswoman Cheryl Best.

Robert Tierney and his wife, Theresa Rogers, are opposed to all standardized testing. They filed a letter with Columbus schools when their son was a pupil there, asking that he sit out all preprinted, fill-in-the-ovals general exams.

Two years ago, their son chose to take the fourth-grade test anyway, said Rogers, an associate professor in the School of Teaching and Learning at Ohio State University.

"It draws attention to you if all of a sudden you're excused," she said.

Tierney, who is director of the School of Teaching and Learning, said standardized tests contribute to discrimination, increase pupil alienation and encourage unsuccessful youths to drop out of school.

"I find it socially unconscionable that the legislature would pass something like this," he said. "It leads to gatekeeping and perpetuates social segregation."

He also objects to having the test determine what schools will teach.

"They don't need testing to do this," Tierney said of assessing children. "What a waste of time."

He said teachers should be familiar enough with their pupils to know who needs help.

Terri Houston, who has a second-grader in Columbus schools and a 19-month-old, is looking ahead.

"I'd like to find some way to get the legislature to step back and rethink all this testing," Houston said. "That kind of testing cannot measure all the ways that kids are smart."

Ron Jackson, principal of Trevitt Elementary in Columbus, said the tests - especially the fourth-grade test - are important.

"Especially in a big district, like Columbus," where families move a lot, Jackson said, "it gives us a chance to measure the strengths and weaknesses of students. . . . You need this information to help guide instruction."

Watts said parents who have their children excused from testing are "asking for trouble." He said he can't believe they would object to a test that is designed to help their children.

"There's a larger problem," Watts said, "that parents are not supporting their schools.

What could possibly be on a parent's mind - to prevent their children from getting reading assistance?"

Publication#W\ PP# 44. The Dallas Morning News"Publication" #:\ PP# 03/15/98; Edition: BULLDOG; Section: NEWS; Page 3A

Headline#\ PP# School counselors say fear keeps them from telling whole truth

Headline #:\ PP#Subhead#[\ PP# Threat of lawsuits makes them cautious in letters of

recommendation to colleges

Subhead#:\ PP# By Ethan Bronner

New York Times News Service

The reports are coming in piecemeal: parents threatening high school counselors with

lawsuits if their children fail to gain college acceptance; counselors taking out liability

insurance; admissions officers complaining that a student's disciplinary or criminal past is not being reported to them.

With college acceptances a month away, high school guidance counselors say fear of

litigation by parents has made them more cautious in letters of recommendation and

informal conversations with college admissions officials, threatening the long-standing

system by which high school students are selected for cherished freshman class spots.

"Counselors are becoming afraid of telling the full truth," said Joyce Smith, executive

director of the National Association for College Admission Counseling, a group that

includes both high school counselors and college officials. "They

'll write that Johnny took

these courses and was a great student, but they won't

tell you that Johnny burned down the

gym. Whose job is it to tell admissions

officers about that?"

Apart from the growing tendency everywhere to resort to legal action, the sources of

these tensions are many.

Colleges increasingly are emphasizing campus safety and worry that if they admit a

student with a criminal past who then becomes violent, university officials will be held liable. This makes them more determined than ever to know about students' pasts, especially following a 1995 case in which Harvard College unwittingly admitted a young woman who, as a juvenile, had killed her alcoholic and possibly abusive mother.

At the same time, parents worry that details of disciplinary problems will ruin their children's chances of admission.

And guidance counselors, hearing differing interpretations of state and federal laws, are caught in the middle.

Past alcohol and drug use, widely reported to college admissions officers in an earlier era, is now shielded under the 1990 Americans with Disabilities Act. Further, the sharpened focus on the place of education in personal economic success seems to make parents more likely to calculate the financial impact of rejection from a top school.

Colleen Quint, a lawyer in Maine who advises colleges, said the atmosphere around admissions is changing dramatically.

"The stakes are so much higher now," she said. "By the time a student graduates from private school, parents have already put tens of thousands of dollars into guaranteeing a spot at a fancy college. Parents now see themselves as consumers with rights. They are making an investment. At the same time, there has been sociological change among students. Today, you have students who have been involved with some serious problems, and that concerns colleges.

"Twenty years ago, if a student had missed a portion of his senior year for alcoholism, counselors would have told admissions officers right away," she added.

"The sense in the profession was to tell all, give a complete picture and put problems in perspective, saying now this applicant is back at the top of his game."

me or some such.

"Today, there is a hesitation to do that. Under the Americans With Disabilities Act, you cannot make pre-admission inquiries about disabilities. Alcoholism and drug addiction are disabilities if you have had treatment for them and have moved on."

Many private preparatory academies have long had policies saying that all disciplinary actions against students will be reported to colleges. But some are now saying that they are reconsidering such policies under pressure from parents, as well as legal concerns.

Steven Syverson, dean of admissions at Lawrence University in Appleton, Wis., said he found out the hard way about the scope of the disabilities law.

Four years ago, Mr. Syverson received an application from a student who had suffered a psychological disorder and whose grades were weak after a breakdown. The university said it would withhold deciding on her application until the end of the year to see whether her grades bounced back. They did not, and her application was rejected.

The student's mother filed a complaint with the office of civil rights at the Department of Education, which investigated and cleared Lawrence. But it did so on condition that its application form no longer include a question asking guidance counselors whether there were "factors that might interfere with a student's performance, either from discipline, chronic illness or emotional stability."

A similar question exists on dozens of other college application forms, including that of Georgetown University in Washington, which now says it will look into changing the wording to avoid running afoul of the law.

Headline#\ PP# SPLITTING SEXES IS NO

SOLUTION TO BIASHeadline #:\ PP#

By NICK ANDERSON The Los Angeles Times

Six years after sounding an alarm on gender bias in schools, the American Association of University Women contends in a new report that separating boys and girls is not the solution, despite mounting interest nationwide in single-sex public education.

"There is no escape from sexism in single-sex schools and classes," concluded the AAUW Educational Foundation, a Washington, D.C.-based advocate for gender equality, after canvassing research on private and public schools in several countries.

The new report comes six years after a study by the same organization documented how female students in coeducational settings often encounter discrimination.

That study is often cited as a catalyst for single-gender public education, though AAUW officials say they never endorsed such an approach.

The report, released this week, is already generating disputes among education experts.

It comes as educators are experimenting with all-girl and all-boy public schooling, which for decades had been the province of private schools in the United States.

The AAUW report, which focused on female students, struck a skeptical tone. Among its findings:

There is "no evidence in general" that single-sex education is better for girls than coeducation.

Segregating girls and boys for some classes can disrupt otherwise coeducational public schools.

Some single-sex programs are helping some students, in particular girls who might otherwise shy away from math and science, but experts debate whether those b

enefits are
caused by dividing boys and girls or by factors such as smaller cla
sses, increased classroom
discipline and more intensive curriculum.

"What the research shows is that separating by sex is not the solution to gende
r inequity
in education," said Maggie Ford, president of the AAUW foundation, i
n a statement. "When
elements of a good education are present, girls and boys s
ucceed."

The AAUW's earlier report described how girl students in coeducational settings
often
receive less attention from teachers than males, were less likely to pur
sue math or science
careers and encountered discrimination in school curriculum
and standardized tests.

The AAUW, founded in 1881 and counting 160,000 members, is one of the nation's
most
influential women's groups.

One expert consulted by AAUW, Valerie E. Lee, an education professor at the Uni
versity
of Michigan, said policy-makers should not rush to embrace single-sex s
chooling.

In studies of single-sex Catholic schools, Lee wrote, the data show some benefi
ts for girls
but no apparent difference for boys. But in independent private sc
hools, she wrote, studies
showed no pattern of benefit for either sex.n

Publication#W\ PP# 46. Orlando Sentinel"Publication" #:\ PP# 03/15/98; Editio
n: CENTRAL FLORIDA; Section: LOCAL & STATE; Page B3

Headline#\ PP# 5-YEAR-OLD BROUGHT GUN TO
SCHOOL - IT WAS LOADEDHeadline #:\ P
P#

Instead of crayons, a 5-year-old brought a cocked, fully loaded pistol to a p
reschool class.

No one was injured.

A teacher saw Marquelle Jenkins waving the .22-caliber derringer Friday, and as
he drew

closer she began wondering whether the small handgun was real.

She took the gun and called the Pinellas County Sheriff's Office.

Kawanna Jenkins, 21, the boy's mother, said she didn't know whose firearm it was. She

found her son earlier Friday playing with what she thought was a toy gun

.

She took it away and put it in another room, but somehow the child found it and brought

it to school, she said.

There were five bullets in it.

Publication#W\ PP# 47. The Seattle Times"Publication" #: \ PP# 03/15/98; Edition: FINAL; Section: LOCAL NEWS; Page B3

Headline#\ PP# SCHOOLS' TEST SCORES

INCLUDE THOSE OF GIFTEDHeadline #:\ PP#

Q: When schools report their test scores publicly, do the scores include the results from

children in gifted, or highly capable, programs? Doesn't that skew the results?

- L., Everett

A: Yes, test scores reported publicly include those of every student who took the test,

including students in gifted programs, special education and programs for those learning

English as a second language.

And yes, who takes the test affects a school's results.

Last fall, 3 percent of fourth-graders statewide were identified as being in a highly

capable program. On the Comprehensive Tests of Basic Skills given to all fourth-graders last

fall, those students scored in the 91st percentile in reading and language, and in the 94th percentile for math.

The scores for all students (including the gifted) who took the test were in the 52nd

percentile for reading, in the 53rd for language, and in the 54th for math.

If a school had a significant percentage of its children in gifted programs, it certainly could push up test scores for the whole school. The state doesn't publicly report test scores for small groups of students within a school for fear of inadvertently identifying individual students and their scores, according to the state Office of the Superintendent of Public Instruction.

However, districts and schools have the ability to break out the scores of small groups of students to track their performance.

Q: Do Seattle public schools have any obligation to provide a supervised playground at elementary schools? We have run into a number of schools where there were none.

- C., Seattle

A. There's no state law requiring a playground to be supervised. But it would be unusual to find a school that left its students to play unsupervised during recess, said Lorraine Wilson, assistant executive director of the Washington State School Directors' Association (WSSDA).

Liability issues and concerns about children's welfare mean most, if not all, schools will have someone watching over students as they play during school hours, she said.

In Seattle, district policy requires principals to provide a safe environment on the playground with competent staff on duty to supervise. Usually, there are two or three supervisors circulating the playground, said Joanne Franey, an elementary coordinator, but there must always be at least one adult.

That policy is similar to a sample policy WSSDA developed that has been adopted by many school boards in the state directing superintendents and principals to ensure playgrounds are supervised.

The policy states, in part, that playground supervisors must have the support of the principal and the staff and have the authority to make sure the playground is safe. An in-service training session for playground supervisors is to be held yearly. And equipment is to be inspected monthly for wear or damage.

How playground supervision is structured is left up to each school, however. Sometimes, teachers rotate playground duty, or instructional assistants are assigned that job. Sometimes, schools use parent volunteers.

Wilson said most districts likely have some similar rules on their books governing playground supervision.

Education Q&A is a regular Sunday feature in The Seattle Times prepared by Times education reporters. Call in your questions to our Education Hotline at 206-464-3339, or write to Education Q&A c/o The Seattle Times, P.O. Box 70, Seattle, WA 98111; FAX to Education Q&A at 206-464-2261 or e-mail at schools@seattimes.com.

Coming up in education:

The Children's Museum hosts hands-on, multicultural arts workshops for adults, led by Kimberly Keith, targeting those who work with young children and teach them how to enhance their creativity. Upcoming sessions are 7 p.m. tomorrow at Richmond Beach Library, 2402 N.W. 195th Place, Shoreline; and 7:30 p.m. March 24 at Newport Library, 14250 S.E. Newport Way, Bellevue. Free. Information: 206-684-6617.

Seattle Public Library presents "Finding Money for College," 3:30 to 5 p.m. Wednesday and 2 to 3:30 p.m. Saturday, March 28. Community Learning Lab, Third Floor, Central

Library, 1000 Fourth Ave., Seattle. Free. Preregistration required:
206-386-4620.

Olympic View Elementary School will host a workshop for parents and educators a
bout

public-education services for students with learning disabilities, 9 a.m.

to 4 p.m. Saturday.

Sponsored by the International Dyslexia Association and Sea

ttle Friends of Special

Education Advisory and Advocacy Committee. 504 N.E. 95t

h St., Seattle. Registration

donation of \$10 is requested. Preregister by tomor

row: 206-525-0742.

Additional education calendar listings appear Mondays in The Times inside the

Local News

section.n

Publication#W\ PP# 48. Los Angeles Times"Publication" #:\ PP#* 03/14/98; Edit

ion: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PP# All-Girls Schools"Pass or Fail?Headline #:\ PP#

By REGINA HONG

SPECIAL TO THE TIMES

Nicole Carillo recalls her years at a coed junior high school. She often knew t

he answers

but wouldn't raise her hand, she said, because she knew the boys wou

ld answer.

For the last four years, though, the 17-year-old has been attending the all-gir

ls La Reina

High School in Thousand Oaks and no longer holds back.

"Here I'm more sure of myself," said Nicole, who said she has benefited from be

ing on

a campus with all female peers. "I'm more sure I can raise my hand and I

won't be laughed

at."

While stories such as these have strengthened the argument that all-girls class

es and

schools improve performance, a new study says that separating by sex isn

't the solution.

And at Ventura Unified, district officials last year dropped a math class direc

ted at girls,

saying they couldn't prove the course boosted performance.

The report Thursday by the American Assn. of University Women said "there is no evidence in general" that single-sex education is better for girls than coeducation.

The same organization six years ago published a report arguing that girls in coed settings are often held back academically because of discrimination. That study has often been cited in support of single-sex education, although the association has never formally endorsed the concept.

In Ventura County, the reaction to the latest report was mixed.

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County schools Supt. Charles Weis, who teaches a graduate-level course on education research at Cal State Northridge, said he would like to see how the report was put together.

Meanwhile, Weis said, "I think that we have to continue to try things that will help girls achieve, but if this won't do it we shouldn't pursue it."

School officials at La Reina, which has been operating for 34 years, said they see daily benefits for their students.

Spanish teacher Carol Bentzen, who has taught at public and private coed schools, said she notices girls are less hesitant to come forward in the absence of boys.

"I think they feel they're in a more relaxed setting," Bentzen said. "There are no extra social constraints that are influencing the way they behave or responded in class."

"We say that we've come a long way, but my observation is girls still feel the negative stigma of speaking up as a bright girl in class. They just don't experience that here."

*

In the Ventura Unified School District, the practice of having math classes aimed at girls"although they never technically excluded boys"has been abandoned.

The district did not find data proving the girls were doing better in single-sex math classes than they would have in coed classes, said Pat Chandler, the district's assistant superintendent of educational services.

"We didn't find any compelling evidence that it was making a difference one way or another, at least in terms of girls enrolling in higher-level math [courses] or achieving a significant gain," Chandler said.

The program was started by a Ventura High School teacher, who moved away from the district several years ago, to improve scores of female students.

After the district won national attention for the math class, a federal civil rights official warned against calling the course an "all-girls" class.

Larry Emrich, principal of Ventura High School, said a program last year was targeted instead at those who are math phobic rather than girls. This year, however, the school offered only regular math classes.

Emrich said it was difficult to compare how students fared in the special classes since there were a number of variables such as differing teaching methods and the pace of instruction.

Nevertheless, the district tracked achievements for the girls taking the specialized algebra and geometry sequence at the high school for one and two years and did not find that the classes were making a difference in grades or enrollment, Chandler said.

She did say that girls reported liking the classes more.

"They liked the strategy and the techniques the teacher used, which was more collaborative and in teaching groups," Chandler said.

*

At La Reina, several students said they see the advantages of all-girls education every day and that they do not trust the newest study's findings.

"I think there are definite benefits to single-sex education," said 18-year-old Dena Rinetti.

It's easier to learn there because there "isn't pressure from the guys," she said. "In class discussions you're not suppressed. . . . Everyone listens to everyone's opinions and ideas, so more learning takes place."

Dena said all girls at La Reina are encouraged to take higher math courses and that the teachers take time for students who want to know not just the answer but how to get that answer.

*

"I'm in calculus," she said. "Math isn't supposed to be a women's field, but it is in La Reina and we ask, 'How did you come up with that answer?' Our calculus teacher has headaches because we're always asking why."

As unfair as it may be, Bentzen said, girls still get "a certain degree of ribbing" for appearing too smart.

"It's all right for the boys to be the brightest," Bentzen said. "It's still not always all right for a girl to be the brightest. Even though she may be on paper, she may not be as outspoken in the classroom."

Publication#W\ PP# 49. Los Angeles Times"Publication" #:\ PP#* 03/15/98; Edit
ion: Bulldog Edition; Section: Advance Desk; Page A-12

Headline#\ PP# Students Fly High on Math and
Science

Headline #:\ PP#Subhead#[\ PP# They test their skills in flight simulator on
military
missions to Baghdad. Program is joint effort by Air
Force, museum and
schools.

Subhead#:\ PP# By CHELSEA J. CARTER
ASSOCIATED PRESS

WARNER ROBINS, Ga. " As Jeremy Trotter eased back the throttle of the F-16, the
nose of his fighter pushed effortlessly into the heavens and the Earth spirale
d out of sight
behind him.

"Hercules, set your heading to 1-8-0. That's 1-8-0. Do you copy?" a voice crack
led over
the headset.

"Copy, Globemaster. Heading 1-8-0 degrees. Next stop, downtown Baghdad," the pi
lot
replies, punching the coordinates into a key pad inside the cockpit.

Jeremy Trotter is 13.

He is on a mission quest"an effort by the U.S. Air Force, the Warner Robins Mus
eum
of Aviation and the Houston County schools to have students test their math
, science and
communication skills by using state-of-the-art military flight si
mulators.

"Here, they get to see how the stuff they are learning in the classrooms can be
used in
everyday kind of jobs," said Maj. Tim Ham, creator and coordinator of
Mission Quest.

The program at the museum is free to central Georgia students. It is believed t
o be the
only flying-related program in the country that gives aviation lesson
plans to public school
teachers.

Among them: How an airplane flies, the science of navigation, map and compass reading, and how to read weather patterns.

After weeks of classroom instruction, students learn from Air Force pilots, plan a humanitarian aid mission, put on flight suits and then spend a day behind the throttles of fighter-shaped simulators at the Museum of Aviation.

Computer software used at the Pentagon and not yet available to the public allows students to use aerial and satellite maps "the same ones used by the military" to plot their missions.

"The kids were so excited about this that I didn't have any problems with keeping them on task. In fact, the biggest problem may have been trying to get them out of the simulators," said Barbara Finley, whose 16 Bonaire Middle School honors students were test pilots for the program's inaugural flight in December.

Sitting in the cockpit of a simulated C-130 cargo plane, 13-year-old Janelle Evans depends on a fellow student to direct her to Baghdad and on Jeremy to protect her from enemy aircraft.

"It's not just about math and science. You have to realize you can't do everything by yourself," she says.

Four simulators are tied together in a network so students can work together to accomplish their mission, which is played out on four movie theater-sized screens.

By spring, there will be 12 simulators and screens interconnected at the museum. It is expected that 35 to 40 students "a full class, drawn from any one of 30 nearby middle schools" will be accommodated each day. The \$1-million cost will come from donations and grants from the federal government, Ham said.

Future missions for other students will include search and rescue, aerial refueling, surveillance and reconnaissance, and weather tracking. Also planned for next year is a networked flight simulation with the U.S. Space Camp's Aviation Challenge in Huntsville, Ala. Students in both programs would fly missions simultaneously, Ham said.

Although the program is set up to emphasize math and science skills, there is a definite military flavor. The scenario of the aid mission: A civil war has broken out in Iraq and President Saddam Hussein has been overthrown.

Wishful thinking? Maybe, Ham said.

The students fly from Wadi al-Khirra in southern Iraq to Baghdad. They deliver medicine and food and then land at Tikrit, Hussein's birthplace, in northern Iraq.

Students also get an overview of Air Force history.

After their mission, Jeremy and Janelle say they want to fly real airplanes.

Elizabeth Garcia, the museum's executive director, admits the program is good public relations for the community, but she denied it serves a military agenda.

"This is not a recruiting station, nor is it a fancy arcade," she said.

Publication#W\ PP# 50. Los Angeles Times"Publication" #:\ PP#* 03/15/98; Edition: Ventura County Edition; Section: Metro; No Desk; Page B-1

Headline#\ PP# Teachers Cut Out Extras in Workload
Headline #:\ PP#Subhead#
[\ PP# Community college administrators fault them for refusing to budge on demands.

Subhead#:\ PP# By STEVE CHAWKINS
TIMES STAFF WRITER

When computers broke down in the math lab at Oxnard College, Alan Hayashi

somet
imes came in on weekends to repair them. But no longer. If Hayashi can't fit th
e
repairs into his teaching day, students itching for a machine will just have
to wait.

At Moorpark College, Jan Andriese was thinking about sticking around for the ne
xt few
years to run the center for disabled students that she founded in 1973.
But now she isn't sure.
Andriese, 60, might retire next year.

"If things keep going the way they are, I won't stay," she said. "I've had 25 w
onderful
years at the college and to end it on a bitter note is very sad for me
."

Teachers are engaged not so much in a work slowdown"most students have not been
affected"as in a morale shutdown.

Talks between the Ventura County Community College District and teachers on its
three
campuses have stalled over issues, including job protection for part-tim
ers, raises, benefits
and evaluations. In protest, some have decided to limit w
hat they do on campus to teaching
and teaching only.

At Ventura College, angry teachers canceled the seminars and speakers that comp
rise the
campus' observance of Women's History Month. At Oxnard College, a ment
oring programhas been slowed down. At Moorpark College, teachers scrapped a pop
ular multicultural day
that drew participants from across the county.

Last week, Moorpark's communications department voted to cancel an April progra
m that
attracted more than 100 high school journalists last year.

"I was very angry to have to make a decision like that," said journalism instru
ctor Bona
Dillon. "But the biggest thing was the board's insults, the lack of r
espect for the faculty's
professionalism and our commitment to our students."

For their part, some administrators don't blame faculty members for withholding extra hours during a period of labor turmoil. However, they do fault them for refusing to budge from what they view as irrational demands.

"The faculty hasn't been willing to even talk about things the district wants," said Diane Moore, a Ventura College dean who is on the district's negotiating team. "It's always been giving in the other direction."

Predictably, the union makes much the same charge about the administration. But wherever the truth lies, teaching veterans like Andriese find little consolation in the fray.

"I suddenly feel as if my work doesn't make any difference to the people in charge," said Andriese, whose center provides aid to 750 students with disabilities. "I don't think they care."

Others, like Hayashi, simply teach their classes, confer with their students and go home.

"I've chosen to not put in the effort that I would have in the past," he said.

A Year of Anger

Morale will not improve soon. Without celebration, faculty members and administrators this week will mark the first anniversary of what has become Ventura County's most bitter current labor dispute. Angry and frustrated, both sides report no substantial progress since talks began March 20, 1997.

Blame follows the traditional lines of labor battles everywhere. District officials fume about a greedy union; union leaders complain of an arrogant and overpaid administration. Talks have been anything but collegial.

Last week, a state-appointed mediator gave up after 10 months of trying to forge an

agreement. His withdrawal throws the issue into fact-finding, a process that pushes the district a step closer to imposing a contract and the teachers a step closer to striking.

At this point, nobody says that is likely. Community college teachers in California last went on strike when Compton teachers walked off the job 20 years ago, according to the California Federation of Teachers. Even so, the statewide union is especially concerned with the deadlock in Ventura County, said Mary Valentine, an assistant to the union's president.

"It would be a very bad sign for collective bargaining in California if this were the cornerstone of some trend," she said. "We're monitoring it very closely, and we're prepared to send in whatever resources are needed."

As exceptional as a strike would be in a county that has been no haven to organized labor, it would follow an equally exceptional year. In the 12 months since negotiations started:

The faculty voted, with 99% in favor, to declare no confidence in Philip Westin, the new chancellor who had pledged harmony with a faculty pleased to have an ex-music teacher as the new boss. Today nobody is singing a happy tune. "There is a cancer in the district office," warns the union's Web page in a comment inspired by Watergate.

The district took out full-page newspaper ads and board member Norm Nagel sponsored a radio commercial attacking teachers as greedy.

* Teachers picketed the workplaces of several board members as campus security guards photographed them. The union's anger was aggravated by the refusal of Westin and the board to comment on the negotiations. Instead, Richard J. Currier, an El Cajon attorney hired as their chief negotiator, speaks for them.

* While teachers had been working since June without a contract, board members

in
September gave Westin and deputy chancellor Michael Gregoryk raises of nearly 6%.
Westin now makes \$142,800 a year and Gregoryk is paid \$127,550.

In November, one-day sickouts at all three campuses canceled dozens of classes.
Many
Issues

All that has added up to a deep bitterness.

"Morale is at an all-time low," said Michael Strumpf, one of two teachers who have
worked at Moorpark College since it opened 31 years ago. "I remember when teachers
laughed and joked and talked among themselves. The board has now made a
morgue of this
place."

Like a number of other teachers, Strumpf sees the district as eager to kill the
union. Sometwo-thirds of the faculty now are part-timers, he pointed out "an arrangement that is cheaper
for the district and one that is less likely to result in a strong, united front against
management.

"It's nefarious, it's Machiavellian, it's vicious, it's dastardly, it's
unpardonable"but it's happening," said Strumpf, a nationally known grammar expert.

Job protection for part-timers is a crucial point of contention.

The union wants to preserve a seniority system that guarantees work for long-term
part-timers. Without it, they will find work elsewhere"and the college will
replace them
with cheaper, less experienced help, said Elton Hall, a Moorpark philosophy teacher who
is the union's chief negotiator.

"We've had this for 17 years and suddenly the district wants to dump it," he said.

Administrators don't see part-time seniority as a blessing.

"What the system does in some cases is to hamper the ability of the institution to get the best-qualified person to teach a particular class," said Moore, dean of liberal arts and learning resources at Ventura College.

Other key sticking points include:

* Raises. Teachers make an average of \$58,000 annually, according to union officials, although many earn more with extra classes and summer sessions. The union's current proposal would yield raises of 4% to 5% this year, while management is offering less than 1%, according to Hall.

Benefits. Management wants to eliminate retirement health insurance for teachers hired in the future. "The board feels this will eventually bankrupt the district," Moore said.

Evaluations. For 10 years, faculty members have been evaluated primarily by their peers. Administrators want to regain that right.

"Teaching is a very specialized set of skills," argued Hall. "My supervisor, who is a very nice guy, is a former basketball coach. I teach philosophy. What on earth can he evaluate about either the content of what I'm teaching or how I'm teaching it?"

Hall's supervisor didn't entirely agree. Al Nordquist, dean of physical education, athletics and social sciences, pointed out that a teacher's skill may be judged by the ability to convey a subject to someone who knows nothing about it.

The district's chief negotiator was more pointed.

"I find it unbelievable that any instructor would believe that deans who have been teachers and instructors themselves can't evaluate people," Currier said. "We can't have accountability when management is not allowed to evaluate employees."

es."

Both sides must present their case to a fact-finder chosen from a list provided by the state.

If either rejects the fact-finder's report, the district may impose its own work rules and the teachers may legally strike.

The fact-finder, whose report will not likely be issued before the summer, will uncover little agreement.

"It's been an absolute stonewall," said Steve Doyle, a speech teacher at Moorpark.

"They're saying, 'We want the power' period." "

Currier echoed those comments in reverse. "The union is taking a power position," he

said. "It's not going to agree to anything, even if it helps employees. It's a bizarre approach."

Publication#W\ PP# 51. Los Angeles Times"Publication" #:\ P P#* 03/15/98; Edition: Home Edition; Section: Foreign Desk; Page A-17

Headline#\ P

P# 14 Schools Win Appeal to Retain English

Headline #:\ PP#Subhead#[\ P P# Authorities had ordered a change to Cantonese. They did not expect ardent protests.

Subhead#:\ P

P# By MAGGIE FARLEY
TIMES STAFF WRITER

HONG KONG " After passionate appeals from parents, students and teachers who believe

that English is the key to success, Hong Kong's education authorities have decided

to allow 14 secondary schools that had been ordered to switch to Cantonese instruction to continue teaching in English.

The reversal comes after the government's decision last year to compel most of the territory's secondary schools to abandon instruction in English and teach in

Cantonese, the native language of most students here.

TD

Education authorities were concerned that students were falling into a linguistic limbo and would learn more in their mother tongue.

Of Hong Kong's 400 secondary schools, 300 were ordered to switch to Cantonese; 20 schools appealed the decision.

At one of the schools that won the appeal, St. Stephen's College, students lined the school's balconies and cheered when they heard the news.

On the other side of Hong Kong, disappointed pupils at St. Antonius College protested the ruling that they must switch to Cantonese. A group of uniformed girls hung a banner reading: "We Must Be Given Choice."

Officials had not expected the emotional backlash from parents who are convinced that English is important for their children's future success and business leaders who fear that Hong Kong will lose its international edge if the territory's English abilities fade.

On Friday, education experts tried to reassure the public that the policy will not harm students' prospects.

"Teaching in English is not a reward, and teaching in Chinese is not a punishment," said Moses Chang Hsin-kang, the head of the appeals committee. "The focus should be whether the students will be educationally benefited when taught in English or Chinese."

Although the move away from English instruction began more than a decade ago, it was only in 1997, just before Hong Kong returned to Chinese sovereignty, that the government officially mandated the switch.

The timing, said Rosie Young, who heads the Hong Kong Education Commission, see

med practical and politically correct.

For many schools, being able to teach in English is a matter of prestige: Many of Hong Kong's business and government leaders were educated at English schools .

At the Maryknoll Fathers' School, which has used English for 40 years, students festooned the campus with banners declaring, "We Love Learning in English!" The principal, Ken Lee, had vowed to resign if the school did not win its appeal.

On Friday, he learned that he will be able to keep his job.

For other schools, the decision might be a matter of survival.

The number of applications for St. Antonius Girls' College dropped sharply after being designated a Chinese school last December. The secondary school normally receives 200 to 400 applications annually, but so far, 19 students have applied for next year's class, Vice Principal Yau Hing Wah said.

At the Buddhist Ma Kam Chan Memorial English School, teachers said they might have to change the school's name.

While the government plans to have all schools teaching in Cantonese after a three-year review period, even those that were granted the right to continue English instruction say the process has been divisive.

"My frustration is that, at this time, when we are free from the British regime, we do such a thing to divide ourselves," Lee said. "The education department is creating an educational elite among public schools and taking away parents' choice. They should make all schools teach in Cantonese or make all free to decide."

The government insists that its goal is not to downgrade English but to create better-educated students who can speak English, Cantonese and Mandarin, the language of mainland China.

In an attempt to bolster the Chinese schools and soothe frustrations, the government also announced Friday a cornucopia of programs"including staffing each school with more English teachers"and new funding.
Publication#W\ PP# 52. Los Angeles Times"Publication" #: \ PP#* 03/16/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# Arts Instruction to Make Comeback in Schools
Headline #:\ PP
#Subhead#[\ PP# L.A. Unified board approves standards for teaching music, dance, theater and visual arts. The move is part of an emerging nationwide trend.
Subhead#:\ PP# By DOUG SMITH
TIMES EDUCATION WRITER

After decades of drift in teaching of the arts, Los Angeles schools at last have been given a clear mission to imbue every student with the knowledge of music, dance, drama and visual expression.

Riding a nationwide wave of renewed interest in arts instruction, the Board of Education adopted standards last week that will incorporate the arts at all grade levels with testing to ensure that students learn.
TD

As a condition of graduation, every student"including those who are not artistically inclined"would have to demonstrate an ability to interpret art and to create it.

It will be at least three years before the standards are fully in force, and school district staffers have yet to estimate the cost of building an instructional program. They are expected to submit an implementation plan to the school board in about two months.

Board member Valerie Fields, who made the restoration of arts instruction a the

me of her campaign for election to the board last spring, said she hopes to start with a full-blown proposal that can be trimmed if necessary.

"We're not going to be able to do it all at once," she said.

In a unanimous vote approving the standards last week, the often divisive board expressed determination to make the plan work.

"We'll find the money," said board member Barbara Boudreaux.

The standards set benchmarks for the knowledge and skill that students should have in the fourth, eighth and 10th grades and upon graduation.

At each benchmark grade, there is a theoretical and a practical component. Fourth-graders would be required to use the terminology of dance, music, theater and visual arts and to identify connections between the arts and lifelong learning skills.

On the practical side, they would use the body to express the elements of time, space and force. They would also read and write simple musical notation, create improvisational dramatizations and create original works of visual art in a variety of media.

In the secondary grades, the requirements would be similar but more demanding. Eighth-graders, for example, would be expected to analyze the artistic and social characteristics and functions of art in various cultures and historical periods.

They would be expected to describe the use of melody, harmony, rhythm, form, tempo, dynamics and tone color when reading or listening to music.

High school students would be able to focus on only one of the four disciplines, but with ever greater facility.

In dance, for example, they would have to design, perform and critique dance sequences.

Considerable help in teacher training is expected from the bountiful arts organizations of Los Angeles, whose elite leaders appeared before the board to show their support.

"All of us stand ready to serve as your partner in making these new arts learning standards come alive for students and teachers," said Harold Williams, president emeritus of the Getty Trust and the chairman of a district arts education committee convened by Fields to help develop standards. "But we cannot do your job for you. The core of arts education in Los Angeles Unified School District must be high-quality instruction as part of the basic curriculum in the regular school day."

Members of the arts education committee"among them leaders of large corporations, the major city and county arts agencies and several arts groups"have reviewed the standards and will help district staff develop curriculum, lessons and, finally, testing procedures.

Adoption of the new standards places Los Angeles Unified ahead of the curve in California, which will soon have statewide guidelines on what public school students should learn about art.

Saying that a revitalized commitment to the arts can help strengthen California's economy, state Supt. of Public Instruction Delaine Eastin vowed in November to make visual and performing arts education a priority in public schools.

"The lack of attention to arts education has been the silent crisis in California schools for too long," Eastin said during a visit to Hollywood High School, which is a performing arts magnet campus. "It is time to turn that crisis into a renaissance."

Because the district's standards were based on a national model created under the Goals 2000: Educate America Act, Don Dustin, the district's director of performing and visual arts, said he is confident that they will meld with the state's eventual standards.

Because of the dearth of qualified instructors after two decades of neglect, the most difficult hurdle will be training teachers in all the district's 660 schools, Dustin said.

"If you were to look at the available arts teachers today and project what's coming out of universities, it would take too long to hire enough teachers to do the standards in all four disciplines," Dustin said.

The teaching of art has been diminished by several changes in the educational landscape, beginning with Proposition 13, the 1978 property tax limitation that sapped funds from school districts.

Equally damaging, Dustin said, was subsequent legislation that put a limit on class size, inadvertently curtailing the practice of pooling classrooms to free a teacher for programs such as music and drama.

The movement to toughen graduation requirements has also made it more difficult for students to take art electives, Dustin said.

Under the current graduation requirements, students choose between one course in art and one course in a foreign language.

Yet, despite the widespread perception that Los Angeles schools are devoid of arts instruction, the number of students enrolled in art classes has climbed significantly in the past decade.

About 106,000 middle and high school students"more than a third of the total"are

enrolled in visual or performing arts classes, a 7% increase from a decade ago, Dustin said.

The problem is that with too few art teachers to go around, too many schools lack a program.

"It's a scatter-gun approach," Fields said.

She said she learned that while working with a nonprofit group that offered free jazz classes to high school students at the Music Center.

"Master teachers complained to me that these high school children were not where they should be because most had not been exposed to music education in elementary or middle school."

Although most high schools and many middle schools have teachers who specialize in art, lower-grade teachers will have to be taught how to weave the lessons into the general curriculum, Dustin said.

"In elementary we need to give teachers confidence to teach art on their own, the way they teach language and math," he said.

Publication#W\ PP# 53. Los Angeles Times"Publication" #:\ PP#* 03/16/98; Edition: Home Edition; Section: Metro Desk; Page A-3

Headline#\ PP# California and the West School Bonds
Can't Pass if Not on Ballot
tHeadline #:\ PP#
By GEORGE SKELTON

SACRAMENTO " Assemblywoman Kerry Mazzoni, a mild-mannered moderate, has this radical idea. Her scheme could revolutionize the Legislature. She's plotting to negotiate a school bond agreement actually before the next deadline.

The San Rafael Democrat, chairwoman of the Assembly Education Committee, watched in frustration March 5 as her legislative house dithered past midnight and failed to agree on

a school bond proposal for the June primary ballot.

It was irresponsible. There still were four days left until the deadline"last Monday"for placing a measure on the ballot. But legislators were in a rush to get to Washington for their annual schmoozorama"they call it "briefings""with the federal power elite. So the leaders just shut down.

For the first time since 1986, there will be no school bond proposal on the state primary ballot. In fact, for the first time since 1964, there will be no state bond of any kind on the primary ballot.

The next opportunity for generating state money for school construction will be the November ballot. The deadline for that is June 25.

The way things work in the Legislature is the way they generally work in life. People daydream until awakened by a deadline. In the Legislature, moreover, deadlines often are surrounded by hazards. Disparate issues get tangled together by some political game and used as leverage in deal-making. June 25 is not just the legislative deadline for school bonds, but for all bonds"water, parks, prisons. . . . Also, the budget-signing deadline is July 1.

Mazzoni desperately wants to avoid these land mines. She'll urge Assembly Speaker Antonio Villaraigosa (D-Los Angeles) to crank up this week. Her strategy is to quickly win Assembly passage of a compromise and move it to the Senate for more negotiating.

"This is the biggest issue we have to face this year," asserts Mazzoni, 49, a former school board president. "We can't allow ourselves to get down to the deadline, with school bonds being held hostage for the budget and everybody pointing fingers."

Assembly Republican Leader Bill Leonard of San Bernardino says he agrees. "I want to do it right now," he insists. "I'm concerned about lethargy."

The issues are these:

Bond size. The proposal blocked by Assembly Republicans March 5 was \$9.2 billion to cover four years. That's triple the size of any previous state bond. In January, Gov. Pete Wilson proposed four separate \$2-billion bonds spread over eight years. He also wants to place \$2.1 billion in water and parks bonds on the November ballot, and worries that voters will balk at all the billions. But now he has offered privately to compromise on a \$7.5-billion, four-year school bond. So that is what Mazzoni intends to propose.

Two-thirds vote requirement for local bond proposals. Democrats want to lower that to a simple majority. Wilson agrees. Even conservative Dan Lungren, the prospective GOP gubernatorial nominee, endorses lowering the requirement to 60%. But the Assembly GOP won't budge. Period. So forget it.

Prevailing wage. Republicans want to reduce construction costs by cutting labor pay. Democrats won't budge. Forget this too.

Other "cost containment." There's plenty of negotiating room on permit streamlining, local control over architectural design, simpler building codes. . . .

Developer fees. School construction increasingly is being financed by fees on new housing, up to \$8 a square foot. Republicans demand that these fees be lowered. Democrats are sympathetic. This can be negotiated.

"50-50 match." Wilson wants school districts to match state construction money. There may be a compromise exemption for broke districts.

*

There is no disputing the need. The state vault is empty. There's a backlog of nearly \$1 billion in unfunded, state-approved projects.

Republicans always lose the PR battle when they vote against schools. But in this case, I blame Democrats. They're in charge. And they needed less than one-third of the Assembly GOP votes to pass a bond bill.

It was Villaraigosa's first test as speaker, and he flunked. Instead of negotiating with minority leader Leonard, the speaker went around him and tried to work on Republicans individually. Not a good plan.

As for new Senate leader John Burton (D-San Francisco), he rammed through the \$9.2-billion bond, but then gummed up the works by recessing his house early and allowing members to scatter. Even if Villaraigosa had negotiated a compromise, the Senate wasn't around to act.

The essential question here is what do Democratic leaders want most—a bond issue or a political issue? Mazzoni says she just wants to build schools.
Publication#W\ PP# 54. The Washington Post"Publication" #: \ PP# 03/14/98; Edition: FINAL; Section: Prince William Extra; Page V01

Headline#\ PP# Minority Students Focus of SummitHeadline #:\ PP#Subhead#[\ P
P# Achievement Gap Concerns Teachers
Subhead#:\ PP# By Ann O'Hanlon
Washington Post Staff Writer
Last night, nearly 2,000 educators from as far as suburban Richmond and Annapolis met in Woodbridge to discuss strategies for raising the educational achievement of minorities.

The two-day summit, which continues today, is an annual event hosted by Prince William County schools. This year, the school system broadened the scope of the event to include educators from across the region.
TD Most minority students, with the exception of Asian Americans, score lower than their

nonminority counterparts on standardized tests. The gap is one that has long concerned many educators.

"The issue of improving minority achievement and closing that gap is one that everybody in our society needs to be concerned about," said Larry Bell, supervisor of multicultural education for Prince William schools and conference coordinator. "We already have the knowledge to work with these children. We already have the skills. The question is, do we have the will?"

Highlights of the conference included last night's keynote speech by Marva Collins, the founder and principal of Chicago's celebrated Westside Preparatory School. Collins successfully took some of the city's highest at-risk black youth, most of whom live in poverty, and not only saw most through high school and on to college but taught them an appreciation for sophisticated literature and philosophy.

Collins has been featured on "60 Minutes" and embodies for many teachers the education maxim that every child can learn. Westside lives on today, with Collins and her son at the helm.

Today's session, which teachers and administrators paid \$150 each to attend, involves numerous workshops. Those range from topics such as "Working With Diverse Families," led by Vivian Johnson of Boston University; to "Preparing Minority Students for College Entrance Examinations," with John Swann of the Dayton, Ohio, public schools; to "Cultural and Family Issues Affecting Hispanic Students," which will be conducted by an educational consultant.

A portion of the conference was paid for by The Washington Post.

The summit aims to teach educators how to reach students of various backgrounds. For that to happen, Bell said, teachers must believe in the students even if

r especially " when
they seem to hold little academic promise.

Bell mentioned several stories of schools in which teachers were intentionally misled by their principal to believe that their minority youngsters had scored in the "gifted and talented" range on standardized tests. In such instances, the teacher changed her expectations of the students and told them that they were highly intelligent and that she expected corresponding results. After a period of disbelief by the students, such classrooms saw dramatic improvements in student grades.

One research study, Bell said, shows that the most important factor for academic success is the student's belief that his teacher believes he can succeed.

In addition to the motivational approach, Bell said, there are specific teaching strategies that will be addressed at the summit. An obvious one, he said, is that "students of color seem to do better when they are given a chance to work in small groups."

Test scores in Prince William demonstrate the national gap between minorities and nonminorities. One example is the percentage of students who score above the 25th percentile on the Stanford Achievement Tests, a national exam for students in grades 3, 5, 8 and 11.

The 25th percentile is the score dividing the top 75 percent of student scores from the bottom 25 percent. In other words, nationally, 75 percent of students score above the 25th percentile. In Prince William last year, 89 percent of third-graders scored above the 25th percentile, but only 76 percent of minority third-graders did.

Although the focus of the conference is on Hispanic and African American youth, Bellsaid, there needs to be no fear that white or Asian students are being ignored.

"The kinds of skills and strategies that are going to be discussed in these sessions can be used with Asian students and white students," he said. "They don't leave anyone out."

Publication#W\ PP# 55. The Washington Post"Publication" #:\ PP# 03/14/98; Edition: FINAL; Section: Metro; Page B04

Headline#\ P P# Becton Says He'll Bar Nonresident StudentsHeadline #:\ P!P#S
ubhead#[\ P"P# Ban Pledged in Time for Summer School
Subhead#:\ P#P# By Debbi Wilgoren
Washington Post Staff Writer

D.C. schools Chief Executive Julius W. Becton Jr. promised yesterday to bar students who can't prove they live in the District from attending the city's largest-ever summer school program, heeding a warning by Del. Eleanor Holmes Norton (D-D.C.) that failure to do so will cost him much-needed credibility on Capitol Hill.

Becton's pledge at a hearing before a House D.C. subcommittee set the stage for a huge new logistical effort by the school system over the next 14 weeks to gather proof of residency from thousands of students. At the same time, the notoriously slow bureaucracy must hire scores of summer school teachers and analyze test results for tens of thousands of students to determine who will attend summer school or be denied promotion to the next grade.

Becton's pledge also raises the possibility that, even as school administrators crisscross the city to explain the need for summer school to reluctant parents, some children who need remedial help will be denied access to the program because they haven't provided the necessary documents.

The residency issue remains a big question mark at the heart of the school system's ongoing effort to count its student population "a basic task that is critical for funding and planning purposes.

Noted demographer George Grier disputes the system's latest count of 77,100 students, because it does not reflect the city's plunging population or historic overcounting of students.

But D.C. school officials insist their number is accurate and point to several improvements they made in the enrollment-counting process last fall. A study of the process released yesterday by the General Accounting Office applauded the changes but said much more needs to be done, namely, focusing on residency and improving the computerized enrollment system. An audit of the count is expected by May 1.

Richard Wenning, D.C. schools accountability director, testified yesterday that his numbers are 4,000 to 7,000 students off from Grier's census-driven projections.

Wenning attributed the difference to the number of suburban students who he believes illegally attend city schools, either because of convenience or special programs like all-day kindergarten.

Last week, the school system approved strict new rules "proposed more than a year ago" requiring all families to provide three proofs of residency, such as car or voter registration, tax returns and utility bills.

Becton said the rules change, now awaiting approval from the D.C. financial control board, will give the school system the "teeth" it needs to enforce the residency requirement for the first time in years. Although the school system asked for proof of residency this year, it did not insist on it, and fewer than half of all students submitted such documentation.

Norton questioned why the school system's emergency trustee board took 13 months to approve the change and urged Becton to announce publicly tough action that would be taken against those who try to circumvent the rules.

"A whole bunch of them are going to get out real quick when you tell them, 'We're coming after you,' " she said.

Rep. Thomas M. Davis III (R-Va.), who chaired the hearing, asked Becton to adopt the practice of New York City, which conducts random head counts at schools and fired one principal for inflating the numbers. "I will personally contact [Chancellor] Rudy Crew in New York and find out what they are doing," Becton said.

Publication#W\ P\$P# 56. The Washington Post"Publication" #:\ P%P# 03/15/98; Edition: FINAL; Section: Metro; Page B01

Headline#\ P&P# Va. Assembly Wrestles With Funding Gap For SchoolsHeadline #:\ P'P#Subhead#[\ P(P# \$29 Million Difference At Center of Discussions Subhead#:\ P)P# By Spencer S. Hsu and Ellen Nakashima Washington Post Staff Writers Virginia's General Assembly struggled today to nail down a two-year, \$557 million plan to begin phasing out the car tax and build schools, lumbering past its scheduled adjournment as negotiators haggled over scores of small budget items.

House and Senate members negotiating the state's two-year, \$40 billion budget were just \$9 million apart from agreement on a school construction fund, but the gulf was made wider by each chamber's method of coming up with school-building money. TD House leaders were seeking \$110 million in cash for schools, while senators offered \$81 million in cash grants and \$20 million in building loan subsidies for local districts. The \$29 million difference in cash grants, negotiators said, had become a huge hurdle last night.

Meanwhile, Republican Gov. James S. Gilmore III "who has staked the success of his administration's first year on passage of a car-tax cut " sent mixed signals about his readiness to accept the compromise plan of the moment, a House proposal to spend \$447 million on car-tax relief and the \$110 million on schools. Gilmore had begun the session in January by proposing to spend nearly \$500 million

ion on a tax cut, with no money for school construction.

The governor vented his unhappiness at Democrats, who said Friday that he had pledged not to veto the House plan, as long as the GOP-led Senate agreed with it.

Asked whether he had blessed the compromise, Gilmore said flatly, "No. . . . I have not indicated in any way" how he would act on a deal. Still, he said, a \$447 million tax cut "is in the ballpark."

"I'm willing to take a look at anything they do . . . as long as they don't take anything out of the car-tax cut," Gilmore said.

But Democratic leaders replied that they had received Gilmore's assurance from Del.

Vincent F. Callahan Jr. (R-Fairfax), co-chairman of the House Appropriations Committee.

Callahan said today that Gilmore had told him that the governor would not "tinker" with a compromise.

"He said he will not line-item veto construction dollars," Callahan said. "He will support both the \$447 million and the other \$110 million for school construction," and send a bill to detail both.

Privately, a Gilmore aide agreed with Callahan's description of the governor's position.

It wasn't the first time this session that there has been confusion over Gilmore's positions within the General Assembly. At times, Democrats and even the Senate Republicans most loyal to the governor have expressed frustration at his silence or lack of definitive statements on certain matters.

"I would be a fool to agree to something like this [without Gilmore's assurance] because the governor has a line-item veto," said House Democratic Leader C. R.

Richard Cranwell
(Roanoke). Nevertheless, he said that he trusted Callahan's assurance and that "the structure exists" for a deal.

"My gut tells me we will get a deal. My head tells me we're headed for a train wreck,"
Cranwell said.

Tensions were high throughout the day. At 5 p.m., both sides agreed to meet, only to
accuse each other of failing to show. It turned out that House and Senate
members
mistakenly gathered a floor apart in the General Assembly Office Building.

Still, several legislators said movement toward a deal was continuing.

"We're not too far apart on our school construction plan," said Senate Finance
Committee
Co-Chairman Stanley C. Walker (D-Norfolk). "I think we'll get it done
tomorrow [Sunday],
and we'll be done Monday. It depends."

Others weren't so optimistic.

"I don't think the Democrats want a deal. I think we won't have a budget until
April," said
Sen. J. Randy Forbes (R-Chesapeake), referring to when lawmakers would
return April 22
to consider the governor's vetoes and amendments.

"We can't get there. There's no way we can get there. Furthermore, there's no way we can
try," Senate Finance Committee Co-Chairman John H. Chichester (R-Stafford) told House
leaders this evening.

"Can't we find a piddly \$9 million out of a \$40 billion budget?" Callahan asked
.

"It's not \$9 million; it's \$30 million," Chichester shot back, referring to the
difference
between the cash grants in the chambers' school construction proposals.

Sen. Walter A. Stosch (R-Henrico) faulted House leaders for pushing the Senate to cut millions of dollars in raises for state workers and police and courthouse employees, and he demanded that they instead trim the House's \$34 million pork barrel budget for non-state agencies to close the gap.

Senior lawmakers tonight noted that if the General Assembly failed to complete a budget before leaving Richmond, it would lose much of its control over the spending plan. Gilmore would be able to reintroduce his own plan in the veto session and probably would be able to have his way with about \$500 million in unappropriated funds.

Lawmakers also were bogged down on unrelated fronts.

Besides funding gaps, they split over an item pushed by Chichester to delay state planning for a 50-mile freeway corridor west of the Capital Beltway to allow further study by federal agencies.

Chichester, seeking to pacify western bypass backers who fear that the plan would delay the road for several years, said Virginia Transportation Secretary Shirley Ybarra believes planning could proceed by December. House members demanded that any delay end by about August.

The chambers also were stuck on giving Newport News Shipbuilding a tax credit to win a Navy aircraft carrier contract. The House sought \$25 million for Virginia's largest private employer, down from \$30 million. The Senate promised none.

Tonight's impasse marked the second time in three years that the General Assembly failed to finish its work on time. The legislature adjourned two days late in 1996 because of differences over a \$35 billion, two-year budget.

Staff writer R.H. Melton contributed to this report.

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Headline#\ P,P# Va. Reconciles Car-Tax Cut, School

ConstructionHeadline #:\ P

-P#

By Spencer S. Hsu and Ellen Nakashima

Washington Post Staff Writers

Budget negotiators in Virginia's General Assembly tentatively agreed today on a \$560

million package to begin phasing out the car tax and launch a massive school-building

program, but only after deciding to ask Gov. James S. Gilmore III

to find \$20 million in cuts

to seal the deal.

The compromise between a dozen Senate and House of Delegates budget writers would

clear the way for the full legislature to vote on the state's \$40 billion budget and adjourn as

soon as Tuesday, three days after the session was scheduled to end.

The agreement, which budget negotiators still were reviewing late today, would give the

new Republican governor much of what he wanted to begin the car-tax cut he pledged

during his campaign in the fall " about \$450 million over two years.

But it would come at a high price for Gilmore: The Republican governor would have to

help the legislature find \$20 million for a Democratic school construction initiative, which

his aides complained tonight is not his responsibility.

"It's a real agreement," said Sen. Stanley C. Walker (D-Norfolk), co-chairman of the

Senate Finance Committee, after 48 hours of stalemated talks that forced the General

Assembly to extend its 60-day session for the third time in history.

"This ought to close it," said the Finance Committee's Republican co chairman, Sen. John

H. Chichester (Stafford), echoing Democratic House leaders.

Talks over the tax cut and school construction sent the legislature into overtime during the weekend, as negotiators argued over how large the school-building program should be and how it should be funded. In effect, negotiators agreed to spend \$110 million on the program, found \$90 million of that money and then walked away, leaving Gilmore to make up the difference.

Although the deal could put Gilmore in the politically difficult position of trimming pork projects across the state to make the school plan work, it would mark a major legislative victory for the governor, who staked his first-year agenda on cutting the car tax.

For Virginia Democrats, getting the school-building package through the legislature would mean some redemption after a disastrous string of elections in which they lost all three statewide races and enough legislative seats that they lost control of the Senate and were forced to share power with the GOP in the House.

Gilmore spokesman Mark A. Miner said today that the governor was "not prepared to comment until he sees the details before him." Others on Gilmore's staff were lukewarm toward the prospect of finding \$20 million in cuts for a school-building program.

But analysts said that for all involved, the deal would be difficult to resist.

Robert D. Holsworth, political scientist at Virginia Commonwealth University, said: "The governor has delivered on the first installment of his car-tax cut plan. . . . He's got to be happy with that. School construction was not on the governor's agenda, but it came about because House Democrats got behind it."

Del. Vincent F. Callahan Jr. (R-Fairfax) said, "It's a monumental triumph for us, in what amounts to historic change in state policy toward school-building and the largest tax cut in

the history of Virginia."

Draft documents being shuttled between House and Senate budget teams tonight in
indicated that the deal would fund \$450 million of Gilmore's car-tax cut in the next two
years, \$41 million less than he requested.

Because the deal is within the budget, Gilmore's tax cut is funded for only two
years.
Lawmakers expect him to reintroduce legislation to enact the full five-
year plan.

Under the full plan, taxpayers would see the property tax on their cars and trucks slashed
by 12.5 percent this year and 27.5 percent in 1999. Owners of vehicles worth less than
\$1,000 would pay no tax; after five years the car-tax plan
would phase out all of the tax on
cars worth up to \$20,000.

The plan also would send \$110 million in cash building aid to 137 local districts to help
attack what a state panel has projected as a \$6.2 billion shortfall
in school-building funds
over five years, \$2 billion more than the districts can afford.

The program would be the first foray into school construction since 1954 for Virginia,
where such programs traditionally have been a local responsibility. The
program would be
paid for by \$63 million in general fund revenue, \$18.4 million
from unclaimed lottery prizes
and \$9 million from the state's existing school
building loan authority.

Lawmakers asked that Gilmore find the last \$20 million for the school program before
the legislature meets either on April 22 for a one-day session to consider his vetoes and
amendments or in special session. The governor and lawmakers would have to consult by
mid-April to draft whatever legislation Gilmore would come up with.

House Democratic Caucus Chairman Del. Alan A. Diamonstein (Newport News) said t

he deal "marks the entrance of the commonwealth into school construction and in to the lives of everyday Virginians."

If passed by the full General Assembly " as the budget negotiators expect " the budget deal could mark a watershed for Virginia. In paying the first installment on Gilmore's car-tax cut, the state would begin heading down a path of wiping out a local tax at a cost that by 2003 could reach 10 percent of the state's general fund.

Fearing the impact on state roads, colleges and social services, lawmakers would limit the tax's phaseout so it would not eat up more than about 8 percent of the general fund in any one year.

Today's breakthrough came after two days of bitter haggling in which frustrated senators and delegates traded profanity-laced barbs and blamed one another over why they could not close the funding gap in the school program.

"This is crazy as hell," Chichester blasted at angry House Appropriations Committee Co-Chairman V. Earl Dickinson (D-Louisa) in an impromptu 1:30 a.m. meeting today in the shadow of George Washington's marble statue in the Capitol rotunda.

Walker, a 27-year Senate veteran and president pro tempore, called the budget talks the most rancorous in his career. Besides the enormous money involved in the school-building program and in Gilmore's proposed five-year, \$2.8 billion tax cut, Walker cited the power-sharing agreements in the GOP-led Senate and the evenly divided House. The divided leadership made this year's General Assembly unpredictable from beginning to end.

"We've never had a car-tax cut, a local tax cut . . . and this is a new commitment to local schools," Walker said. "And the fact is, this is the first time we've dealt with a Republican Senate and parity in the House of Delegates. . . ."

This is revolutionary."

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Headline#\ P0P# A Word On Good GrammarHeadline #:\ P1P#Subhead#\ P2P# Pr. George's Schools Urged to Get Tough

Subhead#:\ P3P# By DeNeen L. Brown

Washington Post Staff Writer

Prince George's County school board member Marilyn Bland went to an elementary

school science fair recently and saw a neatly constructed student project with a sign that said

"do" when it should have said "does."

A couple of months ago, she sat in the audience at a high school awards program where

several students stumbled over twisted grammar. On a recent morning, she

watched in an elementary school hallway as one student after another greeted teachers with improper

English, and their choice of words went uncorrected.

Bland left the school distressed.

"I heard so much improper grammar," she said. "It disturbed me that a teacher would not

take a moment to correct the children."

Bland, who represents the Clinton district, decided to propose a school board policy

requiring teachers to correct students each time they used a wrong word

whether in classrooms, cafeterias or hallways. The policy will apply to all students but focus on the

elementary level.

"A high percentage of our students speak well. However, I've noticed that some of our

students have problems communicating in formal and in semiformal situations," Bland said.

"This is a sensitive but challenging problem, which must be dealt

with directly and systematically."

Her proposal, scheduled to be voted on next month, has provoked lively debate in the

county, with some board members strongly objecting that such a formal policy

icy is unnecessary, teachers arguing that it amounts to micro-management and other critics contending it could be seen as an attack on the way some African American students speak. About 73 percent of students in Prince George's County schools are African American.

But Bland, an African American, says that poor grammar is not a racial issue and that all students "including whites" sometimes have trouble mastering English. She said she does not believe the school system is doing an adequate job of teaching grammar.

If passed, Bland's proposal would be the first of its kind in the Washington area. School officials in other jurisdictions say they don't need such a policy.

"There is an expectation that when teachers hear students using incorrect sentence structures and disagreements between subjects and verbs, they would draw a student's attention to it," said Rudy Roger, a teacher specialist for language arts in Alexandria public schools.

Bland's proposal assumes that teachers are not doing their jobs, said Janette Bell, president of the Prince George's County Educators' Association. "Children are taught proper grammar in schools," Bell said. "I don't think a resolution is necessary."

Prince George's Board of Education Chairman Alvin Thornton (Suitland) said he opposes the proposal, not because he doesn't want teachers to correct students' bad grammar but because he thinks the issue should be addressed through classroom instruction.

"We have programs designed to do that. We should focus on those programs as opposed to pulling out one aspect, grammar, and having a hot debate over whether or not a teacher should correct a student's grammar," Thornton said.

Prince George's Deputy School Superintendent Louise Waynant said teachers already are told to correct students' speech. "For example," Waynant said, "if a child says, 'The boys is not here,' the teacher may say, 'The boys are here.' So . . . it is not a way to embarrass a child."

Prince George's teachers agree that youngsters must develop a strong command of the language. But Bland's policy ignores larger issues that often stymie teachers' efforts to help them, some say.

An educational focus on "whole language," which teaches students to write their thoughts without regard to punctuation or spelling, has undermined children's ability to learn proper grammar, said one seventh-grade English teacher who did not want to be identified.

"Their writing appears to be more a foreign language than English," the teacher said.
"Some students don't know proper nouns and common nouns. We are in a very sad state."

School systems' intensive focus on preparing students for statewide tests also distracts from teaching the basics of verbs, nouns and adjectives, she said.

"I say the board member has a very worthy idea. It's not going to work because we're not teaching any of those things. We are teaching to the test, and that is it," the teacher said.

School officials say their opposition to Bland's proposal does not mean they support ebonics, a controversial term to designate "black English" as a separate language. Bland herself opposes ebonics.

"We teach standard English. We expect students to use standard English," Bell said. "Our position has always been that if you expect to go out in the work world, you must use standard English."

But Dennis Baron, a linguist and head of the English Department at the University of Illinois at Urbana-Champaign, said Bland's proposed policy nonetheless raises a racial question. "The school board member wants to hear what she thinks standard English might be, and some people disagree on what is standard," he said. "Who determines what is correct?"

On a recent day in a classroom, a seventh-grade English teacher spent much of her time coaching students, gently prodding them to find a correct verb. Each time, the students giggled and corrected themselves.

A boy in a white T-shirt raised his hand and explained the effects of pollution on the Chesapeake Bay.

"Before everything was polluted, it was all clean," the student said. "Then people started putting in trash, and it runs into the drain."

His teacher stopped him, "It runs? I want you to go back to that verb you used. What should it have been?"

Another student offered: "Runs."

"Thank you," the teacher said. "Be careful about your responses."

Before the lesson ended, students would stumble time and again over verbs and phrases, using the past tense when their sentences required a present-tense verb. Sometimes they made up words.

The teacher asked the class how erosion, ashtrays and fast food containers contribute to the problems of the Chesapeake Bay.

A boy in a blue T-shirt raised his hand. "It pollute the bay."

"It pollute the bay?" The teacher raised her eyebrows.

"It pollutes the bay," the student offered, correcting himself.

A girl answered another question. "They are like saying now, since the Chesapeake Bay and the Patuxent River is filled up, the clams are dying."

The teacher: "Thank you. That word is filled. Not filled up."

Publication#W\ P4P# 59. The New York Times"Publication" #:\ P5P# 03/15/98Section: New Jersey Weekly Desk; Section 14NJ; Page 2, Column 5

Headline#\ P6P# Firing Shots Across the Bow Of Charter School DreamsHeadline #:\ P7P#

By Abby Goodnough

TRENTON " Governor Whitman gushes about charter schools. So do lawmakers from both parties, who say the independent public schools are a more palatable educational experiment than voucher programs, which use tax dollars to send children to private schools.

But on the local level, charter schools seem to be making more enemies every month.

Mrs. Whitman announced in January that she would allow 23 new charter schools to open by 1999, bringing the total to 39. But more than half of the fledgling schools are already fighting for survival, because of legal challenges filed by the school boards in the cities and towns where they hope to open.

It is old news that local school officials do not like charter schools, which receive public money but operate under a special charter from the state rather than as part of a local school district. The experimental schools siphon students and money from the districts, setting off complaints in New Jersey and virtually all states where they operate.

In the best cases nationally, the threat of losing students and money to charter schools compels regular public schools to improve. In the worst, wrathful school officials and taxpayer groups quash plans for a charter school long before the school gets a chance to prove itself. In 1997, when the first round of char

ter schools was approved in New Jersey, two school boards successfully fought plans for charter schools.

That development was troubling. But the news last week "that 13 of the 23 newest schools are under attack" was astounding. The challenges, which will be heard by the State Board of Education, are the strongest signal yet that local school officials are determined to thwart Mrs. Whitman's attempts to introduce the concept of school choice.

As some local education officials prepared legal challenges against charter schools, others spoke out against another school choice plan. That plan, which Governor Whitman proposed in her annual address to the Legislature, would allow students to choose schools outside their home district. School officials are resisting for the same reason they are fighting charter schools: their districts will lose money if students leave.

The school choice plan may be in jeopardy, because lawmakers have joined school officials in criticizing it.

But the Governor insists that charter schools are here to stay. "I'm disappointed, but not surprised," she said of the challenges. "This kind of thing just gets my back up."

School districts should not be complaining, she said, because when a student leaves to attend a charter school, the district still receives 10 percent of the state aid for that student. "I am not in the business of defending the status quo," she said. "We're talking about a state that spends more money than any other state on education and still not doing terribly well by our students. Charter schools create some creative tension, and that is a good thing."

Those are fighting words to people like Marylu Simon, the Superintendent of Schools in Highland Park, whose Board of Education is hoping to keep the Greater Brunswick

Regional Charter School from opening for the second year in a row. The district, which will lose \$200,000 in state aid next year, would have to turn over \$250,000 of its \$15 million budget to the charter school and cut programs as a result, she said.

A district's costs do not decrease when a few students leave, because the biggest expenses "extracurricular programs, heating bills, teacher benefits" hold steady, Dr. Simon said.

"I believe charter schools have the potential to destroy public education," Dr. Simon said. "Not because there's anything wrong with the concept, but because the financial drain on public schools makes it impossible for us to stay competitive."

The Governor says she does not see charter schools as a drain on public schools. The people who send their children to charter schools pay local taxes, so charter schools deserve some of that money, she says. "These are people who are helping to pay for the public school system," she said, "yet we've been giving them choices that only the wealthy can afford. I can't look one more mother in the eye and tell her she has to leave her child in a failing school."

The challenges are looming in one of the busiest months for charter school organizers, who need to finish recruiting students by early spring. Kerry Treasure, a parent organizing the Ocean City Charter-Technical High School for Performing Arts, said she and other parents have been working 50 hours a week to make sure their school opens in September. They have also spent thousands of their own dollars to print advertisements, buy supplies and mail flyers to residents of Ocean City and the surrounding towns.

"It's hurtful that so many people are against us," Ms. Treasure said, "but I'm too busy to be seriously bothered."

Dr. Simon and other school officials said their anger is directed not at charter school organizers but at New Jersey. They say that if the state paid the entire cost, they would welcome charter schools.

"I'm sure these charter school people are very hard-working," Dr. Simon said. "Our intention is not to hurt them."

What they do intend is to do everything in their power to keep new charter schools from opening in their towns. Money is apparently no object. If the state Board of Education rejects Highland Park's appeal, the school board will go directly to court, Dr. Simon said.

"We will keep appealing it all the way, as will the other districts," she said. "We have to protect the children."

Publication#W\ P8P# 60. The New York Times"Publication" #:\ P9P# 03/16/98Section: National Desk; Section A; Page 1, Column 1

Headline#\ P:P# States Appear Ready to Raise Their Spending on EducationHeadline #:\ P;P# By TAMAR LEWIN

Lawmakers in many states are negotiating budgets that include substantial increases in education spending in response to a strong economy, widespread concern about the quality of public schools and, in some cases, court decisions requiring new systems of school financing.

With these increases, states will likely shoulder a larger share of overall education financing, while local districts will bear a smaller share.

"In state of the state addresses, we heard a strong interest in education," said Kathy Christie of the Education Commission of the States, a nonprofit group that tracks education issues. "There was a lot of talk about making technology available in schools, reducing class sizes and doing more early childhood education. And thanks to the economy, more states have surpluses this year."

While it is too soon to know exactly where the numbers will come out, David Liebschutz, associate director of the Center for the Study of the States in Albany, estimated that state education spending would increase 5 percent to 7 percent in the next fiscal year.

He and others said, however, that what is happening is less an increase in overall education spending, than the states taking over a greater share of school budgets from the local districts.

"You have the states, with these big surpluses this year, riding in on their white horses to rescue the local districts, and offer property tax relief, and taking on a bigger share of the education budget," Mr. Liebschutz said. "That may make taxpayers happy, but it has some real long-term risks for the schools."

The most serious danger is that in a bad economy, state revenues drop far more precipitously than property taxes, the most common source of local financing. So schools dependent mostly on state money would face large budget cuts. And there are many competitors for the state dollars, so if the political winds shift, and the current enthusiasm for education gives way to concern about crime or health, school spending could suffer.

But there are potential benefits, too. Increased state involvement in education can pave the way for greater equity: Generally, the larger the share of school budgets the state controls, the less disparity there is between rich districts and poor ones.

"Over all, I think it's a good thing for states to carry more of the burden, both for equity reasons and because it's appropriate for the states to be out in front as we move to more emphasis on standards and assessment," said Terry Whitney, a senior policy specialist with the National Conference of State Legislatures.

Until the mid-1970's, the lion's share of school money came from local property taxes.

But that shifted as many states began to face legal challenges to their systems of financing education. Critics said the states discriminated against students from poor districts that could not raise as much revenue as rich districts, even if they imposed high tax rates.

In 1994-95, states provided 47 percent of all education spending; local districts, 46 percent, and the Federal Government, 7 percent. And next year, the state share will likely increase further.

Part of the proposed increase in state education spending, the largest single component of state budgets, is due to higher enrollment, since the number of students in public schools has grown steadily since the mid-1980's, and, at nearly 47 million, tops even the old baby boom records.

But per-pupil spending " \$6,564 last year, according to the U.S. Department of Education " is rising as well. In recent years, overall per-pupil spending, on average, has risen 4 percent to 5 percent a year " twice the rate of inflation.

Based on the proposed state budgets and enrollment projections, Mr. Liebschutz estimated that per-pupil spending in several of the largest states would grow substantially next year. In Illinois, where Gov. Jim Edgar has proposed raising education spending more than \$600 million for fiscal 1999, per-pupil spending would increase 12 percent next year. The proposed increase in per-pupil spending would be 9 percent in New Jersey, 7 percent in Florida, 5 percent in Ohio and 4 percent in New York, Michigan and Pennsylvania.

"Education has definitely taken a priority in this year's state of the state messages and budget addresses," said Steven Murphy, director of the public finance department at Standard & Poor's. "It's easier than in the past to put money into schools, because there's more money in the coffers. When a state has a b

ig surplus, there's pressure to do one of two things: cut taxes, or spend it on something most of the population benefits from. Since taxes haven't increased much in the last few years, there's not much pressure for cuts. And a whole lot of people care about education."

In New Jersey, which has been mired in school finance litigation for two decades, Governor Whitman swept into office four years ago pledging to cut taxes and did so " and now she proposes a \$540 million increase to local school districts .

"A lot of this is the economy, but a lot is demographics," Mr. Liebschutz said. "You have all the baby boomers with kids in school, and quite frankly, education is in vogue. The Presidential jawboning on education has proved to have some staying power, and it doesn't take a genius politician to know that if you've got elections coming up and a huge population worrying about their kids' schools, you spend money on schools. In states like Georgia, where the hiring of teachers has been a real bugaboo, raising teacher salaries has become a politically salable issue."

In Georgia, Gov. Zell Miller's proposed budget for fiscal 1999 includes nearly \$200 million for education pay increases. In most states the proposed budget increases would go toward meat-and-potato education concerns like reducing class sizes and expanding kindergarten and pre-kindergarten programs.

But there are capital needs, too. In states with older schools, there is a push to rehabilitate crumbling buildings. In states where the population is growing fast, the struggle is to build enough schools to accommodate the baby boomlet " and hire enough teachers to educate those children.

Almost everywhere, the rewiring of schools and purchasing of computers is a political and financial issue.

"In Iowa, they put together a fiber optics network and so the next question is upgrading all the electrical outlets and training the teachers," said Chris P ipho, of the Education Commission of the States. "But technology is a onetime expenditure. If you use your surplus on it, you're done. Reducing class size is harder, because it's expensive and once you start, you've got to keep going."

In several states, the pressure for increased education spending comes directly from the courts. The mechanisms for school funding in more than a dozen states have been found unconstitutional because of disparities between rich and poor districts, and in several states, legislatures are scrambling to comply with court mandates to revamp their systems.

"New Hampshire, Colorado and Ohio and some others still have school finance litigation forcing them to do something," Mr. Pipho said. "One factor in where the numbers end up is what kind of legal settlements there are, and it's not clear where they'll come out. I've been watching the education budget process for a long time, and I think most of the budget proposals are going to come down before we get to the real numbers. But if there was ever a year to be optimistic, this is it, because the proposed numbers are coming in so high and so many states have surpluses."

Publication#W\ P<P# 61. The New York Times"Publication" #:\ P=P# 03/16/98Section: Metropolitan Desk; Section B; Page 3, Column 1

Headline#\ P>P# Critics Gather to Say Uniforms Shouldn't Be Forced on PupilsHeadline #:\ P?P#
By SOMINI SENGUPTA
A small group of parents, students and civil libertarians gathered yesterday in front of Stuyvesant High School in Tribeca to denounce the Board of Education's proposal to require uniforms for elementary school students. They called the plan sexist and un-American, and said it was a costly ploy to divert attention from the more pressing ills of the city's schools.

The proposal, announced last month by the president of the board, William C. Thompson Jr., is scheduled for a vote by the board's seven members this week. It would mandate that all 550,000 of the city's elementary school students don uniforms by September 1999. Students who disobeyed would face punishment ranging from phone calls to their parents to suspension from after-school activities.

The proposal would allow schools to opt out of the requirement if parents and teachers voted to do so. It would also permit parents to opt out if they met with school administrators, submitted a written request explaining why their children could not meet the requirement and accepted an alternative dress code.

Norman Siegel, the executive director of the New York Civil Liberties Union, has threatened to sue. At a news conference at Stuyvesant High, he and about a dozen other critics said yesterday that the proposed opt-out provision would be too burdensome for parents, and that parents should be able to send their children to school in whatever clothes they wish.

Marie Gangemi, whose 6-year-old daughter attends Public School 76 in Long Island City, Queens, attacked the uniform proposal as an infringement on her rights as a parent..

"Why is this any of your business?" Ms. Gangemi asked as her daughter, Bernadine, stood shyly off to the side, bundled in a magenta jacket and a navy skirt with a bright red apple stitched to its front.

Taina Rodriguez, 15, a sophomore at the Urban Academy on the Upper East Side, accused board officials of using the issue to divert attention from more pressing needs.

"There's overcrowding, there's gang violence, there's no books, no supplies," she said.

Mr. Thompson had argued that uniforms would cool competition over fashions and

control student behavior. There is no evidence linking uniforms to better grades.

Publication#W\ P@P# 62. Richmond TimesDispatch"Publication" #:\ PAP#March 15, 1998

Headline#\ PBP# Sex education vote sends messageHeadline #:\ PCP#Subhead#[\ PDP#Measure overturns local option decision Subhead#:\ PEP# BY PAMELA STALLSMITH Times-Dispatch Staff Writer

The General Assembly sent a clear message to the state Board of Education this session when legislators voted overwhelmingly in both chambers to restore mandated sex education and elementary school guidance counselors.

"That's a very strong statement about how important it is to have family life education and elementary guidance counselors in schools," said Del. Kenneth R. Plum, D-Fairfax, a retired school administrator.

If signed into law by Gov. Jim Gilmore, the measures would overturn a decision made by the state education board last fall to make those programs local options. Gilmore has said he supports the board's position.

"We're encouraged by comments the governor has made, and we feel there's a strong possibility of a veto," said Robin DeJarnette of the conservative Family Foundation, which supports the board's position.

However, the governor could find himself in a political tight spot with the sex, or family life, education bill.

Last week, the House adopted an amendment offered by Del. Robert G. Marshall, R-Prince William, that called for monogamous marriage and pre-marital sexual abstinence to be taught as "moral obligations," and not personal choices.

Some House Republicans said that provision would help make the bill more palatable to their conservative constituents who oppose sex education in schools. Pri

vately, some legislators said Gilmore may be hard-pressed to reject a bill that encourages fidelity in marriage.

Outside of those issues and the budget, still locked in deliberations, legislators gave high marks to how education fared this session. Some key issues remain, including money for school construction and teacher salaries.

However, lawmakers expect proposals that would increase teachers for grades kindergarten to three and more reading specialists to clear.

Charter schools, independent non-sectarian public schools, look likely to finally start in Virginia this year. A bill authorizing the creation of charter schools cleared both chambers this year after a five-year effort led by Del. Phillip A. Hamilton, R-Newport News. The bill survived a last-minute challenge in a conference committee debate yesterday over the number of charter schools that would be allowed.

Under the agreement, up to two charter schools would be allowed in each school division until July 2000. Then the number of charter schools would be limited to 10 percent of the school division's total.

"Education's done well this year," said Sen. Warren Barry, R-Fairfax County, a member of Senate Education and Health Committee.

Legislators also praised the new president of the state board, Richmond entertainment lawyer Kirk Schroder, a Gilmore appointee who lawmakers hope will steer the all-Republican board toward a course of moderation and away from ideology.

Lawmakers had a strained relationship with the previous president, Michelle Easton, who was criticized for her ties to social conservatives and for her perceived support of private

education.

Schroder made several appearances before the education committees and met with legislators, something House and Senate members said his predecessor never did.

"If he continues to make those kinds of appointments, it will continue to go a long way in improving public education in Virginia," said Del. James H. Dillard II, R-Fairfax, co-chairman of the House Education Committee.

"We're trying to get back on a moderate course," said Del. Robert D. Hull, D-Fairfax, also a member of the committee. "There are those groups who oppose what we did with family life and guidance counselors, but I do not believe they are fully representative of mainstream thought in Virginia."

The legislature also acted on proposals that came out of the Commission of the Future of Public Education in Virginia, including promoting teacher training and technology education.

The House Education Committee killed a bill to repeal the state-mandated opening of schools after Labor Day, a measure aggressively pushed by the tourism and hospitality lobbies, which argue their restaurants, theme parks and resorts rely on summer high school employees.

Instead, both the House and Senate agreed to a bill that would tighten the requirements for schools seeking a waiver from the law.

Lawmakers also agreed to phase out the Literacy Passport Tests, which sixth graders must pass to enter high school. The assembly agreed with the state board that the exam is no longer needed in light of the new statewide testing program that started this spring.

Publication#W\ PFP# 63. Associated Press"Publication" #:\ PGP#03-16 2:17a

Headline#\ PHP# Universities grapple with free speech,
taste in governing comp
utersHeadline #:\ PIP#
AP Photo By VICTORIA BRETT
Associated Press Writer

PORTLAND, Maine (AP) -

University of Maine sophomore Casey Belanger sat down at the computer in his dorm room and typed a nasty, threatening message to a fellow student he had never met.

"I'm gonna shoot you in the back of the (expletive) head if I ever see your fag got ass," he wrote last fall, inadvertently sending it to campus computer bulletin boards.

A week later, the attorney general's office slapped the 19-year-old Caribou student with a hate crime lawsuit, accusing him of violating the civil rights of homosexuals.

"I don't even know the guy," said Belanger, a student on the campus in Orono, 2 1/2 hours north of Portland. "I was just mouthing off."

On the Internet and through e-mail, threats and offensive jokes fly through cyberspace between anonymous users, often without repercussions. But not on college and university computer networks.

"Universities are concerned about libel and slander," said Peter Burke, an attorney in the corporate technology practice group at Powell, Goldstein, Frazer & Murphy, an Atlanta and Washington law firm. "By operating e-mail systems, does the university become responsible for what gets posted there?"

In some cases, Burke said, universities and colleges are walking the tightrope between censorship and free speech.

At Bates College, a student signed onto the computer network on the Lewiston campus

last year and typed a obscenity-laced message saying she hated white people.

The college condemned the message, calling it "offensive and divisive," and the Hate Crimes and Bias Committee responded with a memo: "This incident has brought to our attention the fact that students have previously posted sexist, racist, homophobic and similarly offensive language. We view this as utterly inappropriate in any context."

But what some may say is offensive, others argue is free speech, Burke said. "Do we have people deciding what ideas are good or bad? Don't say that, it might offend somebody? We'd rather you speak good ideas so everyone is happy?" he said.

At Cornell University in Ithaca, N.Y., four freshmen sent a derogatory "joke" about women to their friends through e-mail. The message was sent in 1995 to 20 of the students' friends, who then passed it along to countless Internet e-mail addresses, prompting angry responses from across the country.

Cornell considered disciplining the four; instead they were required to attend rape awareness classes.

At the University of North Carolina, officials closed an e-mail account belonging to a former student after a racist message from that account was posted on at least 10 Internet news groups. Anyone reading the "joke" about "Why all blacks should go back to Africa" could see that the posting originated at the university.

And at Virginia Tech, a student was punished for posting a note on the World Wide Web page of a gay organization that suggested gay men be castrated and killed.

The incidents are forcing educators to define how computers should be used, and more

colleges are looking into computer-use policies, said David Merkowitz, a spokesman for the American Council on Education.

"Some universities are overreacting. They're treating electronic mail differently than they would treat communications using a pen and paper," said Barry Steinhardt, president of the Electronic Frontier Foundation, a San Francisco-based online civil liberties organization.

At America Online, its 10 million subscribers must agree to the terms of service: No obscenities, no threatening, no harassing.

If they fail to comply, they lose their account, and in some instances law enforcement is alerted. AOL learns about violations mainly through other members, but it does not reprimand users for the quality of their e-mail jokes, nor does it monitor them.

"There is an infinite amount of information and communication within AOL community. There is no way to monitor each and every word, nor should we," said AOL spokesperson Trish Primrose.

On the other hand, private corporations are very concerned about e-mail content, Steinhardt said, and company e-mail is probably more closely monitored than at colleges and universities.

"Private companies pretty much have a carte blanche to control the use of their own resources," he said. But public universities cannot punish students for what they say on the campus computer network, unless the mail constitutes a violation of the law, like the Belanger case.

The incident at the University of Maine started when Belanger said he "disliked fags" on his "resume" on a student bulletin board. That prompted a barrage of anonymous e-mail, he said.

He sent the threatening message to the person he thought was sending the anonymous messages. But his message ended up going to 10 other students as well as the Gay/Lesbian/Bisexual public conference folder and three other computer folders.

Soon after, students alerted campus security, who then forwarded the matter to police and the Attorney General's Office. "It all just got blown out of proportion," Belanger said.

Belanger was ordered to serve 30 hours of community service by the university, which suspended his computer account. The state waived a \$5,000 fine and had Belanger sign an injunction promising he would not harass or threaten others.

Belanger said he would never have said in-person what he wrote hidden behind his screen name. "It was just a spur of the moment thing. Given the opportunity, I would definitely go back and reword it."

Maine Attorney General Andrew Ketterer said there's an easy way to know when certain speech is inappropriate, and possibly illegal: No one should be placed in fear or scared by a message they receive through their computer.

"I think that people may say, 'Hey, I got a First Amendment right to say whatever I want.' But what they've got to realize it does not include the right to threaten," he said.

Publication#W\ PJP# 64. Associated Press"Publication" #:\ PKP#3-16 6:09a

Headline#\ PLP# PBS adopts University of Delaware
Internet courseHeadline #:\
PMP#

NEWARK, Del. (AP) - The Public Broadcasting System plans to offer a course on using the Internet that was developed by a University of Delaware professor to colleges and universities across the country.

"This class teaches life skills for the 21st century," said Fred Hofstetter, the University of Delaware instructional technology professor who created it. "Being able to use the Internet really is a literacy."

The university joined forces with PBS after Hofstetter met Will Philipp, senior director for PBS' adult learning service, at a conference.

PBS is testing the course and hopes to officially offer it by the fall of 1998. Each college will pay a \$500 licensing fee plus \$20 per student. PBS and the university will split the proceeds.

It took Hofstetter 18 months to create the class. Seventy-five students took the first-ever class last fall, and another 75 are now enrolled.

Students learn how to surf the Net, create Web pages and do virtual research. They also learn about Internet ethics.

Although students never share the same classroom, they meet in newsgroups and chat rooms. They are graded on their participation and the quality of their e-mail.

"There's more integration than in a traditional classroom," Hofstetter said.

Stan Cahill, senior director for marketing and business affairs at PBS, said the company's most popular televised courses net a quarter-million dollars for each partner.

"We're adding (the Internet-based course) as a complement to television-based courses. A large number of our students have access to the Internet," Cahill said. "It's a natural to add this to our portfolio."

Cahill said PBS plans to use the course as a blueprint for future Internet-based courses.

"This is as good a model as exists out there," he said. "We've had nothing but good responses from people who have taken it."

Publication#W\ PNP# 65. Kansas City Star"Publication" #:\ POP#March 16, 1998

Headline#\ PPP# Charter schools for MissouriHeadline #:\ PQP#
By BILL KENNEY
and FRANC FLOTRON

We are pleased to see charter school legislation so actively discussed. However, we fear the discussion is being tainted by some substantial misinformation, as evidenced by Laura Scott's column of Feb. 19. We offer this response in an effort to clarify the issues and ensure that charter schools are evaluated on their merits.

First, the pending legislation does not release charter schools from hiring certified staff. Currently, it calls for a minimum of 80 percent of instructional staff to be certified. In addition, the small number of uncertified staff must meet stringent requirements.

Charter schools must meet state academic performance standards. The current legislation specifically calls for charters to "participate in the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board." Also, charters are required to complete and distribute an annual report card just as district schools do.

Scott's most egregious error is to assume that "the needs of special education children would not have to be met by a charter school." The Senate bill refers specifically to students using special education services and guarantees them equal access to educational opportunities in a charter school. This guarantee is further assured by granting that "the proportionate share of state and federal monies generated by students with disabilities or staff serving them shall be

paid in full to charter schools enrolling those students."

Tax dollars will not support religious or private education. According to the legislation, charter schools must be "nonsectarian in their programs, admissions policies, employment practices and all other operations." Any private or parochial school thinking of converting to charter status must give up its religious mission, all academic admissions testing and any other admissions criteria. Furthermore, charter schools may not charge tuition.

The bottom line is quite simple: Charter schools receive public dollars because they are public schools.

Likewise, while it is true that private or religious colleges may sponsor a school, the legislation clearly calls for the charter school itself to be nonsectarian. The sponsor's role is simply to make sure that the school fulfills the terms of its charter.

The legislation does allow charters to establish geographical boundaries to encourage enrollment by local residents, "provided that they do not result in racially isolated schools." At a time when the president of the Kansas City School Board and the NAACP are calling for a return to neighborhood schools, we fail to see why charter proponents should be criticized for attempting to address those concerns.

No charter advocate we have talked to wants to resegregate our schools. Our legislation supports the concepts of diversity and inclusiveness.

Most legislators believe that education reform must be part of a comprehensive solution to the desegregation cases. We believe that the desegregation bill would not pass without the charter schools provision.

Missouri's legislators are being confronted by constituents who are demanding three

things from our public schools: accountability, dramatic reform in those districts not performing well, and greater cost efficiency.

Charter schools are not a "panacea." However, we see them as one way of addressing these three concerns, of assisting in the reform of public education and supplementing our public school offerings.

Kenney, a Lee's Summit Republican, and Flotron, a Chesterfield Republican, are co-sponsors of charter school legislation in the Missouri

Senate. Sen. Harry Wiggins, a Kansas City Democrat, also is a co-sponsor of the bill.
Publication#W\ PRP# 66. Los Angeles Times"Publication" #:\ PSP#* 03/15/98; Edition: Orange County Edition; Section: Metro; Editorial Writers Desk; Page B-13

Headline#\ PTP# School District's Drug PolicyHeadline #:\ PUP#

Re "Suspended Senior Returns to School on Judge's Order," March 4:

Congratulations to Judge Robert E. Thomas for allowing Ryan Huntsman his day in court and his time at his school.

School districts across the nation have taken a policy to end weapons and violence on campus and made it "carte blanche" for every school to control its school population. In Fullerton, a middle school had "zero tolerance" on hugs! We need to teach our children how to be good citizens, not humiliate them.

The zero-tolerance policy was designed by the generation that coined the phrases "sex, drugs and rock 'n' roll" and "tune in, turn on and drop out."

Have these administrators become so hung up on control they have forgotten what it's like to be a kid? All children make mistakes, but they should be able to learn from these mistakes, go on and be productive.

Control is necessary, but the school districts in America are way off the mark.
Repression
brings rebellion. Humiliation brings retaliation.

We need to teach our children to be good citizens. Sending a child to another school does
not solve the problem. It passes the problem to another school.

MICHAEL J. KELLNER

Lake Forest

The zero-tolerance policy does have its effect to [some] extent, but it is sad
when school
officials will not hear the entire case of a young adult who is about to graduate from high
school.

Ryan Huntsman's tests showed that he was not using drugs. He was not going to or from
school when he was pulled over. [These are] important facts that seem to
be overlooked.

The school has no sufficient evidence for their [suspending] him. What they really need
to do is look at this boy's future. He will be going off to college soon. How will this look on
his record? They are damaging his future with a case
that lacks evidence.

KATIE ALEXANDER

San Juan Capistrano

Publication#W\ PVP# 67. Los Angeles Times"Publication" #:\ PWP#* 03/15/98; Edition: Home Edition; Section: Opinion; Letters Desk; Page M-4

Headline#\ PXP# L.A. School BoardHeadline #:\ PYP#

I am disgusted with the results of the LAUSD and applaud every effort to improve our
school system. However, blaming the principals and administrative staff for educational
failures is an ineffective exercise in scratching the surface of
serious problems (March 10).

If principals are to be held ultimately responsible for the success of their schools, then they must hold control of their staff. The time for the tenure protection of teachers has long passed. It now serves to protect inefficient, lazy, bad teachers and serves to the detriment of our children, and to the decline of morale among the many dedicated, caring teachers.

It is unfair to demand that principals achieve a higher level of performance while tying their hands.

ESTHER YOUTAN, Tarzana

*

Re the editorial, "Shootout at L.A. Corral," on the Los Angeles school district, March 8:

Congratulations! Once again The Times has applied the most effective tool of all for exposing fools: their own words. I watched with glee while the same technique did away with Sam Yorty in the 1970s.

JUNE DUFF, Eagle Rock

Publication#W\ PZP# 68. The Washington Post"Publication" #:\ P[P# 03/15/98; Edition: FINAL; Section: Outlook; Page C03

Headline#\ P\ P# A Test for Schools That Fails StudentsHeadline #:\ P]P#

By Patrick Welsh

Most of us find change unnerving, especially in our jobs. So when I heard about former

Virginia Gov. George Allen's plan to reform the state's public schools with an elaborate

system of guidelines and testing, known as Standards of Learning and Standards of

Accreditation, my reaction was a little defensive. "Here

we go again," I said to myself. "One

more bright idea from on high." But this plan, I soon realized, was not to be sneered at. It

had input from hundreds of teachers and parents, including some in my school system where

I have taught for 29 years. It would affect every principal, teacher and student in the state.

S
o I put my misgivings aside and took a close look at the state school board's plan.

The reforms have an admirable goal: "setting new, higher academic standards" in the four "essential" academic subjects of English, math, science and social studies. Progress will be measured by standardized testing in grades three, five and eight, and high school. And those examinations will put pressure on schools to become more accountable. Last week students in Virginia took the first test to calibrate the passing score for future years. All Virginia public schools will then be "provisionally accredited." Next year, only schools in which 70 percent of the kids pass will be "fully accredited." And, by 2006, any schools that don't achieve the 70 percent pass rate will have their "accreditation denied."

After studying the plan, I kept asking myself, "Is there something I'm missing?" It seemed like more of the same old approach that has been turning off even the highest-achieving kids and failing to inspire those who really need help. Worse still, the possibility of losing accreditation could cripple about 18 of Northern Virginia's high schools that serve large numbers of disadvantaged children.

It's not that I am against high standards; I love the College Board's rigorous Advanced Placement exam in English because it challenges my students to keep studying just as they are about to slip into senior slump. And some of the new standards do demand the high levels of performance that teachers have been pushing for years. But they reflect a one-size-fits-all approach to schooling. They don't foster the flexibility that good teachers use to inspire individual students "and that students need to develop their interests. And they're inconsistent: While some are tiresomely simple, others are ridiculously hard and developmentally inappropriate. Tenth-grade world geography, for instance, has 15 standards, including this one: "The student will analyze the regional development of Asia."

ia,
Africa, the Middle East, Latin America, and the Caribbean in terms of physical, economic
and cultural characteristics and historical evolution from 1000 A.D. to the present."

That might serve as the basis of a year-long course in graduate school, but it's hardly
material for any 15-year-old I know. Dick Nachajski, head of the social studies department
at T.C. Williams, says that the state's standards for history also "emphasize memorization
of lots of unconnected facts and data. . . . the approach that students say has made social
studies one of the most unpopular subjects in high school."

That emphasis is already a problem, according to Silver Spring educational psychologist
Bill Stixrud: "With the incredible explosion of information today. . . . kids get crammed with
more and more. Within a few weeks, they forget 90 percent of what they learned and end
up wondering why they should care in the first place." Many students have the same
complaint. "I hardly remember a thing we studied in history or World Civilization. We just
got pumped with all these facts. We never had time to study the reasons behind anything,"
says 18-year-old senior Kate Riddile. If a top student like Riddile, who has been accepted
to Yale through the college's early admission program, can't recall much from the shotgun
approach to study, what happens to the others?

In addition to its emphasis on accumulating facts, the state school board seems to have
bought into one of the most vapid clichés in education today: "All children can learn." What
is seldom understood is that not all children can learn the same amount or type of material,
learn at the same rate, or even need to learn many of the things reformers deem essential.

Take the math standards, which aim to have all students learn algebra by the ninth grade.
"Algebra has become the new religion," said Susan Kaput, who has taught the subject for
more than 15 years. "It's as if our society is going to col

lapse unless everyone knows algebra."

Under the state's new standards of accreditation, it's tough luck for the kids who can't get algebra. In 2004 (when this year's sixth-graders will be seniors) the state's new graduation requirements will kick in, and kids will have to pass not only algebra, but also two courses beyond algebra, such as geometry or trigonometry. "The people who approved the standards don't understand that advanced math requires a certain level of cognitive development that not everyone has or needs to have to be successful in the real world," says Wayne Ellis, who teaches math at John Marshall High School in Richmond. "I'll bet anything that most of the state school board members who think math is so crucial couldn't pass the tests they're saying kids must pass before they graduate."

The "more-is-better" mentality has also added extra science requirements for graduation, which reduces opportunities for students to take electives in music, drama and art "subjects the Richmond reformers seem to think are frills but actually are mainstays for many of the most accomplished students I've taught. Seventeen-year-old Lucia Gajda, a voracious reader and straight-A student who has taken art and drama electives every year in high school, says that "acting is the most important thing to me. It has helped me find out who I am . . . taught me to get along with people, to compromise. I'm not going into math or science, so I don't need a lot of it." That flexibility has helped Gajda discover something about the joy of learning "an aspect of school life that the standards seem to overlook.

I don't mean to make light of the challenge reformers face. In my own field, English, trying to set standards has never been more difficult. At T.C. Williams, we have adopted a core literature list which makes almost no one happy. It's a mix of old standbys like "The Scarlet Letter" and works chosen not for their quality or superior writing but because they are "multicultural." So maybe I shouldn't be too critical of the state's unimaginative, bland

and vague English standards, which demand that the "student . . . describe the development of American literature in the 17th, 18th, 19th and 20th centuries" or "identify the poetic elements and techniques that are most appealing and that make poetry enjoyable." But while standards like those lend themselves to the multiple-choice format that will constitute the bulk of the state tests, they are the surest way to kill the power of literature and send kids off to Blockbuster instead of the library.

The standards for elementary school students are even further off base. In Alexandria, second-graders used to start a social studies unit by studying their families, then branching out to school, community, city, state and so on. But the new standards will have 7-year-olds studying "the contributions of ancient Egypt and China which have had an impact on world history, with an emphasis on written language, laws, calendars, and architectural monuments such as the pyramids and the Great Wall of China." This sounds great, but it isn't remotely appropriate for their age. Pam Walkup, who teaches second grade in Alexandria, thinks the change is absurd: "They aren't thinking about what's proper for each stage of development."

Jim Grant, executive director of the Society for Developmental Education, a New Hampshire-based group that studies age-appropriate learning, agrees. "The people who wrote the standards did not look at the population of kids. We have more poor kids, more transients, more with low-birth weights. We are seeing crack babies and a whole new group of preemies that would have died in infancy 10 years ago. How can we expect all the different kinds of kids that come into an elementary school to learn at the same rate, in the same time frame as designated by the state? The only way that is going to work is if the parents agree to send us standardized children."

Whatever the problem with the standards themselves, the worst aspect of the reform

package is the possibility that some schools would lose their accreditation
" a real threat
for those with a large number of disadvantaged kids, such high
schools like T.C. Williams,
Wakefield in Arlington and J.E.B. Stuart in Fairfax.
x.

It is no more fair or accurate to judge a school by the average of its students
' test scores
than it is to judge my teaching by the achievements of my students.
s. If you rate me on the
basis of my first-period class, which is full of terrific students " several with off-the-charts
SAT scores " you would conclude that
I'm a great teacher. But if you judge me by another
class, in which half the students scored at or below the 2nd percentile in last October's
preliminary SAT
, then I'm a rotten teacher. A disproportionate number of low achievers are
minorities. Under the new regulations, that will count against schools such as T.
C. Williams.
Every year, the school gets about 30 students into the University
of Virginia and many
others into even more competitive schools. More than 150 kids a year get advanced
placement college credit in subjects ranging from calculus to fifth-year Latin. While some
of these kids do come from families that have been on welfare or from war-ravished ThirdWorld countries, most are from the
white middle class, which makes up only 27 percent of
the school's population.
Like other schools nationwide, we have not found the answer to the
discrepancy
in test scores between middle-class kids and low-income minority students.
Given that fact, I doubt very much " as do other teachers and administrators " that
70
percent of our student body can pass the new state exams, if they are truly
rigorous. They
will either be dumbed down, or T.C. Williams, along with other
schools in Northern
Virginia, will be penalized for serving large numbers of poor kids.

Some school officials I have talked to see the new program as a means of discriminating
public schools and of getting support for private school vouchers and charter schools. A top
Fairfax County official, who does not want to be identified, told me, "We are being set up
to fail . . . to prove that public education d

oesn't work." And I understand his concern. Many middle-class parents, whose support is critical, will educate their children privately if they fear that their children's college chances will be limited by a transcript from an unaccredited school. Others, whose children will not meet the one-size-fits-all graduation requirements, will also opt for private schools which are not subject to these standards.

Regardless of what may or may not be the politics behind it, the Virginia reform package of standards and testing shows little understanding of today's students and the schools they attend. Of course we want high standards, but we also want the flexibility to do the best for children with differing needs and abilities. To do that, we need to emphasize depth of understanding over rote learning, different objectives for different kids. Only then will we help all our students to absorb not just facts but wisdom from their years in school.

Pat Welsh teaches English at T.C. Williams High School in Alexandria.

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Publication#W\ P^P# 69. The Washington Post"Publication" #:\ P_P# 03/15/98; Edition: FINAL; Section: OP-ED; Page C06

Headline#\ P`P# A Lesson in EducationHeadline #:\ PaP#

I am a fourth-grade teacher at a D.C. public school, and I read with dismay Diane Ravitch's Feb. 25 op-ed piece, "Put Teachers to the Test."

Ms. Ravitch argues that too many of our nation's teachers have studied education, focusing on child psychology and pedagogy, rather than an academic subject. Therefore, she says, they are not qualified to teach subject areas. TD Soon after I started teaching, I realized that knowledge of a subject was not enough. I immediately began pursuing education courses. The education courses, coupled with my experience in the classroom, confirmed my belief that it is not what I know that is important but what I help my students discover for themselves that counts. This is one of the central

tenets taught in the education
courses that Ms. Ravitch derides.

I was able to grasp this tenet as a result of teaching experience and years of
schooling in
education as well as other fields. The pedagogy and psychology cou
rses I took have proved
to be as valuable, if not more valuable, than my undergrad
raduate courses in economics,
political science and French.

I agree that with the impending shortage of teachers we must attempt to enlist
professionals from other fields. They will need, however, much more than a good

knowledge of their subject matter to make their classroom experience a success
. The subject
matter is, in fact, the easy part. Inspiring children to learn, g
aining their respect, organizing
and managing a classroom, and getting children
to work hard are our greatest challenges.
These skills are taught in education
programs and are mastered only with years of experience.

Ms. Ravitch may have studied something "superior" to child psychology or pedago
gy,
but she clearly has missed something essential about the learning process:
What the teacher
knows is not nearly as important as his ability to inspire and
motivate those around him.

SUSAN BORN-OZMENT

Washington

The writer is a teacher at Oyster Bilingual Elementary School.
Publication#W\ PbP# 70. The Washington Post"Publication" #:\ PcP# 03/15/98; E
dition: FINAL; Section: OP-ED; Page C07

Headline#\ PdP# To Reconstruct D.C.'s SchoolsHeadline #:\ PeP#
By Donald A. Brown

I am a volunteer for, as well as a graduate of, the D.C. Public Schools. For t
he past five
months I have served as an unpaid adviser to the school system, de
signated for the job
jointly by Parents United and the appointed board of trust
ees. My job has been to monitor
the repairs and capital improvements to school
buildings, verifying that the work was

performed safely, efficiently, economically and on schedule. During that period I met and worked with Charles E. Williams, the retired Army Corps of Engineers general who was the chief operations officer of the public school system for 14 months, until his recent sudden resignation.

Although I became an adviser only in November 1997, I do understand that last summer's options were limited by the condition of the facilities and the lawsuit brought by Parents United against the school system. At that time, some mistakes were made in the repair program, but there were also major accomplishments. My role probably makes me more aware than many others of the necessity for us to do better "and we have. The proper response to the dilemmas should have been to assist in bringing about a solution as quickly as possible, not to heap personal, vindictive opprobrium on those in charge " particularly if they are competent, hard-working and dedicated.

First of all, the school system was operating too many buildings in relation to the student population. Second, almost all of the facilities have deteriorated to the point where immediate repairs and/or modernization are required before the schools can be operated effectively. Setting priorities that will please everyone was "and is " impossible.

From the moment Gen. Williams began to tackle the problems, he met conflicting pressures and criticism. Everyone demanded that immediate attention be paid to the schools located in his or her own particular area, and these same people claimed that those in charge were bungling the job.

Considering the deplorable state of an overwhelming number of school buildings, officials and parents certainly had a right to complain. But needless carping, along with the failure to recognize the impracticality of achieving everything simultaneously, exacerbated the difficulties. In the District, the sources of power are so diverse that everyone feels free

to put in an oar " often pulling
in opposing directions. Those who have involved
themselves with school construc
tion matters include Congress, the financial control board,
the mayor, city cou
ncil, congressional delegate, elected and appointed school boards, PTAs,
Parent
s United, the 21st Century School Fund, the GAO, teachers, principals, the medi
a "
and many others.

It would be a major step forward if all these interested people would pull toge
ther in a
cooperative effort to achieve a sound education for the children in t
he public school system.
Such collaboration would go a long way toward ensuring
success in achieving modern
facilities, a safe environment and, of course, goo
d academics. But instead, I find that
educational issues in Washington are used
to gain, at the very least, personal publicity and
political turf. Those who a
re trying to serve the students get caught in the cross-fire. In fact,
at times
scalp-hunting seems the point of the exercise.

Gen. Williams had the qualifications and experience to correct the effects of n
eglect and
decay that have accumulated for decades. Unfortunately, his early mi
stakes were never
forgiven. Harsh criticism and unjust censure created an atmos
phere in which he was unable
to do his job " and he quit. His untimely departur
e is a severe loss to those of us who are
trying to return the schools to a pro
per state of repair. Equally immoderate treatment will
surely persuade schools
Chief Executive Julius Becton to leave his post. Some of those
whose egos are i
nflated by their success in getting rid of Gen. Williams would love to seize
cr
edit for the departure of Gen. Becton as well.

The control board, the city council and the board of education need to put an e
nd to
attacks on those who are laboring in the hostile vineyards of the Distric
t's public schools.
They should build consensus and help those who are trying t
o provide our children with the
education they need and deserve. They should pe
rsuade the nay-sayers to become helpful

colleagues. They should turn their energies into support for reconstructing our schools. They should commit themselves to educating our kids, not protecting turf. They must not allow our children to continue to suffer.

The writer is founder and chairman of the JBG Companies and has been active in numerous educational institutions.

Publication#W\ PfP# 71. The Washington Post"Publication" #:\ PgP# 03/16/98; Edition: FINAL; Section: OP-ED; Page A21

Headline#\ PhP# Same-Sex Schools Work " SometimesHeadline #:\ PiP#
By William Raspberry
Removing boys from the classroom fails to improve girls' performance in school even though it leaves them more confident, according to a new study.

" Associated Press

Girls don't learn any better in all-girl classrooms than they do in school with boys, concludes a research analysis out today.

" USA Today

Six years after sounding an alarm on gender bias in schools, the American Association of University Women contends in a new report that separating boys and girls is not the solution, despite mounting interest nationwide in single-sex public education.

" Los Angeles Times

These are the lead paragraphs from recent news stories on "Separated by Sex," a report compiled by the American Association of University Women and released last week. Already, advocates of single-sex education are striking back at what they see as faulty findings.

The only problem is, there's hardly anything in the AAUW study to support the news reports.

Essentially, "Separated by Sex" consists of four papers, each taking a look at some aspect of single-sex education. Valerie Lee of the University of Michigan School of Education looks most directly at the question of whether girls do better in all-girl settings. Her conclusion, like that of most of her fellow respondents: It depends.

She and a Michigan colleague, Helen Marks, evaluated a number of studies and reached the surprising conclusion that single-sex education seems to make a difference only in Catholic schools. "The findings there were consistent: positive effects for girls but no difference for boys. However . . . there was no pattern of findings favoring either single-sex or coeducational schools, either for boys or for girls, on a broad range of outcomes."

Cornelius Riordan, a professor of sociology at Providence College, found that single-sex schools "work for girls and boys, women and men, whites and nonwhites", but the effect is limited to students of low socioeconomic status." For middle-class children, it's a tossup.

Other contributors found differences in single-sex education for African American children or for children in single-sex schools (as opposed to single-sex classrooms).

But the general finding was the impossibility of reaching a general finding.

So why have the news reports tended to be negative and not merely inconclusive?

I suggest two possible reasons, both emanating from the AAUW itself. The first is that the announcement and release of the report "put out in advance with an embargo against premature release" suggest significance. Reporters naturally think it their duty to find that significance and not to get lost in inconsistencies. But in this case, the inconsistencies may be the heart of the story.

The other possible reason is political. At least since its 1992 report, "How Schools Shortchange Girls," the AAUW has focused on gender inequity in school. Moreover " or so it seems to me " it has tended to attribute any apparent female disadvantage to prejudice or discrimination. The earlier report, for instance, made a great deal of the fact that teachers (male and female) tended to call on boys more often than girls " ignoring the possibility that some teachers may call on boys in an effort to quiet them down and maintain some semblance of classroom order.

The AAUW focus in the current report appears to be on the single question of whether single-sex education promotes gender equality " as measured by everything from math and science test scores to self-esteem.

As the contributing researchers are at great pains to say, it isn't that simple. Single-sex schools (and the decision to attend them) are driven by a vast variety of reasons " educational, psychological, religious and political. No one should be surprised that they produce a vast variety of outcomes.

Do they work? Sometimes yes, sometimes no, depending on what the question means.

Do they solve the problem of gender inequality? Of course not. Which is no argument either for or against them.

Publication#W\ PjP# 72. Forbes "Publication" #: \ PkP# March 23, 1998

Headline#\ PIP# The great technology mania Headline #:\ PmP#
By Diane Ravitch

THIS YEAR AMERICAN SCHOOLS will invest \$5.2 billion in technology, outpacing last year's \$4.3 billion. Politicians, business leaders and educators clamor to get the latest hardware into every school. Ten years ago there was one computer for every 37 students; now there is one for

every 7, and 70% of American schools (and about 80% of high schools) are on-line.

This smells suspiciously like the latest miracle cure. The nations that regularly leave us in the dust on academic tests "like Korea" have focused on good teaching, not on technology. There is no evidence that use of computers or the Internet improves student achievement. Yet the billions spent on technology represent money not spent on music, art, libraries, maintenance and other essential functions.

The \$5 billion spent this year on computers in schools is only the tip of the iceberg, because almost all of that money goes for hardware. Given the pace of technological change, the tab will rise steadily, as equipment purchased ten years ago becomes obsolete. Only 15% of teachers have appropriate training, so taxpayers will have to pay for that, too. The estimates for wiring every school to the Internet run into many billions of dollars.

There is no evidence that use of computers or the Internet improves student achievement.

It's time to ask a simple question: Does this mania for technology make sense?

Interviewed by the Los Angeles Times, one high school teacher said that students' favorite sites on the Internet were about cars, sports and movies; the picture most frequently downloaded was one of Michael Jordan.

Access to the Internet also means access to its seamy side, including thousands of sites that supply degrading pornography, chat groups for pedophiles and sites created by hate groups. For teachers, there is also the specter of purloined papers. The New York Times identified dozens of Internet sites that sell term papers on any subject. A student at one of New York City's elite public high schools said, "A lot of people download papers and just change the name." There aren't a lot of original papers that get written anymore."

It is sometimes argued that learning via the Internet can be fun for students and therefore will help them learn. Astrophysicist Clifford Stoll responds: "Most learning isn't fun. Learning takes work. Discipline. Responsibility." He would rather see youngsters learn "how Shakespeare processed words than how Microsoft does."

Computer scientist David Gelernter maintains that children need less surfing and more learning. They already have more data than they know how to handle: "Virtually everything the Internet is selling, our children already have too much of and are choking on." What they most need, he says, is persistence, concentration and careful analysis, none of which they will learn by surfing the Internet.

In 1984 FORBES published an article about the promise of computers in the schools. The magazine's technology editor took issue with the article's embrace of the computer revolution: "The computer is a tool, like a hammer or a wrench, not a philosophers' stone. What kind of transformation will computers generate in kids? Just as likely as producing far more intelligent kids is the possibility that you will create a group of kids fixated on screens"television, video game or computer." He predicted that "in the end it is the poor who will be chained to the computer; the rich will get teachers."

Certainly everyone needs to learn to use a computer and to develop technological literacy. But we must not forget that computers are tools, not an end in themselves. They are no substitute for the academic skills and knowledge that children must master to participate in the modern world economy. Our children lag in learning mathematics, science, history, geography, even reading. Efforts to find a technological shortcut only exacerbate students' failure to apply themselves to the serious business of learning.

Diane Ravitch is a historian and a Fellow at the Manhattan Institute in New York

ork
City.n

Publication#W\ PnP# 73. The New York Times"Publication" #:\ PoP# 03/15/98Sect
ion: Editorial Desk; Section 4; Page 16, Column 6

Headline#\ PpP# Teachers Reject Bilingual EducationHeadline #:\ PqP#
To the Editor:

"Bilingual Education Facing Toughest Test"(front page, March 10) cites the op
inions of
California politicians and advocates on bilingual education but makes
no mention of
teachers' opinions. This is a common omission, though strange, s
ince teachers carry out the
program on a daily basis.

In the Los Angeles Unified School District, our teachers' union conducted a
referendum
on Proposition 227, the initiative to end bilingual education. Desp
ite strong union
opposition and a \$5,000 stipend paid to bilingual teachers, 48
percent voted to support the
initiative. These teachers know that our bilingua
l programs have gone overboard in denying
English instruction to our students a
nd that the measure is a reasonable and timely remedy.

DOUGLAS LASKEN

Woodland Hills, Calif., March 11, 1998n

Publication#W\ PrP# 74. The New York Times"Publication" #:\ PsP# 03/15/98Sect
ion: New Jersey Weekly Desk; Section 14NJ; Page 17, Column 1

Headline#\ PtP# The School Discipline Issue In a
Different LightHeadline #:\
PuP#
To the Editor:

I guess it was inevitable that the opening shot in your March 8 article on scho
ol discipline
("Spare the Rod, and Then What?") should be directed at Eastsid
e High in Paterson, the
place that used to make Principal Joe Clark's day " and
eventually made his career, as the
sheriff-style hero of a Hollywood movie.

But I wonder if the effect was a fair representation of Eastside, or of the oth
er schools

similarly maligned by implication or report. Was I the only one who noticed that the hard data in the article seemed to prove not that there is a discipline problem, but that there is perceived to be one?

"Concern over discipline approaches desperation levels," says the reporter of a single 1994 survey, failing to remind us that such "desperation" reflects perceptions about the wider culture too, where ordinary people are sure crime is dramatically on the rise when the opposite is true. Why shouldn't they be, judging by the proportion of TV news stories devoted to murder and mayhem?

Do we know any more about what's really happening in our schools? Did this article help us to? What is it but a kind of sensationalism to retail a horror story about the first grader who spat at a teacher, but fail to inform us how representative this is of a teacher's experience? Why do we get the easy tattle of a couple of girls at the corner mini-market up front, while the measured assessment of a veteran social worker appears way, way down on the continuation page? Why are the protestations of faculty who like and respect their students ("It really bothers me when people think kids are hoodlums") positioned as if they were the dismissable minority, and made to look as if they were dodging the problem rather than facing it?

It so happened that two days before the Times story appeared I had been to Eastside High School, invited by a social studies teacher who saw me as a resource for getting students interested in local history. He knows something we could all benefit from knowing "that kids' learning ability (and capacity to make the choice to learn rather than act out) is deeply affected by their sense of self-worth. And that their sense of self-worth is deeply affected by how much they value the place they live in, which is usually also the place where they go to school.

The Eastside I saw was well-policed, in a fairly unobtrusive way. Inside it was clean and

quiet and orderly without a hint of bullhorns and baseball bats. It was also poor. Poor. How do I say it to give you a sense of it? Is it to tell you that the classroom didn't have enough chairs for the students to sit on? That though I knew enough to bring my own slide projector, I discovered that there wasn't even a screen to project on?

But I also saw kids, beautiful kids, kids who listened as if they were starving and I had just walked in with a skyscraper stack of pepperoni pizzas. They were doing the unit on immigration history, said their teacher, Ben Guzman, and he wanted me to tell them about an extraordinary Paterson sculptor named Gaetano Federici who came from Italy when he was 7 and became Paterson's master artist by the time he was 25. I saw the look of bliss on the face of a kid named Andre who got it " who heard the message, with or without the slides.

The real problem with inner-city schools is complex enough to be something middle-class readers could take some responsibility for, and even do something about. Tapping their paranoia won't get us there.

Meanwhile, the movie version of Joe Clark has already helped glamorize him into a myth about tough love. Maybe more tough than love " the tougher, the meaner, the more hide-beating, the better, till you can't tell if it is love anymore.

The name of Eastside's present principal, Charles Lighty, didn't make it to your story. I suspect he won't make it to Hollywood either.

FLAVIA ALAYA

Paterson

The writer, a professor at Ramapo College, heads the Paterson Historic Preservation Commission.

Publication#W\ PvP# 75. The New York Times"Publication" #:\ PwP# 03/16/98Sect
ion: Editorial Desk; Section A; Page 24, Column 4

Headline#\ PxP# Racial Reading List Would Deprive
StudentsHeadline #:\ PyP#
To the Editor:

The San Francisco school board is considering a plan to change the required reading list
for high school students to include "multicultural authors" to reflect the ethnic diversity of
the district's population (Education page, March 11
).
TD Will the board take this approach in the teaching of science? I doubt that it
would occur
to them. It is understood that the work of a scientist is considered worthy of study because
of what it has contributed to the understanding of
nature, not because of the ethnic
characteristics of the scientist.

The works of Chaucer, Shakespeare, Twain and Melville have been translated into
every
major language not because of what they have to say about white, Anglo-Saxon culture but
because they are moving dramatizations of central aspects of the human condition. To
discourage students from developing an appreciation for
these great works of literature is
a profound form of cultural deprivation.

PAUL T. RIEL

Chicago, March 11, 1998n
Publication#W\ PzP# 76. The Wall Street Journal"Publication" #:\ P{P# 03/16/98
Headline#\ P|P# How Cost Is Linked To School
PerformanceHeadline #:\ P}P#
In your Feb. 26 editorial "Education in Ohio" you miss one of the most basic facts about
public education: It costs more to educate children in some districts than in others for
reasons outside the control of school officials. Some districts must pay higher wages than
others to attract teachers. Districts with many students who come from poor families, have
special needs or do not speak English as their native language must spend more than other
districts to achieve the
same performance. It makes no sense to expect a certain amount of

spending to
buy the same performance in every district.

We have estimated educational cost indexes for school districts in New York State.

Compared with the state average, educational costs are 75% higher in the upstate big three cities, 248% higher in New York City, 2% lower in rural districts, and 9% lower in upstate suburbs. We also estimate that the efficiency of both New York City and the upstate big cities is about the same as that of the average school district in the state. Thus, the relatively low performance of students in city schools around the state despite their high spending is an indication of the high costs in these districts " not of mismanagement. Similar results are likely to apply to Ohio, where the high spending in Cleveland and the low spending in rural districts cannot be interpreted without a cost correction.

Additional spending does not, of course, guarantee better performance, but states that want to bring low-performing school districts up to a minimum performance standard cannot expect to do so without providing these districts with resources that are commensurate with their high costs.

William Duncombe

Associate Professor of

Public Administration

John Yinger

Professor of Economics and

Public Administration

Syracuse University

Syracuse, N.Y.

(The authors have written extensively on local public finance in general and on education finance in New York state).

Publication#W\ P}P# 77. The Christian Science Monitor"Publication" #: \ P}P#March 13, 1998

Headline#\ P}P# It's What You Do With What You Know
Headline #: \ P}P#
By Jeffrey Shaffer

Like most Americans, I was disappointed by those recent test results that showed our 12th-graders lagging behind many other countries in math and science. Some critics already are citing the low scores as another warning sign of classroom apocalypse.

Is there an echo in here? I'm sure I've heard this before - all the alarming predictions that we're raising a generation of blockheads who will be crushed by global competition. When I graduated from high school in 1971, the rallying cry of education reformers was, "Why can't Johnny read?"

The school system isn't perfect, to be sure, but neither is the real world. Consider this: If every kid developed a super intellect, and everyone grew up to become astronauts, chief executive officers, and famous artists, who would do the so-called little jobs? Trained animals?

Most people, myself included, carry on their lives in the vast, middle ground of the national landscape. I see them every day working in banks, bookstores, restaurants, and up on telephone poles. And I wonder: Did all these people test poorly in 12th grade? Probably not.

Adults routinely warn children to study hard because school is a path toward an elite career. My problem with this advice is the implication that people who hold down routine occupations are losers. I know this isn't true, because I have

regular conversations with
people like the UPS driver, neighborhood store clerks, and the couple who operate my local copy center. None of them are slackers.

ACHIEVING satisfaction in life depends on attitude as well as aptitude. Cooperation usually produces better results than confrontation. Experience has taught me that most bosses prefer to hire a worker who is thoughtful and considerate a head of a sullen, cynical genius.

Whenever I have a chance to talk with students, academics are not the main topic. My advice is to find smart people you can work with, and keep in touch with them. Be open to new ideas. Don't hang out with people who think it's cool to trash the bathroom. And if you want to get invited to my house for dinner, learn how to eat without resting your head next to the plate.

These notions won't be found in a typical school lesson plan. Most of a person's character is formed at home. Unfortunately, I've seen too many parents who think school is like a garage: They want to drop the kids off in the morning and have them tuned up and polished by afternoon dismissal. Ideally, every home should be a place where learning is an ongoing activity. That would certainly help raise a few scores.

But later, after graduation, will our children be able to use what they've learned to influence their lives in positive, creative ways? That's the real test.

Jeffrey Shaffer is the author of 'I'm Right Here, Fish Cake' and 'It Came With the House,' collections of humorous essays. He lives in Portland, Ore.

Publication#W\ P}P# 78. MSNBC.com"Publication" #:\ P}P#March 13, 1998

Headline#\ P}P# A Different Kind of School SpiritHeadline #:\ P}P#Subhead#[\ P}P# Educating the whole child means teaching spiritual values Subhead#:\ P}P#

By Thomas H. Groome
The Christian Science Monitor

Something has gone seriously awry with American public schooling. Fortyfour percent of students read below the minimum level for their grade; 72 percent among blacks. In many innercity high schools, the graduation rate is as low as 40 percent.

Blaming teachers of administrations for the ailments is simplistic and cruel. As a group, our educators are dedicated public servants, well-trained and committed to their vocation. They also are underpaid and underappreciated.

But if U.S. teachers are among the best in the world, why is our public education the weakest of all developed countries? There must be something wrong with the system itself " something beyond the symptoms.

Current proposals for reform address only the symptoms (i.e., how to raise math scores), and focus on money. And indeed, our nation should ensure that every child has fair access to good education, including educational technology. Likewise, teachers deserve salaries commensurate with their training and the social service they provide. But neither money nor technology are panaceas.

There is evidence that increased funding well-used " to create smaller reading classes, for example " can have positive results, but beyond this, the gross correlation between school spending and student performance is unimpressive. Per-pupil expenditure in public schools increased by 22 percent in the 1970s and by 48 percent in the 80s, but SAT scores declined almost 100 points. A 1996 study by the Rand Corp. found that personal computers are only a marginal contributor to student learning.

It's time to reach beyond symptoms to the foundations of what, how, and why we teach. It's time to renew a humanizing and holistic vision for American education

. I say renew because America's Founding Fathers had such a vision.

Education is humanizing as it empowers students to become fully alive, to care for their own and the common good, to relish life and accept its challenges, to exercise their rights and honor their responsibilities, to champion justice and compassion. It fosters students who are confident in their own identity but open to other cultures and perspectives, and who have a knowledge of and appreciation for the sciences, humanities, and arts.

Holistic education engages the whole person " teaching students to think critically and creatively for themselves. Such visionary education requires solid grounding in reading, writing, arithmetic, and rhetoric but adds two more " respect and responsibility.

And that brings us to the crux of the crisis. The most likely sources from which to draw a humanizing and holistic education are more spiritual than philosophical. Such education addresses the deep hearts core, as poet Yeats said. At its best, education is a spiritual affair.

Any mention of soul and spirituality triggers concern about separation of church and state. But the ban on an established religion shouldn't mean excluding common spiritual values from our educational system. Proselytizing on behalf of a particular religion is very different than allowing spiritual values to permeate our approach to education.

Meanwhile, we are complacent about the philosophy that presently undergirds our schooling " a narrow pragmatism concerned primarily, as philosopher William James said, with the cash value. Such a philosophy isn't neutral; it's as value-laden as any spirituality, imparting an outlook that canonizes whatever works.

There are spiritual values around which many of the great world religions and spiritualities reach consensus. For educators to allow such spiritual conviction

s to permeate
their teaching and the ethos of schools would be transforming: the
equal dignity, rights and
responsibilities of everyone. This would encourage
a liberating, integrated education instead
of a functional, fragmented one.

Life is a gift charged with purpose and meaning. This could encourage students
to find
hope and joy in living in contrast to nihilism and escapism.

An emphasis on community " an understanding that we need and must care for each
other. This could offset the reigning me attitudes. Spirituality emphasizes
the quest for
wisdom of life; justice and compassion. No matter how we differ o
n religion, we are united
by these beliefs.

Spirituality emphasizes the quest for wisdom of life. This could lend a noble v
ision to
study, with every discipline of knowledge fostering an ethic for life.

All great spiritual movements teach justice for all and compassion for the need
y. This
suggests education in critical consciousness and commitment to social s
ervice and
transformation.

At their best, most faiths are universal in outlook, emphasizing open hearts an
d minds
and cherishing truth.

All spiritualities also are convinced that the person is essentially spiritual,
that the human
vocation is to live in right relationship with God " however n
amed " and with oneself,
others, and creation.

Such values seem distant from the reality of U.S. public schools, but we must a
sk why
" and then, why not?

Thomas H. Groome, professor of theology and education at Boston College, is aut
hor

of Educating for Life: A Spiritual Vision for Every Teacher and Parent (Thomas More Publishing). n

Publication#W\ P}P#79. Richmond TimesDispatch"Publication"#:\ P}P#March 15, 1998

Headline#\ P}P#Money Talks, Too Headline#:\ P}P#

For the operational definition of garbage, catch "The Jerry Springer Show." The outrageous talk-show (more accurately: shout-fest) lacks a shred of redeeming value. Typical programs feature pregnant strippers, teen-age prostitutes, and undertakers who molest corpses. The highlight of each show is the inevitable moment when fighting breaks out on the set.

Yet the U. S. Department of Education apparently considers this edifying. With federal funds, it pays for closed-captioning so deaf viewers can follow the action.

Yet: Congress appropriates money for closed-captioning so the deaf can have "enriched educational and cultural experiences." The Springer show doesn't come anywhere near to meeting that lofty standard.

Amazingly, Education Secretary Dick Riley defends his department's actions "apparently believing the taxpayers are obliged to provide depravity for the deaf . That is an egregious waste of federal money, and a violation of the law's intent.

If Riley remains politically tone deaf, then Congress should cut the funds. For all their yelling, none of Springer's guests can talk the way money does.n

Publication#W\ P}P# 80. The New York Times"Publication" #:\ P}P# 03/16/98Section: Editorial Desk; Section A; Page 24, Column 1

Headline#\ P}P# Filtering the InternetHeadline #:\ P}P# Less than a year after the Supreme Court struck down the 1996 Communications Decency Act, which banned distribution of indecent material to minors on the Internet, Congress is

again considering legislation that would harm free speech in the name of protecting children. A bill sponsored by Senator John McCain, Republican of Arizona, would require schools and libraries to install anti-pornography filters on their computers in order to receive Federal funds for Internet hook-ups. But recognizing potential opposition from educators and librarians, Mr. McCain kept open the possibility that a compromise would be offered when the bill reached the Senate floor.

The desire to protect children from pornography is understandable. Many parents have used filtering software at home. But such filters often miss some of the smut and block material that is not pornographic. The hazards posed by the McCain bill are playing out in a lawsuit in Loudoun County, Va. The library board installed on every terminal the X-Stop software filter, which blocked access to scores of non-sex-related Web sites, including those sponsored by the Quakers and the American Association of University Women. The library system is being sued by library users and publishers of Web pages for violating their First Amendment rights. TD The McCain bill could inflict the same problems on schools and libraries across the country. All school computers would have to use filters, and public libraries would have to have at least one machine with a filter. Senator Conrad Burns of Montana has offered a more sensible approach. His substitute bill would require schools and libraries that want the Federal Internet subsidies to adopt appropriate Internet use policies for children as they see fit. Many public institutions have already done so, without denying students or adults access to huge swaths of information. Given the limitations of filtering technology, the best way to protect children is to teach them how to use the Internet. A software program simply cannot do that.

Publication#W\ P\P# 81. The Washington Post"Publication" #: \ P\P# 03/14/98; Edition: FINAL; Section: Editorial; Page A14

Headline#\ P\P# Mr. Robinson's Day SchoolHeadline #: \ P\P# THE REASONS the D.C. public school system now in the hands of an emergency board

of trustees and a chief executive officer have been discussed on this page many times. But nothing highlights the basis for those changes like the example of the now-defunct Kedar Day School and its founder, Jeffrey Robinson, who was convicted and jailed this week on multiple fraud convictions and could face an 80-year prison term when he is sentenced in June. If ever there was a case of school system managerial bankruptcy, Kedar was it.

Even now, nearly two years after Post reporter Yolanda Woodlee broke the story, the facts are hard to believe: Mr. Robinson, a then 26-year-old insurance broker with no building, no staff, no money, no experience in education, no college degree, but with a federal lien for \$87,000 in unpaid income taxes and a conviction for possessing an unregistered gun, waltzed onto the scene in 1995 with an unsolicited proposal and snagged an \$875,000 D.C. public school contract to start a school. His qualifications to run a special education school? Rather novel, it would seem. He said he had been a special education student himself. And "oh, yes" Mr. Robinson enjoyed a longtime social relationship with the D.C. public school administrator, B. Garnett Pinkney, who urged the contract, and elected Board of Education member Terry Hairston (Ward 7), another friend who helped him keep the contract when things looked shaky.

It's still unclear how he landed the deal. But confronted with the mess after Mr. Jefferson's two-year contract was canceled for his not doing such basic things as paying staff, feeding students, hiring teachers or meeting the city's standards for special education programs, then-superintendent Franklin Smith "believed" by fire code violations, food service contract problems and failing students "produced the show-stopper: 'People probably let their guard down and didn't do as much background checking as we should have.'"

Well, prosecutors did, and they found Mr. Robinson got his hands on more than \$400,000 before the contract was canceled. They also discovered that some of the money

was used to lease luxury cars, rent a club at a four-star hotel for his party and other personal expenses. It took the federal jury three hours to convict him on 10 counts of wire fraud and one more day to hand in a bank fraud conviction. The school system hasn't recovered yet.

Publication#W\ P}P# 82. Christian Science Monitor"Publication" #:\ P}P#March 16, 1998

Headline#\ P}P# Zero Sense? Headline #:\ P}P#

Schools have to be strict about ensuring an orderly, safe setting for learning. But they also have to be reasonable in the way they go about it. After all, classrooms are supposed to nurture the faculty of reason.

That's why we have some qualms about the "zero tolerance" policies that are gaining popularity in school districts throughout the country. They are modeled, loosely, on the rigid sentencing laws prevalent in the criminal justice system.

Under such policies, students of whatever age found with any weapon or drug face automatic suspension or expulsion. As a deterrent, these rules could make sense. But their application is often less than sensible.

Consider:

The honors student who brought his French teacher a bottle of French wine for Christmas. Poor judgment, certainly, warranting a reprimand. But a two-week suspension?

The 13-year-old suspended for using mouthwash after lunch.

A normally well-behaved high school student suspended for carrying a small pocketknife to open packages on his after-school job.

Rules can be tough without being unreasonable. Administrators can be strict without abdicating sound judgment. If a proper balance isn't struck here, the wrong

g lesson is
taught.n

Publication#W\ P}P# 83. Daily (University of) Utah Chronicle"Publication" #:\
P}P#March 13, 1998

Headline#\ P}P# FERPA Violations Now Getting
Proper AttentionHeadline #:\ P}P
#

(U-WIRE) SALT LAKE CITY, Utah " You're being watched. Everything you've done
i
s open to scrutiny. People you don't even know have knowledge of some of your l
ife's
details.

No, you're not the subject of some secret CIA investigation. The FBI doesn't ha
ve you
under surveillance. Big Brother's watching, and he's the University of U
tah.

In October of 1997, Brandon Winn, one of the Chronicle's own sports columnists,
waswriting a column about how he didn't like fans who jumped onto bandwagons.
As a prime
example, he mentioned the fans of the then, red hot Tampa Bay Buccan
eers. He jokingly
commented that these fans were "about as bright as a Parks an
d Tourism major."

In retaliation, Dr. John Crossley and Gary Ellis, two offended Parks and Touris
m faculty
members, looked up Brandon's grades, forwarded them to Chronicle Busi
ness Manager,
Robert McOmber and Editor-in-Chief Robert A Jones criticizing his
grades and demanding
disciplinary action. These two faculty members opened up
a can of worms that turned
around and bit them.

You see, they inappropriately accessed Brandon's records in direct violation of
the Family
Educational Rights and Privacy Act (FERPA). Ouch!

Unfortunately, their actions were not isolated, they were only manifestations o
f a bigger
problem.

On our campus, a lot of people have access to MARS (Master Academic Records Sys-tem), and that access isn't very restricted. For example, if you applied for a job on campus and your potential employer had access to MARS, your records could be accessed as a factor toward your potential employment. It's illegal, but possible.

Because of past violations, President J. Bernard Machen named members of a new ad hoc Committee to Ensure the Privacy of University Student Records. One of the committee's responsibilities will be to make recommendations to the president about how to protect student records.

We at the Chronicle would like to make a few suggestions of our own. We feel it's necessary to install a system login which would leave a "fingerprint" on every student file accessed, that way, we'll know who's accessed files and why. We also feel it necessary to severely limit access to a few people. Most important of all, anybody receiving access needs some extensive training, and reminders of this training need to be posted within the MARS program itself.

Publication#W\ P}P# 84. San Diego UnionTribune"Publication" #:\ P}P#March 14, 1998

Headline#\ P}P# A new bilingual eraHeadline #:\ P}P#Subhead#[\ P}P# School board repeals a state requirementSubhead#:\ P}P#

The state Board of Education has made a virtue of necessity by repealing California's bilingual education requirement.

As a practical matter, this issue was supposed to become largely moot in 1986, when the Legislature allowed the state's bilingual education mandate to expire. Since then, school districts have theoretically had a greater degree of flexibility in providing instruction for students who don't speak English.

Which isn't to suggest that districts can ignore these students. To the contrary, state law

requires that they be taught in a manner that enables them to become fluent in English and to succeed in the classroom.

Consequently, the state Department of Education oversees bilingual education and monitors several districts to ensure compliance. San Diego Unified has been monitored for the last four years and has found the experience to be relatively painless. Tim Allen, who directs the city schools' bilingual program, which serves 28 percent of the district's 137,000 students, says he has been able to work with the state.

Rosalia Salinas, who keeps tabs on bilingual programs throughout San Diego County, has had a similar working relationship with state education officials. She doesn't expect the state board's action to increase significantly the instructional flexibility that districts already have. Nor do we.

The board acted several days after Sacramento Superior Court Judge Ronald Robie ruled that an Orange County school district was not obliged to obtain a bilingual-education waiver, because the state law expired 12 years ago. It also is significant, of course, that the policy change comes amid a political climate in which there is strong public support for a June ballot initiative that would allow but ban bilingual education programs in their current form.

Ironically, Proposition 227, sponsored by Silicon Valley businessman Ron Unz, would deprive school districts of the very flexibility on bilingual instruction that they would have with repeal of the state mandate. But such ironies are lost on those who seek simple answers to complex problems.

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

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

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The following is a HEX DUMP:

Daily Education News



Monday, March 16, 1998

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

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6. The San Diego Union-Tribune
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7. Weekend Edition - Saturday(NPR)
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Is Tennessee school board doing its job?
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SOME PARENTS SHIELD PUPILS FROM TESTING 4TH-, 6TH- AND 12TH-GRADE
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School counselors say fear keeps them from telling whole truth
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SPLITTING SEXES IS NO SOLUTION TO BIAS
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NATIONAL

1. Associated Press

03-14 8:48a

House committee offers student loan plan

By ROBERT GREENE

AP Education Writer

WASHINGTON (AP) - Banks would receive subsidies under a compromise plan offered by the House Education Committee to hold down the interest people pay to borrow for college.

But the effort pleased neither bankers nor the Clinton administration, for different reasons.

The bankers said the proposal put forward Friday offered too little to make student lending worthwhile. Nonsense, the administration said, citing a government report that banks had record earnings last year.

The plan is the latest effort to avert a lending crisis that could occur because of a scheduled change July 1 in how interest rates are calculated on government-guaranteed student loans.

The change would lower what borrowers pay, but a Treasury Department analysis confirmed that the rates would be too low for banks to keep making the loans. Based on the analysis, the administration last month offered a new plan to keep student rates down by reducing the return for banks, but not as sharply as under the scheduled change.

Bankers and Wall Street analysts who

testified at a committee hearing last week said the government proposal overstated what banks now make on student loans and understated what banks need to stay in business. A number of Democrats sympathized with the argument that the cuts would be especially harmful to neighborhood and community banks.

The proposal offered Friday calls for federal spending of about \$1.5 billion over five years to make up the difference between what borrowers would pay and banks would get - about one-half percentage point in interest.

The proposal would require the agreement of congressional budget writers. Also, the Congressional Budget Office has yet to verify the committee's estimate of what the bill would cost.

Marshall S. Smith, acting deputy secretary of education, criticized the proposal in light of a government report Thursday showing that bank earnings rose 13.1 percent last year to a record \$59.2 billion.

"I'm pleased it (the committee) recognizes the need to protect students from banks," he said. "Now I hope Congress will join us in protecting taxpayers. The administration continues to believe that students can be protected

without taxpayers subsidizing the record profits of banks."

The Consumer Bankers Association and The Coalition for Student Loan Reform, which represents the loan secondary market and state lending agencies, said the committee proposal offers too little. They want the rate set at whatever 91-day Treasury bills yield plus 2.35 percentage points while students are in school and 2.95 percentage points when students are out and repaying the loans.

The current return is the T-bill rate plus 2.5 percentage points for in-school and 3.1 points in repayment. The administration says adding 1.7 percentage points and 2.3 percentage points, respectively, would be enough. The committee wants 2.1 and 2.8 points.

But Ivan Frishberg, student loan specialist at the U.S. Public Interest Research Group, a consumer organization, praised the compromise. He said it would cause student loan interest rates to drop to 7.45 percent on July 1, from their current 8.25 percent. A student with a \$20,000 loan repaid over 10 years would save more than \$1,000. One who borrowed \$45,000 would save \$3,309 over 15 years. ■

2. New York Daily News

03/13/98Section: EDITORIAL; Page 45

NEWT THE NASTY'S IN FULL RANT AGAIN

By LARS-ERIK NELSON

WASHINGTON All across America, children are being destroyed by public school teachers without love, without care, without compassion and without faith, House Speaker Newt Gingrich tells us.

"I think the crisis of public education in this country is an absolute catastrophe," he told a meeting organized by the U.S. Catholic Conference earlier this month. "The system has to be replaced, it cannot be repaired. By

"For less money, with more love and more discipline, Catholic schools educate more children better," he explained.

replaced, I mean we have to hire new people."

TD Gingrich's popularity has been rising of late. He has tried hard to appear more statesmanlike, slimmer and less shrill as he prepares to run for the Republican presidential nomination in 2000. On top of that, he has not been seen much, which helps a good deal. If he were to vanish altogether, he might become almost likeable, nostalgically remembered as a figure of fun.

But the old nasty Newt was in full rant "While with more money, and more bureaucracy, with less love and less discipline, public schools will destroy the

at the Catholic Conference's annual gathering of Catholic school administrators for meetings with members of Congress. In Gingrich's remarks, public-school teachers appeared to be atheist bureaucrats, armed with official credentials and union cards but without any teaching ability or concern for the children they teach.

"We have all this bureaucracy, all this red tape and no learning," he said.

same child in the same neighborhood.

"When you set a standard of

discipline, when you establish goals in the framework of God's love and God's law, you can achieve miracles," Gingrich continued. "And with all the money in the world, right next door, same neighborhood and same people, without the love, without the care, without the compassion, without the faith, it doesn't achieve anything at all except destruction."

There is no question that Catholic schools do such a good job of education that they attract many in some places even mostly non-Catholic students. But simple, open-hearted praise is never enough for Gingrich; he has a compulsion to demonize his targets, and somewhere in this land of ours some campaign consultant has persuaded Republicans, most notoriously Bob Dole in the 1996 presidential race, that it is

smart politics to attack public-school teachers and their unions.

Gingrich does not differentiate among rural, suburban or inner-city public schools. They are all failures, in his view. He makes no allowances for schools trying to teach children speaking any one of 100 or more languages, for children from broken or nonexistent families or for schools laboring under court-ordered special-education mandates that siphon money from general instruction.

It is true that U.S. public schools have their problems, a fact highlighted by the recent international study that showed U.S. 12th-graders in science trailing Denmark, Slovenia, Austria, Switzerland, Australia, New Zealand, Canada, Norway, Iceland, the Netherlands and Sweden. But may I point out that Sweden, whose students finished first, is

notorious for socialism, atheism, unmarried parenting, bureaucracy, high taxes and union membership. It has virtually no private or parochial schools. Somehow, its public school system excels.

The American public school system can be made to excel, too: by holding both students and teachers to measurable standards, enforcing discipline, attracting teachers with higher salaries (and firing those who cannot or will not measure up). If Gingrich were to make the effort, he might find even the hated teachers unions are willing to talk about this.

But that would be solving a problem. Gingrich is not a problem solver, he is a politician, pandering for campaign contributions. If he has to trash teachers for a few bucks, he will do it. ■

3. The Washington Post

03/15/98; Edition: FINAL; Section: A Section; Page A01 Category: Local

Stakes Are High in Education Battle

Legislative Outcome Likely to Sway Voters As Elections Near

By Rene Sanchez
Washington Post Staff Writer

In a duel that has great consequences for the nation's schools, President Clinton and congressional Republicans are battling to enact rival education plans that they say could be pivotal to the political fortunes of their parties in elections later this year.

Key votes on several initiatives — from repairing schools to training teachers and giving parents new tax breaks for education costs — may occur this week in Congress, and lawmakers are hoping to resolve many others before their abbreviated legislative schedule ends and the campaign season begins. But since both sides are far apart, and their time is short, whether they will achieve results or only political soundbites is still in doubt.

Clinton has clashed frequently with Republicans in Congress over what the federal role in education should be, but this time the stakes of that debate are particularly high. The scope of each side's new education agenda is large, and the White House and Republican leaders

Clinton's plan calls for more spending on after-school programs and educational technology. He also wants to give financial rewards to urban school districts — the most troubled sites in education — that are taking difficult, expensive steps

both know that few issues are resonating more with voters right now than improving the quality of the nation's schools.

"There's a flurry of activity on education because it's an election year, and there also has been a deluge of bad news about schools lately," said Amy Wilkins, a policy analyst at the Education Trust, a national advocacy group for poor and minority students. "People want more done. You hear that in all the polls."

Across the country, parents and business leaders are complaining that the pace of school reform is too slow and that the academic work of students is suffering. Two weeks ago, that anxiety grew when test results were released showing that American high school seniors ranked much lower than their peers around the world in math and science.

Clinton, who has vowed to make education the defining issue of his second term, is proposing another extensive agenda for schools. On Monday, he will again press his plan by convening a forum on national problems in education to end the social promotion of failing students and to hold teachers accountable to higher standards.

"These are sensible, practical ways to improve schools," Riley said in an interview. "The Republican approach is

at Springbrook High School in Silver Spring. Vice President Gore and **Education Secretary Richard W. Riley** also are traveling to several states this week to build public support for the president's initiatives.

Last year, Clinton called for tax cuts and increases in federal grants to make college more affordable, ideas that Congress mostly approved. But the fate of his controversial attempt to create voluntary national tests in reading and math is still uncertain. Congress has delayed the tests, and only a few states have agreed to use them.

This year, Clinton is shifting his focus to aiding dilapidated or overcrowded schools with dismal academic records. First, he wants to spend \$22 billion in the next two years to repair and modernize more than 5,000 schools nationwide. He also wants to limit the size of most classes in elementary schools to 18 students per teacher, a ratio that many educators say promotes better learning. To reach that goal, Clinton is proposing to give schools \$12 billion over the next seven years to hire 100,000 teachers. too narrow and is a diversion from what matters most."

Republicans don't see it that way. Clinton is facing another tough fight on Capitol Hill because many of them, and even some Democrats, say that parts of

his education plan are costly, election-year gimmicks that may not achieve much progress in classrooms.

The education debate is quite significant to Republican leaders, who are striving to change the tone and some of the substance of their agenda on schools because even their own pollsters concede that voters trust the president more than the GOP on the issue.

Despite certain opposition from Clinton, Republicans still want to use federal money to give needy parents in the District and other cities vouchers for private school tuition. They also want to convert billions of dollars of targeted federal education spending into block grants to states. And they are proposing to allow parents to set aside money in tax-free savings accounts to pay for education costs — including private school tuition.

But they are avoiding any mention of abolishing the **Education Department**, their failed rallying cry from recent years, and they are trying to find common ground with Clinton on other initiatives. Some Republican lawmakers have joined Democrats in advancing proposals to increase teacher training, especially in reading, and to hold them to tougher professional standards. Others are backing variations of Clinton's plan to reduce class size.

"Clinton has been politically deft on education. Republicans are often seen now by voters as against spending more on schools, against even the concept of public education," said Chester Finn, a senior fellow at the Hudson Institute and assistant secretary of education during the Bush administration. "They haven't done a good job advocating what they're actually for, and they're trying desperately to change that."

The first legislative test of Clinton's proposal to have the federal government help finance school repairs may come in the House this week. Last year, Republicans pressured him to shelve a similar idea after questioning its cost and the precedent it would set. Debate is also growing on Clinton's class size initiative, which he wants to pay for with money from a proposed \$368 billion government settlement with tobacco companies. That funding strategy, some lawmakers say, is highly risky given the settlement's

Convert \$10 billion in targeted federal education spending into block grants for states to use for classroom instruction

Allow parents to have \$2,000-a-year tax-free savings accounts for their children's education

uncertain future.

Democratic leaders praise most of the president's agenda, but some worry that in a rush to reduce class sizes, schools may hire many unqualified teachers. Others say the initiative may lure good teachers from poor urban schools to better-paying jobs in suburban districts. California, which recently launched its own massive effort to reduce class sizes, is already experiencing those problems.

In both parties, some lawmakers say they would prefer to improve the quality of teaching in schools. Republicans want to give school districts federal money to create competency tests for teachers, or offer them merit pay; Democrats want to make publicly available to parents the qualifications of their children's teachers, or even limit federal aid to teacher colleges whose graduates have weak records on licensing exams. Some of those ideas also may face their first votes in Congress this week.

"My greatest concern is that we're not talking enough about quality in schools," said Rep. William F. Goodling (R-Pa.), chairman of the House Committee on Education and the Workforce. "It's all about quantity — more teachers, more money. The president is just trying to reinvent an old wheel in education that hasn't worked."

Still, Goodling acknowledged that Republicans must do a better job this year to promote their own agenda for schools, not just second-guess Clinton's plan, which teacher unions and many education groups strongly endorse.

Republicans in both houses of Congress are now backing a series of education proposals by Sen. Paul Coverdell (R-Ga.). He wants to shift \$10 billion, or about one-third, of federal education spending directly to states and allow them to use the money at their own discretion — as long as 95 percent of it is spent on actual classroom instruction.

He also wants to let the parents or grandparents of students, even scholarship groups, contribute as much as \$2,000 a year to tax-free savings accounts for K-12 education. The money could be spent on tuition, tutoring, school uniforms or computers. The Senate is scheduled to vote on the idea Tuesday. Many Democrats are vowing to oppose it because they say it's not much different

Spend \$75 million to start school voucher projects in about two dozen cities

Redirect federal education money for teacher testing and merit pay programs

Spend \$210 million improving teacher

from school voucher programs.

Republicans failed last year to push a voucher bill through Congress, but they are trying again amid new polls that suggest public support for the idea is growing, especially among minorities. Coverdell wants to spend \$75 million giving needy parents with children in "unsafe" public schools stipends to attend private schools.

Riley contends that vouchers will drain badly needed funds from public schools, which 90 percent of the nation's students attend. He also said the Republican agenda is filled with ideas that will "really have no effect" on improving student achievement.

But Coverdell said the Republican plan would give parents more choice and states more money and flexibility to make their own decisions about schools. He also faulted Clinton for proposing to finance his class size initiative with money from a tobacco settlement that Congress has not approved yet.

"Our plan is larger, it's real, and it will free up parents and states to improve schools, without expanding the federal government's reach into education," Coverdell said. "It's time to try something new."

The Competing Proposals

President Clinton and Republican leaders in Congress are each proposing broad new plans that they say will improve the nation's schools. Here are highlights from each:

The Clinton Plan

Spend \$22 billion in the next two years repairing and modernizing schools. To be financed by federally authorized bonds issued by the states

Spend \$12 billion over the next seven years to hire 100,000 new teachers and reduce class size in most elementary school grades to 18 students per teacher. To be paid for with money from the proposed tobacco settlement

Reward urban school districts that are adopting tougher classroom standards with \$1.5 billion in grants over five years to improve students' academic performance

Designate \$200 million to create or expand after-school programs

Increase funding for classroom technology by \$3.2 billion

The Republican Plan

training in reading

— Richard W. Riley,
Education secretary

— Rep. William F. Goodling (R-Pa.),
chairman of the House Education Committee ■

4. Seattle Times

March 15, 1998

Trimming class size is popular, but the benefits are debatable

by Robert Greene The Associated Press
WASHINGTON - A year after California began drastically reducing classroom size, teachers and parents alike are pleased with the change. Now President Clinton is campaigning for smaller classes everywhere.

Although classrooms across the nation are far less crowded than they were in California, the administration wants to spend \$12 billion over seven years to hire 100,000 new teachers for the first through third grades. Officials cite research they say links smaller classes to better learning.

But the research is less supportive than public-opinion polls, working teachers and common sense in favor of smaller class sizes. Researchers have studied and debated the issue for decades, often harshly.

"When you ask teachers, they seem to know instinctively that classrooms should be smaller," said **Marshall Smith**, acting deputy secretary of education, when questioned about conflicting studies. In the Reagan and Bush years, the **Education Department** opposed class-size reduction as expensive and ineffective.

The National Education Association, the nation's largest teachers union, has been pushing since the late 1960s for classes of 15 pupils.

Smith and others quote from a "fairly rigorous" study of a Tennessee experiment in the 1980s with cutting

class sizes from 25 pupils to 15 in kindergarten through third grade. The study found that pupils in smaller classes did better on standardized tests.

Other researchers say the starting and ending numbers in any reduction plan are more important than the numbers in between. In California, average class size in the early grades have already gone down from 30 a few years ago to the 20 prescribed by a state law for the 1996-97 school year. Clinton wants to bring classes down from an average of 22 nationwide to 18.

"Reducing class size from 22 to 18 is unlikely to make a big difference," said Robert Slavin, a researcher at Baltimore's Johns Hopkins University and head of a successful reading program. "Reducing class size from 30 to 18 is probably going to make a much larger difference."

"It's very expensive, and probably has more to do with building morale and a positive environment with the schools than it does with achievement," said Slavin, who believes reducing class size is "a good thing to do."

Under the plan, California would get \$124 million, New York \$101 million, Texas \$94 million, Florida \$50 million, Illinois and Pennsylvania \$49 million each, and Ohio \$45 million. Washington state, which class size averages 23.1, would get \$16 million.

Slavin praised Clinton for wanting to phase in the hiring of teachers and assure that they are qualified, hoping to avoid

troubles California had in its crash program, and to stress reading. But he said the money could be more efficiently used on tutoring or other targeted approaches.

The proposal figures on an average teacher cost of \$35,000 in salary and benefits. Local districts would pay 10 percent to 50 percent of the cost, with poor districts getting a higher subsidy. About 37,000 teachers would be hired the first year.

Gene Glass, at Arizona State University in Tempe, questioned the benefits.

"The difference in achievement between where we are now, which is 22, 23, 24 kids per class, and where the president is talking about, 18, is very small," he said.

"You have to go way, way down to get gains that are appreciable, that would even be noticeable to a teacher," he said. "Those numbers are 10 or six students in an instructional group."

Eric Hanushek, a University of Rochester economist, said the small studies overlook the big picture: Class sizes have been shrinking nationwide, with no gain in achievement on national standardized tests.

Polls consistently find voter support for smaller classes. In Orange County, Calif., some parents are putting their children back from private schools into public schools because of smaller classes. ■

5. CyberTimes (New York Times on the web)

March 15, 1998

Teachers See Benefits of Internet, But Drawbacks Raise Concerns

By PAMELA MENDELS

Almost half of America's public school teachers now turn to the Internet to assist them in education, but they, like the general public, still have concerns about student voyages into cyberspace, according to a new survey.

The poll, based on telephone interviews with 400 teachers and 1,600

other adults nationwide in January, found that 48 percent of teachers responded "yes" to the question: Do you use the Internet in teaching? At the same time, 60 percent of teachers and 62 percent of the general public said they were "fairly concerned" or "very concerned" about students using the Internet.

"What was most striking to me was

that teachers see both sides: the benefits of the Internet and the downside," said Peter J. Feld, director of research for Global Strategy Group Inc., a New York City-based public opinion research company that conducted the survey. He said that "teachers see the Internet as a plus, but it has drawbacks and they are looking for ways to cope with the

drawbacks."

Based on focus groups with teachers and others that Global conducted in preparation for the survey, Feld identified several problems that teachers see with Internet use for education. Among them: that information available on the World Wide Web is of uneven quality; that the unscrupulous could prey on children; that there is a glut of online information and that navigating the Web can be cumbersome and time-consuming.

At the same time, Feld said he was struck that although the World Wide Web is barely four years old, almost half of the teachers surveyed are now turning to it and other parts of the Internet for educational purposes. "The Web has integrated itself into a number of educational uses amazingly quickly," he said.

The poll results were released earlier this month. The survey was commissioned by MCI, the telecommunications company, in connection with the recent launch of MarcoPolo, a new free Web site and education initiative targeted at teachers, that MCI helped develop with National Geographic, the National Endowment for the Humanities, the American

Association for the Advancement of Science and the National Council on Economic Education.

The survey found that teachers apparently have greater familiarity than adults as a whole with the Internet. Almost 60 percent reported having Internet access in their homes, compared to 32 percent of the general population surveyed.

When asked how they used the Internet in teaching, teachers gave a variety of responses, from finding information that is not in textbooks to getting ideas from other teachers to assigning work to students.

The poll was unable, however, to give a precise picture of how teachers are employing the Internet in the classroom itself. A large number of teachers — 78 percent — reported, for example, that they used the Internet to find information or conduct research. But whether they were referring to their own use of the Internet in preparation for class or to student use in classrooms was unclear.

A closer look at actual classroom use of the Internet was provided in another report issued earlier this month, "Computer Technology In California K-12 Schools: Uses, Best Practices, And

Policy Implications," issued by the California Research Bureau, an arm of the California State Library, the library that serves state government in California. The report's author, Kenneth W. Umbach, a policy analyst for the bureau, found examples of teachers using the Internet for such things as Web-linked projection presentations; e-mail-based pen-pal projects in which students correspond with peers, scientists or researchers around the world and posting of student work on Web sites.

Umbach also said, however, that teachers need more help if they are to make the best use of technology in the classroom. For one thing, he said, they must be assured of reliable technical support. For another, they require Internet training.

"You can't just drop the technology in and magically expect it to take effect," Umbach said in a telephone interview, adding that teachers especially need guidance in how to integrate computer and Internet use into the curriculum. "They need training not only in how to turn the computer on and what software to run, but in, gee, what makes sense in terms of a class in American history or geography or physics." ■

6. The San Diego Union-Tribune

03/15/98; Edition: UNION-TRIBUNE; 1,2; Section: NEWS; Page A-35

States mull whether tests for new teachers are rigorous enough

By Robert Greene

WASHINGTON — Virginia Gov. James Gilmore meant to shock his audience when he reported recently that as many as one-third of would-be teachers in his state flunked a national test of basic reading, writing and mathematics. If it was bad news for Virginia, it was worse for the nation. Virginia has the country's highest cutoff score for the Praxis I, used in 20 states to screen teacher college candidates and beginning teachers. Scarcely more than half the students who took the test nationwide would have made the Virginia cut.

"Virginia students would be doing much better than the national average," said Charlotte Solomon, in charge of the Praxis examinations for the Educational Testing Service, a private company that supplies the tests to states. "It begs the question of whether it's good enough." Around the country, state education

ASSOCIATED PRESS

officials are asking whether tests of general knowledge and of specific subjects are rigorous enough to ensure that able people become teachers. The issue has risen in importance because of widespread efforts to raise standards for what children should know and be able to do.

For some states, it means setting standards for the first time.

Last October in New Hampshire, the board of education voted to adopt Praxis I starting this fall after years of opening the profession to anyone with a college teaching degree who could find work. Democratic Gov. Jeanne Shaheen vetoed legislation that would have required the tests for teachers who already have jobs.

Some 35 states use Praxis I or more advanced tests in the Praxis series to certify graduates for general knowledge, professional skills and subject knowledge. Some states have their own

tests.

Explanations vary on why scores are low, but poor pay tops the list. "It clearly holds back who it is that's entering," said Gordon Ambach, executive director of the Council of Chief State School Officers. Teaching has become less attractive for women and minorities since barriers to more lucrative and prestigious jobs have been lowered.

Education officials also say that not everyone with a low test score goes on to teach or even get an education degree.

In Pennsylvania, education officials are beginning to raise the bar for a number of tests. Among those being examined is a 120-question general knowledge test for beginning teachers that covers social studies, math, literature and the arts, and science.

"We have a relatively high pass rate, but as we look at the exams and we look at the cut scores, we're not convinced that it

is a meaningful exercise," said Michael Poliakoff, a deputy secretary of education. Nearly 91 percent of would-be teachers who took the general knowledge test last fall passed it.

But most of the test-takers scored just about at the national average of 657 on a scale of 600-695. The Pennsylvania passing score is 644, close to that of several other states. The highest cut score of any state is 649 in Maine, New Jersey, New York and Rhode Island.

Like other critics, Poliakoff says the national average would look good if the test were demanding. But people are asked to do such things as put World War I, the start of the Great Depression, the New Deal and the Korean War in the right order.

The testing service doesn't say Praxis I results would compare with those on an SAT, a widely given test for college admissions.

"It's only partially true" that Praxis is an easier test, Solomon said, adding that the tests have different aims.

But new Georgia and Delaware standards, comparable to those of other

states, give some clue. State officials allow the SAT and ACT, another admissions test, to be used instead of Praxis I. A total SAT score of 1,000, with at least 520 on the mathematical and 480 on the verbal part, is acceptable.

The average SAT score for 1997 high school graduates was 505 verbal and 511 math. Those who said they will pursue education degrees had scores of 485 verbal and 479 math. Math majors had scores of 549 verbal and 623 math. Language and literature majors had scores of 609 and 546. But the standards often run afoul of the need to staff schools, especially in hard-to-fill rural and inner-city schools.

North Carolina had to back off from higher standards several years ago. Mississippi is debating waivers for its cutoffs. Florida has allowed waivers.

Shortages also worry the same Virginians who advocate tough standards. "You can begin to wonder what's going to happen down the road when more and more people turn away from preparing to teach," said Thomas Elliott, an assistant superintendent of

education.

Would-be California teachers are required to take the California Basic Educational Skills Test as part of their credentialing. The exam consists of three sections that test reading, writing and math.

Those taking the test must score a minimum of 41 out of 80 potential points for each section. Scores of 37 are acceptable, as long as the total score is a minimum 123 points of a possible 240 points.

The state Commission on Teacher Credentialing, meanwhile, is proposing more rigorous requirements for incoming teachers that would be tied to curriculum standards that are being developed. It is estimated that the state needs more than 18,000 new teachers this year and already has 21,000 teachers with emergency credentials. Those with emergency credentials are allowed to teach without having taken the credential exam, but they must take it within a year of being hired. ■

7. Weekend Edition - Saturday(NPR)

03/14/98Section: News; Domestic;

Affirmative Action

A look and a listen at affirmative action and how it has effected people directly.

By Sonja Williams; Scott Simon, Washington, DC

The University of Chicago is one of this nation's most respected private institutions of higher learning. Beginning in the 1960s, the school's history with affirmative action reflected many of the national tensions over minority hiring and admissions. But a closer examination reveals less about politics and more about the policy's impact on the institution and on individuals.

Producer Sonja Williams has spent months tracing the imprint of affirmative action at the university. We will hear the story as she did, across a 30-year arc of voices, memories and experience.

SOUNDBITE OF BELLS RINGING
CHARLES O'CONNELL, DEAN OF STUDENTS, UNIVERSITY OF CHICAGO: Chicago has been co-ed from the beginning. It was founded, 1892. It was clear from the very beginning that every race was represented and every race was welcome.

CATHERINE STELL (ph), DEPUTY

SCOTT SIMON, HOST: This is WEEKEND EDITION. I'm Scott Simon.
DEAN OF STUDENTS, UNIVERSITY OF CHICAGO: My name is Catherine Stell. I'm currently deputy dean of students in the university. A lot of eastern universities were engaging in the kind of social engineering that we don't like to think about, which primarily involved excluding people based on race, religion and so forth. And that really wasn't a strong interest here.

O'CONNELL: We had a disproportionate number in the '20s and '30s of black students, for example, who received their PhDs from the University of Chicago. Charles O'Connell, I came the university in 1946 as a graduate student.

In 1958, I became director of admissions in the college. And then in 1968, I became dean of students in the university.

WALTER WALKER, FORMER STUDENT, UNIVERSITY OF CHICAGO: I'm Walter Walker. I was a

former student at the university. I started 1951 and graduated in 1955.

African Americans didn't really have a real presence because we were — all we did was we tried to blend into the — to the university. And as a matter of fact, there was a television show on the air, "Amos and Andy."

(BEGIN AUDIO CLIP OF "AMOS AND ANDY")

CHARACTER ON "AMOS AND ANDY": Oh, come right in, brother Andy. If you don't give me my money back, I'm going to punch you in each

eye. Then I'm going to take a stick and crack your head. In other words, I'm going to open everything that's closed and close everything that's open.

LAUGHTER

WALKER: And I can remember coming to the student's club on the day after the show, and the black students in the room would say, "Did you see it?" And we would carry on a conversation

about that show, and no one knew what we were talking about.

LAUGHTER

But that illustrated how invisible we were.

O'CONNELL: I'll be quite honest, I don't imagine that in my days in the '40s or in the early '50s there was any special effort to go out and recruit black students.

If a black student applied, he was certainly never discriminated against. But it was entirely his initiative or her initiative to be considered.

But we did begin more actively than ever before to seek out black students in the '60s as a result of the whole national increase in consciousness about the problems of racism.

MARTIN LUTHER KING, CIVIL RIGHTS LEADER: After touring this city, I must report that is no Jerusalem on Lake Michigan.

LAUGHTER

But I must also say that confused, confounded and corrupt though she is, Chicago is more like Athens, a city of bold, tremendous shame and shining glory. And we are here to issue a call to conscience.

REGINALD WILSON (ph), SENIOR SCHOLAR, AMERICAN COUNCIL ON EDUCATION: Most of the demonstrations that were going on around the country gave evidence to the federal leaders that some action was needed. And out of that arose the term and the conditions for affirmative action.

Reginald Wilson, senior scholar at the American Council on Education.

President Kennedy passed the affirmative action law. And that was the

I don't know when the term affirmative action, you know, when I became aware of that term. But there was certainly discussion going on in the college and university when I was there about the perceived

need to maintain some kind of racial and socioeconomic balance of the incoming class.

MURRAY: Linda Rae Murray, we were concerned about a couple of things.

First, we were concerned about retention of black students at the University of Chicago, recruitment and retention. We felt there was a practice of accepting people and then decreasing their financial aid as they moved through to be juniors and seniors.

We felt that there was always a struggle to keep the number of people coming in, we thought it should be increased. We wanted more support for high school tutoring and programs to help inner-city high school students get to the

first time the phrase affirmative action was used. But he didn't live long enough to spell out the primers that President Johnson passed the affirmative action law in 1965, which we currently operate under, 11246. And then Nixon passed order number four, which spelled out the goals and timetables of the law.

But affirmative action started from the protester's planks.

SOUNDBITE OF PROTESTER: What do we want?

SOUNDBITE OF CROWD SHOUTING: Freedom!

SOUNDBITE OF PROTESTER: What do we want?

SOUNDBITE OF CROWD SHOUTING: Freedom!

SOUNDBITE OF PROTESTER: When do we want it?

SOUNDBITE OF CROWD SHOUTING: Now!

SOUNDBITE OF PROTESTER: When do we want it?

SOUNDBITE OF CROWD SHOUTING: Now!

LINDA RAE MURRAY (ph), PHYSICIAN: Affirmative action was something that, actually, I considered myself fighting for within the civil rights movement.

My name is Linda Rae Murray. I'm a physician. I came to the University of Chicago in 1966 to go to college. And I left in '69.

And, you know, it's interesting to hear the debate now. But basically at that point in time, we were simply saying that you had to do something in an affirmative sense to try and remove the obstacles that racism had put in the way point where they could go to the University of Chicago or some other college.

LARRY HAWKINS (ph), DIRECTOR OF SPECIAL PROGRAMS, UNIVERSITY OF CHICAGO: And that was a goal we set as we put this together.

I'm Larry Hawkins. I am director of special programs here at the University of Chicago since 1968.

SOUNDBITE OF CROWD SPEAKING

MAN, SPEAKING OVER LOUDSPEAKER AT DEMOCRATIC NATIONAL CONVENTION: Mr. Chairman, as I look at the confusion in this hall, watch on television the turmoil and violence that is competing with this great convention...

JETSON HICKSON (ph), FORMER UNIVERSITY OF CHICAGO STUDENT: My name is Jetson Hickson. I went to the university as both an

of people.

UNIDENTIFIED MAN SPEAKING TO CROWD: Ladies and gentleman, may I have your attention, please? At 7:10 this evening, Martin Luther King was shot in Tennessee.

SOUNDBITE OF CROWD GASPING

Martin Luther King 20 minutes ago died.

SOUNDBITE OF CROWD GASPING

UNIDENTIFIED MAN: The night King died, there were fires in 29 different states and 125 cities.

SOUNDBITE OF POLICE SIREN AND GUNFIRE

UNIDENTIFIED MAN: Sixty-eight was a very dramatic year in the history of the country; '68 was the year that Martin Luther King was assassinated. It was the year that Bobby Kennedy was assassinated. And I think if we ever were conscious of the need to mend the rift between races, it came in those late '60s and into the '70s.

PAUL BOLDBERDING (ph), PROFESSOR OF MEDICINE, UNIVERSITY OF CALIFORNIA SAN FRANCISCO: And I think we, you know, even a white middle-class college student had some anxiety about the way things were going. And a lot of the riots and a lot of the buildings that burned were really within a couple of blocks of our dorm building.

My name is Paul Boldberding. I'm a professor of medicine at UC San Francisco. So I go to another UC now. My connection to Chicago is I was a college student there from '67 to '71. undergraduate and a graduate student from 1968 to 1976.

It was a very unusual time because, say, coming at the Democratic convention, you had so many of the white radical groups, the SDS, which (Unintelligible) to the Weathermen (ph) and all of that sort of thing. There were five or six of those groups who were protesting the Vietnam war.

SOUNDBITE OF CROWD SHOUTING AND BOOING

That was also the year that they took over the administration building, my freshman year. And this was the white students. And I think what is that collection of circumstances, what was unusual is we developed a very unusually cohesive and supportive black community.

RONALD DAVIS (ph), FORMER STUDENT, UNIVERSITY OF CHICAGO: My name is Ronald Davis. And I graduated from the University of

Chicago in 1974.

I was very active with efforts to recruit additional black students to campus. They started a couple of different programs that would help increase the numbers of black students. One was an April weekend where they invited students who were admitted but had not accepted a chance to visit campus to see what it was like.

And as it turned out, they were impressed enough with the university to actually show up in the fall. So that increased the numbers from the past.

As well as we had a summer program where the university invited students who they felt had a deficiency in either the math area or the English area, one or the other, not both. And they would come to a summer program and they would get a chance to work on improving the areas where they were weak.

(BEGIN AUDIO CLIP OF UNIDENTIFIED SINGER)

UNIDENTIFIED SINGER, SINGING: Oh, yeah Summer breeze All in my mind...

PAUL SALLY (ph), PROFESSOR OF MATHEMATICS, UNIVERSITY OF CHICAGO: I taught the mathematics that first summer.

This is Paul Sally, professor of mathematics, University of Chicago.

And I think that the idea was to cast a net a little bit deeper and a little bit wider than the university might ordinarily. I mean, they have rather rigid entry criteria. And this was to — I wouldn't say to loosen the criteria so much as maybe look a little more broadly for a

WILLIAM JULIUS WILSON (ph), FORMER UNIVERSITY PROFESSOR OF SOCIOLOGY AND PUBLIC POLICY, UNIVERSITY OF CHICAGO: There are different ways to look at affirmative action. Affirmative action also includes flexible criteria of evaluation.

My name is William Julius Wilson, formerly university professor of sociology and public policy at the University of Chicago.

If you rely solely on the use of SAT scores or GRE scores, you often times don't capture the potential of minority applicants because these test scores really reflect privilege more so than potential to succeed.

UNIDENTIFIED TEACHER: And can you state the difference between majority and proportionality?

UNIDENTIFIED STUDENT: The way I understood was that in some situations, you'll have whichever party or person who's running gets the most votes,

variety of talents where just the high school grades or just the standardized test scores might not be the sole determinant of a student's ability to come to the college and survive.

SINGER, SINGING: Ah, summer breeze...

BOLARIA BLAN THOMAS (ph), 1974 GRADUATE, UNIVERSITY OF CHICAGO: After I advised the university that I was going to accept their invitation, they advised me they wanted me to be a part of this summer program.

My name is Bolaria Blan Thomas, and I am a 1974 graduate of the University of Chicago.

I was an honor graduate in high school. I graduated in the top 10 percent of my class.

My SAT scores were acceptable and OK. But when we were taking the placement exams during orientation week and talking to the other students and, you know, like, "Yeah, oh I missed five points from a perfect score on the SAT." And I'm like, oh...

And, "Yeah, I'm the valedictorian. Yeah, and I'm the valedictorian. I'm the val" — it was like geez. So...

LAUGHTER

... it became quite apparent to me that I was not the typical University of Chicago applicant.

RONALD PRICE (ph), EMERGENCY PHYSICIAN FOR OIL COMPANY, SAUDI ARABIA, FORMER STUDENT, UNIVERSITY OF CHICAGO: We were referred to as special students. And it was a label that we did not request or want, but it was they'll get position.

EDDIE N. WILLIAMS (ph), FORMER HEAD, STATE DEPARTMENT'S EQUAL EMPLOYMENT OPPORTUNITY OFFICE, BECAME ASSISTANT VICE PRESIDENT OF UNIVERSITY OF CHICAGO IN 1968: My name is Eddie N. Williams. And I was head of the State Department's Equal Employment Opportunity Office.

And after being there seven-and-a-half years, I went to the University of Chicago as assistant vice president.

That was in the fall of 1968. And I became the first black appointee at that level. That was a time when a lot of pressure was being put on universities on race and diversity. There were strings attached to federal dollars. The whole affirmative action thing was getting started.

Edward Leavy (ph) was president. And he resented that immensely. He thought it was an intrusion upon the life

thrust upon us just by the fact that we were in the program.

My name is Ronald Price. I'm an emergency physician for an Arabian oil company in Saudi Arabia.

THOMAS: I did not feel any way intimidated that I could not handle the academic load. There was no question in my mind that I was going to attend this university, I was going to do well at the university and I was going to graduate.

PRICE: I will never forget before the mid-terms of that freshman year, the school paper ran an article — front-page article — that 50 percent of the so-called special students were expected to fail. Now that caused quite an uproar among our students, primarily because of the fact that before even the mid-term exams could be taken, this article quoted several university officials as stating that we were expected to fail.

In my own experience, as far as the pressure to pursue the degree, I started off there at a regular track for pre-med students. Made the Dean's List the first year.

SALLY: There was some concern about how these entry minority students would qualify for college courses. Now as it turned out, they qualified up and down the line. It was very similar to what you would consider the ordinary distribution of entering college freshman.

It was just really a pleasant surprise. And it wasn't a surprise to me after I had worked with the kids because I knew they had the talent at that point.

of a great university. "Of course we don't discriminate," he said. "We have always hired the best people. We have produced more black PhDs than any university in the world and many of them combined," all of which was true.

But you look around on the campus, you didn't see very many who were teaching. I think I knew most of them. We had our own little black circle, you know.

LAUGHTER

And John Hope Franklin (ph) was in that circle.

JOHN HOPE FRANKLIN, UNIVERSITY OF CHICAGO: My name is John Hope Franklin.

Chicago had an ethos about this. The university felt that it was so far out of everywhere else, every other institution, that it didn't need these things that they were talking about. We hired Bob Ming (ph) in the law school when there were no other white law schools, so-called, that hired anybody.

We brought Allison Davis (ph) here in 1941. Allison Davis in 1941. Where were black anthropologists, education leaders, sociologists, where were they at other institutions? Did they have any? No. Yale, Harvard, Columbia, none of them had any. We had them.

When blacks meet the standards at Chicago, we'll bring them here. That was their position.

I could add now, they're not going out and looking for any. But if they happen — if somebody happened to stumble up on one...

LAUREN BERLANT (ph), PROFESSOR OF ENGLISH, UNIVERSITY OF CHICAGO: You know, I was hired on an affirmative action initiative. There weren't enough of them in our department. I'm proud, actually, that the department saw it as so that they had to stretch in order to hire me. But they had to take a risk. And affirmative action did that.

I'm Lauren Berlant. I'm a professor of English at the University of Chicago. And I just finished my 13th year.

If somebody told me when I got here that it basically is a very patriarchal place. And you basically have to learn to become the department's girlfriend, one way or another, and that if you could get the men to see that you were both powerful but not threatening — you know, the impossible — you could make it here.

So this was a place where being a He tells a story he went home and he said to his wife, "I know that I'm being hired as an affirmative action hire. But I'm going to make them eat it. I'm going to be the best sociologist there is."

LAUGHTER

And he achieved that, in fact.

WILSON: The environment initially was hostile. There were some colleagues who were looking at me, what, you know, what's this guy doing here? And I said, you know, I can either be intimidated or go into my shell, or I can accept the challenge. So I accepted the challenge.

(BEGIN AUDIO CLIP OF UNIDENTIFIED MUSIC)

UNIDENTIFIED NPR HOST: Today the Supreme Court handed down its ruling in the landmark reverse discrimination case, University of California Regents versus Bakke. The court ruled five-to-four that Allan Bakke had been the victim of impermissible discrimination against whites. And the court ordered Bakke admitted to medical school.

But at the same time, the justices ruled

woman was not easy.

UNIDENTIFIED TEACHER, TEACHING: What were some of the issues that were raised by different authors about what are the factors that influence whether or not women can be elected?

UNIDENTIFIED STUDENT: Well, one thing seemed to be whether now it's (Unintelligible) — cultural — what are cultural attitudes or the technical mechanics of the electoral process.

TEACHER, SPEAKING AND WRITING ON CHALKBOARD: Electoral process was one...

LEA OUSLENDER (ph), ASSOCIATE PROFESSOR OF HISTORY, DIRECTOR, CENTER FOR GENDER STUDIES: I'm Lea Ouslander. And I'm an associate professor of history. And I'm director of the Center for Gender Studies. I think it's been far easier for white women to break into the academy than it has been for black men or women.

JEFFREY STONE (ph), PROVOST, UNIVERSITY OF CHICAGO: Jeffrey Stone, provost of the University of Chicago.

My office has been extremely aggressive about both encouraging appointment of minority faculty and making that largely costless to the units that make the appointments so that if a particular department finds someone who they can recruit here, and it's a person who otherwise is an appropriate that affirmative action programs are permissible if they take other factors into account besides race. NPR legal affairs correspondent Nina Totenberg has a report.

NINA TOTENBERG, NPR REPORTER: Alan Bakke applied twice to the University of California Medical School at Davis and was twice rejected. He sued the university claiming he was the victim of reverse discrimination.

A.J. BURDELL (ph), NOVELIST, FORMER STUDENT, UNIVERSITY OF CHICAGO: I remember having discussions with my good friends. We were all very overwhelmed by that, Bakke's suit, it was something that had a psychological effect on us more than a practical effect on us.

I am A.J. Burdell, and I am mostly known as a novelist. I studied at the University of Chicago as an undergraduate from '78 to '82 and as a graduate student from '82 to '85.

I mean, we were already there. We were already in process. Well, there were 17 African-American students in my class, very small number according to my

appointment and I would be willing to approve on the normal merits of an appointment, it will not cost them a faculty position. And that's a very large incentive in a university.

UNIDENTIFIED MAN: Chicago is not very much inclined to take young assistants — black assistant professors and nurture them through the ranks. They want to be blinded by the light of some brilliant black, and then they'll say, "Oh, yeah, yeah, he's great, he's pretty — almost good enough for Chicago."

LAUGHTER

WILSON: Well, my experience was different. And it was different because of a very, very powerful man in a Department of Sociology who was able to convince his colleagues to take a chance with this guy. This guy has the potential — I think he has the potential to really make it big here. So in that sense, I'm unique.

My name is William Julius Wilson, and I was a member of the faculty at the University of Chicago from 1972 to 1996.

RICHARD TABB (ph), PAUL CLAPPER (ph) PROFESSOR OF SOCIAL SCIENCES, UNIVERSITY OF CHICAGO: Professor Wilson would tell you he was actually hired as an affirmative action hire, and he understood this.

My name is Richard Tabb. I am the Paul Clapper professor of Social Sciences at the University of Chicago.

positioning. So we already felt as if whatever it was that was called affirmative action was not being practiced by the University of Chicago.

STONE: Jeffrey Stone, provost of the University of Chicago. Bakke was a source of lots of discussion, I'm sure. But I don't recall it having any impact at all on whatever policies were in place in different parts of the university, other than to generate discussion about the issues.

THOMAS HOLT (ph), TEACHER OF AFRICAN-AMERICAN HISTORY, UNIVERSITY OF CHICAGO: Thomas Holt, and I teach African-American history at the University of Chicago. I arrived in 1988.

When I came was period in which the atmosphere was one of hostility to affirmative action, at least in some quarters of the upper administration.

WALTER MASSEY, PRESIDENT, MOREHOUSE COLLEGE, FORMER DIRECTOR OF ARGON (ph) NATIONAL LABORATORY AND VICE PRESIDENT FOR RESEARCH, UNIVERSITY OF CHICAGO.: I could

see how that could be interpreted because there certainly was no arguments in favor of aggressive affirmative action. So in that sense, you might argue that if you are not very aggressive, then you are not taking it seriously.

I'm Walter Massey, President of Morehouse College. And at the University of Chicago from '79 to '91, I was director of the Argon National Laboratory and then vice president for Research.

Chicago's an interesting place. Departments were urged to recruit blacks and women and other minorities. But the level of discussion always began with, you know, where can we find the very best person. And if they could find the very best person, they would go all out to get them.

HOLT: Anti-affirmative action did not mean that you, at least overtly said you didn't want to hire black faculty or bring in black students. You know, it's the same kind of rhetoric that we're getting now in California and from Ward Connerly (ph) and others, you know, that you have to enter under the same aegis as anybody else.

SUSAN PAGE (ph), REPORTER: From WAMU in Washington, I'm Susan Page of USA Today, filling in for Diane Ream (ph). Joining me this during this hour to talk about affirmative action by phone, Ward Connerly.

Mr. Connerly, I wonder if you'd talk

My name is Jennifer Perry. I was a student at the University of Chicago from the fall of 1993 through the spring of 1997.

I was in a lot of American history classes. And so we had a lot of discussions of things like the California referendums and affirmative action in the California schools.

ROBERT SIEGEL, HOST, ALL THINGS CONSIDERED: California has become the first state to abolish its affirmative action programs.

NPR's Richard Gonzales reports.

RICHARD GONZALES: When proposition 209 was on the California ballot, its supporters said its integrity rested on its simplicity. The voters were asked to approve the elimination of discrimination or preferences based on race or gender in public contracting, hiring and education.

ARACELI NUNOS CONTREDAS (ph), FORMER STUDENT AT THE UNIVERSITY OF CHICAGO: I do think, you know, 209 is horrible. It just — it's also something to me right now — to I think a lot of Latinos here, something that's happening far away.

for just a minute to our listeners about what got you to this point and to hold this strong view about affirmative action.

WARD CONNERLY, UNIVERSITY OF CALIFORNIA REGENT: I grew up believing that using somebody's skin color to decide whether they get a job or whether they get admitted to college was just morally wrong. And I felt that as John F. Kennedy said in '63, "Race has no place in American life or law."

And so now I find as a UC Regent, that we are classifying people on the basis of race and then deciding who gets what, that is a preference. It's discriminating against those who don't get the preferences. It creates division. It creates resentment.

So I think that it has a very poisonous effect of the nation...

HOLT: So that it's watering down standards to have a program around African-American experience, or around gender, or around Latino, whatever.

SOUNDBITE OF CROWD SPEAKING IN BACKGROUND

ANDRE PHILLIPS (ph), ASSOCIATE DIRECTOR OF ADMISSIONS, UNDERGRADUATE COLLEGE OF THE UNIVERSITY OF CHICAGO: We are approximately 21 percent Asian in the student population.

I am Andre Phillips, associate director of Admissions, Undergraduate College of the University of Chicago.

I think the increase in the Asian California's far away from Chicago. And it's not happening here.

My name is Araceli Nunos Contredas. And I went here for undergrad in '91 and I went here for grad in '95.

It's a very apathetic campus. I think even among Latinos, too, which is really disappointing. But I think that people here in general, whether you're green, purple or orange, everybody's pretty apathetic.

(BEGIN AUDIO CLIP OF BAND MUSIC)

UNIDENTIFIED SPEAKER: Ladies and gentlemen, the president of the United States.

APPLAUSE

WILLIAM JEFFERSON CLINTON, PRESIDENT OF THE UNITED STATES: Thank you, thank you. Please be seated. Thank you.

Ladies and gentlemen, last June, I challenged all Americans to join me for at least a year in addressing the enormous challenge of making one America out of all of our racial, ethnic diversity in this country because if we plan together and work together to make the most of our common future, we can avoid repeating

population really began to expand in the mid-1980s at the same time that we started increasing the amount of time we spent recruiting. And we found pockets of Asian students and those students found us.

CHRISTOPHER KANG (ph), SENIOR, UNIVERSITY OF CHICAGO: I'm Christopher Kang. I'm a senior here at the University of Chicago.

In terms of Korean students, there is an issue of just trying to — because there's so many of us — trying to get, you know, a unifying student organization that can kind of cope with all the needs and desires of the Korean-American students here.

Most of the big issues on campus revolve now around the expansion of the college. And I guess that does kind of play into affirmative action. President Sanchez's (ph) talking about increasing the size of the college by about another 1,000 people over the next 10 years.

JENNIFER PERRY (ph), FORMER STUDENT, UNIVERSITY OF CHICAGO: I think, however, that what they're pushing towards would inevitably lead to more economic homogeneity. And I think that will inevitably lead to a sort of cultural homogeneity, which means you're gonna get the same kind of people all the time. I think that might happen a lot more in the next century.

some of the darker chapters of our own history. And by the way, we can acknowledge that we still have some problems and we need to get them out on the table and deal with them...

MICHAEL DAWSON, ASSOCIATE PROFESSOR OF POLITICAL SCIENCE, DIRECTOR OF THE CENTER FOR THE STUDY OF RACE POLITICS AND CULTURE, UNIVERSITY OF CHICAGO: We can't talk about race and not talk about economics. What we're talking about is competition over scarce resources. The ability to even compete equally means a redistribution of resources.

Michael Dawson, associate professor of Political Science, director of the Center for the Study of Race Politics and Culture at the University of Chicago.

I get extremely angry whenever people like Ward Connelly evoke Dr. King in the defense of a color blind society. Dr. King in 1967 was talking about the need for affirmative action was before most — the rest of us even knew what the term meant because he knew that without affirmative action and similar programs and policies, this

country was gonna be unable to meet its commitment that individual citizens could compete equally.

STONE: Jeffrey Stone, I have absolutely no doubt that the affirmative action programs and the outreach programs that exist at the university are the product of the values and aspirations of the university.

The greater issue is what happens if affirmative action programs are prohibited by law as they now are in public institutions in Texas and California. And there I think the answer is like any other institution, we would have to obey the law.

But I would hate see that come to

pass. I think it would be a terrible thing for the nation and for the university.

LITA AUSSLANDER (ph), ASSOCIATE PROFESSOR OF HISTORY AND DIRECTOR OF THE CENTER FOR GENDER STUDIES: And it could be, you know, what with what's happening to affirmative action, that paradoxically the university may begin to appear progressive again. In the same way that in a period when there were quotas against Jews, racial segregation and the exclusion of women, the place looked progressive, because there were a few blacks, there were a few women, and there were a few Jews.

I'm Lita Ausslander and I'm an

associate professor of History and I'm the director of the Center for Gender Studies.

If public institutions start discriminating again against blacks and against Latinos, or at least in the refusal of affirmative action, producing all-White institutions, we again may come to be relatively open.

SOUNDBITE OF BELLS CHIMING

And I really hope we can do better than that. And I think there are people here who care about it. But if there are enough of us and whether we're powerful enough and have enough energy is another question.

SOUNDBITE OF BELLS RINGING

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8. Weekend All Things Considered(NPR)

03/15/98Section: News; Domestic;

Book Dispute

A proposal by two school board members mandates that four out of the seven required books be written by authors of color.

By Rachel Gotbaum

San Francisco; Jacki Lyden, Washington, DC

JACKI LYDEN, HOST: Scandal, betrayal, an embattled leader. Ancient themes. But who should tell the story of

Rachel Gotbaum reports.

RACHEL GOTBAUM, REPORTER: In San Francisco high schools, required reading has consisted of three books: "Huckleberry Finn," "Romeo and Juliet," and "The Canterbury Tales."

But a proposal by two school board members may change all that. They want four out of seven required books to be by authors of color. That idea has stirred up a lot of reaction.

UNIDENTIFIED SAN FRANCISCO HIGH SCHOOL BOY: Let people know what you guys are seeing in the classroom. Let people know what you guys think is gonna happen if they do put in books by people of color. No? And that's what these people need to hear.

So right now this is just the beginning, right? And they're probably not gonna here us, OK?

GOTBAUM: These city high school students have mobilized outside a recent board meeting to show their support for the proposed overhaul of the English curriculum.

Giovanita Goodly (ph) is 16 and goes to Galileo High School.

GIOVANITA GOODLY, STUDENT, GALILEO HIGH SCHOOL, SAN FRANCISCO: Right now in my English

human experience?

In San Francisco, two school board members say more required reading from be from Toni Morrison and not Shakespeare.

The board members are proposing that class I'm reading "Huckleberry Finn" and all they talk about is bad English for black folks. And I don't really like that too much because it's like all they talk about.

And they make Jim in "Huckleberry Finn" look stupid and superstitious and all that stuff. And they don't, like, make him look smart and intelligent, because we're not stupid people.

GOTBAUM: Board member Steven Philips (ph) drafted the proposal. He says the city's current policy is from a previous era and does not fit the times or a student body which is almost 90 percent Latino, black, and Asian.

STEVEN PHILIPS, SCHOOL BOARD MEMBER, SAN FRANCISCO: I don't think really anybody can defend saying that the most three important works that you have to read to be educated in coming out of high school are "Romeo and Juliet," "Huckleberry Finn," and "The Canterbury Tales."

Those are all fine. But are those intrinsically and dramatically than stuff by Toni Morrison and Amy Tam and Isabel Allende and other authors?

GOTBAUM: In San Francisco, Latino and black students tend to have lower test scores and higher dropout

the majority of student reading come from non-white authors, forcing teachers and administrators in California to determine whether ethnic identity is enough reason to choose one book over another.

rates, says Philips. And he believes that situation can be improved by giving those students books to read that better reflect their own experience.

PHILIPS: The current arrangement is failing large groups of students. And it's failing students by ethnic group. African-Americans as a group and Latinos as a group are really not being served by public schooling in this country.

GOTBAUM: San Francisco's School Superintendent Bill Rojas (ph) agrees that the city needs to rework its high school reading list. But he says he is not likely to support requiring books based on what the color the author is.

And he says there's no evidence that a student's performance is linked to the color of the author he or she reads.

BILL ROJAS, SUPERINTENDENT OF SCHOOLS, SAN FRANCISCO: Don't quote on the exact number — of the 132 Latino students who dropped out of the high schools in San Francisco, would one of them come up to me and say "Rojas, I left, you know, I left because you didn't get me to read Cervantes."

I don't think I'd find that. They probably left because they couldn't read.

GOTBAUM: The battle to bring ethnic studies to schools began on university campuses in the '60s. Soon afterwards, high schools began to create Latino and African-American elective courses.

In those settings, says Stanford Education Professor Larry Kubin (ph), students had a choice. But that's not the case in public high school.

LARRY KUBIN, SPOKESMAN, STANFORD UNIVERSITY: No forces someone to go to Stanford. But you do have to go the San Francisco public schools. And you do have to stay in those schools until the age of 17 or whatever that particular age is.

And so when you make it compulsory, then it adds a moral dimension to it as to what the students study.

SOUNDBITE OF PEOPLE SPEAKING IN BACKGROUND

GOTBAUM: In San Francisco high school classrooms students and teachers

voice their concern about the proposal.

Vianna Bautista (ph) is chair of the English department at Philip Burton High (ph).

VIANNA BAUTISTA, CHAIR, ENGLISH DEPARTMENT, PHILIP BURTON HIGH, SAN FRANCISCO: Making it a mandate is saying, hey, let's create imaginary boundaries in human experience. It's like saying I want to know about your experience 60 percent of the time.

I mean, who mandates that? Who decides what is important? And what percentage is important? Is that really quantifiable?

GOTBAUM: Bautista and other city high school teachers say they already offer a diverse curriculum, with reading lists that include many books by writers such as James Baldwin, Maxine Hong Kingston, and Sandra Cisneros (ph).

Bautista says teachers don't need a Ten Commandment policy to

determining what they should teach. But some teachers do see a need for formal requirements when it comes to ensuring that students are reading a wide range of books.

Lowell Denny (ph) teaches history at Burton High.

LOWELL DENNY, HISTORY TEACHER, BURTON HIGH SCHOOL: Mandates don't scare me, really. Yes, it would sort of circumvent a teacher's role, and that's bothersome. But it would assure that these students would be getting the diversity that they deserve.

GOTBAUM: Teachers may be debating the issue, but most agree that ultimately the problem is not a lack of effort to bring more diverse reading materials into the public schools. It's a lack of money.

For NPR News, I'm Rachel Gotbaum in San Francisco.

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9. Los Angeles Times

* 03/14/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

No Change

Gracias Schools Plan to Keep Bilingual Programs, Despite State Offer

By FRED ALVAREZ
TIMES STAFF WRITER

Despite a move to make it easier for school districts to scrap bilingual education programs, Ventura County educators said Friday they are unlikely to accept that offer, arguing that native-language instruction is still the best way to teach students who struggle with English.

The decision, handed down Thursday by the State Board of Education, even drew the wrath of bilingual education opponents, who viewed it as a political ploy aimed at stalling efforts to do away with such programs altogether.

"They are just playing a political game," said Simi Valley resident Steve Frank, a government affairs consultant who is spearheading the Ventura County campaign in support of a statewide initiative aimed at dismantling all bilingual education programs.

"On one hand, they now understand that bilingual education is a failure, that it is a fad like the Hula-Hoop or the Slinky that now belongs at the back of the closet somewhere," Frank said. "However, what the state board should have done is mandate that no longer will classrooms be segregated by language."

The state board voted unanimously to allow local school districts to shed bilingual education programs without having to petition Sacramento.

The vote launches a deregulation process that eventually could free local educators to teach non-English speakers as they see fit, as long as some help is available.

But across Ventura County, educators said they don't expect to make any changes in the programs already in place for the county's 25,000 limited-English speaking students.

"We have proven that our programs work," said Yolanda Benitez, superintendent of the Rio School District, north of Oxnard, where about a third of the 3,000 students don't speak English well or at all.

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"We are seeing academic achievements growing in these youngsters; we're not going to make any changes," she said. "Unfortunately, when we talk about bilingual education, we have lost sight of the children. Regardless of whether the children are purple or pink, whether they speak Spanish or Vietnamese, they need programs that are going to help them do well in school."

Added Joseph Spirito, superintendent of the 17,000-student Ventura Unified School District: "We're still going to be doing what we've been doing. It's successful, and we feel the program is showing good results here in Ventura. I'm just worried that some districts will choose to drop it completely, and that will be a sad day for kids."

The move is the latest salvo in a long-running battle to overhaul bilingual education.

There has been a rising tide of support for scrapping the program altogether, as more and more people believe that 25 years of bilingual education have failed California's school children and placed them at a competitive disadvantage.

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The most drastic proposal comes in the form of the "English for the Children" initiative. That measure, which will be on the June ballot, is sponsored by Silicon Valley software entrepreneur Ron K. Unz and would require virtually all classroom instruction to be in English.

According to that initiative, children who are not fluent would get about a year of special help in English before being funneled into mainstream classes. Currently, they can stay in bilingual

classes for up to six years, being taught primarily in their native language.

The initiative would hold teachers and school officials personally liable for violating its provisions.

Frank argues that Thursday's vote by the state Board of Education seeks to stall momentum building for the initiative by putting the fate of bilingual education programs in the hands of local school districts. But he predicts that move will backfire.

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"It will only add to the momentum," he said. "The public will only see that the state board is now against bilingual education, that it's wrong and that it doesn't work."

Countywide, about half of the limited-English-speaking pupils—94% of

whom speak Spanish—get their first few years of instruction in their home language.

Three in 10 are immersed in English-only classes, with special booster classes to accelerate their language development. About 14% receive no special attention.

Ventura County educators and activists have launched a campaign to oppose the measure, saying the effort is fueled by misinformation and is harmful to non-English speaking youngsters.

But in the short term, local educators said they don't expect this week's decision to have any effect on the way limited-English speakers receive instruction.

"We're always looking for ways to improve the program; we don't stop that,"

said Bernard Korenstein, superintendent of the Oxnard Elementary School District where about 6,000 students receive some bilingual education services.

"But there are a lot of children who need these programs," he said. "They're not designed to continue a child in his or her primary language. They're designed to teach a child to be successful in the English language by using his or her primary language to achieve that goal."

Added Nancy Carroll, superintendent of the 2,400-student Ocean View School District south of Oxnard: "We have a great track record of success. And without these programs, a great number of these children would miss vital academic content, which would only serve to put them further behind."■

10. The Washington Post

03/14/98; Edition: FINAL; Section: A Section; Page A03

A Controversial New Chapter

San Francisco Divided on Proposal Calling for Race-Based Quotas in Literature Lists

By William Booth

Washington Post Staff Writer

In a proposal that has generated heated debate, school board officials here are calling for race-based quotas in high school literature lists that would require seven of the 10 books students are directed to read every year to be written by non-white authors.

Arguing that Mark Twain's "Huckleberry Finn" contains a bias against African Americans and Chaucer's "Canterbury Tales" characterize people based on their socioeconomic class, several elected school board members here are supporting the proposal. As envisaged by its backers, the requirement would not only increase the diversity of an already diverse high school reading list, it also would mandate that more than half the books students read be penned by authors whose ethnicity or nation of origin is neither white nor European.

Another school board member, Juanita Owens, supports the proposal, but would like to see homosexual authors added to the list as well.

While many school districts around the country, including the District's, are emphasizing works by authors not limited to the so-called "Dead White Male" canon, the San Francisco proposal is believed to be the first to require a numerical quota. The move here is seen

as part of a trend as the culture wars waged on college campuses several years ago trickle down to secondary and primary grades.

Many parents and activists want to push schools to reflect their student populations. As a result, calls have gone up in New Orleans to change the names of schools honoring slave owners such as George Washington; in Oakland to recognize ebonics as a legitimate language; and in Fort Myers, Fla., to allow students to study the Bible.

A vote on the San Francisco proposal could come as early as March 24, and at least four of the seven board members have expressed support for the measure.

There have been, predictably, both teeth-gnashing and applause over the proposal from students, teachers, activists and writers themselves. Conservative commentators such as Rush Limbaugh have seized on the issue and a few local pundits have called the proposals "political correctness run amok."

But Alice Siu, 16, a junior at San Francisco's High School of the Arts, a Chinese American and a member of the student advisory council for the district, said today that — as usual — the adults are missing the point. "We're already exposed to many different cultures, in class and in the books we read," Siu said. "Why should there be a quota? I don't

think it's appropriate. Quality is much more appropriate than quantity."

Siu said she brought up the issue in class today, and her fellow students opposed a rigid guideline. "We should look at all the cultures: Irish, Greek, Asian, Mexican American. And we do. It's already happening."

But school board member Steve Phillips, who introduced the quota proposal with fellow board member Keith Jackson at a meeting last week, is convinced that students are not exposed to a broad curriculum.

"Great literature has been produced by writers of all hues and backgrounds, and it is time to broaden our horizons," he said. "In a district that is nearly 90 percent students of color, the point of education is not to glorify Europe," Phillips said, "but to stimulate a love of language in our students. When students see themselves in the curriculum, they demonstrate a greater interest and involvement in their academic work."

There are 19,215 students in San Francisco high schools. They are 30 percent Chinese American, 19 percent Latino, 16 percent African American, 12 percent white, 9 percent Filipino, and smaller percentages of Korean American, Japanese American, American Indian and "other."

In an interview this week, Phillips

explained that it was not his intent to "throw out everything that's old" but to require teachers to teach "more literature that explores the major themes of our history, the civil rights movement, slavery, the Chinese building the railroads, the annexation of the Southwest."

In the original proposal, introduced last week, Phillips and Jackson, both African Americans, call for seven of the 10 books read each year to be written by authors of color. After discovering that of the 10 books required three are chosen by the student and read outside of class, the quota proposal may be changed to read that four of seven books read each year in class be written by authors of color.

The superintendent of the San Francisco schools, Bill Rojas, said while

Yet some teachers have insisted that it is reckless to throw out the baby with the bathwater, arguing that students who have not been exposed to the traditional greatest hits of literature, the classics, could be unprepared to take college entrance exams and might fail to appreciate the references and literary allusions of a common canon including Shakespeare, Homer, Dickens, Hawthorne and Twain.

Angie Choi, a high school literature teacher, said the issue is complex and somewhat distorted by politics and the media. "The reality is that what the

he supports efforts to broaden the multicultural curriculum, he is firmly against setting quotas.

"We expect to have diversity — and the classics," Rojas said. "It's not either-or, but both." He suggested that some board members are not aware of how multicultural the curriculum in San Francisco already is.

Indeed, what has been lost in the debate so far is the fact that San Francisco high school students are already exposed to a diverse reading schedule.

In the 10th grade, for example, the year is already spent delving into a curriculum titled "The Ethnic Experience in Literature." Works typically read by San Francisco sophomores include Amy Tan's "The Joy Luck Club," Richard school board members are calling for is already happening in the schools," Choi, a Korean American, said.

"But — this is also important, and hard to explain — that sometimes culture is not your friend," Choi said. "Good literature is about universal themes. What matters is that literature exposes you to these rich experiences that might not be so neatly categorized by who wrote the book."

She cited as an example J.D. Salinger's "Catcher in the Rye," which she said many students love for its themes of rebellion, alienation and the

Wright's "Black Boy," Rudolfo Anaya's "Bless Me, Ultima" and Michael Dorris's "A Yellow Raft in Blue Water" — books written by, respectively, a Chinese American, African American, Mexican American and American Indian.

While these more diverse works are used, Phillips said, "they are taught sporadically, too often as an afterthought." The former student activist at Stanford, who was elected to the school board in 1992 at the age of 28, expressed belief that students need more books that speak to the experiences of ethnic Americans. He said that more ethnically engaging literature might keep students from dropping out or performing poorly.

search for a space not controlled by "phonies" — and not for its listing in the curriculum as a work by a "European American."

A new reading list being compiled, superintendent Rojas said, will provide all the diversity students need, without the quotas. But he said he is not happy that the books on the district's proposed list are categorized by "ethnicity/culture/country."

"I'd like to get beyond that," Rojas said. "It's sort of tacky." ■

11. The New York Times

03/16/98Section: National Desk; Section A; Page 10, Column 5

Charter Schools Said to Raise Pupils' Performance on Tests

By RANDAL C. ARCHIBOLD

A report to be released today by a group that supports charter schools says that most of the best such schools it surveyed met, and sometimes surpassed, their promises to raise academic achievement.

The Center for School Change at the University of Minnesota Hubert H. Humphrey Institute of Public Affairs examined 31 top charter schools, which are public institutions typically run by community groups or teachers and given the freedom to tailor curriculum outside the control of a local school district.

TD The schools selected in the report, "Making a Difference? Charter Schools, Evaluation and Student Performance," were nominated by eight states chosen for their geographic representation. Most of the schools, he said, had high

populations of low-income students or students with limited English-language ability.

The report found that 21 of the schools reported gains on standardized tests, like the Stanford 9 and the California Achievement Test of Basic Skills.

The 10 others either did not submit year-to-year results or any data at all, said Joe Nathan, direct of the center and co-author of the report. All of the schools reported they were using standardized tests to assess achievement and most were also using other measures such as oral presentations by students.

The center relied on information provided by the schools in response to a questionnaire and follow-up telephone interviews, but the center had no way of knowing if negative data was withheld,

Mr. Nathan said. In addition, he said, most schools had only one or two years of data.

He acknowledged the report was "not definitive" but asserted it nevertheless could be used as a guidebook for groups interested in replicating practices and traits that reportedly have yielded good results.

Critics of charter schools said the report provided little worthwhile information on their effectiveness because it was not done by a neutral group, lacked independent analysis of the schools' claims and was based on a limited sample.

"All you can conclude from this is that good schools that people nominate as good schools report they are doing good," said Gary Orfield, a professor of

education at Harvard University.

Most research on charter schools has been partisan, although the United States **Department of Education** expects to complete a comprehensive report next year measuring the performance of students at charter schools.

Interest in the schools has exploded since the first one opened in Minnesota almost six years ago. There are now 784, with 200 more approved to open this fall, according to the Center for Education Reform, a Washington advocacy group. At least four have closed or been taken over by state agencies because of fiscal mismanagement or other problems, according to the Education Commission.

"Those are wonderful goals but if you are not sure where you are going, any road will take you there," Mr. Nathan said.

Officials at the schools cited in the study said they were heartened at the

of the States, a Denver-based policy group.

New Jersey has 13 charter schools with 22 set to open this fall, although some districts have filed challenges to those schools because they believe the state and not the district should fully pay for them, a spokesman for the State Department of Education said. Connecticut has 12 charter schools, with five more scheduled to open in September. New York does not have a charter school law, although interest in adopting one has been growing.

Mr. Nathan said most of the schools in the survey were small, with generally 500 or fewer pupils. Most had aggressively results but at least one conceded the schools were simply too young to gauge overall success.

"I would be cautious," said Sarah Kass, principal of the 3-year-old City on the Hill Charter School in Boston, a high

sought to involve families, often setting up meetings between student, their parent or guardian and teachers before the school year began. And most send students into the community — some have students intern at local businesses or use parks for ambitious science projects — to enhance or supplement classroom instruction.

Mr. Nathan said all the schools also set up concrete, realistic goals that could be measured by tests and other yardsticks, an important finding because many other schools he has visited across the country had fuzzy objectives like simply turning out "self-actualized" people or good citizens.

school that has seen its students improve their reading and math ability by about a grade level. She added that a more definitive accounting of the school's performance would require about five years. ■

12. World News Tonight

03/11/98Section: NEWS;

SAN FRANCISCO DEBATES REQUIRED READING LISTS SHOULD MORE NONWHITE AUTHORS BE INCLUDED?

By KEN KASHIWAHARA
PETER JENNINGS

PETER JENNINGS: In San Francisco this week, there is a very heated debate going on about quality literature and what kids should be obliged to read. Two black leaders in the San Francisco school system want high school students not merely to read more, which they do want, but more of what is written by writers who are members of a minority, as many of the students are. Here's ABC's Ken Kashiwahara.

TEACHER: Isn't Romeo and Juliet a tragedy?

STUDENTS: Yeah.

KEN KASHIWAHARA, ABC News: (voice-over) Under the proposal, classics by Shakespeare, Chaucer and Mark Twain would no longer be required, although they still could be assigned. But four out of the 10 books students must

read each year would have to come from a list of nonwhite authors. School board member Steve Phillips (ph), who co-authored the proposal, said students need to identify with their cultural background.

STEVE PHILLIPS, School Board Member: If there is literary excellence of all authors, why doesn't the curriculum reflect the broader diversity of authors? And we haven't done that.

KEN KASHIWAHARA: (on camera) But the idea of required reading based on the author's ethnicity has some critics calling it literary affirmative action - others, political correctness run amok.

(voice-over) Veteran English teacher Denise Chandler (ph) calls the proposal irrational.

DENISE CHANDLER, English Teacher: Writers who have either stood the test of time or who are relevant to our

youngsters don't glorify any cultural or ethnic or geographic place.

KEN KASHIWAHARA: (voice-over) Students are split on the issue.

1st STUDENT: It's stupid. Why would you have to judge the story on the person who wrote it and not like the story itself?

2nd Student: I think they should just have authors of all different races because certain things like that people need to learn about can't really be, like, expressed by white people.

KEN KASHIWAHARA: (voice-over) The school board will vote on the issue in two weeks. By then, it is likely to become even more divisive than it is now. Ken Kashiwahara, ABC News, San Francisco. ■

13. Christian Science Monitor

March 12, 1998

Keeping Children Shielded From Smut on the Internet

Ann Scott Tyson, Special to The Christian Science Monitor

WASHINGTON — At the FBI's headquarters for combatting child exploitation on the Internet, special agent Linda Hooper shows visitors a cartoon taped on the wall.

In it, one dog clicking away at a computer says to another dog: "I love the Internet - nobody knows you're a dog."

The anonymity afforded by the Internet is no joke, though, when it comes to protecting children, Ms. Hooper

Parents, as the frontline defense, must understand that allowing their 13-year-old to cruise the Internet unsupervised is a little like letting her wander unescorted in a big city, Hooper says. Parents should closely monitor the child's Internet exploration, placing the computer in a high traffic area.

Youths often "view cyberspace as a variation on their computer or video games," and are not on guard against harmful online relationships, says Ernest Allen, president of the National Center for Missing and Exploited Children (NCMEC) in Arlington, Va.

"Too often, unsuspecting children believe they are talking to a peer with similar interests and hobbies, when, in fact, they are being recruited by a sexual predator," said Freeh. Teenage girls are the most vulnerable, statistics show.

For example, when undercover agents posing as teenage girls enter on-line chat rooms, "the screen literally lights up with

says.

Sexual predators' ability to disguise themselves online "as anyone they want to be" is one of the main reasons youths who log on risk becoming victims, Hooper and FBI Director Louis Freeh told a Senate hearing Tuesday on Internet child exploitation and pornography. The masquerading by child pornographers and pedophiles is also a huge obstacle for FBI detectives trying to track the criminals down, Mr. Freeh said.

Cases involving child pornography [improper] questions and solicitations" from adults, says Hooper.

Children should never give out information such as a name or address on the Internet or arrange to meet anyone they meet online, experts say.

Several new initiatives are underway to make parents and children more aware of the risks - and enlist them in combatting the problem.

The FBI this month will issue a pamphlet of safety tips for parents and wants manufacturers of Internet software to include it with their products.

The NCMEC is distributing a new publication for teenagers, entitled "Teen Safety on the Information Highway." The NCMEC also seeks to provide mouse pads with safety tips.

This week, NCMEC set up a CyberTipline (www.missingkids.com/cybertip) and urged the public to report any suspicious or illicit activity involving children. Staff

and youths lured from the Internet into encounters with pedophiles are widespread and growing at a time when the number of children surfing the Web is rising dramatically. According to one report, more than 45 million US children will be online by the year 2002.

But recent innovations are expected to help parents and law enforcement officials keep children safe.

Educating parents and youths about the hidden dangers is one of the key strategies for prevention, experts say. will field leads and forward them to law enforcement agencies.

On the law enforcement front, the FBI is using \$10 million added to its budget by Congress last year for a new squad of agents for its nationwide investigation of online child exploitation.

In turn, \$2.4 million will go to train state and local law enforcement officials and set up local "cyber police" squads to patrol the information superhighway by using sting operations.

Freeh also outlined efforts to boost the FBI's ability to gather forensic evidence, obtain critical records on subscriber information and screen names from Internet service providers, and break encrypted messages used by child pornographers.

Online child pornographers and pedophiles "are among the most sophisticated computer users the FBI is encountering," Freeh said. ■

14. The London Guardian

March 16, 1998

Blunkett back-pedals over fees

By John Carvel, Education Editor

The Government will today make the first concession on its controversial plan to introduce university tuition fees when the higher education bill goes to the Commons after a mauling earlier this month in the Lords.

David Blunkett, the Education and Employment Secretary, will offer a compromise to allay student fears that the proposed £1,000 fee might be doubled or trebled by a future administration once the principle of charging undergraduates is established.

He will invite Opposition leaders to join the Government in a cross-party pledge to fix the fee at no more than 25 per cent of average university tuition costs.

If Conservatives and Liberal Democrats think such a promise would

not be reliable, he will say he is "open to persuasion" that a more copper-bottomed guarantee could be written into the legislation.

One of the main fears of the National Union of Students was that the £1,000 fee might become the first instalment of a Treasury campaign to make undergraduates pay the full cost of tuition - currently about £4,000 a year.

Douglas Trainer, the union president, pointed to the experience in Australia - the model for the British scheme - where promises to keep fees at a modest level were broken last year.

He said students at Melbourne University now have a far higher fees bill and places for state-subsidised poorer students are being restricted to allow increased recruitment of full-fee paying students. Fees at Canadian universities

have increased by 45 per cent in five years, he added.

The higher education bill says the fee cannot be raised faster than inflation without affirmative votes in both houses of Parliament. Students think this would be poor protection from a Treasury raid if economic circumstances were difficult.

Opposition peers wanted to prohibit a fee increase unless it was recommended by a formal public inquiry. Mr Blunkett thinks that too cumbersome, and he will invite Tory and Liberal Democrat MPs to come up with an alternative procedure. "He is open to persuasion because he believes the 25 per cent ratio is right," a minister said yesterday.

Mr Blunkett will use Labour's large Commons majority to overturn the Lords amendments, including a clause that would abort the Government's plan to

abolish maintenance grants for the poorest students.

There will be no immediate concessions to the Committee of Vice-Chancellors and Principals, which today steps up its campaign for an extra £1 billion for universities by 2001 to restore standards and help meet Tony Blair's targets for student numbers.

In a submission to the Government's Comprehensive Spending Review, the committee said funding per student dropped by 38 per cent between 1989/90 and 1997/8. "We want a guarantee that the cash raised by student contributions to tuition fees goes into higher education," said Diana Warwick, the chief executive.

Last night the NUS appealed to ministers to withdraw the bill and rethink the fees plan for one more year.

The Department for Education and Employment estimated the cost to universities of collecting tuition fees at £8 million in the first year. The NUS said that could double once three full years of students are in the system. ■

TRADE

15. Education Daily

March 16, 1998

Legislative Update

by Darren Goode

The Senate Budget Committee plans to begin mapping out a blueprint for federal education spending this week, while the House education panel hunkers down with rewriting the higher education law.

Recent or Upcoming Action ...

Fiscal 1999 Appropriations President Clinton's proposal would raise **Education Department** discretionary spending about 6 percent above the fiscal 1998 level, to \$31.2 billion. Title I would get a \$392 million boost, channeled to targeted and concentration grants. Special education and vocational education would be level funded, and Title VI block grants would be eliminated. Goals 2000 would rise slightly to \$501 million, charter school funding would go up from \$80 million to \$100 million and the maximum Pell Grant would rise \$100 to \$3,100. Clinton wants to use \$1.1 billion in fiscal 1999 from a pending settlement with tobacco companies to hire 100,000 new teachers over seven years and reduce the average class size in grades one through three from 22 to 18. New initiatives include \$200 million for education opportunity zones to funnel money to impoverished urban and rural districts to undertake reform efforts; \$200 million for after-school child care; and \$35 million for helping students sustain gains made in Head Start into elementary school. Last action: The Senate Budget Committee last week postponed a hearing on the yet-unannounced budget resolution. Next action: The Senate Budget Committee plans to take up a budget resolution tomorrow. The House Budget Committee doesn't plan to take up the issue before Congress returns from its Easter recess in mid-April. **Education Secretary Richard Riley** is to testify

before the House appropriations subcommittee March 25.

Omnibus Education S. 1590: Would authorize \$75 million in fiscal 1999 for vouchers for impoverished students in unsafe schools; roll together several federal education funds into block grants, funneling \$3 billion directly to states; allow families to accrue interest tax-free on money they save for educational expenses; allow federal education funds to be used for teacher competency testing and merit pay; focus \$210 million on teacher training in reading and tutoring grants rather than training volunteers; and encourage charter schools in states with the most lenient laws (ED, Jan. 21). S. 1708: Would authorize \$9.7 billion for school repair and construction bonds in fiscal 1999 and 2000; \$7.3 billion over five years to hire 100,000 new teachers; \$200 million in fiscal 1999 for after-school programs; \$3.2 billion over five years for school technology; and \$1.5 billion over five years for education opportunity grants (ED, March 5). Last action: The Senate Oversight of Government Management, Restructuring and the District of Columbia Subcommittee held a hearing on D.C. schools on March 9. The House Early Childhood, Youth and Families Subcommittee held a hearing on school choice in D.C. on March 12. Next action: The House subcommittee plans a field hearing in Santa Clara, Calif., on school technology today, and then a joint hearing with the House Technology Subcommittee on March 24. The House Oversight and Investigations Subcommittee will hold a field hearing on federal education mandates on schools Friday in Timnath, Colo. The Senate Children and Families Subcommittee and House early childhood subcommittee

plan a joint hearing on Head Start on March 26, and the Senate Labor and Human Resources Committee is set to hold a hearing on charter schools March 31.

Education Tax Breaks S. 1133: Would allow parents tax-free withdrawals from education savings accounts for expenses including private K-12 tuition, transportation and computers. Interest on savings in state-sponsored prepaid tuition plans would also be tax free (ED, Feb. 11). Last action: The Senate began debating the bill Friday. The Senate Finance Committee passed S. 1133 last month. Next action: The Senate is scheduled to vote on S. 1133 tomorrow.

Vocational Education S. 1186: Would maintain separate funding and administration for vocational education, job training and adult education programs, but would let states submit one plan for all three programs and would reward state coordination among programs with incentive grants. H.R. 1853: The House plan to reauthorize the Carl D. Perkins Vocational and Applied Technology Education Act would allot school districts at least 90 percent of the basic state vocational grant, up from 75 percent, with tech prep getting 10 percent of the state grant. Last action: The Senate Labor and Human Resources Committee passed its bill in September 1997. The House passed H.R. 1853 in July. Next action: The Senate is expected to vote on S. 1186 this week.

HEA Reauthorization H.R. 6: Would reauthorize all Higher Education Act (HEA) programs, which expired Sept. 30 but received an automatic one-year extension. One of its provisions would reorganize ED's student aid management into a performance-based organization. It also would lower the threshold for

Hispanic Serving Institutions to receive federal assistance by no longer requiring that most students be first-generation college attendees (ED, March 5). Last action: The House Postsecondary Education and Life-Long Learning

School Meals S. 1581: Would extend until fiscal 2003 the \$5 billion school lunch program and the \$1.2 billion school breakfast program as part of the reauthorization for several other child nutrition programs. S. 1396: Without specifying funding levels, the bill would enlarge the national school breakfast program, with the goal of serving all elementary school students, although local schools wouldn't be required to participate. H.R. 3086: Would expand the school breakfast program to include all elementary school children, and increase federal funds for after-school snack programs to allow students up to age 18 to participate. The estimated cost of the break-fast program expansion is \$2 billion over five years, and expanding the after-school program would cost \$200 million over five years. Last Action: The House Early Childhood, Youth and Families Subcommittee held a hearing March 10. The Senate Agriculture, Nutrition and Forestry Committee held a hearing on child nutrition March 12, emphasizing school lunch and breakfast programs. H.R. 3086 was introduced by Rep. Lynn Woolsey, D-Calif., in November. Next Action: No action is scheduled for any of the bills.

Juvenile Justice S. 10: Would allow schools access to FBI juvenile felony records as part of a larger juvenile justice bill. Last action: The Senate Youth Violence Subcommittee held a hearing Monday on the bill. Next action: The House could vote on the bill in May.

Internet Indecency S. 1619: Would require schools and libraries receiving "e-rate" telecommunications discounts to install filtering software on their computers (ED, Feb. 12). Last action: The Senate Commerce Committee passed the bill by voice vote March 12. Next action: The bill is now headed for the Senate floor, but no date has been set.

Just Introduced ...

Teacher Training H.R. 3338: Would create a three-year pilot program to award 500 \$10,000 scholarships and stipends annually to outstanding students enrolled in math and science teacher

Subcommittee on March 4 restructured federal aid to Hispanic universities and passed amendments to all parts of the legislation except federal student aid programs, which was the topic of a hearing it held March 5. Next action: The training graduate programs. Last action: Introduced March 5 by Rep. Tom Allen, D-Maine; referred to the House Education and the Workforce Committee. Next action: No action is scheduled.

Tax Reporting Requirements S. 1724, H.R. 3127: Would repeal a portion of the new higher education tax law that mandates colleges and universities collect student eligibility and tuition payment data and file it with the Internal Revenue Service. Last action: S. 1724 was introduced March 6 by Sen. Susan Collins, R-Maine; referred to the Senate Finance Committee. H.R. 3127 was introduced in January. Next action: No action is scheduled.

Math and Science Education S. 1739, H.R. 3411: Would establish a commission under the National Science Foundation to review the existing status of math education in the nation, including conducting international comparisons. Last action: S. 1739 was introduced March 10 by Sen. Bill Frist, R-Tenn; referred to the Senate Labor and Human Resources Committee. H.R. 3411 was introduced March 10 by Rep. Constance Morella, R-Md.; referred to the House Education and the Workforce and the House Science Committees. Next action: No action is scheduled.

School Technology H.R. 3442: Would require schools and libraries that receive universal services support for discounted telecommunications services to establish policies concerning inappropriate material for children. Last action: Introduced March 11 by Rep. Edward Markey, D-Mass.; referred to the House Commerce Committee. Next action: No action is scheduled.

Teacher Training S. 1741: Would authorize competitive grants to school districts to establish, through public/private partnerships, training facilities to help teachers learn new technology and other subjects. It would authorize \$4 million each to two school districts the first year, \$12 million to three schools during both the second and third years, and the fourth year would offer \$16 million to four schools. Last

House subcommittee plans to release a student aid proposal when the full House Education and the Workforce Committee takes up the bill Wednesday.

action: Introduced March 11 by Sen. Mike DeWine, R-Ohio; referred to the Senate Labor and Human Resources Committee. Next action: No action is scheduled, but the bill will likely be folded into the HEA reauthorization bill.

Teacher Certification S. 1742, H.R. 3440: Would authorize \$15 million annually to fund programs that recruit and license teachers from non-teaching professions. Last action: S. 1742 was introduced March 11 by Sen. Mike DeWine, R-Ohio; referred to the Senate Labor and Human Resources Committee. H.R. 3440 was introduced March 11 by Rep. Tim Roemer, D-Ind.; referred to the House Education and the Workforce Committee. Next action: No further action is scheduled, but the bills might be into folded into the teacher training section of the HEA reauthorization bill.

Interstate Job Training, Incentives H.R. 3271: Would allow local private industry councils to join counterparts in neighboring states to provide job training services. H.R. 3272: Would allow Job Training Partnership Act funds to be used for incentive payments to job training partners who place participants in high-demand jobs. Last action: Both bills were introduced Feb. 25 by Rep. James Moran, D-Va.; referred to the House Education and the Workforce Committee. Next action: Moran is lobbying Virginia senators to include the provisions in the Senate's job training legislation, S. 1186, which is up for a vote this week.

School Construction S. 1753, H.R. 2695: Would provide \$400 million in tax credits in each of fiscal 1998 and 1999 for public-private partnerships for school construction and rehabilitation bonds in low-income areas, similar to a provision in last year's tax law (ED, Oct. 27, 1997). Last action: S. 1753 was introduced March 12 by Dianne Feinstein, D-Calif; referred to the Senate Finance Committee. H.R. 2695 was introduced in October by Rep. Loretta Sanchez, D-Calif; referred to the House Ways and Means Committee. Next action: No action has been scheduled for either bill. ■

16. Education Daily

March 16, 1998

Senate Showdown Expected On Education Savings Bill

by Lauren Lazarovici

A narrowly divided Senate heads for another showdown tomorrow over a proposal that would allow parents to earn tax-free interest on education savings accounts, which could be used for private and parochial K-12 schools.

The Senate plans to vote on a bill by Sen. Paul Coverdell, R-Ga., that many Democrats and the Clinton administration have decried as a voucher-like plan that would siphon funds from public schools.

A spokeswoman for Sen. Robert Torricelli, D-N.J., the bill's most vocal Democratic co-sponsor, said she was "confident" proponents would get the votes needed, though she wouldn't name

additional Democratic supporters.

When the Senate tax-writing committee passed the bill, S.1133, last month, it appeared Coverdell was gaining enough support to break the logjam over his proposal (ED, Feb. 11).

By adding a provision to make savings in state prepaid tuition plans tax-free, supporters wooed three moderate Democrats, bringing the tentative total to 59.

But it's unclear whether Coverdell will get the additional vote he needs. The bill must get 60 votes to overcome a Democratic filibuster.

A proposed Democratic alternative to the bill also would include the state

prepaid tuition tax plan, as well as President Clinton's school construction initiative, and an expansion of the income-tax exclusion of employer-paid education benefits to graduate school. That would give moderate Democrats an opportunity to vote for provisions they support without forcing them to vote for the part Clinton opposes.

The bill would allow families to save \$2,000 annually for K-12 education expenses—including private school tuition, tutoring, computers and transportation—and not tax the interest. ■

17. Education Daily

March 16, 1998

Principals In Short Supply Across U.S., Groups Find

by Jonathan Fox

School systems nationwide are seeing fewer qualified applicants for K-12 principal jobs, a new survey says.

Long hours, too much stress and too little pay are some of the major reasons why the candidate pool has shrunk, according to the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP), which jointly surveyed school superintendents and hiring officials.

"School are going without principals, retired principals are being called back to full-time work, and districts have to go to great lengths to recruit qualified candidates," said Thomas Koerner, NASSP's executive director.

About half of 403 rural, suburban and urban school districts surveyed reported difficulty in finding qualified principal candidates.

High schools and middle schools reported the most difficulty: In both categories, 55 percent of those polled said they were experiencing a shortage. For elementary schools, forty-seven percent of those polled reported a shortage of principal candidates.

Minority Principals AWOL

School districts also reported they are having an especially vexing time recruiting qualified minority candidates, more so than female ones.

While 86 percent of all districts said qualified women applied for positions as principals with them, only 36 percent reported similar success with minority candidates.

At the same time, districts might not be doing enough to groom principals. Only 27 percent said they had programs to recruit educators for principal positions. And less than half said they have formal on-the-job training or

mentoring programs for new principals.

Asked why fewer applicants were applying for the job, 60 percent of superintendents said that pay isn't adequate considering the responsibilities of being a principal.

Another 32 percent said the job was too stressful, 27 percent thought too much time was required and 14 percent felt parents and the community were too difficult to satisfy.

NAESP and NASSP said they plan to do more research to measure the severity of the shortage, and determine what methods work best to combat the "disturbing trend."

"Is There a Shortage of Qualified Candidates for Openings in the Principalship? An Exploratory Study" is free from NAESP at (703)684-3345 or NASSP at (703)860-0200. ■

18. Education Daily

March 16, 1998

House Panel Strikes Deal On Student Loan Rates

by Eli J. Lake

House education policymakers reached a bipartisan agreement Friday on how to set the student loan interest rates, a move that likely will stave off a rate change set to take effect July 1.

The House proposal would reduce the current interest rate for student borrowers by 0.8 percentage points. A 1993 law

would instead tie the rates to 10-year Treasury bills (ED, March 6).

But the plan softens the blow considerably for lenders, who would absorb only a 0.3 percentage point drop from the current interest rates for students out of school¼ and a cut of 0.4 percentage points for students in school¼ by subsidizing the student rate with taxpayer

dollars.

Members of Congress and student aid advocates fear the change set for July, under the 1993 law that created the Direct Student Loan (DSL) program, would wreak havoc on student loan programs.

The House Postsecondary Education, Training and Life-Long Learning

Subcommittee has met for the past several months with members of the lending community, the **Education Department** and universities to reach a consensus on how to avert fiscal calamity for the Family Education Loan (FEL) and DSL programs, while still keeping the lending rate as low as possible.

Until recently, lenders had contended they could only handle a 0.15 percentage point cut; but Citibank's student loan division acknowledged it could handle a cut of 0.25 percentage points.

Friday's House proposal would base

student loan interest rates on the following formula: 91-day T-bill plus 2.3 percent for students out of school; and 91-day T-bill plus 1.7 percent for in-school students.

In a Friday news briefing, committee staffers said ranking subcommittee Democrat Dale Kildee, D-Mich., signed off on the plan.

The lending community is not likely to back the proposal, according to banking lobbyist John Dean. "I anticipate that many, if not most, FEL providers will have a problem with this proposal,"

he said.

The administration³ which has floated its own plan that would hit lenders harder⁴ is more optimistic. Acting Deputy Education Secretary **Marshall Smith** termed it "a good start," but said the administration won't support any interest rate subsidies of banks.

On Wednesday, the committee will take up the proposal when it votes on H.R. 6, its bill to reauthorize the Higher Education Act. ■

19. LRP Publications

March 13, 1998

Republican Lawmaker Plans Hearing to Discuss Universal Service Fund

Senate Commerce Committee Chairman John McCain, R-Ariz., has tentatively scheduled a full committee hearing for next month to examine issues concerning the Universal Service Fund, such as the threat of rising phone costs.

McCain plans to hold a hearing on April 21 to discuss the potential of rising phone rates resulting from the implementation of the Universal Service Fund, also known as the e-rate. He is also drafting legislation to address the issue of rising rates. This legislation will also be designed to more efficiently distribute the e-rate funds to schools and libraries by prioritizing applications based on need, rather than on a first-come, first-serve basis.

Currently, the Federal Communications Commission (FCC) has a 75-day filing window in place, during which will close on April 15, during which all applications received will be given equal consideration. Once the window closes, applications will be then considered on a first-come, first-serve basis.

The two-step application process begins with a March 18 deadline, by which schools and libraries have less than a week to turn over information on their set-up, the services they wish to bid for, and the services they presently have and need discounts for.

If schools and libraries file the first half of the application, Form 470, by this

coming Wednesday, they will then have 28 days to complete the second half of the application process, Form 471. The second form requests that schools determine the basic e-rate discount they need, which is based on the number of students in the school eligible for the student lunch program. Schools and libraries must also have chosen service providers by this deadline.

Over 32,000 applications have been filed requesting the discounts, said Jodie Buening, deputy director for outreach and communication for the Schools and Libraries Corporation (SLC), which the FCC established to oversee the e-rate distribution process. ■

20. LRP Publications

March 16, 1998

Senate Trying to Move on Voc Ed Bill Before Easter Recess

Last minute efforts are currently underway in the Senate to bring the vocational education bill to a vote on the floor before Congress breaks for the Easter recess next month. The legislation was passed out of committee last fall, but has been sitting idle ever since.

Congressional opinion has wavered in recent weeks as to whether the legislation would make it to the floor before the April break. Earlier this month, Sen. Mike DeWine, R-Ohio, who sponsored a bill to reform and streamline

the nation's vocational rehabilitation programs, told a gathering of job training administrators that the bill would be brought to the floor on March 17.

As recently as this morning, staffers in DeWine's office had backtracked a bit, saying that while DeWine wanted to have the bill voted on before Easter, the prospect appeared ever more unlikely.

"We had hoped to have it before the April recess," one staffer said. "But, unless they rush it, we don't think that will happen."

By late this afternoon, however, it appeared that Senate Majority Leader Trent Lott, R-Miss., was trying to do just that. DeWine's staffers said the Senate leadership was meeting to lay out next week's schedule, and that there was a growing chance the Voc Ed bill would be part of that agenda.

A staffer in Lott's office, meanwhile, could not confirm whether the Voc Ed bill was being discussed for possible inclusion on next week's floor schedule. He added, however, that just because a

vote had not yet been scheduled, it should not be assumed that one would not take place until after the break.

"It just means that it has not been scheduled at this time," he said. "It could be scheduled later this afternoon."

When the legislation does come to the floor, the Senate will vote both on the Workforce Investment Partnership Act (S. 1186), and the DeWine bill, the Rehabilitation Act Amendments of 1998 (S. 1579), which will be offered as an amendment package to the workforce legislation.

DeWine's bill, which was passed unanimously by the Senate Labor and Human Resources Committee Feb. 4, would reauthorize the Rehabilitation Act of 1973 for seven years.

By combining the bills, the Senate will link the vocational rehabilitation programs authorized by Title I of the

Rehabilitation Act to state workforce systems in an effort to "create a seamless system and to increase employment assistance for individuals with disabilities," DeWine said.

"By linking vocational rehabilitation reform to job training reform," DeWine said after the amendment package was passed, "this bill streamlines a maze of government programs and makes them work for the people who need them by emphasizing cooperation, coordination, and awareness of each system."

DeWine's bill would:

--Link the state vocational rehabilitation systems to the developing state workforce investment systems (job training systems).

--Streamline the current state vocational rehabilitation systems.

--Improve delivery of services by providing more consumer choice,

facilitating self-employment for disabled individuals, and improving the clients' dispute resolution process.

Among other things, the amendments would eliminate the myriad steps required for a state to implement a vocational rehabilitation program, DeWine stated. For example, the bill would eliminate the requirement for a "strategic plan," which forces a state agency to use 1.5% of its allocation of federal funds to develop "unnecessary and often duplicative goals and methods."

DeWine said this "simple" change would save states large sums of money, including \$3 million for his home state of Ohio. These savings could then be used to provide services and assist people in finding employment, he added. ■

21. Chronicle of Higher Education

March 16, 1998

Trade Schools Are Dropped From Job-Training Bill

A Senate panel has dropped a proposal that would have given proprietary schools access to job-training funds from the **Education Department**, after community-college officials raised a fuss.

The Senate Labor and Human Resources Committee last month readied to send to the Senate floor a bill that would, for the first time, have let

A flood of telephone calls from two-year colleges led the Senate panel to

degree-granting trade schools get funds through the Carl D. Perkins Vocational and Applied Technology Education Act, which provides federal money to colleges and schools to improve their vocational-education programs (The Chronicle, February 27).

Proprietary-school officials had argued that it was unfair to bar one group drop the provision, and to ask the American Association of Community

of institutions from competing for the funds. But community-college officials said that it would set a bad precedent to give federal funds directly to for-profit institutions, and that opening the competition to a new set of colleges would drain an already insufficient supply of funds.

Colleges to "call off the dogs," as one lobbyist put it. ■

22. Chronicle of Higher Education

March 16, 1998

Bill Would Deny Most Federal Aid to Colleges That Take Affirmative Action

Congress may be about to take center stage in the campaign to curb the role of affirmative action in higher education.

Efforts to restrict the use of race in admitting students and hiring college professors have been waged largely in the courts and in state legislatures.

But Representative Frank Riggs, a California Republican, has introduced a bill that would bar colleges that receive funds through the Higher Education Act from giving preferences in admission to applicants based on race, gender, national origin, or ethnicity. It would affect

virtually all colleges.

An aide said Mr. Riggs would try to attach the bill to legislation extending the Higher Education Act, which the House Committee on Education and the Workforce is set to take up this week.

The aide said Mr. Riggs, who sits on the committee, had not decided whether to try to push for a vote on the bill when the panel drafts it this week, or to wait until the measure hits the House floor.

The panel's chairman, Republican William F. Goodling of Pennsylvania, wants to get the bill out of the committee

without any controversial amendments, which Mr. Riggs's proposal would be. A Democratic aide described it as a "deal breaker" and said it would be likely to draw a veto threat from President Clinton.

The aide to Mr. Riggs said the Congressman believed that a majority of the committee's members would support the amendment, given that many of them have co-sponsored a House bill that would bar the use of racial preferences in all federal programs. ■

23. Chronicle of Higher Education

March 16, 1998

Black Colleges Fight Over Federal Funds for Graduate and Professional Programs

By DOUGLAS LEDERMAN

WASHINGTON

A group of historically black universities with graduate programs is seeking a larger share of funds from a federal program aimed at producing more black professionals and Ph.D.'s.

Standing in their way, however, is a powerful quintet of private historically black institutions, which are now the program's primary beneficiaries.

The skirmish is one of many unfolding as Congress begins proceedings to extend the Higher Education Act, the law that governs most federal higher-education programs. Compared with some other battles involving the law, the financial stakes in this one are relatively small — the program is distributing about \$25-million this year. That's partly why tensions are high, however; all of the institutions say they could use the federal aid.

In 1992, when the Higher Education Act was next renewed, the program's aim was expanded to accelerate the production of black Americans with Ph.D.'s. Its field was enlarged once more, this time to include 11 institutions with graduate programs in law, engineering, and other fields.

The program was structured so that Morehouse would once again be assured at least \$3-million per year, while the other four original participants would get at least \$500,000 each. The rest of the funds were to be available if they were matched by the campus. The 11 newly added institutions began receiving funds in 1994. By fiscal 1997, those "Tier II" colleges, as they are known, divided about \$7-million; the original five shared about \$12.7-million.

As this year's extension of the Higher Education Act approached, the 16 institutions in the program met several times to assess whether it should be altered further, to deal with concerns about whether the funds were being fairly distributed.

At a December meeting, in New Orleans, at which 14 of the 16 colleges were represented, they voted 13 to 1 to endorse a new financing formula. Under

"We all need money," says Frederick S. Humphries, president of Florida A&M University, who is leading the charge to reallocate the funds. "We just think there's a fairer way for it to be shared."

The controversy centers on Title III of the Higher Education Act, which authorizes the largest **Education Department** program to give money to campuses to develop curricula, faculties, and endowments.

The graduate section of the program has its roots in the 1980 reauthorization of the law, when Congress, striving to increase the number of black physicians, authorized a \$3-million annual matching grant for minority medical schools.

The way the legislation was written, only one institution qualified: the newly established Morehouse School of Medicine, whose president, Louis W. Sullivan, had pushed for the program. George Bush, at the time the Vice-President, gave Morehouse the first the proposal, the first \$25-million would be divided among institutions based on the amounts they received for fiscal 1998. (The 1998 funds have not yet been distributed; that process normally occurs in the summer.) The next \$1-million would be divided between two "Tier III" institutions that would join the program, Norfolk and Tennessee State Universities.

For any funds over that \$26-million sum, 30 per cent would go to the original five colleges, and 70 per cent would be divided among the 11 Tier II campuses and the two new ones.

"The group adopted the principle that we shouldn't take money away from anybody," said Norman C. Francis, president of Xavier University of Louisiana, which is one of the Tier II colleges.

The lone dissenter at the December meeting was Mr. Humphries, of Florida A&M. To him, the plan's continued emphasis on colleges with a biomedical focus "failed to recognize that the most critical problem facing us today is the production of African-American Ph.D.'s."

"Here you've got 11 schools that are beginning to have the capability to play a role in that, and we're being held back."

grant from the program at a 1982 ceremony dedicating a new building at the school. Dr. Sullivan went on to be Secretary of Health and Human Services in President Bush's Administration.

When the Higher Education Act was extended again, in 1987, the program was expanded — at Dr. Sullivan's urging, he says — to include four other historically black institutions that focus on the health professions: Atlanta University (now Clark Atlanta), which has a biomedical graduate program; Charles R. Drew University of Medicine and Science; Meharry Medical College; and Tuskegee University, which has a veterinary school.

From 1987 to 1993, the five institutions shared almost \$72-million, although Morehouse, which had been assured at least the \$3-million a year it already was receiving, got \$32-million of that total.

The plan produced at the December meeting became the basis on which Representative William L. Clay of Missouri, the top Democrat on the House committee charged with extending the Higher Education Act, crafted the legislative language for the minority graduate program. The House postsecondary-education subcommittee approved a bill this month that essentially would make the changes agreed to in December.

Two days before the subcommittee's vote, however, the American Association of State Colleges and Universities, the National Association of State Universities and Land-Grant Colleges, and the National Association for Equal Opportunity in Higher Education offered a counterproposal to Mr. Clay.

Officials of the associations say many, if not most, of the 11 Tier II colleges support their plan, which would set aside \$14-million a year for the five original institutions and promise at least \$1-million a year to each of the Tier II colleges. It would bar the original five institutions from competing for any additional funds until the total amount appropriated for the program exceeds \$37-million in a given year.

Marshall Grigsby, an aide to Mr. Clay, said the new proposal had come too late in the game to be of much value. He also said it was "not equitable" to say that the original colleges, "regardless of the job they do, should get no new money at all."

Dr. Sullivan bristled at the suggestion that the original participants in the program were refusing to share the wealth. First, he said, "health-professions education is more costly than other kinds of graduate education," so the original institutions need more funds.

Second, "all of the schools that participate in the program are beneficiaries of a program we initiated," he said. "And I worked harder than anyone else to increase the appropriation for the program from \$19.6-million to \$25-million" from 1997 to 1998. "Morehouse received \$700,000 of that increase; \$4.7-million went to the other

schools."

Proponents of the college associations' proposal say they are pushing House members from their states to try to alter the Higher Education Act to provide more funds for the Tier II colleges.

Mr. Grigsby said he could see the committee's making "some change" in the current legislation. Perhaps, he said, the proportion of new funds set aside for the Tier II and III institutions, as opposed to the five original ones, could rise to 80 per cent from the 70 per cent now recommended.

The committee's goal is to reach "the right balance" between the two groups of colleges, he said. "We just don't think one should be diminished so the other may be increased."

AID FOR GRADUATE PROGRAMS
AT BLACK COLLEGES U.S. aid

received since 1987
Morehouse School of Medicine \$55.3-million
Meharry Medical College \$31.8-million
Clark Atlanta U. \$23.9-million
Charles R. Drew U. of Medicine and Science \$7.6-million
Tuskegee U. \$6.0-million
U.S. aid received since 1994
Morgan State U. \$2.1-million
Florida A&M U. \$2.0-million
Hampton U. \$2.0-million
Jackson State U. \$2.0-million
North Carolina A&T State U. \$2.0-million
North Carolina Central U. \$2.0-million
Southern U. \$2.0-million
Texas Southern U. \$2.0-million
U. of Maryland-Eastern Shore \$2.0-million
Xavier U. of Louisiana \$2.0-million
Alabama A&M U. \$1.9-million
SOURCE: AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES ■

24. Chronicle of Higher Education

March 16, 1998

Supreme Court Turns Down Appeal of Case on Affirmative Action in College Hiring

By DOUGLAS LEDERMAN

WASHINGTON

The U.S. Supreme Court passed up a chance last week to shed new light on the legality of affirmative action in higher education.

The Justices, without comment, declined to hear a case in which a former sociology professor at the University of Nevada argued that she had been discriminated against because she is white.

The professor, Yvette Farmer, had asked the Court to review the Nevada Supreme Court's ruling last year that the University of Nevada at Reno acted legally, in 1991, when it hired Johnson Makoba, a black emigre from Uganda, rather than Ms. Farmer to fill a vacancy in its sociology department.

The university acknowledged that it had taken race into account in hiring Mr. Makoba.

"There were very, very few blacks on our faculty, and we wanted to do something about it," Thomas J. Ray, general counsel for the University and Community College System of Nevada, said in an interview last week.

A year after it hired Mr. Makoba, the sociology department hired Ms. Farmer — at a salary that was \$7,000 lower than the one it paid him — to fill a slot

opened up by a "minority-bonus policy" that allowed a department to hire an additional faculty member if it first hired a minority candidate.

The university has since discontinued that policy, Mr. Ray said, because it is no longer necessary.

Ms. Farmer's appeal specifically challenged the Nevada court's finding that the Civil Rights Act of 1964 allowed the university to consider race in hiring decisions to foster a "culturally and ethnically diverse faculty." The appeal cited several recent cases in which federal courts had allowed the use of race only to remedy past bias.

Foremost among those cases was the ruling by the U.S. Court of Appeals for the Third Circuit last year in a lawsuit involving a 1989 decision by the school board in Piscataway, N.J., to lay off a white teacher and retain a comparably qualified black colleague.

The Supreme Court was scheduled to hear the Piscataway case in January, but a coalition of national civil-rights groups engineered a settlement that knocked the case from the Court's docket.

Those events left the Nevada suit as the next case the Supreme Court could use to provide guidance about the legality of affirmative action in higher education.

Supporters and critics of affirmative

action agree that recent court rulings have left a muddled picture of how colleges may or may not consider race in decisions about hiring and admissions. Most of the observers say the Supreme Court eventually will have to weigh in.

The ultimate question is whether colleges can consider race as a factor purely to promote diversity, as the Court ruled that they could in its 1978 decision in the case known as *Regents of the University of California v. Bakke*.

Some had speculated that the Court might be inclined to hear the Nevada case, because the *Piscataway* case, covering essentially the same issue, had been, as one Court-watcher put it, "snatched away" at the last minute.

That did not happen, much to the relief of many supporters of affirmative action. Although they agree that the clarity of a Supreme Court ruling eventually will be needed, many of them have been nervous that the current Court, which has viewed affirmative action with increasing skepticism, might severely restrict the ability of colleges to use race to promote diversity.

"Bakke continues to be the law of the United States, unless and until the Supreme Court says otherwise," said Martin Michaelson, a lawyer who works with many colleges. Given the Court's

current inclination, he added, "this is not the best time to open that door."

Ms. Farmer, who has left Nevada-Reno, could not be reached for

comment last week. She is now teaching at a college near Seattle. ■

25. Chronicle of Higher Education

March 16, 1998

At U. of Florida, 'Ramping Up' to Support 42,000 Student Computers on a Single Campus

By KELLY McCOLLUM
GAINESVILLE, FLA.

Last spring, when they announced that "The requirement is actually not for the students — it's for the university," says John V. Lombardi, Florida's president, a sometime computer-magazine columnist who is by all accounts the motivating force behind the new requirement. Up to 70 per cent of Florida's students already own personal computers, he and others here estimate, but making computers an official requirement will let all students add the cost of the machines into financial-aid calculations. At the same time, it will force the university to bolster its support structure for information technology. The new policy goes into effect this summer and will be phased in through 1999.

The requirement recognizes that students are "all showing up with the things," says the president. "I'm trying to bring some order out of how they show up, and some structure to the support for them showing up."

But preparing for the demands the requirement will create — "ramping up," as technology people like to call it — may seem like anything but an orderly process over the next year and a half. The time frame means the university must simultaneously upgrade its campus network and modem banks, seek vendors to sell machines to students, help faculty members prepare to take advantage of the new technology, and strengthen user-support services to handle what is expected to be a flood of questions and minor crises.

The total cost for the ramping up is, by Mr. Lombardi's estimate, "in the millions," which will come in dribs and drabs from many sources. A big dedicated tuition increase, which is how other universities have paid for such projects, would not have fared well in a state that, as Mr. Lombardi says, "believes in its heart of hearts that higher education should be a free entitlement."

The university's requirement will mean expenditures 'in the millions,' president says all 42,000 students at the University of Florida would soon be required to own personal computers, administrators were fully aware that neither the faculty, the Nor are administrators banking on a proposed student-technology fee that the Legislature will soon consider. Some money will come from a portion of a 1997 tuition increase, and a recently proposed increase for 1998-99 includes a portion reserved for technology spending.

Several universities, including Virginia Tech, Georgia Tech, and Sonoma State University, have instituted computer requirements, but none on as large a scale as Florida's. Wake Forest University's plan, perhaps the most widely talked about, phases in a computer requirement over four years and adds \$3,000 to the annual tuition to provide a new laptop for each of 6,000 undergraduates. The University of North Carolina wants all new students to be equipped with laptops beginning in 2000, although the students will have to buy their own computers — possibly at a discount through the university.

Florida's new policy does not provide computers for students. But once computers are a university requirement, students can claim them as a cost of attendance when they're filling out financial-aid forms. Like textbooks and fees, the computer's cost is then factored in when the student's scholarships, grants, or loans are calculated. Students who qualify would be eligible for up to \$1,000 a year in aid to buy or upgrade their computers, pay for technical support or repairs, and purchase software.

Strictly speaking, Florida's computer requirement does not force students to purchase computers. Nor does it require professors to incorporate computers in their lessons. But students will be expected to have the access and tools that a computer can provide.

Both students and professors, however, compare computers to textbooks — a student might get by without one, but for all practical

support-services staff, nor the campus network was ready for such an onslaught. But that was part of their plan.

purposes, it's a required purchase. Some students feel that the requirement is an unfair additional cost, especially when some can barely afford textbooks and fees. But since most students buy computers anyway, the complaints have been muted.

Students are free to choose their own brands, configurations, and operating systems. The new requirement just specifies the capabilities that a student's computer should have: standard word-processing and spreadsheet software, a World-Wide Web browser, and an e-mail program. The computers must also have modems or network cards that allow them to connect to the campus network and the Internet. The policy recommends that students bring a printer, although the university has some public-use printers, which students can use for a fee.

This fall, the requirement will apply to freshmen and juniors. By the fall of 1999, it will apply to everyone. Computing requirements in individual majors already cover most upperclassmen, administrators note.

The requirement also allows students to choose between desktop and laptop models. Some administrators argued that the university should require laptops, which would give professors the option of using them in classroom lessons. On the other hand, giving students a choice lets them buy the computer most appropriate to their major. Some programs at the university, including those in the business school, specify that students must have laptops, while students in some art-and-design programs benefit from the large-screen displays that desktop computers provide.

Assuring that students can find somewhere to buy computers is another of the issues that administrators have considered. Beyond the campus,

Gainesville is a typical small Southern city. An assortment of computer stores serves the technology needs of the university and the city's 85,000 residents, but the local market is not big enough to attract a superstore like CompUSA or Office Depot. To guarantee that students will have access to the hardware, software, and service they will need, administrators are seeking to bring a major vendor to campus.

In January, the university solicited proposals from more than 30 computer manufacturers and sellers for ways to provide students with computers as efficiently as possible. Among the

Mark P. Hale, director of the university's computer-services department, acknowledges that providing Internet access to tens of thousands of potential users is a daunting proposition, but he says it's worthwhile. "We wanted a baseline service that would be no charge to students." The university explored Internet-service agreements with companies including I.B.M. and Sprint but could not reach any agreement that would provide free access for students.

Mr. Hale says the university is making room for more users by expanding the number of modems — currently 700 — to which students can connect. But, he says, many students come to the campus with Internet accounts of their own and never use the campus connections. The modem pool will also get some relief because an increasing number of students will be using hard-wired connections on campus.

The university is in the process of wiring on-campus residences, which house about 9,000 students — who are facing rent increases to pay for the new wires. Mr. Hale says the university plans to have "a port per pillow" — one network connection for each student — by January 1999. The residence halls are mostly older structures, which complicates the task. Wires must be run to buildings and holes cut in walls to accommodate the new connections.

Because students tend to get in the way of network installation, Mr. Hale hopes that much of the work will be done during the summer. At the same time, the university will be installing connections in its classroom buildings — a few rooms per building at first, and then more, as professors work the Internet into their teaching. Mr. Hale says he's also looking into installing both hallway terminals, which would allow students to check e-mail quickly, and "walk-up ports," connections in public areas where students with laptops can plug in to the

requests is that the companies offer a "Gator-ready" computer — one that comes with university-required software and that is configured to connect easily to the campus network.

Ed Poppell, associate vice-president for administrative affairs, says the university is looking not for the company that can offer students the cheapest computers, but for one that can provide the best computers at a reasonable price. In fact, he says the university changed the proposal it sent out to vendors after students suggested putting less emphasis on price. After all, he says, "the university isn't buying anything, the campus network.

Adding so many ports will place additional demands on the network, which is why officials are also upgrading its backbone to allow for much higher capacity. The costs and benefits of the upgrade are shared by another project — the university's involvement with Internet 2, the proposed high-speed national computer network that would connect member institutions and be used for advanced research and educational applications. A fast local network is a requirement for universities participating in the new Internet, Mr. Lombardi says, "so that the Internet 2 pipe doesn't run into a string and a tin can."

But the hardware issues pale beside the challenge of keeping 42,000 student computers running and up to date. Mr. Poppell, the administrative vice-president, says Florida is emphasizing support and service in choosing a preferred computer vendor, because the university will probably never be capable of maintaining 42,000 computers on its own. He predicts that the local computer-service industry, like the pizza-delivery business in any college town, will blossom.

The university's user-support task may be eased slightly, Mr. Poppell adds, because not all students will necessarily buy computers. "Not every student buys a textbook," he notes, and similarly, students will probably end up sharing their computers and technical know-how. "Just like students do now when they can't figure out a calculus problem, they'll ask their friend down the hall," he says. "It'll be, 'Help me install this software, and I'll buy the pizza tonight.'"

"Those kinds of things will happen informally. Right now we've got to be ready to fill in the blanks that will occur."

One blank is the need for computer training. Students will arrive with varying levels of computer experience. To help everyone attain at least a basic

students are buying."

Once the new computers are unwrapped, students will need a way to hook in to the campus network and the Internet. The university has begun to play the role of Internet service provider by offering 15 hours per month of free dial-up Internet access with every computer account. Other universities have shied away from offering home Internet service to students because of the costs and headaches involved in keeping hundreds or thousands of modems and telephone lines running.

understanding of the technology, the university has arranged for students, professors, and staff members to have access to hundreds of Web-based courses on computer-related topics, along with some courses on CD-ROM.

The courses are provided by the Gartner Group, a company that markets consulting and training services to corporations and has recently begun working with universities as well. Florida's three-year, \$600,000-per-year contract with the company offers anyone on campus a range of courses, from a general introduction to computers and the Internet to lessons in programming languages.

Marie Dence, associate director of the Northeast Regional Data Center, an arm of the university that coordinates many of its computing and information-technology activities, sees the on-line courses supplementing the university's own help-desk services. "We're going to have a lot of people with computers who may not have had them before, and we want to provide some kind of really accessible training," she says. Users can reach the Web courses from campus computer labs, wired classrooms, or from their homes, if they're dialed in to the campus network. Ms. Dence says professors can assign lessons on various topics in the on-line resources to help prepare students for their courses.

The on-line courses may relieve some of the tech-support burden, but the university is also taking steps to make sure that "The computer ate my homework" doesn't become too common an excuse.

"Rather than building a new support agency with 150 new employees and so many millions of dollars, we're coordinating efforts around campus to try to make something happen," says Mr. Hale, who directs the Center for Instructional Research Computing

Activities here. "This is an implementation without any real new money in the picture." A proposal to train technology assistants, who would be employed by colleges, would take more pressure off the central help desk, which is operated by the center. The new assistants would be paid by the colleges.

Still, says Mr. Hale, expanding the central help desk is inevitable, and the center has already begun hiring additional student assistants of its own. The university also plans to move the

Some professors are worried nonetheless that the requirement for computers will put pressure on faculty members to use the machines in their teaching, whether they feel it's warranted or not. Greg Ulmer, an English professor who already uses computers and the Internet in class, offers another textbook analogy: "I'm requiring this beautiful \$55 book here, and if I don't use it, I'm going to have some ticked-off students."

Mr. Hale and others at the university say wired teaching will follow naturally once most students have their own computers. "Instead of spending two or

central help desk from its current location — a fifth-floor office to a more user-friendly space on a ground floor.

At the same time, the university is moving to provide more computer support to faculty members. They will have access to the same help services as students, but faculty members are also likely to need help finding teaching resources and incorporating them into the curriculum. The campus office responsible for instructional materials already has begun training professors to three years getting faculty ready," he says, "we're bringing the wave over the wall. Here come the students with computers, faculty — let's look at it and face up to it."

Other institutions may not have chosen such a strategy, but administrators here think it's the best choice for a university like Florida. "We're a large public institution, but we're not a well-funded large public institution," Mr. Hale says. "You can't make a big investment in course development for every faculty member, but you need to create the incentive and the environment

create Web pages and use computers in class.

Making sure that professors have computers of their own is still an issue, though. Elizabeth D. Capaldi, Florida's provost, says the university is trying to determine how best to provide money for faculty computers.

Getting professors to use computers in their teaching is another matter, she says. "Even if we bought every faculty member a computer, some would just let them sit there."

in which the faculty say, 'I want to keep up, I want to change my courses, and you don't have to give me extra money.'"

"Students will drive the faculty," says Mr. Lombardi, in the same way that students showing up with computers will drive the university's support services. The computing requirement, says the president, guarantees that the university will stay focused on fulfilling students' technological needs. "We were going to be overwhelmed by student demand if we weren't focused. The computer requirement has committed the university to do it right."■

26. Chronicle of Higher Education

March 16, 1998

A Clash of Values at CUNY Over Remedial Education

Mayor Giuliani sees abandonment of quality; others see historic mission of helping the poor

By PETER SCHMIDT
NEW YORK

Top officials of the City University of New York want to get out of the business of providing extensive remedial education. But students, faculty leaders, and state lawmakers say the university's plan would force it to abandon its historic commitment to educating immigrants and the poor.

The divisiveness of the issue became apparent last week as CUNY leaders, who had met with the intent of hammering out the details of their proposed overhaul of remedial education, instead argued bitterly over whether to pursue it at all.

The changes considered by the Board of Trustees would restructure the university system's remedial programs and place strict limits on the amount of remediation offered to a given student, forcing those who need additional help to seek it elsewhere. Mayor Rudolph W. Giuliani has demanded that the university

system undertake such changes because, he says, it currently devotes far too much money and effort to teaching skills that students should have learned in high school.

"There comes a time when students have to be able to do college work," said Herman Badillo, the Republican mayor's education adviser and vice-chairman of CUNY's board. The university system needs to function as a higher-education provider, "not a support group," and to get over its "very lax attitude" toward students' finishing their studies in a timely manner, he said in an interview.

The conservative allies of Mr. Giuliani who dominate the CUNY board have warned that, if the university system does not deal quickly with the Mayor's concerns, he may force it to take more-radical steps, such as handing all of its remedial programs over to private providers.

"We can't go on forever with the discussion," the board's chairwoman,

Anne A. Paolucci, told fellow trustees, declaring that she would seek approval of major revisions in remediation policy at the board's March 23 meeting.

Although she said the university's leaders generally were in agreement on the proposed changes, there seemed to be little consensus on the two advisory committees, on remediation and on long-range planning, that met to discuss them last week. Panel members even disagreed on how to interpret the resolutions before them, some of which had just been revised several times.

"We are not looking at the implications of how we are going to affect students, and that scares me to death," said a member of the remediation panel, Martha Bell, who is head of the **Department of Educational Services** at Brooklyn College.

Sandi E. Cooper, the chairwoman of CUNY's Faculty Senate and a non-voting trustee, said the proposed changes in remediation policy would cause "massive

confusion" and had been drafted with too little faculty advice. The changes also assume, unrealistically, she said, that the city's public-school system will raise its standards significantly and willingly subscribe to CUNY's plan for insuring that high-school graduates are academically prepared for college.

"This whole thing has become a political football," Ms. Cooper said in an

The proposal provides for the creation of separate "refresher courses" for returning adult students who just need to brush up on certain subjects. It also calls for CUNY to work closely with the city's public schools to make sure that middle-and high-school students are taking the courses they need, and to expand existing programs designed to help young people prepare for college.

In an interview last week, Ms. Mirrer said the plan aimed "to chart a course that would make remedial instruction more efficient and effective."

"The problem is that we have a lot of students who have remedial needs and are not making satisfactory progress," said Ms. Mirrer, who, before coming to CUNY in July, supervised an overhaul of remedial education at the University of Minnesota.

Statistics compiled by CUNY show that more than 70 per cent of its entering freshmen fail at least one of three placement tests — in reading, writing, and mathematics — and that more than 20 per cent fail all three. About a fifth of all students at CUNY end up taking remedial basic-skills courses, and students in those courses are more likely than others to drop out. The basic-skills courses account for about 12 per cent of the instruction that CUNY delivers.

Even before Mayor Giuliani began emphasizing such statistics, their release had exposed CUNY to attacks from the state's leading conservative organizations, such as the Manhattan Institute and Change-NY, and from like-minded pundits at the Daily News and the New York Post.

One recent article in the Manhattan Institute's City Journal alleged that the university system's remedial departments "have been overrun by theory-besotted post-Marxists, who see in bad grammar a courageous blow against the racist patriarchy and a mark of freethinking individuality."

The university system's remediation programs also have been criticized from within. Soon after Governor George E. Pataki, a Republican, appointed her chairwoman of the CUNY board, early in 1997, Ms. Paolucci, a retired professor of

interview. "It is not a matter of education anymore."

The chief proposal before the two advisory committees was a "Comprehensive Action Plan" developed by Louise Mirrer, CUNY's vice-chancellor for academic affairs, and released this month by the interim chancellor, Christoph M. Kimmich.

The plan calls for the university English at St. John's University, established committees to rethink the policies and worked to force out the system's chancellor, W. Ann Reynolds, for failing to move quickly enough to confront concerns about remediation and other matters.

Another member of the Board of Trustees, John J. Calandra, has called for the university system to phase out remediation at the senior-college level.

Ms. Mirrer said such political pressures had forced university officials to step up the pace of their efforts to change remedial programs. The board's leaders appear intent on demonstrating "that CUNY is able to reach consensus and do it quickly," she said.

But Ms. Mirrer and Chancellor Kimmich say the need for such change is real. In a speech last week to the Association for a Better New York, a prominent group of local business leaders, Mr. Kimmich said three decades of open admissions at the city's community colleges had forced the university system to come to grips with how hard it is to remediate "12 years of poor schooling or, indeed, 18 or 20 or 25 years of poor living."

"We are less naive than we were 30 years ago about how difficult it is to serve a population so broadly defined," he said.

He noted that the strong local economy had afforded the university a rare "breathing space" in which it could tackle such issues, and re-examine its mission, without being distracted by a need to cut the budget.

The undertaking is being viewed with suspicion on many of the system's campuses, however. Among them is Hostos Community College, which is officially bilingual and located in an overwhelmingly Puerto Rican neighborhood in the south Bronx.

On one wall outside Hostos's student-government office, a banner left over from a recent demonstration proclaims "Despierta Estudiante Defiende 'Open Admissions.'" In an interview, Javier S. Torres, the student government's vice-president for university affairs, charged that the effort

system to limit students to one year of remediation at the community-college level and to one semester at the 10 senior colleges. The plan would deny admission to those who need significantly more help than that. It would require many students who are not ready to do college-level work to enroll in intensive summer programs to learn academic skills.

to curtail remediation is motivated by racism, classism, and a hostility to immigrants.

"They are telling us, 'We don't want you to go to school,'" he said.

Humberto Canate, a professor of mathematics at Hostos, said he feared that the intensive summer institutes called for in the "Comprehensive Action Plan" would isolate disadvantaged students and deny them the quality of instruction and support they would get in regular remedial courses.

Some analyses of the plan's likely impact say it would result in a disproportionate share of black and Hispanic students' being denied access to CUNY, largely because of the strong correlation between college preparation and economic class.

"We have to be careful that we don't close off the opportunity for the most disenfranchised of our society," Edison O. Jackson, president of CUNY's Medgar Evers College, said at one of the committee meetings last week.

Mr. Badillo, who is Puerto Rican, maintained that members of these minority groups "can perform as well as anyone else." He added: "It is an insult to suppose that blacks and Hispanics want to be promoted without doing the work."

But fears that members of minority groups would be hurt by the plan have aroused resistance from many state lawmakers, especially among Democrats and the Legislature's black and Hispanic members. Although legislators have no direct say in the plan's approval, they could pass measures that undercut it, or show their displeasure by denying funds to CUNY. The university system's trustees were worried enough about those risks that they traveled to Albany, the state capital, last week to try to sell lawmakers on the plan.

At last week's committee meetings, Ms. Paolucci sought to assure fellow trustees that the "Comprehensive Action Plan" was "transitional" and could be modified if problems arose.

"We need to try something out," she said. ■

27. Education Daily

March 13, 1998

Calif. Class-Reduction Plan Spurs Special Ed Teacher Exodus

by William J. Cahir

A California initiative to reduce class sizes is depleting the state's supply of special education teachers, school administrators say.

The state's plan to hire enough regular education instructors to reduce K-3 class sizes to 20 students has motivated many certified special ed teachers to vie for those teaching jobs, school officials told Education Daily. And undergraduates have been discouraged from pursuing special ed for the same reason, they said.

While the state's teacher unions don't have raw statewide numbers, the Fresno district reports losing 32 certified special ed teachers already because of the change. Other districts—from Tehama to San Francisco—report smaller but still damaging losses.

"It's becoming a louder and louder concern," said Douglas Little, director of special education in San Francisco. "Why stay in a class of 12 students with some rather severe and pronounced disabilities, when I could go into a small class of homogeneous students?"

The class-size reduction program poses a special ed nightmare, said Bruce Matlock, a California Teachers Association (CTA) member in Temecula: "I haven't had a sense of a hard rush" out of special ed, "I just know, here and there, people are taking those [other] jobs."

CTA communications consultant Karyn Donhoff says "we have heard through our members that this is happening throughout the state."

Recruiting Newcomers

The opportunity to teach in small, regular ed classes also can make the recruitment of special ed instructors difficult.

In Los Angeles County, special services coordinator Gayle Windom said "there has been a significant decrease in our applicant pool."

Meanwhile, the Los Angeles Unified School District (LAUSD) is under a court order to hire more certified special ed instructors.

Part of its compliance effort, an alternate certification program, isn't stirring up as much interest as the district had hoped, according to Michael Acosta, LAUSD's administrator for employment operations.

In its fourth year, the program had hoped to certify as many as 70 new special ed instructors, but 30 students are enrolled, he said.

To cope, LAUSD won't allow a certified special ed teacher to breach a contract and pursue a career in regular education classes within the district or elsewhere. "We're not going to release them," Acosta said.

The State's Perspective

California currently doesn't track the

number of teachers who opt out of special ed for positions in regular education classes.

The state has received about 12,000 applications for emergency teaching permits, or credentials that would let new staffers move into teaching jobs without completing their teaching certification.

Marie Schrup, a consultant in program evaluation and research at the California Commission on Teacher Credentialing, said the commission is considering alternative recruitment and retraining approaches to support and retain special ed teachers.

No Single Issue

The class-size reduction program, though, isn't the only reason California is experiencing special ed teaching woes, which included a staggering drop of more than 4,000 instructors in 1994-95 (ED, Jan. 20).

Teachers nationwide are leaving special ed due to burnout, retirement and private sector opportunities, administrators said. But the problem seems most severe in California.

Whatever the reasons, the situation poses a wrenching dilemma for the state's public schools.

"All the districts are saying how short they are of special ed teachers, and I think that's the reality," Matlock said. ■

LOCAL

28. San Diego Union-Tribune

March 15, 1998

Latino views differ sharply on question of bilingual education

By Leonel Sanchez
STAFF WRITER

Growing up in a Spanish-speaking household, Jimmy Campos learned to speak English in school without the aid

Where exactly Latinos stand on

of bilingual education.

"Nobody catered to me in Spanish," said Campos, 25, a Southwestern College student who grew up in Los Angeles.

A few of his brothers and sisters were bilingual education is the source of

in bilingual education programs but did not learn to speak English well, said the Imperial Beach resident. "I don't think we need bilingual education."

increasing debate, however. Polling of

Latinos on the issue has yielded mixed results as a June date approaches for California voters to decide whether to overhaul the state's bilingual education system.

Proposition 227, also known as the Unz initiative, would replace several kinds of bilingual education programs with one year of intensive English instruction.

Campos' view is strikingly different from that of San Diegan Jacqueline Wolffe, who grew up in Mexico and supports bilingual education.

Wolffe, who was 18 when her family immigrated to the United States, said she could have used instruction in her native language during her senior year in high school in Orange County.

Instead she was placed in all-English classes. She graduated, but "it was the worst year of my life."

"It was a stressful way to learn English," she said. "There was no transition. There were so many things I did not know. I remember crying a lot," she said.

"I wouldn't wish this on anybody," said Wolffe, 31, a bilingual speech language major at San Diego State University.

Wolffe, who was born in Argentina, said her two younger sisters were placed in bilingual education and fared well.

Latinos appear to be divided over the question raised by the Unz initiative: Should young students who speak little or no English be taught for years in Spanish or be pushed to learn English quickly?

The question weighs heavily on this growing population.

Though Latinos account for 15 percent of California voters, the impact of bilingual education falls mainly on their population.

Latinos account for 40 percent of the state's 5.6 million students in kindergarten through high school. Half of the Latino students speak little or no English and are classified as limited English proficient. As a result, Latinos make up 80 percent of the 1.4 million California students eligible for bilingual education.

While several Latino leaders have come out against the initiative, surveys of Latinos on the issue have been mixed.

Polls show most voters supporting Proposition 227.

A statewide Field Poll of 696 voters conducted in November showed that 69 percent favored the measure, including 66 percent of the 101 Latinos polled.

A poll of 503 Latino parents with children in the Los Angeles school district conducted this year showed that 49 percent opposed Proposition 227 and 43 percent were in favor. The poll was commissioned by the Spanish-language newspaper La Opinion and television station KVEA Channel 52.

Rosalia Salinas, a local educator who is co-chair of the statewide Citizens for an Educated America, said bilingual programs must be improved but not dismantled.

It is a view shared by several Latinos around the county who are helping with the campaign to defeat the Unz initiative, she said. Among them are activists, professionals and parents with children in bilingual education, she said.

Salinas said the focus of the campaign is to educate people about bilingual education.

Among the most-common misconceptions, she said, is that all 1.4 million limited English proficient students are receiving instruction in their native language. "That's not true," she said.

Only 30 percent, or 400,000 limited English speakers, are taught in their native language, she said. The majority of these students are taught primarily in English, she said. The state Department of Education confirmed this figure.

The Unz initiative triggers an emotional reaction from some Latinos, who see it as a veiled political attack on their growing population in the state.

"This is definitely political," said Enrique Morones, former president of the San Diego County Hispanic Chamber of Commerce. "English is the official language of this country. But our community should not be punished for speaking a different language."

Morones questions whether polls can accurately reflect how Latinos feel about the initiative.

In 1994, pre-election surveys showed a majority of Latinos supported Proposition 187, the anti-illegal immigration initiative. But exit polls later indicated that an overwhelming majority opposed it.

Felix Bustamante, 70, also sees the

Unz initiative as an attack on Latinos.

"The racial conflicts now are worse than ever," said the retired bilingual education teacher.

"When I came here 50 years ago, I was a farm worker and we used to be appreciated," the Chula Vista man said.

"Now that I'm more highly educated, all I hear is Mexican this, Mexican that."

Latinos who support the initiative said they don't see it as an attack but as a remedy for Latino underachievement in education. The community is plagued by low test scores and high school-dropout rates.

"I believe bilingual education is wrong," said Ileana Mandigo, 31, of San Diego. "Unless our children are totally immersed in English, we will never be at the same level as white children."

Mandigo, a medical researcher who came to San Diego from Mexico seven years ago, says people are judged in the United States by how well they speak English.

"I have an accent, and if I spoke better English I would not have the problems I've faced in the working environment," she said.

"People think you're stupid or not as smart as they are when you can't speak" as well as native English speakers, she said.

Isaac Cubillos, a San Diego-based free-lance journalist, said Latinos should not perceive Proposition 227 as an attack on their culture but as a way to improve Latino education.

"There is a perception that if you take away bilingual classes, you are taking away my mother tongue, you are taking away my culture," said Cubillos, a third-generation Mexican-American who grew up in an English-speaking household.

"But I have to go back to the question of why are other non-Latino English limited speakers excelling? The Chinese, Hmong, Laotians and Vietnamese, why aren't they feeling the cultural strip?"

Cubillos, 47, recently penned a column supporting Proposition 227 for "LatinoBeat," a local on-line Latino news service.

"It's not a popular view among the Latinos I've talked to," he said. "Our site has lost readership. But I could not keep my mouth shut."■

29. Dallas Morning News

March 16, 1998

History lesson shows social promotions related to costs

By Linda K. Wertheimer
The Dallas Morning News

The philosophy on failing students in America used to be simple: If you didn't make the grades, you flunked.

That was the rule from the 1800s until the 1940s, according to Dr. David F. Labaree, a Michigan State University associate professor of education. Dr. Labaree researched the history of promotion and retention for his 1997 book, *How to Succeed in School Without Really Learning*.

Most school districts in the early part of this century required students to pass tests before moving up a grade, the same concept politicians now are promoting in Texas and other states.

In the early 1900s, one in every three students failed a grade in urban schools every year, according to Dr. Labaree's research.

As the years went on, school districts began to feel the burden of holding back so many children, he said.

In the 1900s, for example, Philadelphia held back 18 percent of students in the first eight grades and paid \$900,000 a year, or 20 percent of its budget, to teach them. Philadelphia loosened its requirements, and its retention rate fell to 2 percent by 1945.

"The way to save money was to start moving people through," Dr. Labaree said in a telephone interview. "Part of it was an issue of money. Part of it was also a sense of having large over-aged children in a classroom was disruptive."

Educators in the 1940s cited the same arguments used today to justify promoting failing children. They said that retention hurt children's self-esteem, he said.

Into the early 1980s, school districts retained only a small percentage of students. Then national reports decried the mediocrity of America's education system. As the society demanded higher skills of workers, employers and colleges complained that high school graduates

were ill-prepared.

Raising academic standards became a trend that continued into the 1990s and whether to hold back more students became a part of the discussion.

Conflicting research complicates the debate. "Most studies suggest that kids held back don't do any better than ones socially promoted, and some studies say the opposite," Dr. Labaree said.

Educators and politicians now are raising the same issues that arose in the 1900s, including the extra cost.

"It's a vicious cycle," said Sue Pecci, a Florida elementary teacher with 25 years experience. "You're told, 'Don't retain children. It's going to hurt their ego, and they're going to drop out.' Then kids were socially promoted and couldn't do the work. They dropped out anyway."

"The bottom line," she said, "is whether you socially promote them or not, they need to learn."■

30. San Diego Union-Tribune

March 16, 1998

FOREIGN STUDENTS SEE US AS SOFTIES

Schooling is stricter back home, they say

By Jeff Ristine
STAFF WRITER

Two or three hours of homework every evening with a double load on weekends. Four-hour history tests, every question requiring an essay answer. Physics in the fifth grade.

They may sound like elements of a school kid's worst nightmare.

But as President Clinton convenes a panel of educators and elected officials today to ponder the dismal academic performance of America's high-school seniors, the group might do well to look to the approaches taken in nations that are doing better.

In many ways, say foreign students studying in the United States, high expectations are backed up by an educational experience much more rigorous than that here, with fewer

The USIU students literally laughed out loud at the concept of "multiple-choice" exams as a means of assessing what high-schoolers have learned.

"Always, always, essay," said Mia Carlberg, 26, of Sweden, where the

options to sidestep difficult material.

"In France, we pay so much attention to culture and general knowledge," says Cyril Duport, who is earning a graduate degree at United States International University in Scripps Ranch.

"You have to know stuff," he said. "They just teach you stuff all the time, all day long."

The latest round of hand-wringing over American students' performance erupted last month, when U.S. 12th-graders were found far down the list in the results from an international math and science test.

U.S. seniors finished 18th out of 21 in math and science literacy, beating only Lithuania, Cyprus and South Africa. They were 16th out of 17 in advanced mathematics and dead last in physics.

As education reformers have 12th-graders were second from the top in physics and math and science literacy. "They don't teach you so you're going to go in and take the test and then forget. They teach you so you remember."

France's Duport, whose home country was tops in advanced mathematics,

repeatedly noted over the years, students in many high-performing European and Asian nations have longer school days and longer school years than in America.

Accounting for prowess

Talk to the students, however, and you'll find any number of additional explanations for the differences in academic prowess.

Duport and three other USIU students from Sweden, Germany and Russia say they grew up with a more demanding approach to education than that endured by most American public-school students, especially at higher grade levels.

And in some cases, they said, the teachers tend to be better prepared in the subject matter they're imparting than are their American counterparts.

concur.

"We had a three-or four-hour test in history; it's like six pages," said the 25-year-old, who is studying marketing.

"You just write for four hours. And in math, it's the same thing. We had demonstrations to do, exercises, not

multiple choice. Most of the time they don't even ask for the formulas — they give them to you."

It's probably unwise to generalize about a whole nation's educational system based on a handful of random interviews, particularly from students who come from the upper social classes of their respective countries.

Populations differ

Edward DeRoche, dean of the School of Education at the University of San Diego, noted the nations scoring high on the math and science test tend to have relatively homogenous populations compared to the United States, where schools are much more multicultural.

Another important distinction, he said, is that many European countries (including Sweden and Germany) use a system that splits college-bound students and vocationally oriented students into separate tracks after the ninth grade.

The ones who decide to focus on a trade may never learn advanced math or science.

"But that doesn't take away the fact that the (U.S.) scores are really poor," DeRoche said.

Mexico did not take part in the international test and therefore was not ranked in the study.

Rodrigo Gutierrez, chancellor of the Tijuana campus of CETYS, a private university, said that if the test had been applied in Mexico, "I think we would have done OK

In our educational system, at that level, there's a lot of emphasis in the sciences and in math."

Course work in Mexican high schools tends to be heavily work-oriented, however, which Gutierrez said illustrates another danger in trying to make comparisons in how the students of different nations performed on the test.

"Educational systems in different

countries have different objectives," he said.

While the test may measure how well different nations teach math or science, he added, it is important to consider whether that makes them a "better" system.

Brakes on learning?

Whatever the answer, USIU student Markus Nitschke, 28, said those differences brought his momentum in math to an abrupt halt when he transferred to an "Americanized" high school in Ecuador.

"What I learned in Germany till the 10th grade kept me in the (Americanized) high school through 11th and 12th grade without adding anything new," he said dejectedly.

Konstantin Sheiko, 26, from Moscow, said he began learning physics in the fifth grade.

"When I came here as an undergrad, I had to take introduction to physical science," he said, "and I did the stuff back in the Soviet Union when I was 11."

In Sweden, Carlberg said, the concepts started a bit later, with physics introduced around eighth grade — but still years ahead of most American students.

Carlberg also is astounded by the notion of elementary-school classrooms with 30 or more children in them.

(The problem is being addressed in California through a class-size reduction program championed by Gov. Pete Wilson, state Superintendent of Public Instruction Delaine Eastin and others, but it has had at least a short-term effect of giving tens of thousands of pupils underprepared teachers who don't hold credentials and may not last long on the job.)

"There is no way that one teacher can teach 38 kids and get their attention," said Carlberg, who is studying strategic management. "There will always be the

kid falling behind, and then how will they catch up?"

The students say they also benefited from a very prescribed course of study.

Well aware of goals

"From the first grade, I knew for 10 years that I was going to learn English," said Russia's Sheiko, earning a master's degree in international relations and security studies.

Said Nitschke, who studies strategic management at USIU: "I guess it sounds very German, but there was discipline missing" in the Americanized school.

"You can take difficult classes if you want to, but you don't have to. You can take shop if you want to. I thought that compounded the problem, because students are just too young to make those kinds of decisions."

Duport said France also gives its students a narrow menu.

"You don't have to worry about what you're going to take

You just go to school from 8 to 5, and that's it. You just stay in the same (room) and the teachers change.

"You just sit there," he said, "and learn as much as you can."

USD's DeRoche agreed that the United States does have lessons to learn from differences with other nations in classroom practices, curriculum and teacher preparation.

But he said the reverse also is true, and he suggests looking at education from a wider perspective.

"You've got to go one more level

What happens at the college level in science and math?" he said. "We have more and better recognized scientists and mathematicians come out of this country. You look at all the prizes in both of those fields, and most of them come out of the United States.

"Our kids blow them off the map."■

31. Indianapolis Star/News

March 16, 1998

Schools search for racial harmony

By Barb Albert Indianapolis Star/News
INDIANAPOLIS

— The message of racial hatred was the same. Only the way it was delivered differed.

A male caller left an obscenity-filled, threatening voice-mail message for two well-known black athletes at Valparaiso University in October.

At IUPUI, a racially insulting written memo was slipped into black law students' mailboxes in late January.

And on Monday at Manchester College in northern Indiana, e-mail was the vehicle used to insult blacks with racially derogatory names and to curse immigrants.

The three anonymous, vile messages sent a disturbing ripple through campuses that pride themselves on being havens of tolerance and diversity.

Racial incidents aren't unknown on college campuses. But university officials are even more disturbed when such

blatant bigotry is spread to many, particularly using high-tech means meant for much better purposes.

"There's an ugly part to all of this technology. It allows one person to challenge an entire community," said Manchester President Parker G. Marden.

"One person with one push of a button was able to reach 110 minority students," he said. "It's scary."

None of the culprits has been caught in any of the incidents, but the

investigations continue. Rewards of \$5,000 at Valparaiso and \$4,700 at Indiana University-Purdue University at Indianapolis have been offered for information leading to the identities of those involved.

"Our case is alive and well," said Valparaiso University Police Chief Ed Lloyd. "We have numerous people who we're looking at now."

At that 3,800-student private college in far-northwestern Indiana, the incident is being investigated by Valparaiso police and the FBI as a federal hate crime and a violation of the state harassment law because a physical threat was made to two male students.

But these types of acts aren't always clearly covered under the federal hate crime statute or state harassment law.

Late last week, the North Manchester Police Department suspended its criminal investigation into the e-mail message. Police and the county prosecutor said the message was written in a way that skirted the laws.

"Had it gone to one person, it would have been considered hate mail. Because it was sent to 110 people, it is basically a person exercising free speech," Marden said local authorities told him.

He said he regrets that criminal action can't be pursued, but the university still is trying to trace the message sender. If the person is a student, campus disciplinary action will be taken, he said.

The message was sent from a computer terminal on campus by someone who knows the e-mail addresses

of four black, Hispanic and international student groups. But the sender subscribed to a California mail-forwarding service that allowed the message to be sent anonymously.

The university hopes to be able to get a subpoena in civil court to require the mail service to reveal the sender's name.

The message could be linked to two bar fights on March 5 and 6 that involved a few black students and some local residents. Police continue to investigate those incidents, although no links to the e-mail message have been found.

The memo delivered to black IUPUI law students didn't physically threaten them, so campus officials say it is not being investigated as a hate crime.

Whoever wrote the memo lambasted affirmative action programs and stated that "this is still a White Man's law school and you're not wanted here!"

Kenya-Taray Delemore, secretary of the IU Black Law Student Association, said the memo and similar college incidents may represent a fear of greater competition from blacks as they increase in numbers on campuses.

The faceless nature of these incidents bothers him and others.

"The anonymity of it contributes to the fact that these people don't want open, honest dialogue about race. They rather it be strained animosity between the races," said Delemore. Seeking harmony

But in the wake of these incidents, each campus is redoubling efforts to maintain or increase racial harmony.

IUPUI has formed a task force of

students and faculty that meets regularly to find ways to foster an environment of mutual respect among all constituencies on campus.

At Valparaiso, junior Tiffany Neal said the incident there is being used as a way to encourage students to become more active in groups on campus that promote diversity.

At Manchester, many steps have been taken to allay the initial anxiety of minority students there when the e-mail message was sent, said Stan Escott, vice president of student development.

Security has been increased on campus and will be present at today's college-community International Fair, celebrating Spanish-speaking countries.

A forum was held on campus to discuss the incident and was well-attended. An e-mail address, RUMOR, was set up to inform students about the investigation. Marden said he established a special phone line so that anyone can report information on the case, or perhaps the person who sent the message can come forward.

"I'd like to help him get help," said Marden. "I'm not going to offer amnesty. But there's a problem here that cries out for help."

Regardless of the identity of the culprit, officials and students still are concerned that this could occur on a Christian-affiliated campus with more than 10 percent minority enrollment, including students from 18 countries.

"If it can happen here," said Marden, "it could happen anywhere."■

32. Denver Post

March 15, 1998

Push to outlaw hazing reaches state

By Dave Curtin
Denver Post Staff Writer

Chuck Stenzel was 20 when he died. Kidnapped from his dorm, he was locked in a car trunk in freezing weather with other fraternity pledges and forced to drink bourbon, wine and beer. He was dead of alcohol poisoning and exposure within hours.

That was 1978 at Alfred University in New York. Ever since, his mother has worked to protect her grandchildren from a similar fate. Twenty years after Eileen Stevens began her crusade against hazing, 41 states have outlawed it. A dozen make hazing a felony.

Now Colorado is considering a law that would ban hazing at public schools and universities. Offenders would face a

fine of up to \$750 and six months in jail.

The bill, approved by the Senate and currently under consideration by the House Education Committee, would make hazing a misdemeanor. The legislation would prohibit sleep deprivation, beatings, brandings, extreme embarrassment, exposure to the elements, forced drinking, forcing someone to appear nude and abandoning someone. It exempts authorized military training.

Critics say the measure, scheduled for a vote Wednesday, is unnecessary because schools already have rules to discourage hazing and felonies already on the books address kidnapping and assault. They also contend that students who ignore school rules aren't going to be deterred by state law. Skeptics warn that

leaders of fraternities and sororities could find themselves charged with a crime for requiring members to wear funny hats.

Hazing occurs within high school clubs, athletic teams, marching bands and on junior high playgrounds. But it's most closely associated with the college Greek system in which pledges are forced to perform acts as a rite of initiation.

"It's very difficult to convince legislators that hazing is anything more than prankish behavior," Stevens said. "I'm not against fraternities. I'm against hazing. Hazing is like rape used to be - the victim is to blame and doesn't have a voice because of humiliation and retribution. At least with a law there's accountability. It's criminal behavior and should be treated that way."

There have been 53 hazing fatalities nationwide since 1973, including alcohol-poisoning deaths last fall at the Massachusetts Institute of Technology and Louisiana State University, according to Hank Nuwer, author of "Broken Pledges," a book on hazing. After the LSU fatality, a fraternity pledge at the school came forward to say he had been sodomized with a bar of soap, forced to drink until he vomited blood and forced to scoot naked across a glass-strewn floor. His cuts were treated with Tabasco sauce.

Colorado lawmakers are grappling with the issue of consent - the fact that eager fraternity pledges submit to initiation rituals to prove their brotherhood.

"There's no law against being stupid," said Rep. Doug Dean, a Colorado Springs Republican.

But the most dangerous and outlandish hazing is usually the final obstacle to membership in an elite group - one final barrier that pledges think they can endure. Membership can mean a lifetime of valuable insider perks and job offers from alumni brothers. Yet the severity of that final test of loyalty can take uninitiated pledges by surprise.

"They get comfortable with the program and then suddenly, without warning, the hazing occurs," Stevens said. "The peer pressure is intense and

"We know that a couple of fraternities brand," said UNC Police Chief Terry Urista. "A couple of young men who worked for me as student security guards have been branded with a hot iron that leaves a bad scar they'll carry for the rest of their lives. They brand you just like they brand a cow . . ."

"We're at the point that we're saying enough is enough. You've crossed a line," Urista said. "Consent should not be a defense. You can't give consent for someone to brand you, to mutilate you."

Hazing happens within sororities, too, said Beth Hellwig-Olson, UNC student activities director.

"I'm aware of initiation rites on Colorado campuses where women strip to their underwear and run a gantlet and other women take magic markers and circle imperfections on their bodies," she said. "It's disrespectful and humiliating. It's an issue of human dignity. Women have to get on a scale and their weight is recorded in magic marker on their forehead, which they have to wear for the first week of classes."

At private DePauw University in Greencastle, Ind., last November, sorority pledges consented to being burned on the

they're often outnumbered. Many groups operate underground and after hours without supervision."

That's what happened with Michael "Bo" Montoya of Fort Lupton in 1995. He abruptly left the family dinner table during his 19th birthday celebration after being summoned to Boulder for a secretive initiation into the Phi Kappa Tau fraternity at the University of Colorado.

Montoya nearly died when he was bound neck-to-toe with extension cord, duct-taped to a chair and forced to drink more than a pint of whiskey. The chapter was suspended by its national organization, and Montoya and his mother won a \$88,500 lawsuit against the fraternity.

Ben Goldmanis, one of three executives heading student government at CU, is a member of Phi Kappa Tau. "I think there's a need for a law because right now it's murky ground what you can get in trouble for," he said. "All you can go by is what fraternities have gotten in trouble for in the past. We really don't have a line drawn in the sand. A line in the sand is definitely needed."

But Goldmanis also sees milder forms of hazing as character building. As a freshman he was made to lug a rock around campus, do pushups and run around in his underwear.

"It was hard, but I think it made me a hip with cigarettes in an initiation ritual. The hazing was exposed when one of the women went to the hospital for the pain. Prosecutors filed charges against sorority members.

Universities have limited jurisdiction to regulate hazing, Hellwig-Olson said. While administrators can prohibit hazing on university-owned or controlled property and at student-run functions, there are loopholes.

"If students do their hazing at a ski party in Steamboat Springs, it's very difficult to deal with from a campus standpoint," Hellwig-Olson said. "It needs to be law. I have had students who have sat in my office and said, 'Show me where it's against the law.'"

Hazing complaints are rare for fear of retribution. UNC reports two hazing complaints a year; Colorado State in Fort Collins has not investigated a complaint in a year; CU gets three per semester and has started a hazing tip line (492-0140) in which a caller can anonymously report a hazing incident.

Those numbers aren't a real indicator of frequency, administrators said. Complaints are difficult to tally because they can be routed down a convoluted

stronger person," Goldmanis said. "When I come to a trouble spot in my life I think if I can make it through that, I can make it through this."

Officials at the University of Northern Colorado in Greeley suggested the anti-hazing law to legislators. It was at UNC in 1990 that 18-year-old freshman baseball player Kevin Wolitsky was left paralyzed from a broken neck after diving head first through mud during a team hazing.

"Do we have to wait for someone to die in Colorado before we pass a law? Is that responsible?" asked Bob Kerr, coordinator of Greek affairs at UNC. "The social cost of hazing comes in the human potential that is never allowed to see the

light because people are devalued as human beings. I've seen people messed up big time. They learn to be vicious and brutal and part of it is about retribution."

Kerr, an observer of Greek activities for two decades on college campuses, tells of students made to drink "rookie juice," a concoction of mayonnaise, cat and dog food, hot sauce, urine and vomit. In a swimming pool, he said, pledges have been required to catch goldfish in their mouths, kill them with a toothpick and put them back in their mouths. And they've been forced to swim in icy lakes on freezing nights to retrieve their clothes, he said.

road that may include a university student affairs office, a Greek self-governance board or a chapter's national organization.

Greek self governance and campus justice can be a hazy judicial arena without public accountability. Student courts are often responsible to the same university administrators who promote Greek life. Fraternity codes of silence, demands for group loyalty and opportunities for retaliation frustrate investigators and intimidate witnesses. "It's real hard to go after a group when no one will tell you what's happening," Hellwig-Olson says.

But Greeks say suspension from university functions, or the threat of a national organization shutting down their houses, are punishments that keep them honest. CU's Delta Tau Delta was shut down in 1989 after a near-fatal alcohol poisoning. A judge evicted the members from the house, which was then sold.

Fraternities and sorority membership nationally is at an all-time high - 400,000. Greek officials say they are phasing out the "Animal House" image of toga parties and unrestrained drinking of the 1970s and 1980s, returning to their roots of scholarship, community service

and philanthropy.

The National Interfraternity Conference, a fraternity consortium, has a policy against hazing, said vice president Jonathan Brant. Five fraternities have pledged to be alcohol-free by 2000 and two others have eliminated the pledge process, he said.

CU fraternities and sororities have vowed to eliminate drinking at Greek-sponsored events by next fall, said Tom Lorz, a Greek liaison at CU. Greek officials at UNC said rumors of hazing circulate on the Greeley campus, but they insisted it isn't happening under their watch.

"I've heard stories how it's been in the past but it's changed in the last several years," said John Hart, president of the UNC Interfraternity Council and a member of Delta Upsilon. "Our family and friends are invited to all our rituals. It appealed to me that there's nothing conducted behind closed doors."

In contrast, Sigma Chi is considered one of the most secretive fraternities in the nation.

"We're over 140 years old and the secrecy factor has been here from the beginning. It's not tied to something we shouldn't be doing," said Mark Baker, vice president of Sigma Chi in Greeley.

November 1997 - Three Kappa Kappa Gamma sorority pledges at DePauw University in Greencastle, Ind., are branded on the hips with a cigarette in an initiation ritual. One woman goes to the hospital in the middle of the night with severe pain and prosecutors file charges against three sorority members who allegedly inflicted the burns.

October 1997 - Eight students at Overland High School in Aurora are suspended for five days after they hit six freshmen in hazing incidents. The boys say their heads were wrapped in pillow cases before they were hit.

October 1997 - Northeastern University in Boston investigates alleged fraternity hazing after hearing complaints of a pledge who was beaten so badly with a paddle that he required medical attention. Phi Gamma Phi is suspended from university activities.

September 1997 - Massachusetts Institute of Technology student Scott Krueger dies of alcohol poisoning after binge drinking in the Phi Gamma Delta fraternity house where he pledged. His blood-alcohol level was .410.

August 1997 - Seven football players at Highlands Ranch High School are suspended for "crossing the line," school officials said, intimidating younger players at a football camp. Details are not

"Yes, there's a secretive initiation ritual. But the pledge period is an educational period, not an opportunity to degrade someone. Being in a fraternity is something you're suppose to be proud of. Hazing is degrading to the heritage of the fraternity."

Melissa Buyske, president of Alpha Phi sorority, transferred to UNC last year from Oregon State University.

"I have known of some houses that haze and I compare them to an abusive parent," Buyske says. "Being hazed and devalued, the women became hateful themselves. You see a lot of angry women. It's a prevalent issue and I hope the law goes through."

But Chris Butler, a member of the Lambda Chi Alpha fraternity at CSU, opposes the legislation. He told lawmakers last week that his fraternity would be guilty of hazing under the proposed legislation.

"These people are adults," Butler said. "They have a right to submit to some degree of intimidation. Initiation rites are found all over the world. Do they go too far? Yes, sometimes. But there are laws for that. We don't need a misdemeanor to compete with felonies."

He also questioned the bill's attempt to outlaw "severe emotional distress." revealed.

August 1997 - Sigma Alpha Epsilon pledge Benjamin Wynne, 20, dies of alcohol poisoning at Louisiana State University. His alcohol-blood content was .588, equal to more than two dozen drinks. Three others are hospitalized with alcohol poisoning, one in critical condition. Shortly after, Gavin Fugate, 19, comes forward with allegations of torture.

June 1996 - A prospective Air Force Academy cadet in Colorado Springs is hospitalized after a spoonful of peanut butter and chocolate syrup is doctored with hot sauce and mustard, in an episode the academy calls hazing. Cadets are disciplined.

October 1995 - Michael "Bo" Montoya, 19, is nearly killed at Phi Kappa Tau fraternity on the University of ColoradoBoulder campus when he's bound neck to toe with extension cord, duct-taped to a chair, forced to drink more than a pint of whiskey and denied medication for a medical condition. Montoya and his mother successfully sue the fraternity for \$88,500.

March 1995 - A dozen Mitchell High School students in Colorado Springs are arrested on suspicion of false imprisonment and misdemeanor harassment for abducting three freshmen,

"What about running laps? To some people that can be emotionally troubling," Butler told the House committee. "If you find it troubling you can drop out of the organization. This bill is another case of legislating personal choice."

Some lawmakers, such as Republican Rep. Bryan Sullivant of Dillon, himself a Sigma Chi, agree.

"Indoctrinating young people into an organization is a normal philosophy," he said. "I don't see any problem with young men going through a process some people see as hazing. I frankly view it as character building."

"Hazing doesn't stop when you get out of college," Sullivant added. "Just last Sunday I was made to feel I was eating someone's flesh and drinking someone's blood. It's called communion. Don't ask us to hold your coat because you can't handle your own affairs. I think you can."

Rep. Ron Tupa, a Boulder Democrat, said; "Drinking someone to death, paddling them until they can't sit down, throwing rotten eggs at them, is not a good thing. I have no problem with the state stepping in."

RECENT HAZING INCIDENTS

Notable hazing incidents in Colorado and elsewhere:

tying them to a tree and smearing them head to toe with soy sauce, syrup, shaving cream, Vaseline and cat food. They are left to escape on their own.

October 1990 - Eighteen-year-old University of Northern Colorado baseball player Kevin Wolitsky of Aurora is paralyzed from the chest down after diving head first into mud during a hazing initiation by the baseball team. Team members and a student coach are disciplined by the school.

October 1990 - A 16-year-old Denver North High School ROTC member goes to the hospital after allegedly being hit with wooden drill rifles in an initiation. She says she is sprayed with shaving cream and Halloween hair-coloring spray.

October 1989 - National fraternity leaders suspend CU's Delta Tau Delta after alcohol poisoning of a fraternity member. The member is hospitalized from drinking vodka in what police describe as a near-fatal drinking game. A judge evicts the members from the house and the house is sold. The chapter hasn't returned to campus.

February 1988 - A Rutgers University fraternity pledge dies after being forced to drink "kamikazes," a potent vodka drink. Fifteen students are indicted in New Jersey.

June 1987 - Manitou Springs parents complain to the school board that several eighth-grade girls are made to drink motor oil or drained ditch water and have

motor oil and hot sauce thrown into their eyes in an initiation by high school juniors. One student requires treatment from a paramedic.

October 1985 - CU sorority pledge Sherri Ann Clark dies after falling into south Boulder Creek during heavy drinking at a party.■

33. Indianapolis Star News

March 16, 1998

Washington Township teachers OK contract

By Howard M. Smulevitz
Indianapolis Star/News

INDIANAPOLIS

A two-year contract for Washington Township teachers will provide them a 3 percent salary increase for the current school year and a 3.35 percent raise in 1998-99.

The raise for this school year is retroactive to August. The district's 585 teachers will receive the back pay on Friday.

The pact concludes bargaining that began in June. In October, the Indiana Education Employment Relations Board appointed a mediator at the request of the School Board.

Sherry Watkins, head of the

The increase for 1997-98 will cost \$758,000, said William Fellmy, assistant superintendent for business. The raise for 1998-99 will add \$867,852 to the budget, he said.

Other contract provisions include:

- * An increase from \$52 to \$55 this year in the stipend paid to retiring teachers for each unused sick leave day. It will be \$57 in 1998-99.

- * Added pay for art teachers who work with gifted and talented students

bargaining committee for the Washington Township Education Association, told the School Board last month that the lack of contract was unfair to teachers.

Joe Erne, personnel director for the district, said the long bargaining period was due primarily to the teachers union rejecting the board's proposal. The bargaining ended with contract ratification by the School Board and teachers earlier this month.

Watkins contended the teachers "could have gotten the same things at the beginning of the school year."

Although teachers voted "almost unanimously" for the contract, Watkins said they were concerned that lengthy delays not become a pattern.

outside school hours, including weekends.

- * Establishment of a tax-deferred annuity program with a school district contribution, begun two years ago, as an ongoing benefit. It had depended on renewal with each contract.

The pact also improves non-financial conditions, including a guarantee of preparation time for middle school teachers.

"We felt very good about that,"

"We will recommend to our board of directors that we have a plan in place next time before we start bargaining" to create earlier public awareness of the status of talks, she said.

Teachers did not repeat the picketing or leaflet distribution they conducted in 1996, when a two-year contract was not settled until May of the first year covered.

Under the new contract, the first-year salary for a teacher with a bachelor's degree rises to \$26,936 for the current school year and to \$27,838 for 1998-99.

At the top of the scale, a teacher with a master's degree and 18 years of experience will receive \$53,872 this year and \$55,676 next year.

Watkins said. "The time is often taken up with in-service and faculty meetings. This will preserve the integrity of the prep time."

Teachers also were ensured an interview with the principal of a school to which they wish to transfer.

Erne said the increases will keep Washington Township's salaries about in the middle among the 11 school districts in Marion County.■

34. Columbus Dispatch

March 16, 1998

Hundreds of teachers to be hired

By Mary Mogan Edwards
Dispatch Schools Reporter

As nearly 500 veteran Columbus teachers anticipate a bonus-sweetened retirement this spring, the hunt is on for the hundreds of new faces that will greet pupils next fall.

For teachers-to-be, that makes the pre-graduation job hunt easier.

The labor market for new teachers "is very, very tight," said John Tornes, director of certificated employment for Columbus Public Schools. "A lot of districts are required to lower their standards."

Columbus hopes to avoid that through

a wide-ranging recruiting effort to fill the 500 to 700 vacancies that are expected by midsummer.

The situation, especially Columbus' teacher hunt, wasn't lost on the near-graduates — dressed in their interview best — who made the rounds of hiring school districts Friday in Ohio Dominican College's Erskine Hall.

"It's what everyone's talking about," said Ohio Dominican senior Angela Kalb. Her certification area — math — is particularly in demand.

Kalb was waiting for an interview with a Columbus principal, having earlier spoken to someone from Westerville

schools.

Joy Bishop, at 45 a nontraditional new teacher, walked out of her Columbus interview with a letter of commitment — her guarantee of a job with the district if she signs and returns the letter within 15 days.

Bishop will choose between Columbus and South-Western schools, where she has done a lot of substitute teaching. It won't be easy, she said. "Please don't ask me what I'm going to do."

The Columbus Education Association, which in the past has decried the district's failure to fill all jobs by the start of fall

classes as well as the occasional hiring of unqualified teachers, is on-board for the effort.

"We're trying to help them make contacts. I've spoken at some of the universities," association President John Grossman said.

Grossman may even appear in some unified-front advertisements with school officials, urging new teachers to bring their talents to Columbus schools, he said.

Tornes' recruiting effort is bigger than usual primarily because of the \$35,000 retirement incentive offered in the teachers' new contract, which induced 472 veteran teachers to leave. Because the mass retirement would have left some specialty areas decimated, 14 of the 472 have accepted the district's offer to work one more year and still get the buyout next school year, even though it won't be available to others.

The other vacancies will come from normal attrition. Additional teachers will be hired for new programs and — if the trend of the previous two years holds —

Not getting a commitment letter doesn't mean the person isn't good enough to be hired by Columbus; information on many of those interviewed, including their scores on the attitude survey, will be logged by the personnel department.

Principals, who under the new contract will get to choose all of their

to deal with enrollment growth.

Teacher vacancies were relatively high last year — about 475 compared with 217 in 1996, 268 in 1995 and 159 in 1994. Retirements have been increasing as teachers hired during the district's boom years of the 1960s become eligible.

The new contract also gives the district more flexibility and time to hire. Those taking the retirement incentive had to turn in their resignations by Feb. 1; others who plan to leave after this school year had to give notice by March 1 if they wanted to get the highest cash payout for their unused sick and personal leave. Under the old contract, teachers didn't have to give notice until August, leaving the district with an annual last-minute scramble.

There's another incentive for giving earlier notice: For the first time in anyone's memory, the district has declared its intention — with the blessing of the teachers union — to invoke a state law that allows school districts to call for revoking the license of a teacher who breaks a contract after June teachers, can shop from the registry and seek interviews with candidates who interest them, Kearney said.

Any teaching applicants will be able to check a listing of openings and apply to schools individually.

Resumes and transcripts tell interviewers how prepared applicants are academically, Rogers said; the survey is

15.

Janet Kearney, supervisor of secondary education for Columbus schools, directs 35 teachers, principals and others who are representing the district at college job fairs across the Midwest. Ten have been trained to administer a survey designed by Gallup — specifically for Columbus Public Schools — to gauge how an applicant feels about children and teaching.

Those 10 conduct interviews and have the authority to offer commitment letters on the spot. About 150 letters have been handed out.

"It's an awesome responsibility," Kearney said.

For North Linden Elementary Principal Carolyn Rogers, it's also a chance to get a first look at some of the prospects. Of the 17 teachers in her school, she's losing five of the most experienced.

"You bet I'm looking for me," she joked. However, Rogers said she gives all candidates her business card, in case they need help later in the hiring process. supposed to reveal something deeper.

"We're looking more at the inside of them — whether they have what it takes to work with challenging children," she said. "It shows clearly whether you love children. And if you don't love children, you can't be an effective teacher for Columbus."■

35. Cincinnati Enquirer

March 16, 1998

Catholic schools get boost

Effort raises almost \$1M for inner city

BY MARK SKERTIC
The Cincinnati Enquirer

Without extra support for Catholic inner-city schools, Holy Family would have ended its history in Price Hill years ago, according to the elementary school's principal.

"It keeps our school open," Sister Kathleen Murray said. "We'd have been gone a long time ago."

Thanks to a record-breaking year in the corporate campaign for the Catholic Inner-City Schools Educational (CISE) fund, Holy Family and the six other CISE schools are assured many more years of classes.

The campaign raised \$923,550 this year, shattering the \$604,000 record set

last year. The effort began last year with a goal of \$650,000. "This year was easy - it's the best cause possible," said campaign chairman John Barrett, president and chief executive officer of Western-Southern Life Co.

The annual campaign provides tuition assistance at Cincinnati Catholic schools that operate in high-poverty areas. Most of the children served are not Catholic, but the dedication of teachers, a no-nonsense approach and a commitment to religious instruction have prompted some parents to choose the parochial programs as an alternative to public schools.

Even with staff paid far less than what public school teachers make and

generous volunteer efforts, the schools' tuitions are more than many families can afford. The corporate campaign was created to defray expenses and keep the schools open.

Visits to the schools and a chance to see what is happening there made it easy to convince donors that the schools were worthy of support, Mr. Barrett said.

His efforts received an unexpected boost when an anonymous giver promised to donate \$2 for every dollar more than \$700,000 the campaign raised, up to a maximum \$100,000.

During the campaign, Cincinnati financier Carl Lindner donated \$1.5 million to the CISE schools for computers. That gift, not counted as part

of the campaign, was more evidence of how important supporting the schools is to the community, Mr. Barrett said.

The help is crucial at Holy Family, where tuition is \$685 annually. It costs \$2,000 to educate each of the 180

students enrolled there, Sister Murray said. Money from the campaign "keeps the tuition at something parents can afford," she said.

Other schools served by the campaign are Corryville Catholic; St. Boniface,

Northside; St. Francis de Sales, Walnut Hills; St. Francis Seraph, Over-the-Rhine; St. Joseph, West End; and St. Mark, Evanston. ■

36. Detroit News

March 16, 1998

Under fire, teachers unions push reforms

By David Mastio / Detroit News
Washington Bureau

WASHINGTON — To glimpse what the future might hold, a group from Michigan last weekend drove to General Motors Corp.'s Saturn operations in Tennessee. The 30 visitors were educators, not manufacturing engineers or robotics executives. They wanted to hear how an innovative labor agreement

At the same time, more than 30 states are considering vouchers and tax credits to give parents more school choices — adding to pressure on public education leaders. "Teachers unions (need to) get out in front of the effort to improve failing schools, including advocating closing ... them if necessary," said Sandra Feldman, head of the AFT. Union leaders point to examples around the country of efforts to revamp relations between unionized teachers and school administrators. Among them: * Teachers taking responsibility for pushing failing colleagues out the door. * Teachers controlling more than two-thirds of some systems' budgets. * Calls for failing schools to be shut. How education's "new unionism" movement will unfold, as well as merger talks between the NEA and AFT, are topics NEA President Bob Chase will address in a March 30 speech to the Economic Club of Detroit. He's likely to echo his past calls for increased cooperation between school administrators and teachers and a greater focus on results. Chase also can cite successful experiments around the nation.

Entrenched culture In Michigan, though, "new unionism" evidence is scant because old-line industrial trade union practices are deeply embedded in labor-management culture. "The blue-collar industrial model is still very strong," said Lucretia Cregar, a second-grade teacher and union leader in Ypsilanti. "But we have to adapt." "When you have been taught unionism for 80 years, the members remember what unions are all about," said Parlett, the Redford parent. Michigan unions "are more entrenched because they know how

works. The trip by Michigan Education Association representatives shows how teachers unions — feeling pressure from parents, politicians and administrators — are beginning to do more than talk about reform. "It's about time," said Roger Parlett, whose two children recently graduated from South Redford schools. The unions "keep saying 'Give us another year to reform.' Well we're tired of it used to be." Education experts agree. "With vouchers and charter schools and the constant headlines, they just don't have a choice," said Chris Pipho of the Education Commission of the States, a national research center in Denver. But interviews with dozens of union leaders and school administrators reveal change is slow in Michigan. "I can't point to anything" that unions are doing differently, said Charles Wells, head of human resources for Detroit Public Schools. Familiar litany Supt. David Casey of the Buchanan Community Schools in southwest Michigan, which signed a new teachers' contract in January, saw nothing new in negotiations. "All they wanted to talk about was salary and benefits," he said. Clarence Lewis, a computer teacher and local union president in the Memphis Community School District, commented candidly: "We feel no pressure for change." Contract talks in his northeast Macomb County system, are listed as "critical" by the MEA. "It's like trying to turn the Queen Mary," said Suzanne Skwarski, a Dearborn High School English teacher. Pipho of the Denver-based center put it this way: "In a state like Michigan, with a strong state association and strong locals, the national organization — even the state organization — can't blow a whistle and have everybody fall into line." Assembly line lessons There are signs Michigan's education unions will change with their national leaders. "It's already going on at the state level," said Jerry Keidel, executive director of the Michigan Association of School Administrators. Among the changes he

waiting another year." After years of deflecting blame for declining graduation rates, low test scores, incompetent teachers and unsafe schools, leaders of the National Education Association (NEA) and the American Federation of Teachers (AFT) are conceding that although the problems might not be their fault, fixing them is their responsibility.

sees: New MEA leaders, like executive director Charles Anderson, publicly espouse some of the same ideas as the new national union leaders and are increasingly cooperative with other statewide education groups. Then there are the Saturn assembly factory visits to Spring Hill, Tenn. According to the NEA's Barry Abel, who's organizing the field trips, the MEA is one of a handful of state associations taking an interest in bringing auto plant lessons into classrooms. Saturn workers voted 2-to-1 last Wednesday to keep a contract that has lower guaranteed pay than other autoworkers earn, but makes up the difference in bonuses for meeting production and quality targets. Teachers union representatives say a key to Saturn's success is involving line workers in decision making. That is among the first things they want to replicate. Keidel also points out a number of local school districts working on new initiatives with their unions. Among them is Battle Creek. In January, the union local there voted 227-152 to let the Edison Project, a for-profit company, take over two urban grade schools. Teachers must reapply for their jobs if they want to stay. Supt. Michael Bitar calls local union members "visionary" for accepting for-profit management, longer days and longer academic years. "They embody the NEA president's vision," he said. Even Tim Kelly, Gov. John Engler's chief education policy aide, sees education unions on the cusp of change. "There's some new blood in the MEA that is having more open discussions about more issues than in the past," he said. Overall, real change in Michigan's school remains small and

often hasn't reached the classroom. But Lucretia Cregar of Ypsilanti sees the initial steps as notable. "The MEA has come to realize they can't just talk to themselves," said the elementary teacher, "and that's something." Detroit News Staff Writer Charles Hurt contributed to this report.

Winds of change

These are among startling changes

seen around the country as education unions embrace change: * In New Albany, Ind., teachers are partners in controlling more than 72 percent of their district's general fund budget. * An NEA affiliate in Colorado Springs, Colo., founded a charter school run by the teachers. * The Columbus Education Association in Ohio has taken responsibility for teachers who are failing

in the classroom. Most benefit from added training or extra help, but local leaders say that in 10 percent of cases, union members suggest fellow educators leave. * Teachers in Montgomery County, Md., last month signed a contract giving them a voice in everyday management of their schools — such as hiring teachers, deciding curriculum and ordering supplies.■

37. Ft. Lauderdale Sun Sentinel

March 16, 1998

A plan for picky parents in PBC

By LARRY BARSZEWSKI

Education Writer

Pick a school, any school. There's no magic trick here, just a plan under consideration in Palm Beach County to let parents choose where their children will go to school. Some members of a citizens' committee created by the school district to craft a proposal think there should not be any geographical limits on what that choice might be. "Some would argue that we need revolutionary change," said David Harris, co-chairman of the committee. "Clearly, we need to find a way to move out of the comfort zone." But there's no guarantee anything will change. Under the current system, the district assigns students to schools based on where they live. The state Legislature now requires all school districts to come up with a different plan, called "controlled open enrollment" or "controlled choice," that puts more of the decision-making in parents' hands. However, districts do not have to do anything with their plans once they are finished. State education officials hope to make extra money available to districts that do implement a plan. Palm Beach County's committee is hoping to put together a progressive document that will offer true choice to families. The district has spent thousands of dollars bringing in experts to talk to the committee and hired an out-of-state lawyer to help the committee prepare a plan. Committee

members do not know whether they will have enough time to do the job right. The school district already has received an extension from the state for the plan, which was due last year. Despite a June 30 deadline, the committee is only now putting its ideas on paper. Most committee members were upset that district administrators took so long to give them a draft plan they could use as a framework for their own version. The draft didn't come out until March 2 and committee members said it contained few of the ideas they had discussed during their past sessions. Having something on the table would have made their jobs easier — and helped them better meet the tight schedule, members said. "It's an awful lot easier to take and revise something," committee member Rose Anne Freeman Brown said. "If the district had presented us what they had on the drawing board from the very beginning, then we would have been a lot further along." Committee members feared district members intentionally delayed, hoping to force something on the committee that wasn't what they wanted. "This is a sham," said committee member Karen Kaplan, a parent who lives west of Boca Raton. District officials said they had nothing planned. The draft they put together relied on committee comments and the requirements of state law, said Tom Orloff, who is coordinating the

committee's work. Some committee members do not want the district divided into zones of choice, as the draft plan suggested. They want parents to be able to pick from any school in the district. If a school is too far from a child's home, then it would be up to the parents — not the district — to provide transportation, they said. Not all of the 15 committee members support the idea of controlled open enrollment. Proponents and opponents of the idea agree that most of the time, parents will choose their neighborhood school first for their children. Opponents fear that too often, students won't get that first choice. That means students will be bused to another school, they said. Students might not even get their second or third choices, opponents said. One thing all committee members want to make sure is that equality and accountability are present in the plan. They said no plan will work until all schools have equality, because children should not be forced to attend inferior schools. A district committee looked at the idea of controlled choice back in 1995, when dealing with changes to the district's agreement with the federal Office for Civil Rights. The district at that time dropped the idea and opted to go with a plan of magnet schools that would attract white students to predominantly black schools.■

38. Memphis Commercial Appeal

March 16, 1998

Is Tennessee school board doing its job?

Panel fails to take reins, says its legislative father

By Lela Garlington

The Commercial Appeal

Cherrie Holden will get a glimpse

Tuesday of what she has gotten herself into - a seat on the State Board of Education.

She'll drive to Nashville for an orientation and work session with fellow

Not much, says the man behind the board's creation, Lt. Gov. John Wilder.

The board chairman begs to differ. It's done plenty, says Dick Ray of Maryville, one of the board's charter members.

Wilder said that when he conceived the new State Board of Education, he saw it as strong and autonomous and a big improvement over the advisory board it would replace. He wanted the board - not the legislature - to make the big decisions about education.

The legislature created a board that "had all the power to do everything except levy a tax," Wilder says.

That makes all the difference to Ray, who offers, "When you don't have the money, you don't have the power."

The board also doesn't hire the commissioner of education. Wilder says he wanted to give the board that power, but then-governor Lamar Alexander insisted the governor appoint the commissioner, and Wilder compromised.

Unfortunately, says Wilder, the board never evolved into what he envisioned, but instead reverted to the status of a panel that advises rather than rules. "I really don't know what it's done," he says. "It has not done as well as it should have done or would have done. Governor Sundquist would like to do away with it. I think the only reason why he hasn't is because of me."

Not true, says Sundquist's press spokesman, Beth Fortune. "That is not on his radar screen at this time," she says, pointing out the governor's support for legislation that is giving the state board the authority to decide what kind of achievement tests should be given in grades K-12. "That's certainly a vote of confidence for the state board from the administration," she says.

Ray, a retired operations manager of Alcoa in Tennessee, sees the board's successes, not its failures.

"The board has been paramount in improving education in this state," he says. "We developed a master plan for education. This was a board that formulated the right things we ought to be doing rather than just doing things right."

With that master plan as a blueprint, Ray says, "We developed the Basic Education Plan formula as a way to equalize funding across this state. This state was a state of the haves and the

board members to prepare for her first official meeting next month. The 41-year-old Germantown resident will take her seat on a board created in 1984 to make policy and set standards for have-nots. We really went after the whole arena of teacher education and certification by raising the bar as far as certification went. Our certification process is among the best in the nation. We were very instrumental in developing guidelines for the career ladder program" that provided merit raises as rewards for good teaching.

Still, Wilder says too many of the educational issues are legislatively driven. "Elected school board positions, selected superintendents, (standardized) testing in the classroom - that's all legislation. They (the state school board) could have done everything," says Wilder. "It hasn't initiated as much as it could have."

Ray concedes the board hasn't done as much as Wilder or maybe others would like. "To move an educational issue is like pushing an elephant with an ant," he said after hearing Wilder's comments. "If you want to make changes, it's just very difficult."

Ray doesn't see how the legislature would allow the board to take the reins - by making a rule, for example, that superintendents will be appointed rather than elected. "They have the power to enact laws. We have to work very closely with the legislature. When half of the (state) budget goes to education, you're not going to get the legislature out of it, I don't care how much power you give the board."

So who's right, Wilder or Ray?

Both are, says current Education Commissioner Jane Walters.

"I think John Wilder is speaking from a historical perspective, while Dick Ray is speaking more from his position as chairman," says Walters.

Walters, former principal of Craigmont High School in Memphis, doesn't view the board as advisory. Telling school districts what a senior has to take to graduate or what a teacher needs to be certified is not advisory, she says.

"I don't see the board as wanting to make headlines," she says. "They set solid educational policy, but it's very good work and very necessary work. I'm not sure the board is doing everything it needs to be doing. I'm not sure the department is, either."

Part of the problem, she says, is balancing local school boards' desire for control with the state's desire for

kindergarten through 12th-grade education in Tennessee.

But what sort of impact has the board had on education? What exactly does it do?

statewide accountability.

Walters says that when the funding formula was equalized in 1992 so that a greater share of funds could go to the smaller, rural school districts, both the legislature and the board played a major role. But the real leadership came from the judicial arena. "The state was being sued. It wasn't that they were hit with a pang of conscience. That decision took a sales tax increase."

Paul R. Summers, a retired judge from Wilder's hometown of Somerville, sat on the state board during its first three years.

"We didn't recognize that power initially," he says. "The members had been so dependent on the legislature, they never gave up that dependency."

One legislator who knows the value of a state board making education policy is state Sen. Andy Womack of Murfreesboro, chairman of the Senate Education Committee.

"I try oftentimes to protect their (the state board's) ability to set policy," he says. "I feel they are in a better position to study an issue and its impact on K-12, instead of legislators reacting on an isolated incident and changing state law."

While the board is almost equally divided between Republicans and Democrats, none of the board members say issues are decided along political lines. "When we disagree, it is based more on our personal perspective of what we think is right or wrong for the children," Ray says.

Board member Dr. Musette Morgan of Memphis agreed: "It's an apolitical body. I have never felt politics has entered into the board's discussions."

(Cherrie Holden's nomination sped through the state House and Senate without any political opposition, but conservative vs. liberal politics did play a role in last year's rejection of ultraconservative Sundquist nominee Marilyn Loeffel of Memphis.)

The board allows districts latitude in finding what works best for them. Any school district could adopt uniforms, have a year-round school calendar or ban corporal punishment. The school day could be longer than it is now - just not any shorter than 6 1/2 hours of instructional time.

"We don't set the school calendar. We don't specify the time a school opens. We would not rule if a school can have prayers at graduation. We don't get into

issues like that," says J. V. Sailors, executive director of the state board.

Charles Frazier has seen the state board from both sides as a Metro Nashville superintendent who has had to follow the state's dictates and now as a

board member who is funneling them down.

"As a superintendent, I never wanted a lot of rules and regulations. That's a perspective I bring to the board. The solutions should be bubbling up instead

of dripping down," says Frazier.

Frazier says he sees the role of the state board as defining a framework that is both "specific enough yet flexible enough to allow the local flavor and approach." ■

39. Bergen Record

March 15, 1998

State's solution not enough

By STEVE BLOCK

THE LEGAL STRUGGLE began in 1970. In nearly three decades, more than a half million students have been denied a thorough and efficient education in New Jersey.

Last week, the state Supreme court heard the 12th argument during these years on how to ensure constitutional compliance from the other branches of government. This time the issues were supplemental programs needed to "wipe out disadvantages" and adequate school facilities. Once again, state officials were pitching their latest justification for failing to guarantee the educational rights of poor kids. Lawyers representing the children fought back. Here's their argument:

Since 1990, three Supreme court decisions have produced an explicit, comprehensive, five-part remedy for constitutional compliance:

Poor children must be assured regular education funding at parity with average spending in wealthier schools.

Additional funds must be provided to address student needs not present in wealthier schools that require funding over and above regular spending.

Regular education funding at parity must eliminate program disparities between poor schools and typical suburban schools.

Regular education funding at parity must also provide education reform and improvement.

School facilities must support needed supplemental programs and comparable regular education consistent with the standards.

This remedy flows directly from overwhelming evidence produced during the nine-month Abbott hearing conducted nearly 12 years ago. The court found then that disadvantaged children start school as much as two years behind in readiness to learn. Every day they bring to school unmet health, social, emotional, and economic needs that undermine their attention and concentration, and divert teachers and administrators from the

primary job of educating.

Adding to these societal disadvantages, poorer urban schools employ fewer teachers with less experience in less intense programs than what is typically available in the suburbs. These schools are older and in far worse shape. The court coined the term: "basic skills districts," and found that poor students are denied the "broadest range of courses, instruction in numerous languages, sophisticated mathematics, arts and sciences at a high level, fully equipped laboratories, hands-on computer experience, everything parents seriously concerned for their children's future would want."

For nearly 30 years suburban communities have invested billions more in their schools to support high quality education. Lacking such investment, each generation of poorer children experiences underfunded and inadequate schools and, tragically, large numbers drop out. For those who stay the course, their early disadvantages multiply through years of exposure to public school deficiencies.

The court has found this failure by the state to provide equal educational opportunities to be the central, correctable reason poor children grow up unable to compete effectively with more affluent children.

Last spring, the court rejected the Whitman administration's first effort to divert attention from the constitutional remedy. The state was ordered to immediately increase regular education funding to assure parity so that poor districts could eventually catch up to the suburban "recipe for success."

This parity funding was not ordered for any purpose the state or the local district may concoct. Rather, it is designed specifically to eliminate demonstrable program disparities in all subjects, including science, technology, music, art, math, physical education, language arts, and social studies. As part of the parity order, the court directed the commissioner to improve curriculum and instruction by launching "an education

improvement program at the classroom level." Because it lacked a sufficient record to issue orders on supplemental programs and facilities, the court ordered the commissioner to conduct studies in both areas and to report his findings to Superior Court Judge Michael Patrick King during hearings held last November and December.

The court has long required separate funding for supplemental programs to "confront and overcome" the specific disadvantages poor kids bring to school "as much as a school district can." As every serious urban educator will attest, the more schools have effective supplemental programs to mitigate the impact of poverty, the more children will take advantage of improved regular education, and more educators will be free to educate.

The court concluded that supplemental programs "are a crucial part of the herculean reform that must be undertaken. Without such programs, it is doubtful that the children . . . ever will have the opportunity . . . to compete and participate in society."

Despite clear instructions from the court on the purpose and content of these required studies, once again the state has sought to divert attention. Last year, instead of parity and comparability, the state's focus was core curriculum content standards. This year, instead of extra funds needed for supplemental programs and a complete facility improvement program, the state has discovered "whole-school reform."

More specifically, where the court ordered a comprehensive study of actual student needs, the state offered a superficial, selective, and distorted review of national research.

Where the court ordered intensive preschool and other programs to "wipe out disadvantages," the state proposed a minimal set of programs, including half-day split sessions for four-year olds, with no additional funding.

Where the court ordered an implementation plan, the assistant

commissioner testified that the state had not even discussed implementation issues.

And, where the court ordered an assessment of facilities needed to deliver the core curriculum content standards, the state predictably asserted that the new standards have no facility implications.

The court-ordered procedure before Judge King anticipated the state's continued failure to comply by enabling the Education Law Center to conduct cross examination and to present its own witnesses. As a result, an impressive record was assembled by Judge King that documents vividly the need for more intensive supplemental programs and for programs that extend the time students are exposed to learning.

Judge King recommended full-day preschool programs beginning at age three: comprehensive instruction-based summer programs for all grades, and school-based health and social services in middle and high schools.

On reducing class size to 15 in the early grades, he observed that "we may not see anything in the research more persuasive for the next decade, if not the next generation." He estimated an additional \$312 million in state aid for these programs he recommended for immediate implementation.

King further estimated that preliminary facilities improvements will require an initial \$2.8 billion investment. Finally, although he recommended school improvement programs such as "Success for All," as, by the way, do we, he warns that such reforms cannot be

Where the court ordered identification of additional costs, the stated listed programs with no detail, no analysis, no used to justify diversion of funding from regular education programs such as music and art or from special education.

King's warning about diversion is critical. The commissioner's conclusion that no new money is needed for his minimal supplemental program package is based on yet another computer model, this one labeled "illustrative school budgeting," which calculates the potential funding available to a school, but then ignores statutory or constitutional requirements for spending that money.

To show, for example, sufficient current funding to support "whole school reform" at an estimated cost of \$600,000 for each elementary school, the commissioner's illustrative school model assumes that only 1.5 percent of students will need special education, rather than the more than 10 percent typically found in most schools.

His model further assumes that elementary teachers in the poorer schools will teach all subjects except physical education. So the provision of music, art, foreign language, health, or science teachers and specialized rooms with expensive equipment, all or some of which may well be found in a typical suburban school, is neither assumed nor encouraged in the commissioner's new model.

Efforts to eliminate program disparities, the key goal of the Abbott remedy, will be undermined if the commissioner's new model is adopted

costs, and concluded that sufficient funds were available.

intact.

And finally, although the "Success for All" program appears promising, its results have been largely in reading improvement. No work has been done to determine how to extend its benefits to cover all content areas for all children beyond the early grade.

In sum, the commissioner's program is too limited, too cheap, and simply will not provide the comprehensive answer the court and the children have sought these past years. It is our hope that the court will again invoke its constitutional authority to order compliance.

Certainly, with robust national and state economies, now is the time when sufficient funding can be provided to public schools serving our neediest children.

Once official New Jersey finally makes this commitment, people of good will must come together to work for essential changes at the state and local levels to ensure that Abbott funding will "enable [poor students] to use their innate ability" as they grow up to compete effectively with their more advantaged peers and to enjoy the benefits of New Jersey and America in the next millennium.

Steve Block is director of special projects at the Newark-based Education Law Center, which works to ensure equal educational opportunity for children of color and disabled children.■

40. Newsday

March 16, 1998

Districts' 2 Roads To Better Reading

Despite divergent budgets, scores rise

By Jerry Markon Staff Writer

IT'S 30 MINUTES after school, his classmates have gone home, and West Babylon third-grader Vito Speziale is stuck at his desk struggling to read the word "either."

Forest Avenue School teacher Diane Hirtler sings out a catchy rhyme — "the first vowel does the talking, the second does the walking" — to show him the "i" is silent. Speziale looks puzzled. His tutor tries a phonetic approach: "What does 'th'

Though Hempstead's reading scores remain below state minimums on this year's school report cards, both districts improved dramatically over the year

sound like?" "Eh-ther?" guesses Speziale.

"Skip that word, and we'll come back," said Hirtler, who makes \$25 an hour for the after-school tutorial — part of a \$233,000 district program that has boosted reading test scores the state deemed subpar last year.

Several income levels away in Hempstead, Prospect School Principal Sally Thompson has no money for tutoring. So every two weeks Thompson and her staff — paid only in bagels or before — reflecting an increase in test scores across Long Island. And they did it in different ways, with vastly different amounts of money.

ham-and-cheese sandwiches — stay as late as 6 p.m. hammering out remedial reading plans for struggling elementary students.

"We don't have the advantages of other districts," said Thompson, who has boosted her school's reading scores in part through the sheer force of her will. "But that's not going to stop us from raising scores. You have to be creative and pray to the good Lord above."

Middle-class West Babylon poured money into after-school tutoring, summer school and extra reading materials and teachers. Hempstead, which last week

was ranked the state's third neediest district by state officials, spent next to nothing and improvised with a back-to-basics approach that zeroed in on poor readers during school and urged parents to sign contracts pledging homework help.

"There's nothing miraculous about it. It's just hard work," said James Watkins, Hempstead's assistant superintendent for curriculum.

That work began last January when the state education department released its first school report cards to boost student performance. West Babylon and Hempstead were among 49 local districts with at least one school below minimum state standards for third or sixth-grade reading. That meant more than 10 percent of non-disabled students scored below remedial level.

Parents complained to school officials about the way the districts teach reading. Joyce Montalbano, principal of West Babylon's Forest Avenue School, was angry herself — about the publicity.

"It hurts your pride," she said. "But once you get over the shock and anger at being judged on one set of test scores on one isolated day, you put your egos aside and get to work."

On this year's report cards, all of Montalbano's third-graders read above remedial level, up from 82 percent last year. South Bay School, which scored 86 percent for third-grade reading last year, also improved to 100 percent. The district's other elementary school broke 90 percent both years.

IN HEMPSTEAD, where six elementary schools last year made the low-performing list in reading, this year only Prospect and Franklin Schools failed to score above 90 percent.

But both jumped sharply. Franklin's

reading percentage went from 71 to 87 for third grade and from 70 to 83 for sixth grade. At Prospect, 84 percent of third graders now read above remedial level, up from 68 percent. Sixth grade scores went from 63 to 85 percent.

Like most Long Island districts, West Babylon and Hempstead teach reading with a blend of methods. Both use phonics — vowel-consonant combinations that help children sound out words — and also plunge children into intensive early reading and writing.

Both districts clearly emphasize reading. In West Babylon, Montalbano wears an "I Get a Blast Out of Reading" button. Thompson's Hempstead school incorporates reading into classes from math to music.

But when it comes to money, the districts diverge.

Faced with last year's results, West Babylon spent \$90,000 to double the number of paid after-school tutorials for students at risk of failing state tests. Up to a quarter of the district's 4,600 students are tutored in reading, Superintendent Robert Manley said.

"You're able to get to children more in a smaller group. They pay more attention," said Holly Massmann, a third-grade teacher at Forest Avenue who tutors four children.

The district also spent \$30,000 to expand to the second through fifth grades a summer school for at-risk students that had served only kindergarten and first grade — and spent \$47,000 on new phonics texts and novels and \$66,000 for new reading teachers.

"Whatever we need, as long as we can justify it, the answer is: 'Fine, you got it,'" Montalbano said.

Parent Dorothy Burnett, who last year criticized the district's approach to

teaching reading, said she is pleased with the improvement.

"They increased all these programs, and the children passed with flying colors," said Burnett, president of the Parent Teacher Association at South Bay School, where her son, Christopher is in third grade.

In Hempstead, where lack of funding precludes most new programs, Thompson persuaded members of an existing team that develops remedial plans to virtually double their workload — by adding at-risk regular education children as well as the special education students they had been serving.

Team members, who include teachers and social workers, have come in before school and stayed after — on their own time — devising plans for nearly half of the school's 480 children. Plans call for everything from small-group instruction to parental meetings.

"I don't mind putting in the extra time," said team member Regina Armstrong, a curriculum specialist. "If we don't do it, who will?"

The school drills children with practice tests and has started parent workshops. Staff members who give the workshops are not paid, though they are compensated to teach test-taking and reading skills at Prospect's after-school "PEP Academy," named for the state tests.

For Dianne Hamilton, whose 9-year-old son, Jared, is in fourth grade at Prospect, the results have left her happy but not complacent.

"For the children to make such a vast improvement, that's really encouraging," she said. "The district must know that people are watching — and we're looking for results." ■

41. (University of) Minnesota Daily

March 13, 1998

Debate rages over method of loan interest calculation

By Ingrid Skjong

Minnesota Daily (U. Minnesota)

(U-WIRE) MINNEAPOLIS, Minn. — Minnesota student Chris Mester is squeamish about repaying his student loans as his spring graduation rapidly

President Clinton, Congress and bankers are locked in an 11th-hour political fight over how loan interest will be calculated. It is just one detail in a much larger piece of legislation, the Higher Education Act, which affects several financial aid programs.

approaches.

"Now it's starting to get scarier," said Mester, a senior American studies and French student. "At this point I don't really even know who to pay."

But the federal government could soon

Legislation to reduce student loan interest rates, which was adopted in 1993, is slated to go into effect this summer. The measure would cut loan rates by tying them to 10-year treasury bonds, instead of using the more popular 3-month treasury bills that now set loan

add a new wrinkle to the process Mester already finds confusing. And the changes have private lenders in an uproar and threatening to get out of the student loan business.

interest. The bonds serve as a base interest amount to which an additional percentage is added by banks.

The Clinton Administration is trying to soften the blow to private lenders by keeping loan rates affixed to the short-term treasury bonds. But Clinton's

plan would still lower the amount banks can tack onto the bond rates.

Clinton wants interest rates on loans to drop from 7.5 percent to 6.7 percent. This could yield students nationwide about \$11 billion in savings over five years.

But banks contend even this reduction is too drastic. With private financial institutions kicking in 70 percent of the total \$40 billion of guaranteed loans, the stakes are high.

"It has been described as a train wreck waiting to happen for private lenders," said Dan Reyeltes, vice president of educational loans at Twin Cities Federal.

Bank loans aren't the only loans that would be affected by changes. Direct loan programs offered through colleges could be burdened if banks pull back.

The University, along with several other Minnesota schools, offers some type of direct loans program. Such

programs were initiated by the Clinton Administration in 1994.

But satisfaction with direct loans has faltered in the last year. A survey conducted by Marco International for the U.S. **Education Department** found that schools satisfied with direct loans fell to 64 percent in 1997 from 89 percent in 1994-95.

At the same time, guaranteed loan ratings increased to 82 percent from 62 percent three years before.

Only one-third of the country's colleges and universities participate in direct loan programs, Reyeltes said. If private lenders were to abandon the student loan business, direct lending and state programs such as Minnesota's Student Educational Loan Fund would be forced to pick up the slack.

"Any kind of action on federal loan programs has a potential effect on our

program," said Phil Lewenstein, director of communications and legislative services at the Minnesota Higher Education Services office.

While the phasing out of private lenders would not directly affect the University, it could have a detrimental impact on schools whose students rely on guaranteed loan programs, said Bob Kvavik, associate vice president in the office of the provost.

But indirectly, the sudden influx of students to direct loan programs would be significant, seriously compromising the level of service offered.

In the long run, a consensus that strikes a balance between benefitting students and appeasing lenders is crucial, said Lewenstein.

— *Staff Reporter Brian Bakst contributed to this report.* ■

42. Boston Globe

March 16, 1998

High school's head counts go high-tech

By Amanda Beeler, Globe
Correspondent

CHICAGO - Forty-five minutes after the national anthem is piped over the intercom at Orr Community Academy High School to signal the start of the school day, students walk casually into the building and wait to pass through metal detectors before heading to class.

The school, on the city's west side, had an average attendance rate of just 66 percent last year. Even worse, many students who were counted as present arrived late or sneaked out before the end of classes.

To fight the problem, Orr is installing a high-tech system. As they enter the building and each classroom, Orr's 1,129 students will have to swipe their bar-coded identification cards over computer sensors.

Most Chicago schools already use computers to keep track of attendance, but none uses the computerized technology to follow students from class to class. Orr administrators say the

In addition, if the schools do not improve student performance within a few years, they could be closed.

Students are divided by class into "houses" within the school building. These minischools house student lockers and classrooms and are staffed by a counselor, director, and social aid worker. Students are not allowed to leave the building until classes have ended.

system, which provides teachers with attendance records at classroom computers, will give them detailed information on truancy patterns and help increase parent involvement. Currently, it can take up to a week to update attendance records.

"We want to be able to hold the parent and student more accountable," said the Orr principal, Joyce Johnson. "We need to be able to confront [the students] the very next time we see them."

Many Orr students are involved with gangs and face numerous social challenges, as evidenced by the drug dealers populating street corners just blocks from school.

"A lot of these students need a lot of support," Johnson said. "Many are not coming to school for a variety of reasons, and not just gangs."

But Orr students doubt the scanning system will have an impact. "Students who go to class now go because they want to," said Orr senior Jessica Mackey. "A new attendance system won't change

Johnson's goal is to bring attendance up to 80 percent and have at least 20 percent of students score at the national norms on standardized tests. Last year, just 3 percent of students in language arts and 5 percent of students in math met the national average. Under her watch last semester, attendance at Orr crept up to about 74 percent.

"There's a long way to go," Johnson

that."

While tracking students' movements can seem a little like the actions of Big Brother, Howard Soukup, of Educational Technology Solutions, which is installing the system at Orr, said it is just another way for schools to take advantage of technology. This is the first time the Buffalo Grove, Ill., company has installed the \$22,000 flexible tracking system for use in every classroom for such a detailed purpose.

"What we're really concerned about doing isn't turning this into a police state, but simply [establishing] a process to give the classroom teachers more tools to see what's going on," Soukup said.

Because of poor academic and attendance records last year, teachers at Orr were among those at seven high schools who were forced to reapply for their jobs as part of Chicago Public School changes. Thirty of the 101 Orr teachers were not rehired in the fall.

said. "We have to press a lot harder just to maintain."

The new scanning program alone can't improve attendance, but it will greatly help the reporting mechanism and Orr's ability to identify problem students, said Phil Hansen, the chief accountability officer for the public schools.

But Marcus Chisom, a 17-year-old Orr junior, said the system could end up

hurting those students who occasionally
are late more than the chronically absent

students the system is meant to track.
Truant students "are going to find

some way to get around the system," he
said.■

43. The Columbus Dispatch

03/15/98; Edition: Home Final; Section: NEWS; Page 01D

SOME PARENTS SHIELD PUPILS FROM TESTING 4TH-, 6TH- AND 12TH-GRADE

EXAMS ARE NOT MANDATED

By Ruth E. Sternberg Dispatch Schools
Reporter

Some Ohio parents are beginning to balk at state-required proficiency tests and are refusing to have their children take them.

Students must pass the ninth-grade test to graduate from high school. But nothing requires them to take the state tests that are given in fourth, sixth and 12th grades.

To get their children excused from the fourth- or sixth-grade tests, parents can send a note to school as late as Monday, the first day of testing statewide this school year for those exams.

"There isn't the actual language in the law that says the student must take the test," said Jan Crandell, assistant director of the assessment and evaluation section of the Ohio Department of Education.

The law requires only that districts give the test, Crandell said. "It's a rather fine legal point."

The exemptions could become a problem in 2002. That's the year a state provision kicks in that says school districts should hold back fourth-graders who don't pass the reading section of the proficiency test.

State officials say it's important to excuse children who are ill or going through a rough emotional period that could get in the way of testing.

"If it turns out to be a systematic problem, we may have to do something about it," said state Sen. Eugene Watts, R-Galloway, an author of the state's

"Especially in a big district, like Columbus," where families move a lot, Jackson said, "it gives us a chance to measure the strengths and weaknesses of students. . . . You need this information to help guide instruction."

school-accountability laws.

To date, numbers remain relatively small.

Last school year, for example, 55 Columbus Public Schools parents requested exemptions from the reading and math sections of the fourth-grade test, according to the State Department of Education. Thirteen South-Western parents asked that their children sit out of the reading test. Four Hilliard schools parents got their children excused from the reading and citizenship sections of the tests.

"I'm having more and more parents call asking about it. I'm having more districts call - asking what should they do," said Paula Mahaley, a consultant in the assessment division of the state education department.

Parents' reasons include that children are tested too much and their school districts already do enough to assess how well pupils are doing. Some believe that extensive preparations to help children pass the tests are "dumbing down" the curriculum and taking away class time that could be better spent.

One Hilliard parent said family problems are causing her child too much distress, and the fourth-grade test would be too much added pressure, said district spokeswoman Cheryl Best.

Robert Tierney and his wife, Theresa Rogers, are opposed to all standardized testing. They filed a letter with Columbus schools when their son was a pupil there, asking that he sit out all preprinted,

Watts said parents who have their children excused from testing are "asking for trouble." He said he can't believe they would object to a test that is designed to help their children.

"There's a larger problem," Watts said,

fill-in-the-ovals general exams.

Two years ago, their son chose to take the fourth-grade test anyway, said Rogers, an associate professor in the School of Teaching and Learning at Ohio State University.

"It draws attention to you if all of a sudden you're excused," she said.

Tierney, who is director of the School of Teaching and Learning, said standardized tests contribute to discrimination, increase pupil alienation and encourage unsuccessful youths to drop out of school.

"I find it socially unconscionable that the legislature would pass something like this," he said. "It leads to gatekeeping and perpetuates social segregation."

He also objects to having the test determine what schools will teach.

"They don't need testing to do this," Tierney said of assessing children. "What a waste of time."

He said teachers should be familiar enough with their pupils to know who needs help.

Terri Houston, who has a second-grader in Columbus schools and a 19-month-old, is looking ahead.

"I'd like to find some way to get the legislature to step back and rethink all this testing," Houston said. "That kind of testing cannot measure all the ways that kids are smart."

Ron Jackson, principal of Trevitt Elementary in Columbus, said the tests - especially the fourth-grade test - are important.

"that parents are not supporting their schools. What could possibly be on a parent's mind - to prevent their children from getting reading assistance?"■

44. The Dallas Morning News

03/15/98; Edition: BULLDOG; Section: NEWS; Page 3A

School counselors say fear keeps them from telling

whole truth

Threat of lawsuits makes them cautious in letters of recommendation to colleges

By Ethan Bronner
New York Times News Service

The reports are coming in piecemeal: parents threatening high school counselors with lawsuits if their children fail to gain college acceptance; counselors taking out liability insurance; admissions officers complaining that a student's disciplinary or criminal past is not being reported to them.

With college acceptances a month away, high school guidance counselors say fear of litigation by parents has made them more cautious in letters of recommendation and informal conversations with college admissions officials, threatening the long-standing system by which high school students are selected for cherished freshman class spots.

"Counselors are becoming afraid of telling the full truth," said Joyce Smith, executive director of the National Association for College Admission Counseling, a group that includes both high school counselors and college officials. "They'll write that Johnny took these courses and was a great student, but they won't tell you that Johnny burned down the gym. Whose job is it to tell admissions officers about that?"

Apart from the growing tendency everywhere to resort to legal action, the sources of these tensions are many.

Colleges increasingly are emphasizing campus safety and worry that if they admit a student with a criminal past who then becomes violent, university officials will be held liable. This makes them more determined than ever to know about students' pasts, especially following a 1995 case in which Harvard College unwittingly admitted a young woman

who, as a juvenile, had killed her alcoholic and possibly abusive mother.

At the same time, parents worry that details of disciplinary problems will ruin their children's chances of admission.

And guidance counselors, hearing differing interpretations of state and federal laws, are caught in the middle.

Past alcohol and drug use, widely reported to college admissions officers in an earlier era, is now shielded under the 1990 Americans with Disabilities Act. Further, the sharpened focus on the place of education in personal economic success seems to make parents more likely to calculate the financial impact of rejection from a top school.

Colleen Quint, a lawyer in Maine who advises colleges, said the atmosphere around admissions is changing dramatically.

"The stakes are so much higher now," she said. "By the time a student graduates from private school, parents have already put tens of thousands of dollars into guaranteeing a spot at a fancy college. Parents now see themselves as consumers with rights. They are making an investment. At the same time, there has been sociological change among students. Today, you have students who have been involved with some serious problems, and that concerns colleges.

"Twenty years ago, if a student had missed a portion of his senior year for alcoholism, counselors would have told admissions officers right away," she added. "The sense in the profession was to tell all, give a complete picture and put problems in perspective, saying now this applicant is back at the top of his game or some such.

"Today, there is a hesitation to do that.

Under the Americans With Disabilities Act, you cannot make pre-admission inquiries about disabilities. Alcoholism and drug addiction are disabilities if you have had treatment for them and have moved on."

Many private preparatory academies have long had policies saying that all disciplinary actions against students will be reported to colleges. But some are now saying that they are reconsidering such policies under pressure from parents, as well as legal concerns.

Steven Syverson, dean of admissions at Lawrence University in Appleton, Wis., said he found out the hard way about the scope of the disabilities law.

Four years ago, Mr. Syverson received an application from a student who had suffered a psychological disorder and whose grades were weak after a breakdown. The university said it would withhold deciding on her application until the end of the year to see whether her grades bounced back. They did not, and her application was rejected.

The student's mother filed a complaint with the office of civil rights at the Department of Education, which investigated and cleared Lawrence. But it did so on condition that its application form no longer include a question asking guidance counselors whether there were "factors that might interfere with a student's performance, either from discipline, chronic illness or emotional stability."

A similar question exists on dozens of other college application forms, including that of Georgetown University in Washington, which now says it will look into changing the wording to avoid running afoul of the law. ■

45. The New Orleans Times-Picayune

03/15/98; Edition: FIRST; Section: NATIONAL; Page A2

SPLITTING SEXES IS NO SOLUTION TO BIAS

By NICK ANDERSON The Los Angeles Times

Six years after sounding an alarm on gender bias in schools, the American Association of University Women contends in a new report that separating boys and girls is not the solution, despite mounting interest nationwide in

single-sex public education.

"There is no escape from sexism in single-sex schools and classes," concluded the AAUW Educational Foundation, a Washington, D.C.-based advocate for gender equity, after canvassing research on private and public schools in several countries.

The new report comes six years after a study by the same organization documented how female students in coeducational settings often encounter discrimination. That study is often cited as a catalyst for single-gender public education, though AAUW officials say they never endorsed such an approach.

The report, released this week, is already generating disputes among education experts. It comes as educators are experimenting with all-girl and all-boy public schooling, which for decades had been the province of private schools in the United States.

The AAUW report, which focused on female students, struck a skeptical tone. Among its findings:

There is "no evidence in general" that single-sex education is better for girls than coeducation.

Segregating girls and boys for some classes can disrupt otherwise coeducational public schools.

Some single-sex programs are helping some students, in particular girls who

might otherwise shy away from math and science, but experts debate whether those benefits are caused by dividing boys and girls or by factors such as smaller classes, increased classroom discipline and more intensive curriculum.

"What the research shows is that separating by sex is not the solution to gender inequity in education," said Maggie Ford, president of the AAUW foundation, in a statement. "When elements of a good education are present, girls and boys succeed."

The AAUW's earlier report described how girl students in coeducational settings often receive less attention from teachers than males, were less likely to pursue math or science careers and

encountered discrimination in school curriculum and standardized tests.

The AAUW, founded in 1881 and counting 160,000 members, is one of the nation's most influential women's groups.

One expert consulted by AAUW, Valerie E. Lee, an education professor at the University of Michigan, said policy-makers should not rush to embrace single-sex schooling.

In studies of single-sex Catholic schools, Lee wrote, the data show some benefits for girls but no apparent difference for boys. But in independent private schools, she wrote, studies showed no pattern of benefit for either sex. ■

46. Orlando Sentinel

03/15/98; Edition: CENTRAL FLORIDA; Section: LOCAL & STATE; Page B3

5-YEAR-OLD BROUGHT GUN TO SCHOOL - IT WAS LOADED

Instead of crayons, a 5-year-old brought a cocked, fully loaded pistol to a preschool class.

No one was injured.

A teacher saw Marquelle Jenkins waving the .22-caliber derringer Friday, and as he drew closer she began

wondering whether the small handgun was real.

She took the gun and called the Pinellas County Sheriff's Office.

Kawanna Jenkins, 21, the boy's mother, said she didn't know whose firearm it was. She found her son earlier

Friday playing with what she thought was a toy gun.

She took it away and put it in another room, but somehow the child found it and brought it to school, she said.

There were five bullets in it. ■

47. The Seattle Times

03/15/98; Edition: FINAL; Section: LOCAL NEWS; Page B3

SCHOOLS' TEST SCORES INCLUDE THOSE OF GIFTED

Q: When schools report their test scores publicly, do the scores include the results from children in gifted, or highly capable, programs? Doesn't that skew the results?

- L., Everett

A: Yes, test scores reported publicly include those of every student who took the test, including students in gifted programs, special education and programs for those learning English as a second language.

And yes, who takes the test affects a school's results.

Last fall, 3 percent of fourth-graders statewide were identified as being in a highly capable program. On the Comprehensive Tests of Basic Skills given to all fourth-graders last fall, those students scored in the 91st percentile in reading and language, and in the 94th

percentile for math.

The scores for all students (including the gifted) who took the test were in the 52nd percentile for reading, in the 53rd for language, and in the 54th for math.

If a school had a significant percentage of its children in gifted programs, it certainly could push up test scores for the whole school. The state doesn't publicly report test scores for small groups of students within a school for fear of inadvertently identifying individual students and their scores, according to the state Office of the Superintendent of Public Instruction.

However, districts and schools have the ability to break out the scores of small groups of students to track their performance.

Q: Do Seattle public schools have any obligation to provide a supervised playground at elementary schools? We have run into a number of schools where there were none.

- C., Seattle

A: There's no state law requiring a playground to be supervised. But it would be unusual to find a school that left its students to play unsupervised during recess, said Lorraine Wilson, assistant executive director of the Washington State School Directors' Association (WSSDA).

Liability issues and concerns about children's welfare mean most, if not all, schools will have someone watching over students as they play during school hours, she said.

In Seattle, district policy requires principals to provide a safe environment on the playground with competent staff on duty to supervise. Usually, there are two or three supervisors circulating the playground, said Joanne Franey, an elementary coordinator, but there must always be at least one adult.

That policy is similar to a sample policy WSSDA developed that has been adopted by many school boards in the state directing superintendents and principals to ensure playgrounds are supervised.

The policy states, in part, that playground supervisors must have the support of the principal and the staff and have the authority to make sure the playground is safe. An in-service training session for playground supervisors is to be held yearly. And equipment is to be inspected monthly for wear or damage.

How playground supervision is structured is left up to each school, however. Sometimes, teachers rotate playground duty, or instructional

assistants are assigned that job. Sometimes, schools use parent volunteers.

Wilson said most districts likely have some similar rules on their books governing playground supervision.

Education Q&A is a regular Sunday feature in The Seattle Times prepared by Times education reporters. Call in your questions to our Education Hotline at 206-464-3339, or write to Education Q&A c/o The Seattle Times, P.O. Box 70, Seattle, WA 98111; FAX to Education Q&A at 206-464-2261 or e-mail at schools@seattimes.com.

Coming up in education:

The Children's Museum hosts hands-on, multicultural arts workshops for adults, led by Kimberly Keith, targeting those who work with young children and teach them how to enhance their creativity. Upcoming sessions are 7 p.m. tomorrow at Richmond Beach Library, 2402 N.W. 195th Place, Shoreline; and 7:30 p.m. March 24 at

Newport Library, 14250 S.E. Newport Way, Bellevue. Free. Information: 206-684-6617.

Seattle Public Library presents "Finding Money for College," 3:30 to 5 p.m. Wednesday and 2 to 3:30 p.m. Saturday, March 28. Community Learning Lab, Third Floor, Central Library, 1000 Fourth Ave., Seattle. Free. Preregistration required: 206-386-4620.

Olympic View Elementary School will host a workshop for parents and educators about public-education services for students with learning disabilities, 9 a.m. to 4 p.m. Saturday. Sponsored by the International Dyslexia Association and Seattle Friends of Special Education Advisory and Advocacy Committee. 504 N.E. 95th St., Seattle. Registration donation of \$10 is requested. Preregister by tomorrow: 206-525-0742.

Additional education calendar listings appear Mondays in The Times inside the Local News section. ■

48. Los Angeles Times

* 03/14/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

All-Girls Schools—Pass or Fail?

By REGINA HONG
SPECIAL TO THE TIMES

Nicole Carillo recalls her years at a coed junior high school. She often knew the answers but wouldn't raise her hand, she said, because she knew the boys would answer.

For the last four years, though, the 17-year-old has been attending the all-girls La Reina High School in Thousand Oaks and no longer holds back.

"Here I'm more sure of myself," said Nicole, who said she has benefited from being on a campus with all female peers. "I'm more sure I can raise my hand and I won't be laughed at."

While stories such as these have strengthened the argument that all-girls classes and schools improve performance, a new study says that separating by sex isn't the solution.

And at Ventura Unified, district officials last year dropped a math class directed at girls, saying they couldn't prove the course boosted performance.

The report Thursday by the American Assn. of University Women said "there is no evidence in general" that single-sex education is better for girls than coeducation.

The same organization six years ago

published a report arguing that girls in coed settings are often held back academically because of discrimination. That study has often been cited in support of single-sex education, although the association has never formally endorsed the concept.

In Ventura County, the reaction to the latest report was mixed.

*

County schools Supt. Charles Weis, who teaches a graduate-level course on education research at Cal State Northridge, said he would like to see how the report was put together.

Meanwhile, Weis said, "I think that we have to continue to try things that will help girls achieve, but if this won't do it we shouldn't pursue it."

School officials at La Reina, which has been operating for 34 years, said they see daily benefits for their students.

Spanish teacher Carol Bentzen, who has taught at public and private coed schools, said she notices girls are less hesitant to come forward in the absence of boys.

"I think they feel they're in a more relaxed setting," Bentzen said. "There are no extra social constraints that are influencing the way they behave or respond in class."

"We say that we've come a long way, but my observation is girls still feel the negative stigma of speaking up as a bright girl in class. They just don't experience that here."

*

In the Ventura Unified School District, the practice of having math classes aimed at girls—although they never technically excluded boys—has been abandoned.

The district did not find data proving the girls were doing better in single-sex math classes than they would have in coed classes, said Pat Chandler, the district's assistant superintendent of educational services.

"We didn't find any compelling evidence that it was making a difference one way or another, at least in terms of girls enrolling in higher-level math [courses] or achieving a significant gain," Chandler said.

The program was started by a Ventura High School teacher, who moved away from the district several years ago, to improve scores of female students.

After the district won national attention for the math class, a federal civil rights official warned against calling the course an "all-girls" class.

Larry Emrich, principal of Ventura

High School, said a program last year was targeted instead at those who are math phobic rather than girls. This year, however, the school offered only regular math classes.

Emrich said it was difficult to compare how students fared in the special classes since there were a number of variables such as differing teaching methods and the pace of instruction.

Nevertheless, the district tracked achievements for the girls taking the specialized algebra and geometry sequence at the high school for one and two years and did not find that the classes were making a difference in grades or enrollment, Chandler said.

She did say that girls reported liking the classes more.

"They liked the strategy and the

techniques the teacher used, which was more collaborative and in teaching groups," Chandler said.

*

At La Reina, several students said they see the advantages of all-girls education every day and that they do not trust the newest study's findings.

"I think there are definite benefits to single-sex education," said 18-year-old Dena Rinetti.

It's easier to learn there because there "isn't pressure from the guys," she said. "In class discussions you're not suppressed. . . . Everyone listens to everyone's opinions and ideas, so more learning takes place."

Dena said all girls at La Reina are encouraged to take higher math courses and that the teachers take time for

students who want to know not just the answer but how to get that answer.

*

"I'm in calculus," she said. "Math isn't supposed to be a women's field, but it is in La Reina and we ask, 'How did you come up with that answer?' Our calculus teacher has headaches because we're always asking why."

As unfair as it may be, Bentzen said, girls still get "a certain degree of ribbing" for appearing too smart.

"It's all right for the boys to be the brightest," Bentzen said. "It's still not always all right for a girl to be the brightest. Even though she may be on paper, she may not be as outspoken in the classroom."■

49. Los Angeles Times

* 03/15/98; Edition: Bulldog Edition; Section: Advance Desk; Page A-12

Students Fly High on Math and Science

They test their skills in flight simulator on military missions to Baghdad.

Program is joint effort by Air Force, museum and schools.

By CHELSEA J. CARTER

ASSOCIATED PRESS

WARNER ROBINS, Ga. — As Jeremy Trotter eased back the throttle of the F-16, the nose of his fighter pushed effortlessly into the heavens and the Earth spiraled out of sight behind him.

"Hercules, set your heading to 1-8-0. That's 1-8-0. Do you copy?" a voice crackled over the headset.

"Copy, Globemaster. Heading 1-8-0 degrees. Next stop, downtown Baghdad," the pilot replies, punching the coordinates into a key pad inside the cockpit.

Jeremy Trotter is 13.

He is on a mission quest—an effort by the U.S. Air Force, the Warner Robins Museum of Aviation and the Houston County schools to have students test their math, science and communication skills by using state-of-the-art military flight simulators.

"Here, they get to see how the stuff they are learning in the classrooms can be used in everyday kind of jobs," said Maj. Tim Ham, creator and coordinator of Mission Quest.

The program at the museum is free to central Georgia students. It is believed to be the only flying-related program in the country that gives aviation lesson plans to public school teachers.

Among them: How an airplane flies, the science of navigation, map and

compass reading, and how to read weather patterns.

After weeks of classroom instruction, students learn from Air Force pilots, plan a humanitarian aid mission, put on flight suits and then spend a day behind the throttles of fighter-shaped simulators at the Museum of Aviation.

Computer software used at the Pentagon and not yet available to the public allows students to use aerial and satellite maps—the same ones used by the military—to plot their missions.

"The kids were so excited about this that I didn't have any problems with keeping them on task. In fact, the biggest problem may have been trying to get them out of the simulators," said Barbara Finley, whose 16 Bonaire Middle School honors students were test pilots for the program's inaugural flight in December.

Sitting in the cockpit of a simulated C-130 cargo plane, 13-year-old Janelle Evans depends on a fellow student to direct her to Baghdad and on Jeremy to protect her from enemy aircraft.

"It's not just about math and science. You have to realize you can't do everything by yourself," she says.

Four simulators are tied together in a network so students can work together to accomplish their mission, which is played out on four movie theater-sized screens.

By spring, there will be 12 simulators

and screens interconnected at the museum. It is expected that 35 to 40 students—a full class, drawn from any one of 30 nearby middle schools—will be accommodated each day. The \$1-million cost will come from donations and grants from the federal government, Ham said.

Future missions for other students will include search and rescue, aerial refueling, surveillance and reconnaissance, and weather tracking. Also planned for next year is a networked flight simulation with the U.S. Space Camp's Aviation Challenge in Huntsville, Ala. Students in both programs would fly missions simultaneously, Ham said.

Although the program is set up to emphasize math and science skills, there is a definite military flavor. The scenario of the aid mission: A civil war has broken out in Iraq and President Saddam Hussein has been overthrown.

Wishful thinking? Maybe, Ham said.

The students fly from Wadi al-Khirra in southern Iraq to Baghdad. They deliver medicine and food and then land at Tikrit, Hussein's birthplace, in northern Iraq.

Students also get an overview of Air Force history.

After their mission, Jeremy and Janelle say they want to fly real airplanes.

Elizabeth Garcia, the museum's executive director, admits the program is

good public relations for the community, but she denied it serves a military agenda.

"This is not a recruiting station, nor is it a fancy arcade," she said. ■

50. Los Angeles Times

* 03/15/98; Edition: Ventura County Edition; Section: Metro; No Desk; Page B-1

Teachers Cut Out Extras in Workload

Community college administrators fault them for refusing to budge on demands.

By STEVE CHAWKINS
TIMES STAFF WRITER

When computers broke down in the math lab at Oxnard College, Alan Hayashi sometimes came in on weekends

"If things keep going the way they are, I won't stay," she said. "I've had 25 wonderful years at the college and to end it on a bitter note is very sad for me."

Teachers are engaged not so much in a work slowdown—most students have not been affected—as in a morale shutdown.

Talks between the Ventura County Community College District and teachers on its three campuses have stalled over issues, including job protection for part-timers, raises, benefits and evaluations. In protest, some have decided to limit what they do on campus to teaching and teaching only.

At Ventura College, angry teachers canceled the seminars and speakers that comprise the campus' observance of Women's History Month. At Oxnard College, a mentoring program has been slowed down. At Moorpark College, teachers scrapped a popular multicultural day that drew participants from across the county.

Last week, Moorpark's communications department voted to cancel an April program that attracted more than 100 high school journalists last year.

"I was very angry to have to make a decision like that," said journalism instructor Bona Dillon. "But the biggest thing was the board's insults, the lack of respect for the faculty's professionalism and our commitment to our students."

For their part, some administrators don't blame faculty members for withholding extra hours during a period of labor turmoil. However, they do fault them for refusing to budge from what they view as irrational demands.

"The faculty hasn't been willing to even talk about things the district wants," said Diane Moore, a Ventura College dean who is on the district's negotiating team. "It's always been giving in the other direction."

to repair them. But no longer. If Hayashi can't fit the repairs into his teaching day, students itching for a machine will just have to wait.

At Moorpark College, Jan Andriese Predictably, the union makes much the same charge about the administration. But wherever the truth lies, teaching veterans like Andriese find little consolation in the fray.

"I suddenly feel as if my work doesn't make any difference to the people in charge," said Andriese, whose center provides aid to 750 students with disabilities. "I don't think they care."

Others, like Hayashi, simply teach their classes, confer with their students—and go home.

"I've chosen to not put in the effort that I would have in the past," he said. A Year of Anger

Morale will not improve soon. Without celebration, faculty members and administrators this week will mark the first anniversary of what has become Ventura County's most bitter current labor dispute. Angry and frustrated, both sides report no substantial progress since talks began March 20, 1997.

Blame follows the traditional lines of labor battles everywhere. District officials fume about a greedy union; union leaders complain of an arrogant and overpaid administration. Talks have been anything but collegial.

Last week, a state-appointed mediator gave up after 10 months of trying to forge an agreement. His withdrawal throws the issue into fact-finding, a process that pushes the district a step closer to imposing a contract and the teachers a step closer to striking.

At this point, nobody says that is likely. Community college teachers in California last went on strike when Compton teachers walked off the job 20 years ago, according to the California Federation of Teachers. Even so, the statewide union is especially concerned with the deadlock in Ventura County, said Mary Valentine, an assistant to the union's president.

was thinking about sticking around for the next few years to run the center for disabled students that she founded in 1973. But now she isn't sure. Andriese, 60, might retire next year.

"It would be a very bad sign for collective bargaining in California if this were the cornerstone of some trend," she said. "We're monitoring it very closely, and we're prepared to send in whatever resources are needed."

As exceptional as a strike would be in a county that has been no haven to organized labor, it would follow an equally exceptional year. In the 12 months since negotiations started:

The faculty voted, with 99% in favor, to declare no confidence in Philip Westin, the new chancellor who had pledged harmony with a faculty pleased to have an ex-music teacher as the new boss. Today nobody is singing a happy tune. "There is a cancer in the district office," warns the union's Web page in a comment inspired by Watergate.

The district took out full-page newspaper ads and board member Norm Nagel sponsored a radio commercial attacking teachers as greedy.

* Teachers picketed the workplaces of several board members as campus security guards photographed them. The union's anger was aggravated by the refusal of Westin and the board to comment on the negotiations. Instead, Richard J. Currier, an El Cajon attorney hired as their chief negotiator, speaks for them.

* While teachers had been working since June without a contract, board members in September gave Westin and deputy chancellor Michael Gregoryk raises of nearly 6%. Westin now makes \$142,800 a year and Gregoryk is paid \$127,550.

In November, one-day sickouts at all three campuses canceled dozens of classes. Many Issues

All that has added up to a deep bitterness.

"Morale is at an all-time low," said Michael Strumpf, one of two teachers

who has worked at Moorpark College since it opened 31 years ago. "I remember when teachers laughed and joked and talked among themselves. The board has now made a morgue of this place."

Like a number of other teachers, Strumpf sees the district as eager to kill the union. Some two-thirds of the faculty now are part-timers, he pointed out—an arrangement that is cheaper for the district and one that is less likely to result in a strong, united front against management.

* Raises. Teachers make an average of \$58,000 annually, according to union officials, although many earn more with extra classes and summer sessions. The union's current proposal would yield raises of 4% to 5% this year, while management is offering less than 1%, according to Hall.

Benefits. Management wants to eliminate retirement health insurance for teachers hired in the future. "The board feels this will eventually bankrupt the district," Moore said.

Evaluations. For 10 years, faculty members have been evaluated primarily by their peers. Administrators want to regain that right.

"Teaching is a very specialized set of skills," argued Hall. "My supervisor, who

"It's nefarious, it's Machiavellian, it's vicious, it's dastardly, it's unpardonable—but it's happening," said Strumpf, a nationally known grammar expert.

Job protection for part-timers is a crucial point of contention.

The union wants to preserve a seniority system that guarantees work for long-term part-timers. Without it, they will find work elsewhere—and the college will replace them with cheaper, less experienced help, said Elton Hall, a Moorpark philosophy teacher who is the is a very nice guy, is a former basketball coach. I teach philosophy. What on earth can he evaluate about either the content of what I'm teaching or how I'm teaching it?"

Hall's supervisor didn't entirely agree. Al Nordquist, dean of physical education, athletics and social sciences, pointed out that a teacher's skill may be gauged by the ability to convey a subject to someone who knows nothing about it.

The district's chief negotiator was more pointed.

"I find it unbelievable that any instructor would believe that deans—who have been teachers and instructors themselves—can't evaluate people," Currier said. "We can't have accountability when management is not

union's chief negotiator.

"We've had this for 17 years and suddenly the district wants to dump it," he said.

Administrators don't see part-time seniority as a blessing.

"What the system does in some cases is to hamper the ability of the institution to get the best-qualified person to teach a particular class," said Moore, dean of liberal arts and learning resources at Ventura College.

Other key sticking points include:

allowed to evaluate employees."

Both sides must present their case to a fact-finder chosen from a list provided by the state. If either rejects the fact-finder's report, the district may impose its own work rules and the teachers may legally strike.

The fact-finder, whose report will not likely be issued before the summer, will uncover little agreement.

"It's been an absolute stonewall," said Steve Doyle, a speech teacher at Moorpark. "They're saying, 'We want the power—period.'"

Currier echoed those comments—in reverse. "The union is taking a power position," he said. "It's not going to agree to anything, even if it helps employees. It's a bizarre approach." ■

51. Los Angeles Times

* 03/15/98; Edition: Home Edition; Section: Foreign Desk; Page A-17

14 Schools Win Appeal to Retain English

Authorities had ordered a change to Cantonese. They did not expect ardent protests.

By MAGGIE FARLEY
TIMES STAFF WRITER

HONG KONG — After passionate appeals from parents, students and teachers who believe that English is the key to success, Hong Kong's education authorities have decided to allow 14 secondary schools that had been ordered to switch to Cantonese instruction to continue teaching in English.

The reversal comes after the government's decision last year to compel most of the territory's secondary schools to abandon instruction in English and teach in Cantonese, the native language of most students here.

TD

Education authorities were concerned that students were falling into a linguistic limbo and would learn more in their mother tongue.

Of Hong Kong's 400 secondary schools, 300 were ordered to switch to Cantonese; 20 schools appealed the decision.

At one of the schools that won the appeal, St. Stephen's College, students lined the school's balconies and cheered when they heard the news.

On the other side of Hong Kong, disappointed pupils at St. Antonius College protested the ruling that they must switch to Cantonese. A group of uniformed girls hung a banner reading: "We Must Be Given Choice."

Officials had not expected the emotional backlash from parents who are convinced that English is important for their children's future success and business leaders who fear that Hong Kong will lose its international edge if the territory's English abilities fade.

On Friday, education experts tried to reassure the public that the policy will not harm students' prospects.

"Teaching in English is not a reward, and teaching in Chinese is not a punishment," said Moses Chang Hsin-kang, the head of the appeals committee. "The focus should be whether the students will be educationally benefited when taught in English or Chinese."

Although the move away from English instruction began more than a decade ago, it was only in 1997, just before Hong Kong returned to Chinese sovereignty, that the government officially mandated the switch.

The timing, said Rosie Young, who heads the Hong Kong Education Commission, seemed practical and politically correct.

For many schools, being able to teach in English is a matter of prestige: Many of Hong Kong's business and government leaders were educated at English schools.

At the Maryknoll Fathers' School, which has used English for 40 years, students festooned the campus with banners declaring, "We Love Learning in English!" The principal, Ken Lee, had vowed to resign if the school did not win its appeal.

"My frustration is that, at this time, when we are free from the British regime, we do such a thing to divide ourselves," Lee said. "The **education department** is creating an educational elite among public schools and taking away parents' choice. They should make all schools

On Friday, he learned that he will be able to keep his job.

For other schools, the decision might be a matter of survival.

The number of applications for St. Antonius Girls' College dropped sharply after being designated a Chinese school last December. The secondary school normally receives 200 to 400 applications annually, but so far, 19 students have applied for next year's class, Vice teach in Cantonese or make all free to decide."

The government insists that its goal is not to downgrade English but to create better-educated students who can speak English, Cantonese and Mandarin, the language of mainland China.

Principal Yau Hing Wah said.

At the Buddhist Ma Kam Chan Memorial English School, teachers said they might have to change the school's name.

While the government plans to have all schools teaching in Cantonese after a three-year review period, even those that were granted the right to continue English instruction say the process has been divisive.

In an attempt to bolster the Chinese schools and soothe frustrations, the government also announced Friday a cornucopia of programs—including staffing each school with more English teachers—and new funding.■

52. Los Angeles Times

* 03/16/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-1

Arts Instruction to Make Comeback in Schools

L.A. Unified board approves standards for teaching music, dance, theater and visual arts. The move is part of an emerging nationwide trend.

By DOUG SMITH
TIMES EDUCATION WRITER

After decades of drift in teaching of the arts, Los Angeles schools at last have been given a clear mission to imbue every student with the knowledge of music, dance, drama and visual expression.

Riding a nationwide wave of renewed interest in arts instruction, the Board of Education adopted standards last week that will incorporate the arts at all grade levels with testing to ensure that students learn.

TD

As a condition of graduation, every student—including those who are not artistically inclined—would have to demonstrate an ability to interpret art and to create it.

It will be at least three years before the standards are fully in force, and school district staffers have yet to estimate the cost of building an instructional program. They are expected to submit an implementation plan to the school board in about two months.

Board member Valerie Fields, who made the restoration of arts instruction a theme of her campaign for election to the board last spring, said she hopes to start with a full-blown proposal that can be trimmed if necessary.

"We're not going to be able to do it all at once," she said.

In a unanimous vote approving the

standards last week, the often divisive board expressed determination to make the plan work.

"We'll find the money," said board member Barbara Boudreaux.

The standards set benchmarks for the knowledge and skill that students should have in the fourth, eighth and 10th grades and upon graduation.

At each benchmark grade, there is a theoretical and a practical component. Fourth-graders would be required to use the terminology of dance, music, theater and visual arts and to identify connections between the arts and lifelong learning skills.

On the practical side, they would use the body to express the elements of time, space and force. They would also read and write simple musical notation, create improvisational dramatizations and create original works of visual art in a variety of media.

In the secondary grades, the requirements would be similar but more demanding. Eighth-graders, for example, would be expected to analyze the artistic and social characteristics and functions of art in various cultures and historical periods.

They would be expected to describe the use of melody, harmony, rhythm, form, tempo, dynamics and tone color when reading or listening to music.

High school students would be able to focus on only one of the four disciplines,

but with ever greater facility.

In dance, for example, they would have to design, perform and critique dance sequences.

Considerable help in teacher training is expected from the bountiful arts organizations of Los Angeles, whose elite leaders appeared before the board to show their support.

"All of us stand ready to serve as your partner in making these new arts learning standards come alive for students and teachers," said Harold Williams, president emeritus of the Getty Trust and the chairman of a district arts education committee convened by Fields to help develop standards. "But we cannot do your job for you. The core of arts education in Los Angeles Unified School District must be high-quality instruction as part of the basic curriculum in the regular school day."

Members of the arts education committee—among them leaders of large corporations, the major city and county arts agencies and several arts groups—have reviewed the standards and will help district staff develop curriculum, lessons and, finally, testing procedures.

Adoption of the new standards places Los Angeles Unified ahead of the curve in California, which will soon have statewide guidelines on what public school students should learn about art.

Saying that a revitalized commitment to the arts can help strengthen

California's economy, state Supt. of Public Instruction Delaine Eastin vowed in November to make visual and performing arts education a priority in public schools.

"The lack of attention to arts education has been the silent crisis in California schools for too long," Eastin said during a visit to Hollywood High School, which is a performing arts magnet campus. "It is

The teaching of art has been diminished by several changes in the educational landscape, beginning with Proposition 13, the 1978 property tax limitation that sapped funds from school districts.

Equally damaging, Dustin said, was subsequent legislation that put a limit on class size, inadvertently curtailing the practice of pooling classrooms to free a teacher for programs such as music and drama.

The movement to toughen graduation requirements has also made it more difficult for students to take art electives, Dustin said.

Under the current graduation requirements, students choose between

time to turn that crisis into a renaissance."

Because the district's standards were based on a national model created under the Goals 2000: Educate America Act, Don Dustin, the district's director of performing and visual arts, said he is confident that they will meld with the state's eventual standards.

Because of the dearth of qualified instructors after two decades of neglect, one course in art and one course in a foreign language.

Yet, despite the widespread perception that Los Angeles schools are devoid of arts instruction, the number of students enrolled in art classes has climbed significantly in the past decade.

About 106,000 middle and high school students—more than a third of the total—are enrolled in visual or performing arts classes, a 7% increase from a decade ago, Dustin said.

The problem is that with too few art teachers to go around, too many schools lack a program.

"It's a scatter-gun approach," Fields said.

She said she learned that while

the most difficult hurdle will be training teachers in all the district's 660 schools, Dustin said.

"If you were to look at the available arts teachers today and project what's coming out of universities, it would take too long to hire enough teachers to do the standards in all four disciplines," Dustin said.

working with a nonprofit group that offered free jazz classes to high school students at the Music Center.

"Master teachers complained to me that these high school children were not where they should be because most had not been exposed to music education in elementary or middle school."

Although most high schools and many middle schools have teachers who specialize in art, lower-grade teachers will have to be taught how to weave the lessons into the general curriculum, Dustin said.

"In elementary we need to give teachers confidence to teach art on their own, the way they teach language and math," he said. ■

53. Los Angeles Times

* 03/16/98; Edition: Home Edition; Section: Metro Desk; Page A-3

California and the West School Bonds Can't Pass if Not on Ballot

By GEORGE SKELTON

SACRAMENTO—Assemblywoman Kerry Mazzoni, a mild-mannered moderate, has this radical idea. Her scheme could revolutionize the Legislature. She's plotting to negotiate a school bond agreement actually before the next deadline.

The San Rafael Democrat, chairwoman of the Assembly Education Committee, watched in frustration March 5 as her legislative house dithered past midnight and failed to agree on a school bond proposal for the June primary ballot.

It was irresponsible. There still were four days left until the deadline—last Monday—for placing a measure on the ballot. But legislators were in a rush to get to Washington for their annual schmoozorama—they call it "briefings"—with the federal power elite. So the leaders just shut down.

For the first time since 1986, there will be no school bond proposal on the state primary ballot. In fact, for the first time since 1964, there will be no state

bond of any kind on the primary ballot.

The next opportunity for generating state money for school construction will be the November ballot. The deadline for that is June 25.

The way things work in the Legislature is the way they generally work in life. People daydream until awakened by a deadline. In the Legislature, moreover, deadlines often are surrounded by hazards. Disparate issues get tangled together by some political game and used as leverage in deal-making. June 25 is not just the legislative deadline for school bonds, but for all bonds—water, parks, prisons. . . . Also, the budget-signing deadline is July 1.

Mazzoni desperately wants to avoid these land mines. She'll urge Assembly Speaker Antonio Villaraigosa (D-Los Angeles) to crank up this week. Her strategy is to quickly win Assembly passage of a compromise and move it to the Senate for more negotiating.

"This is the biggest issue we have to face this year," asserts Mazzoni, 49, a

former school board president. "We can't allow ourselves to get down to the deadline, with school bonds being held hostage for the budget and everybody pointing fingers."

*

Assembly Republican Leader Bill Leonard of San Bernardino says he agrees. "I want to do it right now," he insists. "I'm concerned about lethargy."

The issues are these:

Bond size. The proposal blocked by Assembly Republicans March 5 was \$9.2 billion to cover four years. That's triple the size of any previous state bond. In January, Gov. Pete Wilson proposed four separate \$2-billion bonds spread over eight years. He also wants to place \$2.1 billion in water and parks bonds on the November ballot, and worries that voters will balk at all the billions. But now he has offered privately to compromise on a \$7.5-billion, four-year school bond. So that is what Mazzoni intends to propose.

Two-thirds vote requirement for local bond proposals. Democrats want to lower that to a simple majority. Wilson agrees.

Even conservative Dan Lungren, the prospective GOP gubernatorial nominee, endorses lowering the requirement to 60%. But the Assembly GOP won't budge. Period. So forget it.

Prevailing wage. Republicans want to reduce construction costs by cutting labor pay. Democrats won't budge. Forget this *

There is no disputing the need. The state vault is empty. There's a backlog of nearly \$1 billion in unfunded, state-approved projects.

Republicans always lose the PR battle when they vote against schools. But in this case, I blame Democrats. They're in charge. And they needed less than one-third of the Assembly GOP votes to

too.

Other "cost containment." There's plenty of negotiating room—on permit streamlining, local control over architectural design, simpler building codes. . . .

Developer fees. School construction increasingly is being financed by fees on pass a bond bill.

It was Villaraigosa's first test as speaker, and he flunked. Instead of negotiating with minority leader Leonard, the speaker went around him and tried to work on Republicans individually. Not a good plan.

As for new Senate leader John Burton (D-San Francisco), he rammed through the \$9.2-billion bond, but then gummed

new housing, up to \$8 a square foot. Republicans demand that these fees be lowered. Democrats are sympathetic. This can be negotiated.

"50-50 match." Wilson wants school districts to match state construction money. There may be a compromise exemption for broke districts.

up the works by recessing his house early and allowing members to scatter. Even if Villaraigosa had negotiated a compromise, the Senate wasn't around to act.

The essential question here is what do Democratic leaders want most—a bond issue or a political issue? Mazzoni says she just wants to build schools.■

54. The Washington Post

03/14/98; Edition: FINAL; Section: Prince William Extra; Page V01

Minority Students Focus of Summit

Achievement Gap Concerns Teachers

By Ann O'Hanlon
Washington Post Staff Writer

Last night, nearly 2,000 educators from as far as suburban Richmond and Annapolis met in Woodbridge to discuss strategies for raising the educational achievement of minorities.

The two-day summit, which continues today, is an annual event hosted by Prince William County schools. This year, the school system broadened the scope of the event to include educators from across the region.

TD Most minority students, with the exception of Asian Americans, score lower than their nonminority counterparts on standardized tests. The gap is one that has long concerned many educators.

"The issue of improving minority achievement and closing that gap is one that everybody in our society needs to be concerned about," said Larry Bell, supervisor of multicultural education for Prince William schools and conference coordinator. "We already have the knowledge to work with these children. We already have the skills. The question is, do we have the will?"

Highlights of the conference included last night's keynote speech by Marva Collins, the founder and principal of Chicago's celebrated Westside Preparatory School. Collins successfully took some of the city's highest at-risk black youth, most of whom live in poverty, and not only saw most through high school and on to college but taught

them an appreciation for sophisticated literature and philosophy.

Collins has been featured on "60 Minutes" and embodies for many teachers the education maxim that every child can learn. Westside lives on today, with Collins and her son at the helm.

Today's session, which teachers and administrators paid \$150 each to attend, involves numerous workshops. Those range from topics such as "Working With Diverse Families," led by Vivian Johnson of Boston University; to "Preparing Minority Students for College Entrance Examinations," with John Swann of the Dayton, Ohio, public schools; to "Cultural and Family Issues Affecting Hispanic Students," which will be conducted by an educational consultant.

A portion of the conference was paid for by The Washington Post.

The summit aims to teach educators how to reach students of various backgrounds. For that to happen, Bell said, teachers must believe in the students even — or especially — when they seem to hold little academic promise.

Bell mentioned several stories of schools in which teachers were intentionally misled by their principal to believe that their minority youngsters had scored in the "gifted and talented" range on standardized tests. In such instances, the teacher changed her expectations of the students and told them that they were highly intelligent and that she expected corresponding results. After a period of

disbelief by the students, such classrooms saw dramatic improvements in student grades.

One research study, Bell said, shows that the most important factor for academic success is the student's belief that his teacher believes he can succeed.

In addition to the motivational approach, Bell said, there are specific teaching strategies that will be addressed at the summit. An obvious one, he said, is that "students of color seem to do better when they are given a chance to work in small groups."

Test scores in Prince William demonstrate the national gap between minorities and nonminorities. One example is the percentage of students who score above the 25th percentile on the Stanford Achievement Tests, a national exam for students in grades 3, 5, 8 and 11.

The 25th percentile is the score dividing the top 75 percent of student scores from the bottom 25 percent. In other words, nationally, 75 percent of students score above the 25th percentile. In Prince William last year, 89 percent of third-graders scored above the 25th percentile, but only 76 percent of minority third-graders did.

Although the focus of the conference is on Hispanic and African American youth, Bell said, there needs to be no fear that white or Asian students are being ignored.

"The kinds of skills and strategies that

are going to be discussed in these sessions can be used with Asian students

and white students," he said. "They don't leave anyone out."■

55. The Washington Post

03/14/98; Edition: FINAL; Section: Metro; Page B04

Becton Says He'll Bar Nonresident Students

Ban Pledged in Time for Summer School

By Debbi Wilgoren

Washington Post Staff Writer

D.C. schools Chief Executive Julius W. Becton Jr. promised yesterday to bar students who can't prove they live in the District from attending the city's largest-ever summer school program, heeding a warning by Del. Eleanor Holmes Norton (D-D.C.) that failure to do so will cost him much-needed credibility on Capitol Hill.

Becton's pledge at a hearing before a House D.C. subcommittee set the stage for a huge new logistical effort by the school system over the next 14 weeks to gather proof of residency from thousands of students. At the same time, the notoriously slow bureaucracy must hire scores of summer school teachers and analyze test results for tens of thousands of students to determine who will attend summer school or be denied promotion to the next grade.

Becton's pledge also raises the possibility that, even as school administrators crisscross the city to explain the need for summer school to reluctant parents, some children who need remedial help will be denied access to the program because they haven't provided the necessary documents.

The residency issue remains a big

question mark at the heart of the school system's ongoing effort to count its student population — a basic task that is critical for funding and planning purposes.

Noted demographer George Grier disputes the system's latest count of 77,100 students, because it does not reflect the city's plunging population or historic overcounting of students.

But D.C. school officials insist their number is accurate and point to several improvements they made in the enrollment-counting process last fall. A study of the process released yesterday by the General Accounting Office applauded the changes but said much more needs to be done, namely, focusing on residency and improving the computerized enrollment system. An audit of the count is expected by May 1.

Richard Wenning, D.C. schools accountability director, testified yesterday that his numbers are 4,000 to 7,000 students off from Grier's census-driven projections.

Wenning attributed the difference to the number of suburban students who he believes illegally attend city schools, either because of convenience or special programs like all-day kindergarten.

Last week, the school system

approved strict new rules — proposed more than a year ago — requiring all families to provide three proofs of residency, such as car or voter registration, tax returns and utility bills.

Becton said the rules change, now awaiting approval from the D.C. financial control board, will give the school system the "teeth" it needs to enforce the residency requirement for the first time in years. Although the school system asked for proof of residency this year, it did not insist on it, and fewer than half of all students submitted such documentation.

Norton questioned why the school system's emergency trustee board took 13 months to approve the change and urged Becton to announce publicly tough action that would be taken against those who try to circumvent the rules.

"A whole bunch of them are going to get out real quick when you tell them, 'We're coming after you,' " she said.

Rep. Thomas M. Davis III (R-Va.), who chaired the hearing, asked Becton to adopt the practice of New York City, which conducts random head counts at schools and fired one principal for inflating the numbers. "I will personally contact [Chancellor] Rudy Crew in New York and find out what they are doing," Becton said.■

56. The Washington Post

03/15/98; Edition: FINAL; Section: Metro; Page B01

Va. Assembly Wrestles With Funding Gap For Schools

\$29 Million Difference At Center of Discussions

By Spencer S. Hsu and Ellen Nakashima
Washington Post Staff Writers

Virginia's General Assembly struggled today to nail down a two-year, \$557 million plan to begin phasing out the car tax and build schools, lumbering past its scheduled adjournment as negotiators haggled over scores of small budget items.

House and Senate members negotiating the state's two-year, \$40

billion budget were just \$9 million apart from agreement on a school construction fund, but the gulf was made wider by each chamber's method of coming up with school-building money.

TD House leaders were seeking \$110 million in cash for schools, while senators offered \$81 million in cash grants and \$20 million in building loan subsidies for local districts. The \$29 million difference in cash grants,

negotiators said, had become a huge hurdle last night.

Meanwhile, Republican Gov. James S. Gilmore III — who has staked the success of his administration's first year on passage of a car-tax cut — sent mixed signals about his readiness to accept the compromise plan of the moment, a House proposal to spend \$447 million on car-tax relief and the \$110 million on schools. Gilmore had begun the session in January

by proposing to spend nearly \$500

The governor vented his unhappiness at Democrats, who said Friday that he had pledged not to veto the House plan, as long as the GOP-led Senate agreed with it.

Asked whether he had blessed the compromise, Gilmore said flatly, "No. . . . I have not indicated in any way" how he would act on a deal. Still, he said, a \$447 million tax cut "is in the ballpark."

"I'm willing to take a look at anything they do . . . as long as they don't take anything out of the car-tax cut," Gilmore said.

But Democratic leaders replied that they had received Gilmore's assurance from Del. Vincent F. Callahan Jr. (R-Fairfax), co-chairman of the House Appropriations Committee. Callahan said today that Gilmore had told him that the governor would not "tinker" with a compromise.

"He said he will not line-item veto construction dollars," Callahan said. "He will support both the \$447 million and the other \$110 million for school construction," and send a bill to detail both.

Privately, a Gilmore aide agreed with Callahan's description of the governor's position.

It wasn't the first time this session that there has been confusion over Gilmore's positions within the General Assembly. At times, Democrats and even the Senate Republicans most loyal to the governor have expressed frustration at his silence or lack of definitive statements on certain matters.

"I would be a fool to agree to something like this [without Gilmore's assurance] because the governor has a line-item veto," said House Democratic Leader C. Richard Cranwell (Roanoke).

million on a tax cut, with no money for Nevertheless, he said that he trusted Callahan's assurance and that "the structure exists" for a deal.

"My gut tells me we will get a deal. My head tells me we're headed for a train wreck," Cranwell said.

Tensions were high throughout the day. At 5 p.m., both sides agreed to meet, only to accuse each other of failing to show. It turned out that House and Senate members mistakenly gathered a floor apart in the General Assembly Office Building.

Still, several legislators said movement toward a deal was continuing.

"We're not too far apart on our school construction plan," said Senate Finance Committee Co-Chairman Stanley C. Walker (D-Norfolk). "I think we'll get it done tomorrow [Sunday], and we'll be done Monday. It depends."

Others weren't so optimistic.

"I don't think the Democrats want a deal. I think we won't have a budget until April," said Sen. J. Randy Forbes (R-Chesapeake), referring to when lawmakers would return April 22 to consider the governor's vetoes and amendments.

"We can't get there. There's no way we can get there. Furthermore, there's no way we can try," Senate Finance Committee Co-Chairman John H. Chichester (R-Stafford) told House leaders this evening.

"Can't we find a piddly \$9 million out of a \$40 billion budget?" Callahan asked.

"It's not \$9 million; it's \$30 million," Chichester shot back, referring to the difference between the cash grants in the chambers' school construction proposals.

Sen. Walter A. Stosch (R-Henrico) faulted House leaders for pushing the Senate to cut millions of dollars in raises

school construction.

for state workers and police and courthouse employees, and he demanded that they instead trim the House's \$34 million pork barrel budget for non-state agencies to close the gap.

Senior lawmakers tonight noted that if the General Assembly failed to complete a budget before leaving Richmond, it would lose much of its control over the spending plan. Gilmore would be able to reintroduce his own plan in the veto session and probably would be able to have his way with about \$500 million in unappropriated funds.

Lawmakers also were bogged down on unrelated fronts.

Besides funding gaps, they split over an item pushed by Chichester to delay state planning for a 50-mile freeway corridor west of the Capital Beltway to allow further study by federal agencies.

Chichester, seeking to pacify western bypass backers who fear that the plan would delay the road for several years, said Virginia Transportation Secretary Shirley Ybarra believes planning could proceed by December. House members demanded that any delay end by about August.

The chambers also were stuck on giving Newport News Shipbuilding a tax credit to win a Navy aircraft carrier contract. The House sought \$25 million for Virginia's largest private employer, down from \$30 million. The Senate promised none.

Tonight's impasse marked the second time in three years that the General Assembly failed to finish its work on time. The legislature adjourned two days late in 1996 because of differences over a \$35 billion, two-year budget.

Staff writer R.H. Melton contributed to this report. ■

57. The Washington Post

03/16/98; Edition: FINAL; Section: A Section; Page A01

Va. Reconciles Car-Tax Cut, School Construction

By Spencer S. Hsu and Ellen Nakashima
Washington Post Staff Writers

Budget negotiators in Virginia's General Assembly tentatively agreed today on a \$560 million package to begin phasing out the car tax and launch a massive school-building program, but only after deciding to ask Gov. James S. Gilmore III to find \$20 million in cuts to seal the deal.

The compromise between a dozen "It's a real agreement," said Sen. Stanley C. Walker (D-Norfolk),

Senate and House of Delegates budget writers would clear the way for the full legislature to vote on the state's \$40 billion budget and adjourn as soon as Tuesday, three days after the session was scheduled to end.

The agreement, which budget negotiators still were reviewing late today, would give the new Republican governor much of what he wanted to begin the car-tax cut he pledged during co-chairman of the Senate Finance Committee, after 48 hours of stalemated

his campaign in the fall — about \$450 million over two years.

But it would come at a high price for Gilmore: The Republican governor would have to help the legislature find \$20 million for a Democratic school construction initiative, which his aides complained tonight is not his responsibility.

talks that forced the General Assembly to extend its 60-day session for the third

time in history.

"This ought to close it," said the Finance Committee's Republican co chairman, Sen. John H. Chichester (Stafford), echoing Democratic House leaders.

Talks over the tax cut and school construction sent the legislature into overtime during the weekend, as negotiators argued over how large the school-building program should be and how it should be funded. In effect, negotiators agreed to spend \$110 million on the program, found \$90 million of that money and then walked away, leaving Gilmore to make up the difference.

Although the deal could put Gilmore in the politically difficult position of trimming pork projects across the state to make the school plan work, it would mark a major legislative victory for the governor, who staked his first-year agenda on cutting the car tax.

For Virginia Democrats, getting the school-building package through the legislature would mean some redemption after a disastrous string of elections in which they lost all three statewide races and enough legislative seats that they lost control of the Senate and were forced to share power with the GOP in the House.

Gilmore spokesman Mark A. Miner said today that the governor was "not prepared to comment until he sees the details before him." Others on Gilmore's staff were lukewarm toward the prospect of finding \$20 million in cuts for a school-building program.

But analysts said that for all involved, the deal would be difficult to resist.

Robert D. Holsworth, political scientist at Virginia Commonwealth University, said: "The governor has delivered on the first installment of his car-tax cut plan. . . . He's got to be happy with that. School construction was not on the governor's agenda, but it came about because House Democrats got behind it."

Del. Vincent F. Callahan Jr. (R-Fairfax) said, "It's a monumental

triumph for us, in what amounts to historic change in state policy toward school-building and the largest tax cut in the history of Virginia."

Draft documents being shuttled between House and Senate budget teams tonight indicated that the deal would fund \$450 million of Gilmore's car-tax cut in the next two years, \$41 million less than he requested.

Because the deal is within the budget, Gilmore's tax cut is funded for only two years. Lawmakers expect him to reintroduce legislation to enact the full five-year plan.

Under the full plan, taxpayers would see the property tax on their cars and trucks slashed by 12.5 percent this year and 27.5 percent in 1999. Owners of vehicles worth less than \$1,000 would pay no tax; after five years the car-tax plan would phase out all of the tax on cars worth up to \$20,000.

The plan also would send \$110 million in cash building aid to 137 local districts to help attack what a state panel has projected as a \$6.2 billion shortfall in school-building funds over five years, \$2 billion more than the districts can afford.

The program would be the first foray into school construction since 1954 for Virginia, where such programs traditionally have been a local responsibility. The program would be paid for by \$63 million in general fund revenue, \$18.4 million from unclaimed lottery prizes and \$9 million from the state's existing school building loan authority.

Lawmakers asked that Gilmore find the last \$20 million for the school program before the legislature meets either on April 22 for a one-day session to consider his vetoes and amendments or in special session. The governor and lawmakers would have to consult by mid-April to draft whatever legislation Gilmore would come up with.

House Democratic Caucus Chairman Del. Alan A. Diamonstein (Newport

News) said the deal "marks the entrance of the commonwealth into school construction and into the lives of everyday Virginians."

If passed by the full General Assembly — as the budget negotiators expect — the budget deal could mark a watershed for Virginia. In paying the first installment on Gilmore's car-tax cut, the state would begin heading down a path of wiping out a local tax at a cost that by 2003 could reach 10 percent of the state's general fund.

Fearing the impact on state roads, colleges and social services, lawmakers would limit the tax's phaseout so it would not eat up more than about 8 percent of the general fund in any one year.

Today's breakthrough came after two days of bitter haggling in which frustrated senators and delegates traded profanity-laced barbs and blamed one another over why they could not close the funding gap in the school program.

"This is crazy as hell," Chichester blasted at angry House Appropriations Committee Co-Chairman V. Earl Dickinson (D-Louisa) in an impromptu 1:30 a.m. meeting today in the shadow of George Washington's marble statue in the Capitol rotunda.

Walker, a 27-year Senate veteran and president pro tempore, called the budget talks the most rancorous in his career. Besides the enormous money involved in the school-building program and in Gilmore's proposed five-year, \$2.8 billion tax cut, Walker cited the power-sharing agreements in the GOP-led Senate and the evenly divided House. The divided leadership made this year's General Assembly unpredictable from beginning to end.

"We've never had a car-tax cut, a local tax cut . . . and this is a new commitment to local schools," Walker said. "And the fact is, this is the first time we've dealt with a Republican Senate and parity in the House of Delegates. . . . This is revolutionary."■

58. The Washington Post

03/16/98; Edition: FINAL; Section: A Section; Page A01

A Word On Good Grammar

Pr. George's Schools Urged to Get Tough

By DeNeen L. Brown

Washington Post Staff Writer

Prince George's County school board member Marilynn Bland went to an elementary school science fair recently

and saw a neatly constructed student project with a sign that said "do" when it should have said "does."

A couple of months ago, she sat in the audience at a high school awards

program where several students stumbled over twisted grammar. On a recent morning, she watched in an elementary school hallway as one student after another greeted teachers with improper

English, and their choice of words went uncorrected.

Bland left the school distressed.

"I heard so much improper grammar," she said. "It disturbed me that a teacher would not take a moment to correct the children."

Bland, who represents the Clinton district, decided to propose a school board policy requiring teachers to correct students each time they used a wrong word — whether in classrooms, cafeterias or hallways. The policy will apply to all students but focus on the elementary level.

"A high percentage of our students speak well. However, I've noticed that some of our students have problems communicating in formal and in semiformal situations," Bland said. "This is a sensitive but challenging problem, which must be dealt with directly and systematically."

Her proposal, scheduled to be voted on next month, has provoked lively debate in the county, with some board members strongly objecting that such a formal policy is unnecessary, teachers arguing that it amounts to micro-management and other critics contending it could be seen as an attack on the way some African American students speak. About 73 percent of students in Prince George's County schools are African American.

But Bland, an African American, says that poor grammar is not a racial issue and that all students — including whites — sometimes have trouble mastering English. She said she does not believe the school system is doing an adequate job of teaching grammar.

If passed, Bland's proposal would be the first of its kind in the Washington area. School officials in other jurisdictions say they don't need such a policy.

"There is an expectation that when teachers hear students using incorrect sentence structures and disagreements

Before the lesson ended, students would stumble time and again over verbs and phrases, using the past tense when their sentences required a present-tense verb. Sometimes they made up words.

The teacher asked the class how erosion, ashtrays and fast food containers

between subjects and verbs, they would draw a student's attention to it," said Rudy Roger, a teacher specialist for language arts in Alexandria public schools.

Bland's proposal assumes that teachers are not doing their jobs, said Janette Bell, president of the Prince George's County Educators' Association. "Children are taught proper grammar in schools," Bell said. "I don't think a resolution is necessary."

Prince George's Board of Education Chairman Alvin Thornton (Suitland) said he opposes the proposal, not because he doesn't want teachers to correct students' bad grammar but because he thinks the issue should be addressed through classroom instruction.

"We have programs designed to do that. We should focus on those programs as opposed to pulling out one aspect, grammar, and having a hot debate over whether one teacher should correct a student's grammar," Thornton said.

Prince George's Deputy School Superintendent Louise Waynant said teachers already are told to correct students' speech. "For example," Waynant said, "if a child says, 'The boys is not here,' the teacher may say, 'The boys are here.' So . . . it is not a way to embarrass a child."

Prince George's teachers agree that youngsters must develop a strong command of the language. But Bland's policy ignores larger issues that often stymie teachers' efforts to help them, some say.

An educational focus on "whole language," which teaches students to write their thoughts without regard to punctuation or spelling, has undermined children's ability to learn proper grammar, said one seventh-grade English teacher who did not want to be identified. "Their writing appears to be more a foreign language than English," the teacher said. "Some students don't know proper nouns and common nouns. We are contribute to the problems of the Chesapeake Bay."

A boy in a blue T-shirt raised his hand. "It pollute the bay."

"It pollute the bay?" The teacher raised her eyebrows.

"It pollutes the bay," the student

in a very sad state."

School systems' intensive focus on preparing students for statewide tests also distracts from teaching the basics of verbs, nouns and adjectives, she said.

"I say the board member has a very worthy idea. It's not going to work because we're not teaching any of those things. We are teaching to the test, and that is it," the teacher said.

School officials say their opposition to Bland's proposal does not mean they support *ebonics*, a controversial term to designate "black English" as a separate language. Bland herself opposes *ebonics*.

"We teach standard English. We expect students to use standard English," Bell said. "Our position has always been that if you expect to go out in the work world, you must use standard English."

But Dennis Baron, a linguist and head of the English Department at the University of Illinois at Urbana-Champaign, said Bland's proposed policy nonetheless raises a racial question. "The school board member wants to hear what she thinks standard English might be, and some people disagree on what is standard," he said. "Who determines what is correct?"

On a recent day in a classroom, a seventh-grade English teacher spent much of her time coaching students, gently prodding them to find a correct verb. Each time, the students giggled and corrected themselves.

A boy in a white T-shirt raised his hand and explained the effects of pollution on the Chesapeake Bay.

"Before everything was polluted, it was all clean," the student said. "Then people started putting in trash, and it rans into the drain."

His teacher stopped him, "It rans? I want you to go back to that verb you used. What should it have been?"

Another student offered: "Runs."

"Thank you," the teacher said. "Be careful about your responses."

offered, correcting himself.

A girl answered another question. "They are like saying now, since the Chesapeake Bay and the Patuxent River is filled up, the clams are dying."

The teacher: "Thank you. That word is filled. Not filled up." ■

59. The New York Times

03/15/98Section: New Jersey Weekly Desk; Section 14NJ; Page 2, Column 5

Firing Shots Across the Bow Of Charter School Dreams

By Abby Goodnough

TRENTON — Governor Whitman

gushes about charter schools. So do

lawmakers from both parties, who say the independent public schools are a more palatable educational experiment than voucher programs, which use tax dollars to send children to private schools.

But on the local level, charter schools seem to be making more enemies every month. Mrs. Whitman announced in January that she would allow 23 new charter schools to open by 1999, bringing the total to 39. But more than half of the fledgling schools are already fighting for survival, because of legal challenges filed by the school boards in the cities and towns where they hope to open.

It is old news that local school officials do not like charter schools, which receive public money but operate under a special charter from the state rather than as part of a local school district. The experimental schools siphon students and money from the districts, setting off complaints in New Jersey and virtually all states where they operate.

In the best cases nationally, the threat of losing students and money to charter schools compels regular public schools to improve. In the worst, wrathful school officials and taxpayer groups quash plans for a charter school long before the school gets a chance to prove itself. In 1997, when the first round of charter schools was approved in New Jersey, two school boards successfully fought plans for charter schools.

That development was troubling. But the news last week — that 13 of the 23 newest schools are under attack — was astounding. The challenges, which will be heard by the State Board of Education, are the strongest signal yet that local school officials are determined to thwart Mrs. Whitman's attempts to introduce the concept of school choice.

As some local education officials

What they do intend is to do everything in their power to keep new charter schools from opening in their towns. Money is apparently no object. If

prepared legal challenges against charter schools, others spoke out against another school choice plan. That plan, which Governor Whitman proposed in her annual address to the Legislature, would allow students to choose schools outside their home district. School officials are resisting for the same reason they are fighting charter schools: their districts will lose money if students leave.

The school choice plan may be in jeopardy, because lawmakers have joined school officials in criticizing it.

But the Governor insists that charter schools are here to stay. "I'm disappointed, but not surprised," she said of the challenges. "This kind of thing just gets my back up."

School districts should not be complaining, she said, because when a student leaves to attend a charter school, the district still receives 10 percent of the state aid for that student. "I am not in the business of defending the status quo," she said. "We're talking about a state that spends more money than any other state on education and still not doing terribly well by our students. Charter schools create some creative tension, and that is a good thing."

Those are fighting words to people like Marylu Simon, the Superintendent of Schools in Highland Park, whose Board of Education is hoping to keep the Greater Brunswick Regional Charter School from opening for the second year in a row. The district, which will lose \$200,000 in state aid next year, would have to turn over \$250,000 of its \$15 million budget to the charter school and cut programs as a result, she said.

A district's costs do not decrease when a few students leave, because the biggest expenses — extracurricular programs, heating bills, teacher benefits — hold steady, Dr. Simon said.

the state Board of Education rejects Highland Park's appeal, the school board will go directly to court, Dr. Simon said.

"We will keep appealing it all the way,

"I believe charter schools have the potential to destroy public education," Dr. Simon said. "Not because there's anything wrong with the concept, but because the financial drain on public schools makes it impossible for us to stay competitive."

The Governor says she does not see charter schools as a drain on public schools. The people who send their children to charter schools pay local taxes, so charter schools deserve some of that money, she says. "These are people who are helping to pay for the public school system," she said, "yet we've been giving them choices that only the wealthy can afford. I can't look one more mother in the eye and tell her she has to leave her child in a failing school."

The challenges are looming in one of the busiest months for charter school organizers, who need to finish recruiting students by early spring. Kerry Treasure, a parent organizing the Ocean City Charter-Technical High School for Performing Arts, said she and other parents have been working 50 hours a week to make sure their school opens in September. They have also spent thousands of their own dollars to print advertisements, buy supplies and mail flyers to residents of Ocean City and the surrounding towns.

"It's hurtful that so many people are against us," Ms. Treasure said, "but I'm too busy to be seriously bothered."

Dr. Simon and other school officials said their anger is directed not at charter school organizers but at New Jersey. They say that if the state paid the entire cost, they would welcome charter schools.

"I'm sure these charter school people are very hard-working," Dr. Simon said. "Our intention is not to hurt them."

as will the other districts," she said. "We have to protect the children."■

60. The New York Times

03/16/98Section: National Desk; Section A; Page 1, Column 1

States Appear Ready to Raise Their Spending on Education

By TAMAR LEWIN

Lawmakers in many states are negotiating budgets that include substantial increases in education spending in response to a strong

economy, widespread concern about the quality of public schools and, in some cases, court decisions requiring new systems of school financing.

With these increases, states will likely

shoulder a larger share of overall education financing, while local districts will bear a smaller share.

"In state of the state addresses, we heard a strong interest in education," said

Kathy Christie of the Education Commission of the States, a nonprofit group that tracks education issues. "There was a lot of talk about making technology available in schools, reducing class sizes and doing more early childhood education. And thanks to the economy, more states have surpluses this year."

While it is too soon to know exactly where the numbers will come out, David Liebschutz, associate director of the Center for the Study of the States in Albany, estimated that state education spending would increase 5 percent to 7 percent in the next fiscal year.

He and others said, however, that what is happening is less an increase in overall education spending, than the states taking over a greater share of school budgets from the local districts.

"You have the states, with these big surpluses this year, riding in on their white horses to rescue the local districts, and offer property tax relief, and taking on a bigger share of the education budget," Mr. Liebschutz said. "That may make taxpayers happy, but it has some real long-term risks for the schools."

The most serious danger is that in a bad economy, state revenues drop far more precipitously than property taxes, the most common source of local financing. So schools dependent mostly on state money would face large budget cuts. And there are many competitors for the state dollars, so if the political winds shift, and the current enthusiasm for education gives way to concern about crime or health, school spending could suffer.

But there are potential benefits, too. "A lot of this is the economy, but a lot is demographics," Mr. Liebschutz said. "You have all the baby boomers with kids in school, and quite frankly, education is in vogue. The Presidential jawboning on education has proved to have some staying power, and it doesn't take a genius politician to know that if you've got elections coming up and a huge population worrying about their kids' schools, you spend money on schools. In states like Georgia, where the hiring of teachers has been a real bugaboo, raising teacher salaries has become a politically salable issue."

In Georgia, Gov. Zell Miller's proposed budget for fiscal 1999 includes nearly \$200 million for education pay increases. In most states the proposed budget increases would go toward meat-and-potato education concerns like reducing class sizes and expanding kindergarten and pre-kindergarten

Increased state involvement in education can pave the way for greater equity: Generally, the larger the share of school budgets the state controls, the less disparity there is between rich districts and poor ones.

"Over all, I think it's a good thing for states to carry more of the burden, both for equity reasons and because it's appropriate for the states to be out in front as we move to more emphasis on standards and assessment," said Terry Whitney, a senior policy specialist with the National Conference of State Legislatures.

Until the mid-1970's, the lion's share of school money came from local property taxes. But that shifted as many states began to face legal challenges to their systems of financing education. Critics said the states discriminated against students from poor districts that could not raise as much revenue as rich districts, even if they imposed high tax rates.

In 1994-95, states provided 47 percent of all education spending; local districts, 46 percent, and the Federal Government, 7 percent. And next year, the state share will likely increase further.

Part of the proposed increase in state education spending, the largest single component of state budgets, is due to higher enrollment, since the number of students in public schools has grown steadily since the mid-1980's, and, at nearly 47 million, tops even the old baby boom records.

But per-pupil spending — \$6,564 last year, according to the **U.S. Department of Education** — is rising as well. In recent years, overall per-pupil spending, programs.

But there are capital needs, too. In states with older schools, there is a push to rehabilitate crumbling buildings. In states where the population is growing fast, the struggle is to build enough schools to accommodate the baby boomlet — and hire enough teachers to educate those children.

Almost everywhere, the rewiring of schools and purchasing of computers is a political and financial issue.

"In Iowa, they put together a fiber optics network and so the next question is upgrading all the electrical outlets and training the teachers," said Chris Pipho, of the Education Commission of the States. "But technology is a onetime expenditure. If you use your surplus on it, you're done. Reducing class size is harder, because it's expensive and once you start, you've got to keep going."

In several states, the pressure for

on average, has risen 4 percent to 5 percent a year — twice the rate of inflation.

Based on the proposed state budgets and enrollment projections, Mr. Liebschutz estimated that per-pupil spending in several of the largest states would grow substantially next year. In Illinois, where Gov. Jim Edgar has proposed raising education spending more than \$600 million for fiscal 1999, per-pupil spending would increase 12 percent next year. The proposed increase in per-pupil spending would be 9 percent in New Jersey, 7 percent in Florida, 5 percent in Ohio and 4 percent in New York, Michigan and Pennsylvania.

"Education has definitely taken a priority in this year's state of the state messages and budget addresses," said Steven Murphy, director of the public finance department at Standard & Poor's. "It's easier than in the past to put money into schools, because there's more money in the coffers. When a state has a big surplus, there's pressure to do one of two things: cut taxes, or spend it on something most of the population benefits from. Since taxes haven't increased much in the last few years, there's not much pressure for cuts. And a whole lot of people care about education."

In New Jersey, which has been mired in school finance litigation for two decades, Governor Whitman swept into office four years ago pledging to cut taxes and did so — and now she proposes a \$540 million increase to local school districts.

increased education spending comes directly from the courts. The mechanisms for school funding in more than a dozen states have been found unconstitutional because of disparities between rich and poor districts, and in several states, legislatures are scrambling to comply with court mandates to revamp their systems.

"New Hampshire, Colorado and Ohio and some others still have school finance litigation forcing them to do something," Mr. Pipho said. "One factor in where the numbers end up is what kind of legal settlements there are, and it's not clear where they'll come out. I've been watching the education budget process for a long time, and I think most of the budget proposals are going to come down before we get to the real numbers. But if there was ever a year to be optimistic, this is it, because the proposed numbers are coming in so high and so many states

have surpluses."■

61. The New York Times

03/16/98Section: Metropolitan Desk; Section B; Page 3, Column 1

Critics Gather to Say Uniforms Shouldn't Be Forced on Pupils

By SOMINI SENGUPTA

A small group of parents, students and civil libertarians gathered yesterday in front of Stuyvesant High School in TriBeCa to denounce the Board of Education's proposal to require uniforms for elementary school students. They called the plan sexist and un-American, and said it was a costly ploy to divert attention from the more pressing ills of the city's schools.

The proposal, announced last month by the president of the board, William C. Thompson Jr., is scheduled for a vote by the board's seven members this week. It would mandate that all 550,000 of the city's elementary school students don uniforms by September 1999. Students who disobeyed would face punishment ranging from phone calls to their parents to suspension from after-school activities.

The proposal would allow schools to opt out of the requirement if parents and teachers voted to do so. It would also permit parents to opt out if they met with school administrators, submitted a written request explaining why their children could not meet the requirement and accepted an alternative dress code.

Norman Siegel, the executive director of the New York Civil Liberties Union, has threatened to sue. At a news conference at Stuyvesant High, he and about a dozen other critics said yesterday that the proposed opt-out provision would be too burdensome for parents, and that parents should be able to send their children to school in whatever clothes they wish.

Marie Gangemi, whose 6-year-old daughter attends Public School 76 in Long Island City, Queens, attacked the

uniform proposal as an infringement on her rights as a parent..

"Why is this any of your business?" Ms. Gangemi asked as her daughter, Bernadine, stood shyly off to the side, bundled in a magenta jacket and a navy skirt with a bright red apple stitched to its front.

Taina Rodriguez, 15, a sophomore at the Urban Academy on the Upper East Side, accused board officials of using the issue to divert attention from more pressing needs. "There's overcrowding, there's gang violence, there's no books, no supplies," she said.

Mr. Thompson had argued that uniforms would cool competition over fashions and control student behavior. There is no evidence linking uniforms to better grades.■

62. Richmond Times-Dispatch

March 15, 1998

Sex education vote sends message

Measure overturns local option decision

BY PAMELA STALLSMITH
Times-Dispatch Staff Writer

The General Assembly sent a clear message to the state Board of Education this session when legislators voted overwhelmingly in both chambers to restore mandated sex education and elementary school guidance counselors.

"That's a very strong statement about how important it is to have family life education and elementary guidance counselors in schools," said Del. Kenneth R. Plum, D-Fairfax, a retired school administrator.

If signed into law by Gov. Jim Gilmore, the measures would overturn a decision made by the state education board last fall to make those programs local options. Gilmore has said he supports the board's position.

"We're encouraged by comments the governor has made, and we feel there's a

strong possibility of a veto," said Robin DeJarnette of the conservative Family Foundation, which supports the board's position.

However, the governor could find himself in a political tight spot with the sex, or family life, education bill.

Last week, the House adopted an amendment offered by Del. Robert G. Marshall, R-Prince William, that called for monogamous marriage and pre-marital sexual abstinence to be taught as "moral obligations," and not personal choices.

Some House Republicans said that provision would help make the bill more palatable to their conservative constituents who oppose sex education in schools. Privately, some legislators said Gilmore may be hard-pressed to reject a bill that encourages fidelity in marriage.

Outside of those issues and the budget,

still locked in deliberations, legislators gave high marks to how education fared this session. Some key issues remain, including money for school construction and teacher salaries.

However, lawmakers expect proposals that would increase teachers for grades kindergarten to three and more reading specialists to clear.

Charter schools, independent non-sectarian public schools, look likely to finally start in Virginia this year. A bill authorizing the creation of charter schools cleared both chambers this year after a five-year effort led by Del. Phillip A. Hamilton, R-Newport News. The bill survived a last-minute challenge in a conference committee debate yesterday over the number of charter schools that would be allowed.

Under the agreement, up to two charter schools would be allowed in each

school division until July 2000. Then the number of charter schools would be limited to 10 percent of the school division's total.

"Education's done well this year," said Sen. Warren Barry, R-Fairfax County, a member of Senate Education and Health Committee.

Legislators also praised the new president of the state board, Richmond entertainment lawyer Kirk Schroder, a Gilmore appointee who lawmakers hope will steer the all-Republican board toward a course of moderation and away from ideology.

Lawmakers had a strained relationship with the previous president, Michelle Easton, who was criticized for her ties to social conservatives and for her perceived support of private education.

Schroder made several appearances

before the education committees and met with legislators, something House and Senate members said his predecessor never did.

"If he continues to make those kinds of appointments, it will continue to go a long way in improving public education in Virginia," said Del. James H. Dillard II, R-Fairfax, co-chairman of the House Education Committee.

"We're trying to get back on a moderate course," said Del. Robert D. Hull, D-Fairfax, also a member of the committee. "There are those groups who oppose what we did with family life and guidance counselors, but I do not believe they are fully representative of mainstream thought in Virginia."

The legislature also acted on proposals that came out of the Commission of the Future of Public Education in Virginia,

including promoting teacher training and technology education.

The House Education Committee killed a bill to repeal the state-mandated opening of schools after Labor Day, a measure aggressively pushed by the tourism and hospitality lobbies, which argue their restaurants, theme parks and resorts rely on summer high school employees.

Instead, both the House and Senate agreed to a bill that would tighten the requirements for schools seeking a waiver from the law.

Lawmakers also agreed to phase out the Literacy Passport Tests, which sixth graders must pass to enter high school. The assembly agreed with the state board that the exam is no longer needed in light of the new statewide testing program that started this spring. ■

63. Associated Press

03-16 2:17a

Universities grapple with free speech, taste in governing computers

AP Photo By VICTORIA BRETT
Associated Press Writer

PORTLAND, Maine (AP) -

University of Maine sophomore Casey Belanger sat down at the computer in his dorm room and typed a nasty, threatening message to a fellow student he had never met.

"I'm gonna shoot you in the back of the (expletive) head if I ever see your faggot ass," he wrote last fall, inadvertently sending it to campus computer bulletin boards.

A week later, the attorney general's office slapped the 19-year-old Caribou student with a hate crime lawsuit, accusing him of violating the civil rights of homosexuals.

"I don't even know the guy," said Belanger, a student on the campus in Orono, 2 1/2 hours north of Portland. "I was just mouthing off."

On the Internet and through e-mail, threats and offensive jokes fly through cyberspace between anonymous users, often without repercussions. But not on college and university computer networks.

"Universities are concerned about libel and slander," said Peter Burke, an attorney in the corporate technology practice group at Powell, Goldstein, Frazer & Murphy, an Atlanta and Washington law firm. "By operating

e-mail systems, does the university become responsible for what gets posted there?"

In some cases, Burke said, universities and colleges are walking the tightrope between censorship and free speech.

At Bates College, a student signed onto the computer network on the Lewiston campus last year and typed a obscenity-laced message saying she hated white people.

The college condemned the message, calling it "offensive and divisive," and the Hate Crimes and Bias Committee responded with a memo: "This incident has brought to our attention the fact that students have previously posted sexist, racist, homophobic and similarly offensive language. We view this as utterly inappropriate in any context."

But what some may say is offensive, others argue is free speech, Burke said. "Do we have people deciding what ideas are good or bad? Don't say that, it might offend somebody? We'd rather you speak good ideas so everyone is happy?" he said.

At Cornell University in Ithaca, N.Y., four freshmen sent a derogatory "joke" about women to their friends through e-mail. The message was sent in 1995 to 20 of the students' friends, who then passed it along to countless Internet e-mail addresses, prompting angry

responses from across the country.

Cornell considered disciplining the four; instead they were required to attend rape awareness classes.

At the University of North Carolina, officials closed an e-mail account belonging to a former student after a racist message from that account was posted on at least 10 Internet news groups. Anyone reading the "joke" about "Why all blacks should go back to Africa" could see that the posting originated at the university.

And at Virginia Tech, a student was punished for posting a note on the World Wide Web page of a gay organization that suggested gay men be castrated and killed.

The incidents are forcing educators to define how computers should be used, and more colleges are looking into computer-use policies, said David Merkowitz, a spokesman for the American Council on Education.

"Some universities are overreacting. They're treating electronic mail differently than they would treat communications using a pen and paper," said Barry Steinhardt, president of the Electronic Frontier Foundation, a San Francisco-based online civil liberties organization.

At America Online, its 10 million subscribers must agree to the terms of

service: No obscenities, no threatening, no harassing.

If they fail to comply, they lose their account, and in some instances law enforcement is alerted. AOL learns about violations mainly through other members, but it does not reprimand users for the quality of their e-mail jokes, nor does it monitor them.

"There is an infinite amount of information and communication within AOL community. There is no way to monitor each and every word, nor should we," said AOL spokeswoman Trish Primrose.

On the other hand, private corporations are very concerned about e-mail content, Steinhardt said, and company e-mail is probably more closely monitored than at colleges and

Maine Attorney General Andrew Ketterer said there's an easy way to know when certain speech is inappropriate, and possibly illegal: No one should be placed

universities.

"Private companies pretty much have a carte blanche to control the use of their own resources," he said. But public universities cannot punish students for what they say on the campus computer network, unless the mail constitutes a violation of the law, like the Belanger case.

The incident at the University of Maine started when Belanger said he "disliked fags" on his "resume" on a student bulletin board. That prompted a barrage of anonymous e-mail, he said.

He sent the threatening message to the person he thought was sending the anonymous messages. But his message ended up going to 10 other students as well as the Gay/Lesbian/Bisexual public conference folder and three other in fear or scared by a message they receive through their computer.

"I think that people may say, 'Hey, I got a First Amendment right to say

computer folders.

Soon after, students alerted campus security, who then forwarded the matter to police and the Attorney General's Office. "It all just got blown out of proportion," Belanger said.

Belanger was ordered to serve 30 hours of community service by the university, which suspended his computer account. The state waived a \$5,000 fine and had Belanger sign an injunction promising he would not harass or threaten others.

Belanger said he would never have said in-person what he wrote hidden behind his screen name. "It was just a spur of the moment thing. Given the opportunity, I would definitely go back and reword it."

whatever I want.' But what they've got to realize it does not include the right to threaten," he said. ■

64. Associated Press

3-16 6:09a

PBS adopts University of Delaware Internet course

NEWARK, Del. (AP) - The Public Broadcasting System plans to offer a course on using the Internet that was developed by a University of Delaware professor to colleges and universities across the country.

"This class teaches life skills for the 21st century," said Fred Hofstetter, the University of Delaware instructional technology professor who created it. "Being able to use the Internet really is a literacy."

The university joined forces with PBS after Hofstetter met Will Philipp, senior director for PBS' adult learning service, at a conference.

PBS is testing the course and hopes to

officially offer it by the fall of 1998. Each college will pay a \$500 licensing fee plus \$20 per student. PBS and the university will split the proceeds.

It took Hofstetter 18 months to create the class. Seventy-five students took the first-ever class last fall, and another 75 are now enrolled.

Students learn how to surf the Net, create Web pages and do virtual research. They also learn about Internet ethics.

Although students never share the same classroom, they meet in newsgroups and chat rooms. They are graded on their participation and the quality of their e-mail.

"There's more integration than in a traditional classroom," Hofstetter said.

Stan Cahill, senior director for marketing and business affairs at PBS, said the company's most popular televised courses net a quarter-million dollars for each partner.

"We're adding (the Internet-based course) as a complement to television-based courses. A large number of our students have access to the Internet," Cahill said. "It's a natural to add this to our portfolio."

Cahill said PBS plans to use the course as a blueprint for future Internet-based courses.

"This is as good a model as exists out there," he said. "We've had nothing but good responses from people who have taken it." ■

COMMENTARY

65. Kansas City Star

March 16, 1998

Charter schools for Missouri

By BILL KENNEY
and FRANC FLOTRON

We are pleased to see charter school legislation so actively discussed.

However, we fear the discussion is being tainted by some substantial misinformation, as evidenced by Laura Scott's column of Feb. 19. We offer this

response in an effort to clarify the issues and ensure that charter schools are evaluated on their merits.

First, the pending legislation does not

release charter schools from hiring certified staff. Currently, it calls for a minimum of 80 percent of instructional staff to be certified. In addition, the small number of uncertified staff must meet stringent requirements.

Charter schools must meet state academic performance standards. The current legislation specifically calls for charters to "participate in the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board." Also, charters are required to complete and distribute an annual

Likewise, while it is true that private or religious colleges may sponsor a school, the legislation clearly calls for the charter school itself to be nonsectarian. The sponsor's role is simply to make sure that the school fulfills the terms of its charter.

The legislation does allow charters to establish geographical boundaries to encourage enrollment by local residents, "provided that they do not result in racially isolated schools." At a time when the president of the Kansas City School Board and the NAACP are calling for a return to neighborhood schools, we fail to see why charter proponents should be

report card just as district schools do.

Scott's most egregious error is to assume that "the needs of special education children would not have to be met by a charter school." The Senate bill refers specifically to students using special education services and guarantees them equal access to educational opportunities in a charter school. This guarantee is further assured by granting that "the proportionate share of state and federal monies generated by students with disabilities or staff serving them shall be paid in full to charter schools enrolling those students." criticized for attempting to address those concerns.

No charter advocate we have talked to wants to resegregate our schools. Our legislation supports the concepts of diversity and inclusiveness.

Most legislators believe that education reform must be part of a comprehensive solution to the desegregation cases. We believe that the desegregation bill would not pass without the charter schools provision.

Missouri's legislators are being confronted by constituents who are demanding three things from our public schools: accountability, dramatic reform

Tax dollars will not support religious or private education. According to the legislation, charter schools must be "nonsectarian in their programs, admissions policies, employment practices and all other operations." Any private or parochial school thinking of converting to charter status must give up its religious mission, all academic admissions testing and any other admissions criteria. Further, charter schools may not charge tuition.

The bottom line is quite simple: Charter schools receive public dollars because they are public schools. In those districts not performing well, and greater cost efficiency.

Charter schools are not a "panacea." However, we see them as one way of addressing these three concerns, of assisting in the reform of public education and supplementing our public school offerings.

Kenney, a Lee's Summit Republican, and Flotron, a Chesterfield Republican, are co-sponsors of charter school legislation in the Missouri

Senate. Sen. Harry Wiggins, a Kansas City Democrat, also is a co-sponsor of the bill. ■

66. Los Angeles Times

* 03/15/98; Edition: Orange County Edition; Section: Metro; Editorial Writers Desk; Page B-13

School District's Drug Policy

Re "Suspended Senior Returns to School on Judge's Order," March 4:

Congratulations to Judge Robert E. Thomas for allowing Ryan Huntsman his day in court and his time at his school.

School districts across the nation have taken a policy to end weapons and violence on campus and made it "carte blanche" for every school to control its school population. In Fullerton, a middle school had "zero tolerance" on hugs! We need to teach our children how to be good citizens, not humiliate them.

The zero-tolerance policy was designed by the generation that coined the phrases "sex, drugs and rock 'n' roll" and "tune in, turn on and drop out."

Have these administrators become so

hung up on control they have forgotten what it's like to be a kid? All children make mistakes, but they should be able to learn from these mistakes, go on and be productive.

Control is necessary, but the school districts in America are way off the mark. Repression brings rebellion. Humiliation brings retaliation.

We need to teach our children to be good citizens. Sending a child to another school does not solve the problem. It passes the problem to another school.

MICHAEL J. KELLNER

Lake Forest

The zero-tolerance policy does have its effect to [some] extent, but it is sad when school officials will not hear the

entire case of a young adult who is about to graduate from high school.

Ryan Huntsman's tests showed that he was not using drugs. He was not going to or from school when he was pulled over. [These are] important facts that seem to be overlooked.

The school has no sufficient evidence for their [suspending] him. What they really need to do is look at this boy's future. He will be going off to college soon. How will this look on his record? They are damaging his future with a case that lacks evidence.

KATIE ALEXANDER

San Juan Capistrano ■

67. Los Angeles Times

* 03/15/98; Edition: Home Edition; Section: Opinion; Letters Desk; Page M-4

L.A. School Board

I am disgusted with the results of the

LAUSD and applaud every effort to

improve our school system. However,

blaming the principals and administrative staff for educational failures is an ineffective exercise in scratching the surface of serious problems (March 10).

If principals are to be held ultimately responsible for the success of their schools, then they must hold control of their staff. The time for the tenure protection of teachers has long passed. It now serves to protect inefficient, lazy,

bad teachers and serves to the detriment of our children, and to the decline of morale among the many dedicated, caring teachers.

It is unfair to demand that principals achieve a higher level of performance while tying their hands.

ESTHER YOUTAN, Tarzana

*

Re the editorial, "Shootout at L.A.

Corral," on the Los Angeles school district, March 8:

Congratulations! Once again The Times has applied the most effective tool of all for exposing fools: their own words. I watched with glee while the same technique did away with Sam Yorty in the 1970s.

JUNE DUFF, Eagle Rock ■

68. The Washington Post

03/15/98; Edition: FINAL; Section: Outlook; Page C03

A Test for Schools That Fails Students

By Patrick Welsh

Most of us find change unnerving, especially in our jobs. So when I heard about former Virginia Gov. George Allen's plan to reform the state's public schools with an elaborate system of guidelines and testing, known as Standards of Learning and Standards of Accreditation, my reaction was a little defensive. "Here we go again," I said to myself. "One more bright idea from on high." But this plan, I soon realized, was not to be sneered at. It had input from hundreds of teachers and parents, including some in my school system where I have taught for 29 years. It would affect every principal, teacher and student in the state. So I put my misgivings aside and took a close look at the state school board's plan.

The reforms have an admirable goal: "setting new, higher academic standards" in the four "essential" academic subjects of English, math, science and social studies. Progress will be measured by standardized testing in grades three, five and eight, and high school. And those examinations will put pressure on schools to become more accountable. Last week students in Virginia took the first test to calibrate the passing score for future years. All Virginia public schools will then be "provisionally accredited." Next year, only schools in which 70 percent of the kids pass will be "fully accredited." And, by 2006, any schools that don't achieve the 70 percent pass rate will have their "accreditation denied."

After studying the plan, I kept asking myself, "Is there something I'm missing?" It seemed like more of the same old approach that has been turning off even the highest-achieving kids and failing to inspire those who really need help. Worse still, the possibility of losing accreditation could cripple about 18 of Northern Virginia's high schools that serve large numbers of disadvantaged

children.

It's not that I am against high standards; I love the College Board's rigorous Advanced Placement exam in English because it challenges my students to keep studying just as they are about to slip into senior slump. And some of the new standards do demand the high levels of performance that teachers have been pushing for years. But they reflect a one-size-fits-all approach to schooling. They don't foster the flexibility that good teachers use to inspire individual students — and that students need to develop their interests. And they're inconsistent: While some are tiresomely simple, others are ridiculously hard and developmentally inappropriate. Tenth-grade world geography, for instance, has 15 standards, including this one: "The student will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean in terms of physical, economic and cultural characteristics and historical evolution from 1000 A.D. to the present."

That might serve as the basis of a year-long course in graduate school, but it's hardly material for any 15-year-old I know. Dick Nachajski, head of the social studies department at T.C. Williams, says that the state's standards for history also "emphasize memorization of lots of unconnected facts and data. . . . the approach that students say has made social studies one of the most unpopular subjects in high school."

That emphasis is already a problem, according to Silver Spring educational psychologist Bill Stixrud: "With the incredible explosion of information today. . . . kids get crammed with more and more. Within a few weeks, they forget 90 percent of what they learned and end up wondering why they should care in the first place." Many students have the same complaint. "I hardly remember a thing we studied in history or

World Civilization. We just got pumped with all these facts. We never had time to study the reasons behind anything," says 18-year-old senior Kate Riddle. If a top student like Riddle, who has been accepted to Yale through the college's early admission program, can't recall much from the shotgun approach to study, what happens to the others?

In addition to its emphasis on accumulating facts, the state school board seems to have bought into one of the most vapid clichés in education today: "All children can learn." What is seldom understood is that not all children can learn the same amount or type of material, learn at the same rate, or even need to learn many of the things reformers deem essential.

Take the math standards, which aim to have all students learn algebra by the ninth grade. "Algebra has become the new religion," said Susan Kaput, who has taught the subject for more than 15 years. "It's as if our society is going to collapse unless everyone knows algebra."

Under the state's new standards of accreditation, it's tough luck for the kids who can't get algebra. In 2004 (when this year's sixth-graders will be seniors) the state's new graduation requirements will kick in, and kids will have to pass not only algebra, but also two courses beyond algebra, such as geometry or trigonometry. "The people who approved the standards don't understand that advanced math requires a certain level of cognitive development that not everyone has or needs to have to be successful in the real world," says Wayne Ellis, who teaches math at John Marshall High School in Richmond. "I'll bet anything that most of the state school board members who think math is so crucial couldn't pass the tests they're saying kids must pass before they graduate."

The "more-is-better" mentality has also added extra science requirements for

graduation, which reduces opportunities for students to take electives in music, drama and art — subjects the Richmond reformers seem to think are frills but actually are mainstays for many of the most accomplished students I've taught. Seventeen-year-old Lucia Gajda, a

I don't mean to make light of the challenge reformers face. In my own field, English, trying to set standards has never been more difficult. At T.C. Williams, we have adopted a core literature list which makes almost no one happy. It's a mix of old standbys like "The Scarlet Letter" and works chosen not for their quality or superior writing but because they are "multicultural." So maybe I shouldn't be too critical of the state's unimaginative, bland and vague English standards, which demand that the student . . . describe the development of American literature in the 17th, 18th, 19th and 20th centuries" or "identify the poetic elements and techniques that are most appealing and that make poetry enjoyable." But while standards like those lend themselves to the multiple-choice format that will constitute the bulk of the state tests, they are the surest way to kill the power of literature and send kids off to Blockbuster instead of the library.

The standards for elementary school students are even further off base. In Alexandria, second-graders used to start a social studies unit by studying their families, then branching out to school, community, city, state and so on. But the new standards will have 7-year-olds studying "the contributions of ancient Egypt and China which have had an impact on world history, with an emphasis on written language, laws, calendars, and architectural monuments such as the pyramids and the Great Wall of China." This sounds great, but it isn't remotely appropriate for their age. Pam Walkup, who teaches second grade in Alexandria, thinks the change is absurd: "They aren't thinking about what's proper for each stage of development."

Jim Grant, executive director of the Society for Developmental Education, a New Hampshire-based group that studies age-appropriate learning, agrees. "The people who wrote the standards did not look at the population of kids. We have

voracious reader and straight-A student who has taken art and drama electives every year in high school, says that "acting is the most important thing to me. It has helped me find out who I am . . . taught me to get along with people, to compromise. I'm not going into math or more poor kids, more transients, more with low-birth weights. We are seeing crack babies and a whole new group of preemies that would have died in infancy 10 years ago. How can we expect all the different kinds of kids that come into an elementary school to learn at the same rate, in the same time frame as designated by the state? The only way that is going to work is if the parents agree to send us standardized children."

Whatever the problem with the standards themselves, the worst aspect of the reform package is the possibility that some schools would lose their accreditation — a real threat for those with a large number of disadvantaged kids, such as high schools like T.C. Williams, Wakefield in Arlington and J.E.B. Stuart in Fairfax.

It is no more fair or accurate to judge a school by the average of its students' test scores than it is to judge my teaching by the achievements of my students. If you rate me on the basis of my first-period class, which is full of terrific students — several with off-the-charts SAT scores — you would conclude that I'm a great teacher. But if you judge me by another class, in which half the students scored at or below the 2nd percentile in last October's preliminary SAT, then I'm a rotten teacher. A disproportionate number of low achievers are minorities. Under the new regulations, that will count against schools such as T.C. Williams. Every year, the school gets about 30 students into the University of Virginia and many others into even more competitive schools. More than 150 kids a year get advanced placement college credit in subjects ranging from calculus to fifth-year Latin. While some of these kids do come from families that have been on welfare or from war-ravished Third World countries, most are from the white middle class, which makes up only 27 percent of the school's population. Like other schools nationwide, we have not found the answer to the discrepancy

science, so I don't need a lot of it." That flexibility has helped Gajda discover something about the joy of learning — an aspect of school life that the standards seem to overlook.

in test scores between middle-class kids and low-income minority students. Given that fact, I doubt very much — as do other teachers and administrators — that 70 percent of our student body can pass the new state exams, if they are truly rigorous. They will either be dumbed down, or T.C. Williams, along with other schools in Northern Virginia, will be penalized for serving large numbers of poor kids.

Some school officials I have talked to see the new program as a means of discrediting public schools and of getting support for private school vouchers and charter schools. A top Fairfax County official, who does not want to be identified, told me, "We are being set up to fail . . . to prove that public education doesn't work." And I understand his concern. Many middle-class parents, whose support is critical, will educate their children privately if they fear that their children's college chances will be limited by a transcript from an unaccredited school. Others, whose children will not meet the one-size-fits-all graduation requirements, will also opt for private schools which are not subject to these standards.

Regardless of what may or may not be the politics behind it, the Virginia reform package of standards and testing shows little understanding of today's students and the schools they attend. Of course we want high standards, but we also want the flexibility to do the best for children with differing needs and abilities. To do that, we need to emphasize depth of understanding over rote learning, different objectives for different kids. Only then will we help all our students to absorb not just facts but wisdom from their years in school.

Pat Welsh teaches English at T.C. Williams High School in Alexandria.

■

69. The Washington Post

03/15/98; Edition: FINAL; Section: OP-ED; Page C06

A Lesson in Education

I am a fourth-grade teacher at a D.C. public school, and I read with dismay

Diane Ravitch's Feb. 25 op-ed piece, "Put

Teachers to the Test."

Ms. Ravitch argues that too many of our nation's teachers have studied TD Soon after I started teaching, I realized that knowledge of a subject was not enough. I immediately began pursuing education courses. The education courses, coupled with my experience in the classroom, confirmed my belief that it is not what I know that is important but what I help my students discover for themselves that counts. This is one of the central tenets taught in the education courses that Ms. Ravitch derides.

I was able to grasp this tenet as a result of teaching experience and years of schooling in education as well as other

education, focusing on child psychology and pedagogy, rather than an academic subject. Therefore, she says, they are not fields. The pedagogy and psychology courses I took have proved to be as valuable, if not more valuable, than my undergraduate courses in economics, political science and French.

I agree that with the impending shortage of teachers we must attempt to enlist professionals from other fields. They will need, however, much more than a good knowledge of their subject matter to make their classroom experience a success. The subject matter is, in fact, the easy part. Inspiring children to learn, gaining their respect, organizing and managing a classroom,

qualified to teach subject areas.

and getting children to work hard are our greatest challenges. These skills are taught in education programs and are mastered only with years of experience.

Ms. Ravitch may have studied something "superior" to child psychology or pedagogy, but she clearly has missed something essential about the learning process: What the teacher knows is not nearly as important as his ability to inspire and motivate those around him.

SUSAN BORN-OZMENT

Washington

The writer is a teacher at Oyster Bilingual Elementary School.■

70. The Washington Post

03/15/98; Edition: FINAL; Section: OP-ED; Page C07

To Reconstruct D.C.'s Schools

By Donald A. Brown

I am a volunteer for, as well as a graduate of, the D.C. Public Schools. For the past five months I have served as an unpaid adviser to the school system, designated for the job jointly by Parents United and the appointed board of trustees. My job has been to monitor the repairs and capital improvements to school buildings, verifying that the work was performed safely, efficiently, economically and on schedule. During that period I met and worked with Charles E. Williams, the retired Army Corps of Engineers general who was the chief operations officer of the public school system for 14 months, until his recent sudden resignation.

Although I became an adviser only in November 1997, I do understand that last summer's options were limited by the condition of the facilities and the lawsuit brought by Parents United against the school system. At that time, some mistakes were made in the repair program, but there were also major accomplishments. My role probably makes me more aware than many others of the necessity for us to do better — and we have. The proper response to the dilemmas should have been to assist in bringing about asolution as quickly as possible, not to heap personal, vindictive opprobrium on those in charge — particularly if they are competent, hard-working and dedicated.

The control board, the city council and the board of education need to put an end to attacks on those who are laboring in the hostile vineyards of the District's

First of all, the school system was operating too many buildings in relation to the student population. Second, almost all of the facilities have deteriorated to the point where immediate repairs and/or modernization are required before the schools can be operated effectively. Setting priorities that will please everyone was — and is — impossible.

From the moment Gen. Williams began to tackle the problems, he met conflicting pressures and criticism. Everyone demanded that immediate attention be paid to the schools located in his or her own particular area, and these same people claimed that those in charge were bungling the job.

Considering the deplorable state of an overwhelming number of school buildings, officials and parents certainly had a right to complain. But needless carping, along with the failure to recognize the impracticality of achieving everything simultaneously, exacerbated the difficulties. In the District, the sources of power are so diverse that everyone feels free to put in an oar — often pulling in opposing directions. Those who have involved themselves with school construction matters include Congress, the financial control board, the mayor, city council, congressional delegate, elected and appointed school boards, PTAs, Parents United, the 21st Century School Fund, the GAO, teachers, principals, the media — and many others. public schools. They should build consensus and help those who are trying to provide our children with the education they need and deserve. They

It would be a major step forward if all these interested people would pull together in a cooperative effort to achieve a sound education for the children in the public school system. Such collaboration would go a long way toward ensuring success in achieving modern facilities, a safe environment and, of course, good academics. But instead, I find that educational issues in Washington are used to gain, at the very least, personal publicity and political turf. Those who are trying to serve the students get caught in the cross-fire. In fact, at times scalp-hunting seems the point of the exercise.

Gen. Williams had the qualifications and experience to correct the effects of neglect and decay that have accumulated for decades. Unfortunately, his early mistakes were never forgiven. Harsh criticism and unjust censure created an atmosphere in which he was unable to do his job — and he quit. His untimely departure is a severe loss to those of us who are trying to return the schools to a proper state of repair. Equally immoderate treatment will surely persuade schools Chief Executive Julius Becton to leave his post. Some of those whose egos are inflated by their success in getting rid of Gen. Williams would love to seize credit for the departure of Gen. Becton as well.

should persuade the nay-sayers to become helpful colleagues. They should turn their energies into support for reconstructing our schools. They should

commit themselves to educating our kids, not protecting turf. They must not allow

our children to continue to suffer.
The writer is founder and chairman of

the JBG Companies and has been active in numerous educational institutions. ■

71. The Washington Post

03/16/98; Edition: FINAL; Section: OP-ED; Page A21

Same-Sex Schools Work — Sometimes

By William Raspberry

Removing boys from the classroom fails to improve girls' performance in school even though it leaves them more confident, according to a new study.

— Associated Press

Girls don't learn any better in all-girl classrooms than they do in school with boys, concludes a research analysis out today.

— USA Today

Six years after sounding an alarm on gender bias in schools, the American Association of University Women contends in a new report that separating boys and girls is not the solution, despite mounting interest nationwide in single-sex public education.

— Los Angeles Times

These are the lead paragraphs from recent news stories on "Separated by Sex," a report compiled by the American Association of University Women and released last week. Already, advocates of single-sex education are striking back at what they see as faulty findings.

The only problem is, there's hardly anything in the AAUW study to support the news reports.

Essentially, "Separated by Sex" consists of four papers, each taking a look at some aspect of single-sex education. Valerie Lee of the University of Michigan School of Education looks most directly at the question of whether girls do better in all-girl settings. Her conclusion, like that of most of her fellow respondents: It depends.

She and a Michigan colleague, Helen Marks, evaluated a number of studies and reached the surprising conclusion that single-sex education seems to make a difference only in Catholic schools. "The findings there were consistent: positive effects for girls but no difference for boys. However . . . there was no pattern of findings favoring either single-sex or coeducational schools, either for boys or for girls, on a broad range of outcomes."

Cornelius Riordan, a professor of sociology at Providence College, found that single-sex schools "work for girls and boys, women and men, whites and nonwhites, but the effect is limited to students of low socioeconomic status." For middle-class children, it's a tossup.

Other contributors found differences in single-sex education for African American children or for children in single-sex schools (as opposed to single-sex classrooms).

But the general finding was the impossibility of reaching a general finding.

So why have the news reports tended to be negative and not merely inconclusive?

I suggest two possible reasons, both emanating from the AAUW itself. The first is that the announcement and release of the report — put out in advance with an embargo against premature release — suggest significance. Reporters naturally think it their duty to find that significance and not to get lost in inconsistencies. But in this case, the inconsistencies may be

the heart of the story.

The other possible reason is political. At least since its 1992 report, "How Schools Shortchange Girls," the AAUW has focused on gender inequity in school. Moreover — or so it seems to me — it has tended to attribute any apparent female disadvantage to prejudice or discrimination. The earlier report, for instance, made a great deal of the fact that teachers (male and female) tended to call on boys more often than girls — ignoring the possibility that some teachers may call on boys in an effort to quiet them down and maintain some semblance of classroom order.

The AAUW focus in the current report appears to be on the single question of whether single-sex education promotes gender equality — as measured by everything from math and science test scores to self-esteem.

As the contributing researchers are at great pains to say, it isn't that simple. Single-sex schools (and the decision to attend them) are driven by a vast variety of reasons — educational, psychological, religious and political. No one should be surprised that they produce a vast variety of outcomes.

Do they work? Sometimes yes, sometimes no, depending on what the question means.

Do they solve the problem of gender inequality? Of course not. Which is no argument either for or against them. ■

72. Forbes

March 23, 1998

The great technology mania

By Diane Ravitch

THIS YEAR AMERICAN SCHOOLS will invest \$5.2 billion in technology, outpacing last year's \$4.3

This smells suspiciously like the latest miracle cure. The nations that regularly leave us in the dust on academic tests—like Korea—have focused on good teaching, not on technology. There is no evidence that

billion. Politicians, business leaders and educators clamor to get the latest hardware into every school. Ten years ago there was one computer for every 37 use of computers or the Internet improves student achievement. Yet the billions spent on technology represent money not spent on music, art, libraries, maintenance and other essential functions.

students; now there is one for every 7, and 70% of American schools (and about 80% of high schools) are on-line.

The \$5 billion spent this year on computers in schools is only the tip of the iceberg, because almost all of that money goes for hardware. Given the pace of technological change, the tab will rise steadily, as equipment purchased

ten—even five—years ago becomes obsolete. Only 15% of teachers have appropriate training, so taxpayers will have to pay for that, too. The estimates for wiring every school to the Internet run into many billions of dollars.

There is no evidence that use of computers or the Internet improves student achievement.

It's time to ask a simple question: Does this mania for technology make sense? Interviewed by the Los Angeles Times, one high school teacher said that students' favorite sites on the Internet were about cars, sports and movies; the picture most frequently downloaded was one of Michael Jordan.

Access to the Internet also means access to its seamy side, including thousands of sites that supply degrading pornography, chat groups for pedophiles and sites created by hate groups. For teachers, there is also the specter of purloined papers. The New York Times identified dozens of Internet sites that sell term papers on any subject. A student at one of New York City's elite public high schools said, "A lot of people

download papers and just change the names. There aren't a lot of original papers that get written anymore."

It is sometimes argued that learning via the Internet can be fun for students and therefore will help them learn. Astrophysicist Clifford Stoll responds: "Most learning isn't fun. Learning takes work. Discipline. Responsibility." He would rather see youngsters learn "how Shakespeare processed words than how Microsoft does."

Computer scientist David Gelernter maintains that children need less surfing and more learning. They already have more data than they know how to handle: "Virtually everything the Internet is selling, our children already have too much of and are choking on." What they most need, he says, is persistence, concentration and careful analysis, none of which they will learn by surfing the Internet.

In 1984 FORBES published an article about the promise of computers in the schools. The magazine's technology editor took issue with the article's embrace of the computer revolution:

"The computer is a tool, like a hammer or a wrench, not a philosophers' stone. What kind of transformation will computers generate in kids? Just as likely as producing far more intelligent kids is the possibility that you will create a group of kids fixated on screens—television, videogame or computer." He predicted that "in the end it is the poor who will be chained to the computer; the rich will get teachers."

Certainly everyone needs to learn to use a computer and to develop technological literacy. But we must not forget that computers are tools, not an end in themselves. They are no substitute for the academic skills and knowledge that children must master to participate in the modern world economy. Our children lag in learning mathematics, science, history, geography, even reading. Efforts to find a technological shortcut only exacerbate students' failure to apply themselves to the serious business of learning.

Diane Ravitch is a historian and a Fellow at the Manhattan Institute in New York City. ■

73. The New York Times

03/15/98Section: Editorial Desk; Section 4; Page 16, Column 6

Teachers Reject Bilingual Education

To the Editor:

"Bilingual Education Facing Toughest Test"(front page, March 10) cites the opinions of California politicians and advocates on bilingual education but makes no mention of teachers' opinions. This is a common omission, though strange, since teachers carry out the

program on a daily basis.

In the Los Angeles Unified School District, our teachers' union conducted a referendum on Proposition 227, the initiative to end bilingual education. Despite strong union opposition and a \$5,000 stipend paid to bilingual teachers, 48 percent voted to support the initiative.

These teachers know that our bilingual programs have gone overboard in denying English instruction to our students and that the measure is a reasonable and timely remedy.

DOUGLAS LASKEN

Woodland Hills, Calif., March 11, 1998■

74. The New York Times

03/15/98Section: New Jersey Weekly Desk; Section 14NJ; Page 17, Column 1

The School Discipline Issue In a Different Light

To the Editor:

I guess it was inevitable that the opening shot in your March 8 article on school discipline ("Spare the Rod, and Then What?") should be directed at Eastside High in Paterson, the place that used to make Principal Joe Clark's day—and eventually made his career, as the sheriff-style hero of a Hollywood movie.

But I wonder if the effect was a fair representation of Eastside, or of the other schools similarly maligned by implication or report. Was I the only one who noticed that the hard data in the

article seemed to prove not that there is a discipline problem, but that there is perceived to be one?

"Concern over discipline approaches desperation levels," says the reporter of a single 1994 survey, failing to remind us that such "desperation" reflects perceptions about the wider culture too, where ordinary people are sure crime is dramatically on the rise when the opposite is true. Why shouldn't they be, judging by the proportion of TV news stories devoted to murder and mayhem?

Do we know any more about what's

really happening in our schools? Did this article help us to? What is it but a kind of sensationalism to retail a horror story about the first grader who spat at a teacher, but fail to inform us how representative this is of a teacher's experience? Why do we get the easy tattle of a couple of girls at the corner mini-market up front, while the measured assessment of a veteran social worker appears way, way down on the continuation page? Why are the protestations of faculty who like and respect their students ("It really bothers

me when people think kids are hoodlums") positioned as if they were the dismissable minority, and made to look as if they were dodging the problem rather than facing it?

It so happened that two days before the Times story appeared I had been to Eastside High School, invited by a social studies teacher who saw me as a resource for getting students interested in local history. He knows something we could all benefit from knowing — that kids' learning ability (and capacity to make the choice to learn rather than act out) is deeply affected by their sense of self-worth. And that their sense of self-worth is deeply affected by how much they value the place they live in, which is usually also the place where they go to school.

The Eastside I saw was well-policed, in a fairly unobtrusive way. Inside it was

clean and quiet and orderly without a hint of bullhorns and baseball bats. It was also poor. Poor. How do I say it to give you a sense of it? Is it to tell you that the classroom didn't have enough chairs for the students to sit on? That though I knew enough to bring my own slide projector, I discovered that there wasn't even a screen to project on?

But I also saw kids, beautiful kids, kids who listened as if they were starving and I had just walked in with a skyscraper stack of pepperoni pizzas. They were doing the unit on immigration history, said their teacher, Ben Guzman, and he wanted me to tell them about an extraordinary Paterson sculptor named Gaetano Federici who came from Italy when he was 7 and became Paterson's master artist by the time he was 25. I saw the look of bliss on the face of a kid named Andrew who got it — who heard

the message, with or without the slides.

The real problem with inner-city schools is complex enough to be something middle-class readers could take some responsibility for, and even do something about. Tapping their paranoia won't get us there.

Meanwhile, the movie version of Joe Clark has already helped glamorize him into a myth about tough love. Maybe more tough than love — the tougher, the meaner, the more hide-beating, the better, till you can't tell if it is love anymore.

The name of Eastside's present principal, Charles Lighty, didn't make it to your story. I suspect he won't make it to Hollywood either.

FLAVIA ALAYA

Paterson

The writer, a professor at Ramapo College, heads the Paterson Historic Preservation Commission. ■

75. The New York Times

03/16/98 Section: Editorial Desk; Section A; Page 24, Column 4

Racial Reading List Would Deprive Students

To the Editor:

The San Francisco school board is considering a plan to change the required reading list for high school students to include "multicultural authors" to reflect the ethnic diversity of the district's population (Education page, March 11). TD Will the board take this approach in the teaching of science? I doubt this

would occur to them. It is understood that the work of a scientist is considered worthy of study because of what it has contributed to the understanding of nature, not because of the ethnic characteristics of the scientist.

The works of Chaucer, Shakespeare, Twain and Melville have been translated into every major language not because of

what they have to say about white, Anglo-Saxon culture but because they are moving dramatizations of central aspects of the human condition. To discourage students from developing an appreciation for these great works of literature is a profound form of cultural deprivation.

PAUL T. RIEL

Chicago, March 11, 1998 ■

76. The Wall Street Journal

03/16/98

How Cost Is Linked To School Performance

In your Feb. 26 editorial "Education in Ohio" you miss one of the most basic facts about public education: It costs more to educate children in some districts than in others for reasons outside the control of school officials. Some districts must pay higher wages than others to attract teachers. Districts with many students who come from poor families, have special needs or do not speak English as their native language must spend more than other districts to achieve the same performance. It makes no sense to expect a certain amount of spending to buy the same performance in every district.

We have estimated educational cost indexes for school districts in New York State. Compared with the state average,

educational costs are 75% higher in the upstate big three cities, 248% higher in New York City, 2% lower in rural districts, and 9% lower in upstate suburbs. We also estimate that the efficiency of both New York City and the upstate big cities is about the same as that of the average school district in the state. Thus, the relatively low performance of students in city schools around the state despite their high spending is an indication of the high costs in these districts — not of mismanagement. Similar results are likely to apply to Ohio, where the high spending in Cleveland and the low spending in rural districts cannot be interpreted without a cost correction.

Additional spending does not, of

course, guarantee better performance, but states that want to bring low-performing school districts up to a minimum performance standard cannot expect to do so without providing these districts with resources that are commensurate with their high costs.

William Duncombe

Associate Professor of
Public Administration

John Yinger

Professor of Economics and
Public Administration
Syracuse University
Syracuse, N.Y.

(The authors have written extensively on local public finance in general and on education finance in New York state). ■

77. The Christian Science Monitor

March 13, 1998

It's What You Do With What You Know

By Jeffrey Shaffer

Like most Americans, I was disappointed by those recent test results that showed our 12th-graders lagging behind many other countries in math and science. Some critics already are citing the low scores as another warning sign of classroom apocalypse.

Is there an echo in here? I'm sure I've heard this before - all the alarming predictions that we're raising a generation of blockheads who will be crushed by global competition. When I graduated from high school in 1971, the rallying cry of education reformers was, "Why can't Johnny read?"

The school system isn't perfect, to be sure, but neither is the real world. Consider this: If every kid developed a super intellect, and everyone grew up to become astronauts, chief executive officers, and famous artists, who would do the so-called little jobs? Trained animals?

Most people, myself included, carry on their lives in the vast, middle ground of the national landscape. I see them

every day working in banks, bookstores, restaurants, and up on telephone poles. And I wonder: Did all these people test poorly in 12th grade? Probably not.

Adults routinely warn children to study hard because school is a path toward an elite career. My problem with this advice is the implication that people who hold down routine occupations are losers. I know this isn't true, because I have regular conversations with people like the UPS driver, neighborhood store clerks, and the couple who operate my local copy center. None of them are slackers.

ACHIEVING satisfaction in life depends on attitude as well as aptitude. Cooperation usually produces better results than confrontation. Experience has taught me that most bosses prefer to hire a worker who is thoughtful and considerate ahead of a sullen, cynical genius.

Whenever I have a chance to talk with students, academics are not the main topic. My advice is to find smart people you can work with, and keep in touch

with them. Be open to new ideas. Don't hang out with people who think it's cool to trash the bathroom. And if you want to get invited to my house for dinner, learn how to eat without resting your head next to the plate.

These notions won't be found in a typical school lesson plan. Most of a person's character is formed at home. Unfortunately, I've seen too many parents who think school is like a garage: They want to drop the kids off in the morning and have them tuned up and polished by afternoon dismissal. Ideally, every home should be a place where learning is an ongoing activity. That would certainly help raise a few scores.

But later, after graduation, will our children be able to use what they've learned to influence their lives in positive, creative ways? That's the real test.

Jeffrey Shaffer is the author of 'I'm Right Here, Fish Cake' and 'It Came With the House,' collections of humorous essays. He lives in Portland, Ore. ■

78. MSNBC.com

March 13, 1998

A Different Kind of School Spirit

Educating the whole child means teaching spiritual values

By Thomas H. Groome

The Christian Science Monitor

Something has gone seriously awry with American public schooling. Forty-four percent of students read below the minimum level for their grade; 72 percent among blacks. In many inner-city high schools, the graduation rate is as low as 40 percent.

Blaming teachers of administrations for the ailments is simplistic and cruel. As a group, our educators are dedicated public servants, well-trained and committed to their vocation. They also are underpaid and underappreciated.

But if U.S. teachers are among the best in the world, why is our public education the weakest of all developed countries? There must be something wrong with the system itself — something "beyond the symptoms."

Current proposals for reform address only the symptoms (i.e., how to raise math scores), and focus on money. And indeed, our nation should ensure that every child has fair access to good education, including educational technology. Likewise, teachers deserve salaries commensurate with their training and the social service they provide. But neither money nor technology are panaceas.

There is evidence that increased funding well-used — to create smaller reading classes, for example — can have positive results, but beyond this, the gross correlation between school spending and student performance is unimpressive. Per-pupil expenditure in public schools increased by 22 percent in the 1970s and by 48 percent in the '80s, but SAT scores declined almost 100 points. A 1996 study

by the Rand Corp. found that personal computers are only "marginal contributors" to student learning.

It's time to reach beyond symptoms to the foundations of what, how, and why we teach. It's time to renew a humanizing and holistic vision for American education. I say "renew" because America's Founding Fathers had such a vision.

Education is humanizing as it empowers students to become fully alive, to care for their own and the common good, to relish life and accept its challenges, to exercise their rights and honor their responsibilities, to champion justice and compassion. It fosters students who are confident in their own identity but open to other cultures and perspectives, and who have a knowledge of and appreciation for the sciences,

humanities, and arts.

Holistic education engages the whole person — teaching students to think critically and creatively for themselves. Such visionary education requires solid grounding in reading, writing, arithmetic, and rhetoric but adds two more — respect and responsibility.

And that brings us to the crux of the crisis. The most likely sources from which to draw a humanizing and holistic education are more spiritual than philosophical. Such education addresses the “deep heart’s core,” as poet Yeats said. At its best, education is a spiritual affair.

Any mention of soul and spirituality triggers concern about separation of church and state. But the ban on an “established religion” shouldn’t mean excluding common spiritual values from our educational system. Proselytizing on behalf of a particular religion is very different than allowing spiritual values to permeate our approach to education.

Meanwhile, we are complacent about the philosophy that presently undergirds our schooling — a narrow pragmatism

concerned primarily, as philosopher William James said, with “the cash value.” Such a philosophy isn’t neutral; it’s as value-laden as any spirituality, imparting an outlook that canonizes whatever “works.”

There are spiritual values around which many of the great world religions and spiritualities reach consensus. For educators to allow such spiritual convictions to permeate their teaching and the ethos of schools would be transforming: the equal dignity, rights and responsibilities of everyone. This would encourage a liberating, integrated education instead of a functional, fragmented one.

Life is a gift charged with purpose and meaning. This could encourage students to find hope and joy in living in contrast to nihilism and escapism.

An emphasis on community — an understanding that we need and must care for each other. This could offset the reigning “me” attitudes. Spirituality emphasizes the quest for wisdom of life; justice and compassion. No matter how we differ on religion, we are united by

these beliefs.

Spirituality emphasizes the quest for wisdom of life. This could lend a noble vision to study, with every discipline of knowledge fostering an ethic for life.

All great spiritual movements teach justice for all and compassion for the needy. This suggests education in critical consciousness and commitment to social service and transformation.

At their best, most faiths are universal in outlook, emphasizing open hearts and minds and cherishing truth.

All spiritualities also are convinced that the person is essentially spiritual, that the human vocation is to live in “right relationship” with God — however named — and with oneself, others, and creation.

Such values seem distant from the reality of U.S. public schools, but we must ask why — and then, why not?

Thomas H. Groome, professor of theology and education at Boston College, is author of 'Educating for Life: A Spiritual Vision for Every Teacher and Parent' (Thomas More Publishing). ■

EDITORIAL

79. Richmond Times-Dispatch

March 15, 1998

Money Talks, Too

For the operational definition of garbage, catch “The Jerry Springer Show.” The outrageous talk-show (more accurately: shout-fest) lacks a shred of redeeming value. Typical programs feature pregnant strippers, teen-age prostitutes, and undertakers who molest corpses. The highlight of each show is the inevitable moment when fighting breaks out on the set.

Yet the U. S. Department of

Education apparently considers this edifying. With federal funds, it pays for closed-captioning so deaf viewers can follow the action.

Yet: Congress appropriates money for closed-captioning so the deaf can have “enriched educational and cultural experiences.” The Springer show doesn’t come anywhere near to meeting that lofty standard.

Amazingly, Education Secretary Dick

Riley defends his department’s actions — apparently believing the taxpayers are obliged to provide depravity for the deaf. That is an egregious waste of federal money, and a violation of the law’s intent.

If Riley remains politically tone deaf, then Congress should cut the funds. For all their yelling, none of Springer’s guests can talk the way money does. ■

80. The New York Times

03/16/98Section: Editorial Desk; Section A; Page 24, Column 1

Filtering the Internet

Less than a year after the Supreme Court struck down the 1996 Communications Decency Act, which banned distribution of indecent material to minors on the Internet, Congress is again considering legislation that would harm free speech in the name of

protecting children. A bill sponsored by Senator John McCain, Republican of Arizona, would require schools and libraries to install anti-pornography filters on their computers in order to receive Federal funds for Internet hook-ups. But recognizing potential opposition from

educators and librarians, Mr. McCain kept open the possibility that a compromise would be offered when the bill reached the Senate floor.

The desire to protect children from pornography is understandable. Many parents have used filtering software at

home. But such filters often miss some of the smut and block material that is not pornographic. The hazards posed by the McCain bill are playing out in a lawsuit in Loudoun County, Va. The library board installed on every terminal the X-Stop software filter, which blocked access to scores of non-sex-related Web sites, including those sponsored by the Quakers and the American Association of University Women. The library system is

being sued by library users and publishers of Web pages for violating their First Amendment rights.

TD The McCain bill could inflict the same problems on schools and libraries across the country. All school computers would have to use filters, and public libraries would have to have at least one machine with a filter. Senator Conrad Burns of Montana has offered a more sensible approach. His substitute bill

would require schools and libraries that want the Federal Internet subsidies to adopt appropriate Internet use policies for children as they see fit. Many public institutions have already done so, without denying students or adults access to huge swaths of information. Given the limitations of filtering technology, the best way to protect children is to teach them how to use the Internet. A software program simply cannot do that. ■

81. The Washington Post

03/14/98; Edition: FINAL; Section: Editorial; Page A14

Mr. Robinson's Day School

THE REASONS the D.C. public school system now in the hands of an emergency board of trustees and a chief executive officer have been discussed on this page many times. But nothing highlights the

Even now, nearly two years after Post reporter Yolanda Woodlee broke the story, the facts are hard to believe: Mr. Robinson, a then 26-year-old insurance broker with no building, no staff, no money, no experience in education, no college degree, but with a federal lien for \$87,000 in unpaid income taxes and a conviction for possessing an unregistered gun, waltzed onto the scene in 1995 with an unsolicited proposal and snagged an \$875,000 D.C. public school contract to start a school. His qualification to run a special education school? Rather novel, it would seem. He said he had been a special education student himself. And — oh, yes — Mr. Robinson enjoyed a

basis for those changes like the example of the now-defunct Kedar Day School and its founder, Jeffrey Robinson, who was convicted and jailed this week on multiple fraud convictions and could face longtime social relationship with the D.C. public school administrator, B. Garnett Pinkney, who urged the contract, and elected Board of Education member Terry Hairston (Ward 7), another friend who helped him keep the contract when things looked shaky.

It's still unclear how he landed the deal. But confronted with the mess after Mr. Jefferson's two-year contract was canceled for his not doing such basic things as paying staff, feeding students, hiring teachers or meeting the city's standards for special education programs, then-superintendent Franklin Smith — beleaguered by fire code violations, food service contract problems and failing

an 80-year prison term when he is sentenced in June. If ever there was a case of school system managerial bankruptcy, Kedar was it.

students — produced the show-stopper: "People probably let their guard down and didn't do as much background checking as we should have."

Well, prosecutors did, and they found Mr. Robinson got his hands on more than \$400,000 before the contract was canceled. They also discovered that some of the money was used to lease luxury cars, rent a club at a four-star hotel for his party and other personal expenses. It took the federal jury three hours to convict him on 10 counts of wire fraud and one more day to hand in a bank fraud conviction. The school system hasn't recovered yet. ■

82. Christian Science Monitor

March 16, 1998

Zero Sense?

Schools have to be strict about ensuring an orderly, safe setting for learning. But they also have to be reasonable in the way they go about it. After all, classrooms are supposed to nurture the faculty of reason.

That's why we have some qualms about the "zero tolerance" policies that are gaining popularity in school districts throughout the country. They are modeled, loosely, on the rigid sentencing laws prevalent in the criminal justice

system.

Under such policies, students of whatever age found with any weapon or drug face automatic suspension or expulsion. As a deterrent, these rules could make sense. But their application is often less than sensible.

Consider:

The honors student who brought his French teacher a bottle of French wine for Christmas. Poor judgment, certainly, warranting a reprimand. But a two-week

suspension?

The 13-year-old suspended for using mouthwash after lunch.

A normally well-behaved high school student suspended for carrying a small pocketknife to open packages on his after-school job.

Rules can be tough without being unreasonable. Administrators can be strict without abdicating sound judgment. If a proper balance isn't struck here, the wrong lesson is taught. ■

83. Daily (University of) Utah Chronicle

March 13, 1998

FERPA Violations Now Getting Proper Attention

(U-WIRE) SALT LAKE CITY, Utah — You're being watched. Everything you've done is open to scrutiny. People you don't even know have knowledge of some of your life's details.

No, you're not the subject of some secret CIA investigation. The FBI doesn't have you under surveillance. Big Brother's watching, and he's the University of Utah.

In October of 1997, Brandon Winn, one of the Chronicle's own sports columnists, was writing a column about how he didn't like fans who jumped onto bandwagons. As a prime example, he

Because of past violations, President J. Bernard Machen named members of a new ad hoc Committee to Ensure the Privacy of University Student Records. One of this committee's responsibilities will be to make recommendations to the president about how to protect student

mentioned the fans of the then, red hot Tampa Bay Buccaneers. He jokingly commented that these fans were "about as bright as a Parks and Tourism major."

In retaliation, Dr. John Crossley and Gary Ellis, two offended Parks and Tourism faculty members, looked up Brandon's grades, forwarded them to Chronicle Business Manager, Robert McOmber and Editor-in-Chief Robert A Jones criticizing his grades and demanding disciplinary action. These two faculty members opened up a can of worms that turned around and bit them.

You see, they inappropriately accessed records.

We at the Chronicle would like to make a few suggestions of our own. We feel it's necessary to install a system login which would leave a "fingerprint" on every student file accessed, that way, we'll know who's accessed files and why.

Brandon's records in direct violation of the Family Educational Rights and Privacy Act (FERPA). Ouch!

Unfortunately, their actions were not isolated, they were only manifestations of a bigger problem.

On our campus, a lot of people have access to MARS (Master Academic Records System), and that access isn't very restricted. For example, if you applied for a job on campus and your potential employer had access to MARS, your records could be accessed as a factor toward your potential employment. It's illegal, but possible.

We also feel it necessary to severely limit access to a few people. Most important of all, anybody receiving access needs some extensive training, and reminders of this training need to be posted within the MARS program itself.■

84. San Diego Union-Tribune

March 14, 1998

A new bilingual era

School board repeals a state requirement

The state Board of Education has made a virtue of necessity by repealing California's bilingual education requirement.

As a practical matter, this issue was supposed to become largely moot in 1986, when the Legislature allowed the state's bilingual education mandate to expire. Since then, school districts have theoretically had a greater degree of flexibility in providing instruction for students who don't speak English.

Which isn't to suggest that districts can ignore these students. To the contrary, state law requires that they be taught in a manner that enables them to become fluent in English and to succeed in the classroom.

Consequently, the state Department of

Education oversees bilingual education and monitors several districts to ensure compliance. San Diego Unified has been monitored for the last four years and has found the experience to be relatively painless. Tim Allen, who directs the city schools' bilingual program, which serves 28 percent of the district's 137,000 students, says he has been able to work with the state.

Rosalia Salinas, who keeps tabs on bilingual programs throughout San Diego County, has had a similar working relationship with state education officials. She doesn't expect the state board's action to increase significantly the instructional flexibility that districts already have. Nor do we.

The board acted several days after

Sacramento Superior Court Judge Ronald Robie ruled that an Orange County school district was not obliged to obtain a bilingual-education waiver, because the state law expired 12 years ago. It also is significant, of course, that the policy change comes amid a political climate in which there is strong public support for a June ballot initiative that would all but ban bilingual education programs in their current form.

Ironically, Proposition 227, sponsored by Silicon Valley businessman Ron Unz, would deprive school districts of the very flexibility on bilingual instruction that they would have with repeal of the state mandate. But such ironies are lost on those who seek simple answers to complex problems.■