

ARMS Email System
RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME: 3-JUN-1997 12:47:00.00

SUBJECT: Clips

TO: William R. Kincaid (william r. kincaid@EOP [UNKNOWN])
READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

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."

Jim Bradshaw

OPA===== ATTACHMENT 1 =====

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

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IJMZP8CZCW00087T@PMDF.EOP.GOV> for "william r. kincaid"@oa.eop.gov; Tue,

03 Jun 1997 14:00:17 -0500 (EST)

Received: from gatekeeper.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IJMZOCsqN40008Y2@PMDF.EOP.GOV> for william_r_kincaid@oa.eop.gov; Tue, 03 Jun 1997 13:59:43 -0500 (EST)

Received: from vader.ed.gov by gatekeeper.eop.gov; (5.65v3.2/1.1.8.2/17Oct95-0424PM) id AA12267; Tue, 03 Jun 1997 13:58:18 -0400

Received: from smtpgw1.ed.gov (smtpgw1.ed.gov [165.224.217.37]) by vader.ed.gov (8.8.5/8.8.4) with SMTP id NAA19525; Tue, 03 Jun 1997 13:55:25 -0400 (EDT)

Received: from ccMail by smtpgw1.ed.gov (IMA Internet Exchange 1.04b) id 3945aa20; Tue, 03 Jun 1997 13:55:46 -0400

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

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

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

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WPC*

2xBZ! Online clips cover page

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#*0 x7##What Follows
#&G\ P&P#

- \ \ NATIONAL
1. The New York Times
Bias in Scholarships Charged at 25 Colleges
 2. The Washington Post
Title IX Complaints Filed Against 25 Universities
 3. New York Newsday
Title IX Complaints Filed on 25 Schools
 4. The Wall Street Journal
Colleges Accused of Bias Against Female Athletes
 5. Los Angeles Times
25 Schools Accused of Gender Discrimination
 6. USA Today
Suits charge bias in women's sports
 7. Richmond TimesDispatch
Title IX suit cites 3 Va. universities
 8. Denver Post
Complaint names CU, CSU for sex discrimination
 9. Associated Press
Group files complaint against 25 schools over female athletic scholarships
 10. Associated Press

Group alleges 25 schools discriminate against female athletes

11. Boston Globe

Sports scholarship bias alleged

12. The Atlanta Journal-Constitution

Governor brushes off HOPE criticism

13. The Christian Science Monitor

Next Clinton Focus: Healing Racial Rifts

14. The Christian Science Monitor

ting Pot Missed

Adding Spice in a State The Mel

15. The Christian Science Monitor

Good Sportsmanship Declines on the Sidelines

16. TIME

GREAT EXPECTATIONS

17. The Wall Street Journal

Disney's Model School: No Cause to Celebrate

18. All Things Considered (NPR)

Washington, DC Public Schools

19. Business Week (international edition)

SCHOOLS: NO TIGER

20. Business Week

READIN', WRITIN', AND THE INTERNET

TRADE

21. LRP Publications

IDEA Will Still Provide Placement Options, Analyst Says

22. LRP Publications

Feds Order NYC to Cut Number of Minorities in Special Ed

23. Education Daily

WOMEN'S GROUP SAYS COLLEGES FUMBLE AID FOR FEMALES

24. Education Daily

DRAFT HOUSE BILL STRIVES FOR LESS THREATENING LANGUAGE

25. Education Daily

ED, NYC REACH AGREEMENT ON SPECIAL EDUCATION, RACE

26. Education Daily

DRAFT HOUSE VOC ED BILL WOULD PENALIZE STATES

27. Chronicle of Higher Education Academe Today

California U. of Pa. Told to Reinstate Professor Fired for Not Raising G

rades

28. Chronicle of Higher Education Academe Today

Texas Governor to Sign Bill Barring Use of Lower GPA's to Admit Athletes

29. Chronicle of Higher Education Academe Today

Title IX Complaint Charges 25 Colleges With Shortchanging Women's Sports

LOCAL

30. Philadelphia Inquirer

31. Baltimore Sun

Best and brightest are fiercely recruited

32. Baltimore Sun

External diploma program emphasizes 'life skills' instead of academics

33. Columbus Dispatch

Truants often hooked on crime

34. Philadelphia Inquirer

35. Chicago SunTimes

Survey says men lack knowledge of kids

36. The Miami Herald

Broward school officials challenge part of audit

37. The Seattle Times

KIRKLAND, SNOQUALMIE SCHOOLS WIN TOP AWARDS

38. Pittsburgh PostGazette` ` ` SCHOOL REFORM MOVEMENT QUESTIONED Serie

s: RETHINKING OUR

SCHOOLS

39. The New Orleans TimesPicayune

AUDITOR SUING SCHOOLS, ALLEGING FRAUD UNEMPLOYMENT MONEY

DISPUTED

40. The New Orleans TimesPicayune

ST. BENILDE BOASTS A BLUE RIBBON

41. Dayton Daily News

EDUCATION 2 AREA SCHOOLS WIN BLUE RIBBON

42. The Salt Lake Tribune

Charter Schools Steer Clear of Elitism

43. The New Orleans TimesPicayune

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44. Seattle Times

TOPS parents target class size

45. The Miami Herald

Bible curriculum may become realitySchool board backs religious right

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48. San Diego UnionTribune

Unz pursues initiative to ban bilingual education

49. San Francisco Chronicle

Teacher Union Sues Livermore District

50. Associated Press

Studies show education reform working well

51. Associated Press

Outlook for children bleak despite healthy economy, group says

52. Associated Press

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HouseSenate compromise stumbles over vouchers

54. Associated Press

Board considers canceling more majors at state colleges

55. Associated Press

Alcorn supervisors donate computers to students

56. Associated Press

Former dropout finds motivation in Georgia, now heading for college

57. Associated Press

Study shows some juvenile facilities lacking in teachers

58. The Dallas Morning News

- \ \ \ Gonzalez reassigning 153 administrators
- \ \ \ 59. Detroit Free Press
- \ \ \ Scoring error found in state writing tests
- \ \ \ 60. Associated Press
- \ \ \ Price tag for education grows as special session progresses
- \ \ \ 61. The Dallas Morning News
- \ \ \ School choice leads education legislation
- \ \ \ 62. Associated Press
- \ \ \ Single parents on AFDC make it through college \ \ \ 63. Associated Pres

- \ \ \ Democrats' budget proposes more money for UConn, Sheff programs
- \ \ \ 64. Associated Press
- \ \ \ UW students learning in the real world, serving others
- \ \ \ 65. The Dallas Morning News
- \ \ \ Diversity on campus addressed in session
- \ \ \ 66. Associated Press
- \ \ \ Governor to ask Legislature to create boarding school
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- \ \ \ Police to reward kids for being good
- \ \ \ 68. Associated Press
- \ \ \ Poshard backs Edgar's idea but says leadership needed
- \ \ \ 69. Los Angeles Times
- \ \ \ School Plans Class in Sign Language Education: Trustees on Thursday w

ill consider
 proposal for pilot program at Thousand Oaks High. More than 30 stu
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- \ \ \ 70. The Orlando Sentinel
- \ \ \ Vote by teachers deflates plans for Windy Ridge switch to charter
- \ \ \ 71. Los Angeles Times
- \ \ \ Campus Planners Told to Put Academics First Education: Cal State trus

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 foundation of the hopedfor university at the state hospital site s
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- \ \ \ 72. New York Newsday
- \ \ \ Pataki's Prep School Daughter
- \ \ \ 73. Los Angeles Times
- \ \ \ College Bill Had Lots of Support, but No VotesAssembly: Democratic panel

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 backing. He calls it p
 olitics; others cite stiff competition for funds.

- \ \ \ 74. Boston Globe
- \ \ \ Some on Hill say teachers' union ad uses praise as feint
- \ \ \ 75. Chicago Tribune
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- \ \ \ 77. Kansas City Star
- \ \ \ Confronting the costs of racial preference
- \ \ \ 78. The New York Times

- Overeducated and Underpaid
- 79. Los Angeles Times
- At Last, a UC Admissions Plan That Rewards Merit
- 80. Roll Call
- Pennsylvania Avenue
- 81. Philadelphia Inquirer
- Voters set agenda for N.J. race: Schools, insurance, environment
- 82. Minnesota Star Tribune
- Counterpoint: ESL students need more aid, not less
- 83. Kansas City Star
- Becoming one with class of '99
- 84. San Diego Union Tribune
- Deciding a major university's mission
- 85. San Francisco Chronicle

- Gonna Take A Mathematical Journey
- 86. Houston Chronicle
- Antiquota crusades bear useful fruit
- 87. Boston Globe
- Umass is too casual about students breaking laws
- 88. The Washington Post
- Is America Finally Going ColorBlind?
- 89. Roll Call (policy briefing)
- President's Plan Helps Relieve the 'Tuition Squeeze'
- 90. Roll Call (policy briefing)
- Target Education Dollars to Schools, Not Bureaucrats
- 91. Roll Call (policy briefing)
- TaxpayerFunded Scholarships Can Deliver America's Neediest Students From

Failing Systems

- 92. Roll Call (policy briefing)
- Charter Schools: 'New Dem' Reform of Choice
- 93. Roll Call (policy briefing)
- Uneasy Truce Between Direct and Private Student Loans Threatens Improvem

ents

- 94. Roll Call (policy briefing)
- Direct Loans Are Simpler, Faster, and Better for Students
- 95. Roll Call (policy briefing)
- Imagine Having a Mortgage Without a House
- 96. Roll Call (policy briefing)
- The Bell Is Sounding for School Choice:
- 97. Roll Call (policy briefing)
- Paying the Price for a College Education
- 98. Roll Call (policy briefing)
- New Investment in Education Infrastructure Necessary to Provide Effectiv

e Places of Learning

- 99. Roll Call (policy briefing)
- Republicans Really Are a ProEducation Party
- 100. Roll Call (policy briefing)
- A Gen Xer's Case for a Federal Role in Education

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- 101. The Wall Street Journal

- Taking VMI Prisoner
- 102. The Christian Science Monitor
- Unlearning Violence
- 103. The Washington Post
- Dealing With Disruptive Students
- 104. The Dallas Morning News
- Helping schools
- 105. Sacramento Bee
- Yes on U
- 106. Chicago Tribune
- AN EDUCATION IN POOR POLITICS
- 107. Richmond TimesDispatch
- Optional SexEd

Body type#\ PP#Tabs-storiesdPublication#W\ PP# 1. The New York Times"Public
ation" #:\ P P# 06/03/97; Edition: Late Edition - Final; Section: Section B; S
ports Desk; Page 12, Column 5

Headline#\ P!P# Bias in Scholarships Charged at 25 CollegesHeadline #:\ P"P#
By KEVIN M. GRAY

WASHINGTON, June 2 " A leading women's organization filed legal complaints tod
ay against 25 universities, charging that sexual
discrimination has caused vast

disparities between men and women in the awarding of athletic scholarship mone
y.

ddThe National Women's Law Center, a Washington-based group, contends that wome
n receive barely one-third of the total available
athletic scholarships.

TD The complaints, filed with the Department of Education's Office of Civi
l Rights, allege a violation of Title IX, the Federal mandate
established in 19

72 that prohibits sexual discrimination by public and private colleges receivin
g Federal funds. The Department of
Education will review the complaint during t
he next 135 days.

ddThe schools include Boston College, Boston University, Brigham Young, Duke an
d Vanderbilt.

ddWhile admitting that many colleges had made tremendous improvements in women'
s athletic programs since Title IX, Marcia D.

Greenberger, the co-president of
the National Women's Law Center, said a "surprising and unacceptable number st
ill do not meet the
standards."

ddAt some schools, Greenberger said, female athletes are receiving more than \$1
,000 less in scholarship money each year than the average
male athlete. Accordi

ng to the group, Vanderbilt has the widest disparity, at \$6,765. While 52 perce
nt of the students at that school are
women, and 41 percent of its athletes are
women, just 31 percent of its scholarships are offered to women.

ddThe numbers are based on public information that universities are required to
provide under the Equity in Athletics Disclosure Act.

ddFor years, the focus for Title IX advocates was to establish higher levels of
participation in female athletic programs, in proportion to

the total percentage of female enrollment in the student body. Title IX critics worried that progress might unfairly come at the expense of already established athletic programs for men.

Now, this action by the women's group reveals a more vulnerable point for many colleges. Supporters are challenging college programs to both reward the appropriate percentage of scholarships to female athletes and continue to work to increase female participation.

According to the group, only 11 schools comply with both aspects of the Federal mandate.

Many schools were reluctant to respond to today's findings.

In a statement, Boston University decried today's complaint as "inconsistent with the facts." The university said it had achieved the appropriate participation level and was working to increase scholarship money for women.

Earlier this year, advocates of proportionality were heartened when the Supreme Court refused to hear an appeal by Brown University in another case involving gender equity in collegiate athletics.

After the Brown decision, the National Collegiate Athletic Association released a study on gender equity that said many athletic programs were at least 10 years away from achieving total equality for female athletes.

Publication#W\ P#P# 2. The Washington Post"Publication" #:\ P\$P# 06/03/97; Edition: FINAL; Section: Sports; Page D01

Headline#u\ P%P# Title IX Complaints Filed Against 25 UniversitiesHeadline #:\ P&P#By Amy Shipley

Washington Post Staff Writer

Twenty-five colleges and universities nationwide were named in separate sex discrimination complaints filed yesterday with the Department of Education's Office of Civil Rights.

The National Women's Law Center, a Washington-based nonprofit organization, filed the complaints, selecting 25 schools to represent the 25 years of Title IX, the law enacted in 1972 to prevent discrimination at federally funded institutions.

Boston University, Brigham Young, Duke, Colorado, Oregon, Vanderbilt and Wake Forest were among the schools targeted, as were three schools in Virginia " Hampton, Liberty, William & Mary " and one in Maryland " Coppin State.

Officials from several of the 25 schools immediately disputed the law center's contention that they are not providing equal opportunity for their female athletes.

The Office of Civil Rights (OCR) will review the complaints within 135 days. If it finds that a school is not complying with Title IX, the school could lose all of its federal funding. But that penalty is so severe, schools not complying with Title IX usually negotiate a

settlement with OCR officials that results in enhanced opportunities for female athletes. No school ever has lost its federal funding because of noncompliance with Title IX.

ddOne of the tests of compliance with Title IX is whether the percentage of women in a school's athlete population is substantially proportional to the percentage of women in its overall undergraduate population.

ddThe National Women's Law Center selected the 25 schools for yesterday's complaints based on several criteria, including how the schools fared on that test and their allocation of athletic scholarship money. The center's statistics came from annual reports every college in the nation must compile under the federal Equity in Athletics Disclosure Act. The most recent reports cover the 1995-96 academic year.

dd"We are assuming these colleges and universities are aware of the problem," said Marcia D. Greenberger, co-president of the National Women's Law Center. "By filing complaints with the OCR first, we are allowing them the opportunity to get their house in order. . . .Coming into compliance with Title IX can be done in a number of different ways."

ddBoston University officials said in a statement that they have utilized one of those ways. They said the school underwent a Title IX compliance review by the OCR in 1994, and reached an agreement with the OCR to raise participation and scholarship levels for female athletes over a four-year period ending in 1998-99 " and has been complying with that agreement.

dd"The 'complaint' announced today is inconsistent with the facts, and it fails to recognize progress made" in accordance with that agreement, BU officials said in a statement.

ddMichael Schoenfeld, vice chancellor at Vanderbilt, said his school has increased its participation numbers during the 1996-97 school year. According to statistics provided yesterday by the law center, Vanderbilt's overall student population in 1995-96 was 47 percent female and 41 percent of its athletes were female. Also, women received 31 percent of the athletic scholarship money awarded by the school.

Schoenfeld said that during the 1996-97 school year, 47 percent of Vanderbilt's athletes were female.

dd"This does a disservice to the good work done by a lot of schools," Schoenfeld said of the Law Center's complaints to the OCR. "This puts people in a defensive position when, in fact, a lot of progress has been made. The simple and, we would argue, misleading way it is presented doesn't advance the issue."

ddDuke officials also released a statement in which they said: "While the university does not typically comment on legal matters, it is important to note that the university does not believe it is 'letting down' its women athletes. On the contrary, Duke University has made

great strides."

ddSCHOOLS CITED

ddSchools cited by National Women's Law Center for allegedly discriminating against female athletes:

- ddBeth.-Cookman
- ddBoston College
- ddBoston U.
- ddBowling Green
- ddBrigham Young
- ddColorado
- ddColorado State
- ddCoppin State
- ddDuke
- ddHampton U.
- ddLiberty
- ddMaine
- ddNew Hampshire
- ddNorth Texas
- ddNortheastern
- ddOregon
- ddS. Carolina State
- ddTexas-El Paso
- ddToledo
- ddTulsa
- ddUtah State
- ddVanderbilt
- ddWake Forest
- ddWilliam & Mary
- ddWoffordnyxddd

Publication#W\ P# 3. New York Newsday"Publication" #:\ P(P#June 3, 1997

Headline#u\ P)P# Title IX Complaints Filed on 25 SchoolsHeadline #:\ P*P#

ddBy Tanyanika Samuels. WASHINGTON BUREAU

ddWashington - A women's rights group yesterday announced legal action to force 25 universities and colleges to comply with a 1972

law that calls for the equal

distribution of scholarship dollars among male and female athletes.

ddThe National Women's Law Center said female athletes were cheated out of more than \$5 million in scholarship money during the 1995-1996 academic year.

dd"Discrimination against young women is unfair to them and to our country . .

. Female students have waited 25 years for equity at our

nation's colleges and

universities. They have waited long enough," said Marcia Greenberger, the center's co-president.

ddThe center filed complaints with the Department of Education's Office of Civil Rights, saying that each of the 25 schools named failed

to comply with Title

IX of the Education Amendments, which prohibits sex discrimination in institutions receiving federal funding. The

group said the female athletes get disproportionately

less scholarship money than their level of participation in varsity sports

would justify.

ddIn the complaint, Vanderbilt was cited as the most severe offender. Women make up 47 percent of the university's enrollment, and 41 percent of them participate in varsity sports. However, only 31 percent of the university's scholarship funds is allocated to female athletes, and male athletes get an average of \$6,765 more in funds.

ddAmong the other schools named in the complaints: Boston University; Boston College; William&Mary; Duke; Colorado; Oregon; Texas-El Paso; and Utah State. None was from the tri-state area.

ddMichael Schoenfeld, vice chancellor for media relations at Vanderbilt, said while his school had some gaps, they were not as wide as the law center's numbers indicate.

dd"We're disappointed that these numbers are being used in what we think is a very misleading way," Schoenfeld said.

ddThe Office of Civil Rights has 135 days to dismiss the complaints or require the schools to comply with Title IX. If an institution refuses to comply, center

officials plan to file a federal suit that could threaten the schools' federal funding. Greenberger said she is optimistic the center will not have to go that far.

ddCenter officials hope that this action will serve as a wake-up call to other schools not included in the complaints, which were against only NCAA Division I schools.

ddThe complaint comes just two months after the Supreme Court refused to review a ruling that Brown University had discriminated against female athletes under Title IX. Brown was required to increase the number of varsity team positions available to the school's female athletes.nyxddd

Publication#W\ P+P# 4. The Wall Street Journal"Publication" #:\ P,P# 06/03/97

Headline#u\ P-P# Colleges Accused of Bias Against Female AthletesHeadline #:\ P.P# WASHINGTON (AP) " Twenty-five colleges and universities, including Vanderbilt, Duke, Boston College and Brigham Young, were accused yesterday of discriminating against women in awarding athletic scholarships.

ddThe National Women's Law Center filed complaints with the Education Department's Office for Civil Rights accusing the schools of violating the 1972 law known as Title IX. The organization alleges that female athletes receive just over one-third of the scholarship dollars nationwide.

ddIf female athletes at the 25 schools received a fair share, meaning scholarship dollars more in line with female athletic participation, the center estimates, they would get \$5 million more.

ddTitle IX, a federal law credited by many with changing the face of women's sports and influencing society's attitudes about women, bans discrimination in education

ucation based on sex. All public and private colleges that receive federal mone
y are covered by the law.

ddThe Education Department will evaluate the complaints within 135 days. Center
officials said they are prepared to file a lawsuit if no
remedies are implemen
ted.

ddMany school officials refused to comment, saying they had not heard about the
complaint until contacted by reporters.nyxdddy

Publication#W\ P/P# 5. Los Angeles Times"Publication" #:\ POP#* 06/03/97; Edi
tion: Home Edition; Section: Sports; Sports Desk; Page C-3

Headline#u\ P1P# 25 Schools Accused of Gender DiscriminationHeadline #:\ P2P#

From Staff and Wire Reports

ddTwenty-five colleges and universities, including Vanderbilt, Duke, Boston Col
lege and Brigham Young, were accused Monday of
discriminating against women in
awarding athletic scholarships.

ddThe National Women's Law Center filed complaints with the Education Departmen
t's Office for Civil Rights, accusing the schools of
violating the 1972 law kno
wn as Title IX. The organization alleges that female athletes receive just over
one-third of the scholarship dollars
nationwide.

ddIf female athletes at the 25 schools received a fair share, meaning scholarsh
ip dollars more in line with female athletic participation,
the center estimate
d, they would get \$5 million more.

ddTitle IX, a federal law credited by many with changing the face of women's sp
orts and influencing society's attitudes about women,
bans discrimination in ed
ucation based on sex. All public and private colleges that receive federal mone
y are covered by the law.

ddThe Education Department will evaluate the complaints within 135 days. Center
officials said they are prepared to file a lawsuit if no
remedies are implemen
ted. Track and Field

ddA day after winning the title of "World's Fastest Man," Donovan Bailey apolog
ized for calling rival Michael Johnson a "coward" and
a "chicken" after beating
him in a 150-meter match race.

ddJohnson, the 200-meter world-record holder, pulled up lame about halfway thro
ugh the race in Toronto. Bailey then criticized the
American, all but accusing
him of faking the injury to his left leg.

dd"I want to apologize to Michael Johnson," Bailey said in a statement. "Michae
l and I began this unique event as friends, but the build-up
to the race has le
ft the friendship strained.

dd"I have tremendous respect for Michael's athletic ability and I hope that the
injury he sustained is not season-threatening. I wish him
a speedy return to c

ompetition."

ddMary Slaney doesn't intend to follow Butch Reynolds' route and seek a court order allowing her to compete in next week's U.S. Track and Field Championships, according to Richard Slaney, her husband.

ddSaturday, the International Amateur Athletic Federation suspended Slaney and two other U.S. athletes pending a hearing for suspected use of performance-enhancing substances. Slaney is entered in the 1,500 and 5,000 meters in the U.S. championships, which begin June

11 in Indianapolis. But USA Track & Field attorneys were considering whether to allow Slaney to run despite the IAAF ruling. ddFrankie Fredericks won the 100 meters at an international track meet just north of Paris in 10.09 seconds. ddWorld 1,500-meter record holder Qu Yunxia finished 10th in the Chinese national track and field championships and said she will

retire. Pro football

ddThe Washington Redskins signed Jamel Williams, one of their four fifth-round draft picks, to a three-year contract worth \$578,000.

They also signed fourth-year offensive tackle Joe Patton to a one-year contract worth \$361,000.

ddThe Cowboys opened their off-season workouts without wide receiver Michael Irvin, but signed free-agent receiver Anthony Miller.

ddFree-agent receivers Michael Timpson and Russell Copeland signed with the Philadelphia Eagles and tight end Jimmie Johnson also agreed to a contract.

ddEric Metcalf of the San Diego Chargers strained his right hamstring Saturday during the "Run to Daylight" made-for-TV competition and won't be able to run during the team's mini-camp. Miscellany

ddThe first two Big Ten basketball tournaments will be held in the United Center in Chicago. . . . Duke University Athletic Director Tom

Butters underwent a quadruple bypass after suffering a heart attack in Maryland. . . . Tim Jankovich resigned as men's basketball coach at North Texas.nyxddd

Publication#W\ P3P# 6. USA Today"Publication" #:\ P4P#June 3, 1997

Headline#u\ P5P# Suits charge bias in women's sportsHeadline #:\ P6P#

ddWASHINGTON - Complaints filed against 25 colleges and universities Monday accuse the schools of discriminating against women athletes in scholarship funding

ddThe complaints, filed with the Education Department by the National Women's Law Center, come under Title IX, the 1972 federal law that bans discrimination in education based on sex. The department has 135 days to respond.

dd"What this represents is moving now to the second part of Title IX, which is scholarships," says Donna Lopiano, executive director of the Women's Sports Foundation.

ddThe center, using data from the Equity in Athletics Disclosure Act, focused on what it called the "worst" schools.

ddAmong the 25 were Vanderbilt, Duke and Brigham Young universities as well as small institutions like Bethune-Cookman College in Daytona Beach, Fla., and Hampton University in Hampton, Va.

ddThe center says the widest disparity was at Vanderbilt where female athletes receive \$6,765 less per scholarship each year. The average disparity was about \$1,000.

ddBut Michael Schoenfeld of Vanderbilt said the numbers are being used "in a very misleading way."

dd"If the 25 schools . . . awarded female athletes their fair share, young women at these schools would receive a total of \$5,076,615 more per year in scholarships," said Marcia Greenberger of the law center.

dd"I'll bet it sends at least 25 schools scrambling," said Patty Viverito of the NCAA Committee on Women's Athletics.

ddMany schools refused comment, but Brigham Young University's Brent Harker said its "objective has always been to be in compliance."

ddThe law center's complaints come two months after the Supreme Court refused to free Brown University of rulings that it had discriminated against female athletes and ordered it to increase the number of varsity team positions available to females.

ddSchools accused by the National Women's Law Center of discriminating against female athletes: Bethune-Cookman College, Daytona Beach, Fla.; Boston College,

Chestnut Hill, Mass.; Boston University, Boston; Bowling Green State University, Bowling Green, Ohio;

Brigham Young University, Provo, Utah; College of William and Mary, Williamsburg, Va.; Colorado State University, Fort Collins, Colo.; Coppin State College, Baltimore; Duke University, Durham, N.C.; Hampton University, Hampton, Va.; Liberty University, Lynchburg, Va.;

Northeastern University, Boston; South Carolina State University, Orangeburg, S.C.; University of Colorado at Boulder; University

of Maine at Orono; University of New Hampshire, Durham, N.H.; University of North Texas, Denton, Texas; University of Oregon, Eugene,

Ore.; University of Texas at El Paso; University of Toledo, Toledo, Ohio; University of Tulsa, Tulsa, Okla.; Utah State University,

Logan, Utah; Vanderbilt University, Nashville, Tenn.; Wake Forest University, Winston-Salem, N.C.; Wofford College, Spartanburg, S.C.

ddBy The Associated Press and Joe Arace, USA TODAYnyxddd

Publication#W\ P7P# 7. Richmond TimesDispatch"Publication" #:\ P8P#June 3, 1997

Headline#u\ P9P# Title IX suit cites 3 Va. universities Headline #:\ P:P# BY PETER HARDIN Times-Dispatch Washington Correspondent

ddWASHINGTON " A women's rights group yesterday filed federal complaints accusing three Virginia universities of sex discrimination in awarding athletic scholarships.

The National Women's Law Center named the College of William and Mary, Hampton University and Liberty University among 25 schools it accused of violating federal law by allocating disproportionately fewer athletic scholarship dollars to women.

An official at Hampton University said the complaint was unfair because it didn't take into account the school's recent efforts to increase athletic offerings and scholarship opportunities for women.

"We have a plan, and we are implementing the plan," said Dennis E. Thomas, Hampton's athletic director. The other Virginia schools had no immediate response.

The complaints were filed by the women's law center with the U.S. Department of Education under the 1972 Title IX law. "Too few women or men know about the scholarship gap for our nation's daughters," Marcia D. Greenberger, co-president of the women's law center, said at a news conference.

For any school that receives federal money, Title IX bans discrimination in education based on gender.

"The time has come for each . . . of these schools to come into compliance with Title IX or lose the millions of taxpayer dollars they benefit from every year," Greenberger added.

At William and Mary, the group said, women comprised 47 percent of varsity athletes in 1995-1996 but received 39 percent of \$2.4 million in athletic scholarship aid.

The average female athlete at William and Mary receives about 71 percent of the athletic scholarship aid a male counterpart receives, or an average of \$1,436 less per year, the group said.

At Hampton University, the group said, women received 30 percent of the school's \$1.5 million in athletic scholarship dollars during 1995-1996, although they comprised 40 percent of all varsity athletes.

The average female athlete at Hampton receives \$2,513 less in scholarships in one year than the average male athlete, or about 63 percent of the man's sum, the group said.

Hampton's athletic director said last night the school has increased scholarship opportunities for women in volleyball, softball, basketball, track and field, and tennis. It plans to add women's golf during the 1997-1998 school year, he said.

"We are implementing a plan to add more money and more teams for female athletes," he said.

At Liberty, according to the law center, 32 percent of varsity athletes in 1995-1996 were women; they received 26 percent of \$1.6 million in athletic scholarship aid.

The average female athlete at Liberty gets about 75 percent of the athletic scholarship money a male counterpart receives, or an average of \$1,261 less per

year, the group said.

ddGreenberger said many colleges and universities have brought themselves into compliance with Title IX since 1972, while a number of others have failed to comply.

ddThe 25 schools targeted with sex discrimination complaints "are especially out of step," she said.

ddIf these schools awarded female athletes their fair share, the young women would receive \$5 million more in scholarships for just one year, she added.

ddIn addition to examining treatment of female athletes for scholarship aid, Greenberger said, her group also looked at disparities between colleges' enrollment of women and the "the far fewer athletic opportunities they offer women students."

ddOther colleges named in sex discrimination complaints yesterday included Duke University in Durham, N.C., and Wake Forest University in Winston-Salem, N.C.

ddThe greatest scholarship disparity for an average female athlete was reported by the National Women's Law Center to exist at Vanderbilt University in Nashville, Tenn. It was calculated to be \$6,765 less than the average amount awarded a male athlete.

ddIn April, a U.S. Supreme Court action on a Title IX matter was hailed as a victory for sexual equality. The court refused to free Brown University of rulings under Title IX that the Ivy League school discriminated against female athletes.

Publication#W\ P;P# 8. Denver Post"Publication" #:\ P<P#June 3, 1997

Headline#u\ P=P# Complaint names CU, CSU for sex discriminationHeadline #:\ P>P#

Denver Post staff and wire reports

ddJune 3 - WASHINGTON - This is not likely what the University of Colorado and Colorado State had in mind when they set their sights on the Top 25.

ddBoth schools were among 25 colleges and universities accused of discrimination against women for the way they divide sports scholarships.

ddCiting the "scholarship gap," the National Women's Law Center filed a complaint Monday with the Education Department's Office for Civil Rights.

dd"Women and their families know about the wage gap," said Marcia Greenberger, the Center's co-president. "But too few women or men know about the scholarship gap for our nation's daughters." The allegations were filed under the 25-year-old Title IX law that forced

schools - principally members of the National Collegiate Athletic Association - to give equal opportunity for women in sports. Gender

equity long has been debated in college sports, but until now it generally has focused on levels of participation by women. Monday's action

opens a new front in the debate, effectively arguing that schools must also reward women with levels of scholarships financially comparable to that enjoyed by men.

The information used in the complaints includes data schools provided under the Equity in Athletics Disclosure Act, the center said.

The Law Center complaint deals solely with scholarships.

CSU senior women's administrator Marsha Smeltzer said Monday night she had not seen the center's complaint.

But she suspected any scholarship disparity could be because there are inherently more women's scholarship equivalency sports (where scholarships are divided among athletes in sports such as track, softball and swimming) than "head count" programs such as football and men's and women's basketball.

"There's no doubt the way the NCAA has set up scholarships, there are more equivalency programs on the women's side than the men's," Smeltzer said. Basketball, volleyball and tennis are CSU's only women's head count sports. When combined, they don't equal an 85-man football squad.

Officials from CU were unavailable for comment Monday.

The average female athlete receives \$1,000 less per year in scholarships than the average male athlete, Greenberger said.

Vanderbilt had the highest gap from male to female scholarships at \$6,765, the center said. The school has a 52 percent female enrollment and 41 percent female athletic participation, but just 31 percent of its scholarships are available to female athletes, the complaint asserts.

Colorado State was a defendant a few years ago in a landmark Title IX suit that resulted in a court-ordered reinstatement of its softball program.

Under the law, the Department of Education now has 135 days to judge whether the 25 schools are in violation of Title IX and can then recommend changes, remedies and sanctions.

If remedies are not seen as satisfactory, a lawsuit to force redistribution of scholarship wealth or denial of federal funds to the schools would be an option, Greenberger said.

Denver Post sports writer Natalie Meisler contributed to this report.

Publication#W\ P?P# 9. Associated Press"Publication" #:\ P@P#06-03 6:11a
Headline#u\ PAP# Group files complaint against 25 schools over female athletic

scholarshipsHeadline #:\ PBP#
WASHINGTON (AP) - Twenty-five years after Title IX went into effect, 25 colleges and universities, including Vanderbilt, Duke, Wake Forest, Boston College and Brigham Young, have been accused of discriminating against female athletes.
The National Women's Law Center filed complaints Monday with the U.S. Department

ent of Education's Office for Civil Rights accusing the schools of violating the 1972 law. The organization alleges that female athletes receive just over one-third of the scholarship dollars nationwide.

ddTitle IX, a federal law credited by many with changing the face of women's sports and influencing society's attitudes about women, bans discrimination in education based on sex. All public and private colleges that receive federal money are covered by the law.

dd"Female students have waited 25 years for equity at our nation's colleges and universities," said Marcia D. Greenberger, co-president of the law center. "They have waited long enough."

ddThe education department will evaluate the complaints within 135 days.

ddCenter officials said they are prepared to file a lawsuit if no remedies are implemented.

ddThe information used in the complaints is data schools provide under the Equity in Athletics Disclosure Act, the center said.

ddMany school officials refused comment Monday, saying they had not heard about the complaint until contacted by reporters.

ddBrigham Young University spokesman Brent Harker said school officials had been "working" with the Office for Civil Rights.

dd"Our objective has always been to be in compliance," Harker said.

ddMichael Schoenfeld, vice chancellor for media relations at Vanderbilt, said while his school had some gaps, it was not as wide as the Law Center's numbers.

dd"We're disappointed that these numbers are being used in what we think is a very misleading way," Schoenfeld said, adding the data doesn't take into account

athletes who participate in more than one sport.

ddThe complaint comes just two months after the U.S. Supreme Court refused to free Brown University of rulings that it had discriminated against female athletes under Title IX.

ddBrown was required to increase the number of varsity team positions available to the school's female athletes.

ddThe Law Center complaint deals solely with scholarships.

ddThe 25 public and private schools are NCAA Division I members.

ddData found that on average the female athlete receives \$1,000 less per year in scholarships than the average male athlete, Greenberger said.

ddVanderbilt had the highest gap in female scholarships at \$6,765, the center said. The school has a 52 percent female enrollment and 41 percent female athletic participation, but just 31 percent of its scholarships are available to female athletes, officials alleged.

ddWake Forest had a \$3,655 gap while Boston University had a \$3,754 gap, the complaint alleges. Boston College and Brigham Young had \$1,792 and \$1,258 gaps, respectively, while Duke was cited with a \$2,603 gap.

Headline#\ PEP# Group alleges 25 schools discriminate against female athletes

Headline #:\ PFP#

By JANELLE CARTER Associated Press Writer

ddWASHINGTON (AP) - Heather Whittaker knows all about federal laws protecting female athletes from discrimination. But the

Brigham Young University volleyball

player says her school hasn't violated any.

dd"No one has ever complained about there being a lack of scholarships in the women's department," said the senior, who did a class paper

on the athletic depa

rtment's compliance with federal discrimination laws. She is also on full scholarship at the Utah university.

ddThe National Women's Law Center thinks differently.

ddThe Washington-based center filed complaints Monday with the Education Department's office for civil rights accusing 25 colleges

and universities, including

Vanderbilt, Duke, Wake Forest, Boston College and Brigham Young, of violating the 1972 law known as Title IX.

ddThe organization alleges that female athletes receive just over one-third of the scholarship dollars nationwide. If scholarships for female

athletes were mo

re in line with participation, women at the 25 schools would get \$5 million more, the center estimated.

ddTitle IX prohibits discrimination in education based on sex. All public and private colleges that receive federal money are covered by the law.

ddUnlike a recent Brown University case that dealt with participation opportunities for female athletes, the Law Center's complaint deals solely with scholars

hip opportunities.

ddThe complaint comes as officials mark the 25th anniversary of the Title IX law this month.

dd"Female students have waited 25 years for equity at our nation's colleges and universities," said Marcia Greenberger, co-president of

the law center. "They

have waited long enough."

ddThe law requires that if 35 percent of the school's varsity athletes are women, then at the least, the school must award about the same

proportion of its sc

holarships to them, Greenberger said.

ddThe Education Department will evaluate the complaints within 135 days.

ddThe information used in the complaints was data that schools provide under the Equity in Athletics Disclosure Act, the center said.

Schools used in the comp

laint were chosen randomly to represent public and private schools as well as different regions.

ddThe center found that on average the female athlete receives \$1,000 less per year in scholarships than the average male athlete,

Greenberger said.

ddVanderbilt had the highest gap in female scholarships at \$6,765, the center said. Wake Forest had a \$3,655 gap while Boston University

had a \$3,754 gap, the

complaint alleges. Boston College and Brigham Young had \$1,792 and \$1,258 gaps, respectively. Duke was cited

as having a \$2,603 gap.

ddBoston University officials issued a statement calling the complaint "inconsistent with the facts."

ddBoston University reached an agreement in 1994 with the federal agency in which it agreed to increase participation of female athletes

from 40 percent to 48

percent by the end of the 1998-99 academic year, school officials said. It also

agreed to increase athletic scholarships

for women from 32 percent to 43.5 percent.

ddJoseph Alleva, associate director of athletics at Duke University, issued a statement saying the university did not believe it was "letting

down" its female

athletes.

dd"On the contrary, Duke has made great strides," Alleva said.nyxddd

Publication#W\ PGP# 11. Boston Globe"Publication" #:\ PHP#June 3, 1997

Headline#u\ PIP# Sports scholarship bias alleged Headline #:\ PJP#Subhead#[\

PKP# Women shortchanged by colleges, group says in filing complaintsSubhead#:\

PLP#

By Charity Vogel, Globe Staff, page B1

ddWASHINGTON - They've come a long way, but, according to a women's legal group monitoring how athletic scholarships are

allocated, not far enough.

ddOn the 25th anniversary of Title IX, the National Women's Law Center yesterday

filed complaints of sex discrimination against 25

colleges and universities,

including five in New England.

ddThe schools neglected to provide equitable amounts of scholarship dollars to

female athletes, the law center said.

ddThe complaints, filed with the civil rights office of the US Department of Education

and based on 1995 figures, say the schools should

"come into compliance

with Title IX or lose the millions of taxpayer dollars they benefit from every

year," said Marcia D. Greenberger,

co-president of the legal group.

ddThe New England schools are Boston College, Boston University, Northeastern University,

the University of Maine at Orono, and the

University of New Hampshire

and

dd"``We think that all of these schools have serious and substantial problems. We

would not say that they're necessarily the worst,"

Greenberger said.

ddTitle IX, passed in 1972, bars sex discrimination by educational institutions

that receive federal funds. The law was backed up by the

recent Supreme Court

decision requiring Brown University and other institutions to provide athletic

programs for men and women in

proportion to their enrollment numbers, or risk losing

federal money because of noncompliance.

ddGreenberger said the list is not a ranking of the worst violators, but it is

a starting point.

dd"``Boston University is giving the average female athlete \$3,754 less during o

ne year alone than the average male athlete," Greenberger said.

ddWhile females constitute about 55 percent of the university's student body and about 45 percent of its varsity athletes, only about 32 percent of athletic s

cholarship dollars go to women athletes, according to the complaint.

ddAt Boston College, Greenberger noted that women make up about 53 percent of t he student body and 37 percent of varsity athletes,

while receiving 31 percent

of total athletic scholarship money. The yearly difference between male and fem ale scholarships, on average, is \$1,792, the complaint stated.

ddAt Northeastern University, women are 44 percent of the student body and 38 p ercent of varsity athletes, but receive only about 31

percent of athletic schol

arship money, the complaint states. The scholarship gap at Northeastern is abou t \$1,970 per year.

ddAt the University of New Hampshire, women make up 57 percent of the student b ody and 50 percent of varsity athletes, while receiving

approximately 41 percen

t of athletic scholarship dollars, according to the complaint. The annual diffe rence between average male andfemale scholarships is \$1,148.

ddAt the University of Maine at Orono, where 47 percent of the student body and 40 percent of varsity athletes are female, women receive

only 26 percent of at

hletic scholarship dollars, the complaint states The scholarship gap comes to a bout \$1,991 per year for the average

female student.

ddBoth Boston and Northeastern universities said that because the complaints ar e based on 2-year-old data they are not valid.

ddBoston University said it has increased female sports participation to 49 per cent and its scholarship level for female athletes to 36

percent. Scholarship f

unding will increase to 43.5 percent by the 1998-1999 academic year, the school said.

ddNortheastern University is in the middle of a 5-year NCAA-approved plan to co mply with Title IX, said spokeswoman Mary Breslauer.

The plan includes an extra

\$300,000 in next year's budget to fund women's programs and scholarships, whic h currently show a 43 percent

participation level, she said.

ddAccording to Breslauer, female athletes at Northeastern currently receive 36 percent, not 31 percent, of total athletic scholarship dollars.

ddBoston College had no comment. Attempts to reach the University of New Hampsh ire were not successful.

ddJoe Carr, public affairs spokesman for the University of Maine, said that the school had no comment about the complaint, but he did

say that women's athleti

c scholarship money had risen from 26 percent to nearly 33 percent. The school also instituted a long-term gender

equity program in 1995, but Carr said result

s have been slow because the program is partially dependent on private finances

.

ddMost colleges and universities included in the complaint showed a scholarship

gap of between \$1,000 and \$3,000 per year.

In response to challenges that increasing scholarships for female athletes would reduce opportunities for male athletes, Greenberger offered an analogy.

"When women are paid less, compared to a male worker, the answer is not to lower the wage of the male worker. The answer is to raise the female worker's wage. We see it as the same thing here," she said. "The schools on this list have not exhausted the scholarships that they can give to women."

Greenberger said the complaints are a first step intended to give the colleges and universities "a chance to get their houses in order" before further legal action is taken.

Globe correspondent Josh Trudell also contributed to this report.

Publication#W\ PMP# 12. The Atlanta Journal-Constitution "Publication" #:\ PNP# June 3, 1997

Headline#u\ POP# Governor brushes off HOPE criticism Headline #:\ PPP#

By Dick Pettys, The Associated Press

The governor brushed off criticism Monday that his HOPE scholarship program helps well-to-do students get a free college education at the expense of poorer students.

"These are just some think-tank elitists who make a living finding fault with anything," said Gov. Zell Miller. "They can keep criticizing this program, and I'll just keep giving a free college education to deserving Georgia students."

Miller was reacting to a Wall Street Journal report in which the state's policy of allowing rich and poor students an equal shot at HOPE scholarships came under fire from Thomas G. Mortenson, a senior scholar at the National Council of Educational Opportunity Associations, a federally funded think tank.

"If you're Bill Gates, you can qualify for HOPE and get free tuition," Mortenson told the newspaper. "In an area of deteriorating investment in public schools it's more important than ever to target aid of those who need it most."

HOPE scholarships are available to any student who graduates from high school with a "B" average and maintains that average through college. The scholarships pay the full cost of tuition at Georgia's public colleges and include a \$100 per quarter book allowance.

Critics say the scholarships are unfair to low-income students because the state subtracts the value of any federal Pell grants they receive from their HOPE scholarships.

Pell grants generally are limited to students from low-to-moderate income levels and can be used for virtually any aspect of education-related expenses.

"HOPE tips the balance of aid too much in favor of the privileged," Larry Glaieux, executive director of the College Board, told The

Wall Street Journal.

ddMiller said that, by deducting the value of Pell grants from the HOPE scholarship awards, the state has been able to finance scholarships for 19,000 more scholars.

dd"We're helping more students in Georgia go to college than any other state," he said.

ddAbout 119,000 students now are receiving HOPE scholarships worth \$130 million a year. The money comes from the state lottery that

Miller pushed into law. A

dozen states are considering similar programs, and President Clinton is pushing a national program patterned loosely after the Georgia program.

ddOriginally limited to students from families making less than \$66,000 and limited to the first two years of college, the scholarships eventually were opened to all students regardless of family income level and expanded to a full four years.

ddGlenn Newsome, the program's director, said the initial limits were designed to keep the program small while the state waited to see how much money rolled in from the lottery.

ddAfter the lottery was shown to be a bonanza, the limits were removed, he said.

.nyxddy
Publication#W\ PQP# 13. The Christian Science Monitor"Publication" #:\ PRP#June 3, 1997

Headline#u\ PSP# Next Clinton Focus: Healing Racial Rifts Headline #:\ PTP#
Skip Thurman, Staff writer of The Christian Science Monitor

ddWASHINGTON " In coming weeks President Clinton hopes to prod the United States public into thinking deeply about one of the nation's greatest historic problems: racism.

ddMr. Clinton is scheduled to unveil a major race initiative on June 14 in a San Diego speech. Though it involves talking, study, and idealism more than expensive new federal programs the administration is touting the plan as a centerpiece of the Clinton second term.

ddThe goal is to try to ease racial tension and establish a sea change in American tolerance for the next generation. Today's children think differently about

the environment, pollution, and recycling than their parents did, after all. The legacy-minded president hopes that via the use of his chief-executive bully pulpit he can help effect a similar paradigm shift on racial attitudes.

dd"We need to depend on diversity and we need to focus on that as a strength," says deputy chief of staff Sylvia Mathews, who has been working on the plan with almost two dozen staffers for months.

ddIf the tolerance effort is to succeed, it needs to look to history and not just the next day's headlines, according to some observers with knowledge on the issue.

ddClinton "should provide the nation with an authentic statement of where we are

e on race and provide a common vision of what racial and ethnic justice means in the 21st century," says Christopher Edley, a Harvard University law professor who served as an adviser on racial issues to Clinton in the first administration.

In one sense, the race initiative has already begun. Last month Clinton formally apologized to survivors of the infamous Tuskegee experiment, a federal project in which hundreds of black men went untreated for syphilis so doctors could study the progress of the disease.

Few specifics about the initiative have been made public. Overall, it's clear the plan focuses on generating a message instead of creating a federal bureaucracy.

Taking the form of a blue ribbon commission, a high-profile racial summit, a series of town-hall meetings, or all of the above, the effort is designed to identify racial divides. Then, using the bully pulpit, the president plans to rhetorically provoke, influence, and change.

Can US attitudes towards race - a problem since the founding of the republic - really be changed by such a jaw, jaw approach?

Charles Kamasaki thinks so. A senior vice president of La Raza, a Hispanic advocacy group, Mr. Kamasaki has been meeting with White House staffers as they construct their plan.

"There is nothing like having the bully pulpit of the president to stimulate dialogue and catalyze real discussion," he says.

Addressing a civil rights group recently, Kamasaki was challenged by someone in the audience who asked if an initiative based on mere rhetoric was Pollyanna

ish. He responded by pointing out dramatic changes in perceptions of sexual harassment in the years after the Anita

Hill hearings. "Fifteen years ago people didn't

take that issue very seriously, and there has been a major attitude shift based on the way

leaders addressed it," he said.

CLINTON supporters claim the president has unique credentials to tackle this issue. Coming from Arkansas, backdrop to some of the nation's ugliest racial un

rest, he sees the issue - which he calls a "constant curse" - in personal terms. His early lessons on tolerance were

absorbed watching his grandfather's treatment of black patrons in his Hope, Ark., grocery.

"I've known him all my life and his interest [in racial matters] is sincere and has been since he was a kid," says childhood friend Patty Criner.

More recently, the O.J. Simpson verdict further moved the president to act. "What has struck all Americans in the aftermath of the trial," Clinton said less

than a week after the verdict, "is the apparent differences of perception of the same set of facts based on the race of American citizens."

Aides say his resolve to make race a major speaking point strengthened soon t

hereafter.

ddBut some believe the race plan will be little more than a one-day story. Says one black presidential observer, "What did the administration do about the [recent] reports of minority academic enrollment going through the floor? Nothing."

ddThe initiative could also be a hard sell to minorities, especially in the black community, who question whether Clinton is the one to usher in a new era of racial understanding.

dd"No way," says Gerald Reynolds, president of the conservative Center for New Black Leadership. "President Clinton, civil rights groups, and reporters are talking about old battles - things are different," he says. Mr. Reynolds, who preaches a message of "pull yourself up by your bootstraps," believes that by the time the president filters a message through traditional civil rights groups and the media, it will not have the character needed to effect real change.

ddDiscrimination, others say, is no longer the real problem in the black community. They point to high rates of incarceration, disintegrating families, and general victimization. "The traditional civil rights focus on preferential policies benefits blacks in the middle class. We need to focus on problems" of the underclass, says Reynolds.

ddBut other black leaders disagree. "The president has the ability to move the country, and I hope the race initiative will be the articulation and the projection of that," says Rep. Danny Davis (D) of Illinois, a member of the Congressional Black Caucus.

ddOther groups are concerned the initiative will focus on black and white issues to the exclusion of other racial and ethnic groups.

Publication#W\ PUP# 14. The Christian Science Monitor"Publication" #:\ PVP#June 3, 1997

Headline#\ PWP# Adding Spice in a State The Melting Pot Missed Headline #:\ PXP#

Katharine Biele, Special to The Christian Science Monitor

ddSALT LAKE CITY " Dan Thompson remembers walking into an upscale Salt Lake City elementary school and wondering how his children would fit in.

ddLike most of Utah, the class was a sea of white faces.

ddDan's wife, Karen Chee Thompson, is a Pacific Islander from Hawaii. And while Dan is a Caucasian from Missouri, Karen says, "Our children ... would have definitely been in the minority."

ddBut like a growing number of other diverse newcomers to this state long known for its racial and religious homogeneity, the Thompsons have found their own niche.

Indeed, they reflect the subtle but significant cultural shift that is affecting everything here from state politics to restaurants.

dd"When I came here, I would say that the stereotypical description - very white

e, very LDS [Latter-day Saints], and very homogenous
- was absolutely an accurate description of the Salt Lake area," says Deeda Seed, a Salt Lake City councilwoman who came to the state from Chicago in 1980. "Perhaps because of the economy, that has changed. Without doing much, our city is becoming diverse, and I think in our next census, we'll see a dramatic change."
ddCertainly, many point to the state's 3 percent unemployment and a 5.5 percent job growth rate as Utah's primary attraction. The booming economy has helped lure major national businesses, not to mention the 2002 Winter Olympics, to Salt Lake City. But while these ventures bring cash and prestige to the state, they also bring more people of different races and backgrounds - creating new tensions and challenges as Utah struggles to meet the demands of a changing population.
ddThe Thompsons had to seek out diversity, to consciously plan for it in their lives. They found it - at least as far as education goes - at Beacon Heights public elementary school. The school's literature boasts "a diversity of cultures, languages, and religions."
ddStudents speak 24 languages there, and almost half of them opted into Beacon Heights through a school-choice program. In Salt Lake City, it's become almost fashionable to seek out ethnic diversity; for those just arriving in Utah, it is almost a necessity.
dd"We have a lot of interest from out of state," says the Beacon Heights principal, Carol Lubomirov. "Utah can be scary to people who don't know."
ddDespite recent in-migrations of Pacific Islanders, ethnicity in Utah is still scant. A few high-profile minorities such as Duane Bourdeaux, the only African-American to sit in the state legislature, help ease the all-white image, but the label has been slow to fade.
ddUtah's population remains less than 5 percent minority and even metropolitan Salt Lake City can count only 30 to 35 percent of its citizens as non-Mormon. This, coupled with a growing perception that Utah's incrementally increasing diversity has brought more crime, has been a concern for lawmakers. In fact, the Utah Legislature focused largely on gang crime and prison space in its 1997 session.
dd"People are afraid of change, and we're going to have to adapt," says Councilwoman Seed. "As a result of this fear, people are trying to attribute an increase in the crime rate to those other people who are moving in. I think it's a result of our economic growth."
ddIn response, Mr. Bourdeaux, born and raised in Utah, created Colors of Success, a prevention-intervention program for children from kindergarten through 12th grade, to combat stereotypes and prevent crime.
ddMany agree that the perceptions about crime and ethnicity are largely a fear

of the unknown.

dd"When people of color are seen in numbers of more than one or two, they are often times classified by authorities as gangs," says the

Rev. France Davis, an

African-American Baptist pastor. "We have a major educational task."

ddOthers are joining in.

ddDr. Lubomirov is about to start a Cultural Wall depicting diversity at the school, and Seed wants to increase the numbers of city library

books available in

languages other than English.

ddUniversity of Utah economist Thayne Robson believes a lot of the acclimation will happen all on its own.

dd"Some companies that tried to transfer their people in here found that they'd refuse to come. But most of the people who did come in

talked about how friend

ly the people are, and what a great place this is to live," he says.

ddIt happened to the Thompsons.nyxddd

Publication#W\ PYP# 15. The Christian Science Monitor"Publication" #:\ PZP#June 3, 1997

Headline#u\ P[P# Good Sportsmanship Declines on the Sidelines Headline #:\ P\ P#

Elizabeth Levitan Spaid, Staff writer of The Christian Science Monitor

ddATLANTA " It was an all-American scene: A gaggle of eight-year-olds gamely giving it their best on a baseball diamond. Supportive

families cheering as the

kids rounded the bases.

ddBut then an enraged mother leapt from the stands and started choking the teenage umpire over a call she didn't think was fair. Then

the umpire's father came

on the field and began arguing with her.

dd"The amazing thing was [the teams] weren't even keeping score," says John Ouellette recalling the recent incident. "And the saddest

thing was there were 24

eight-year-olds looking at these adults acting totally crazy," says Mr. Ouellette.

ddThis example may be an extreme, but parents and coaches involved in youth sports are all too familiar with parental tantrums. And observers like Ouellette, who

oversees coaching for the American Youth Soccer Association, agree the intensity and frequency of the

incidents is on the rise.

ddNow, however, leagues and schools are taking steps to maintain a semblance of etiquette on the sidelines.

dd* In Corning, Iowa, there's a zero-tolerance policy: Spectators who act out are barred from games for the season.

dd* In Roswell, Ga., the parks department has stopped keeping score

in games for kids under 8.

dd* After a shooting incident last April between a coach and a parent, Clayton County, Ga., issued a conduct policy that allows an offender

in a verbal or physical

confrontation to be charged with criminal trespass.

dd* Last year, the American Youth Soccer Organization, the national group that oversees most youth soccer leagues, began requiring

its coaches to be certified

. They have to complete a program that teaches them to coach in a positive way and how to deal with parents.

The coaches must also sign a code of ethics.

dd* A growing number of schools and parks departments give out handbooks or call meetings in which acceptable behavior for all involved in youth sports is outlined.

ddCertainly not all parents lose their tempers. But "while 98 percent of the parents involved are tremendous ... we spend the majority of our time concerned w

ith the 2 percent who are out of control," says Ouellette.

ddAnd while kids and coaches sometimes lose their cool too, parents seem to be the most regular offenders.

dd"When you see evidence of poor sportsmanship in youth sports, it's usually coming from the adults," says Robert Malina, director of the Institute for the Study of Youth Sports at Michigan State University.

ddObservers cite at least three reasons for the rise in parental tempers:

dd* The number of children in nonschool sports programs such as Little League, soccer, and football has jumped from about 15 million in 1985 to 25 million tod

ay, prompting more parental involvement and perhaps more clashes.

dd* Parents often put tremendous pressure on their children to get sports scholarships, ratcheting up tension even in games between young kids.

dd* Professional sports have also fostered a greater emphasis on winning, often at the expense of good manners.

dd"To be a good sport seems to have lost its meaning," says Joe Eldridge, a soccer coach in West Virginia.

ddIn Bob Brossman's case, there hasn't been any violence. But "there are certainly heated conversations," says the coach of his nine-year-old son's USA Hockey team north of Atlanta.

ddParents have confronted him in regard to what position they want their kids to play and who they want their kids to play with. Some even use stop watches to

make sure their children get the same amount of ice time as others. Mr. Brossman's wife has stopped going to games because parents began directing their complaints to her.

ddWhile parents often should know better, many observers say the responsibility to promote good sportsmanship must start with coaches.

dd"Ninety-nine percent of the people who administer sports for children have never been trained in how to do it, but they have responsibility for in some case

s 500 kids," says Fred Engh, founder of the National Youth Sports Coaches Association in West Palm Beach,

Fla. His organization has trained more than 1 million coaches.

dd"Most coaches are volunteers - truck drivers, accountants, housewives. We require certification for people who are electricians or plumbers. Isn't it amazin

g we don't require certification for someone who handles children?"

ddJay Smither of Roswell, Ga., has been both parent and coach. Ten years ago, when he coached his son's baseball team, he and the kids were munching their snacks when a mother marched up, screamed at him and called him a "dummy" for a coaching decision he made.

ddIn 1994, he remembers when a policeman was called to break up a group of parents from opposing teams who yelled threats at each other. "I've witnessed behavior ranging from the bizarre to common rudeness," says Mr. Smither.

ddAll this experience leads him to one conclusion: "The field is a classroom and should be respected as a classroom," he says. "The problem comes from people whose idea of baseball is what they see in the Major Leagues, and now they have a child and they figure he's a little bitty Major League player," Smither continues. "But this is just a little game with guys who are going on to be lawyers and insurance brokers and all that."nyxddd

Publication#W\ P]P# 16. TIME"Publication" #:\ P^P#June 9, 1997

Headline#u\ P_P# GREAT EXPECTATIONS Headline #:\ P`P#Subhead#[\ PaP# SLACKERS
? HARDLY. THE SO-CALLED GENERATION X TURNS OUT
TO BE FULL OF GO-GETTERS WHO ARE
JUST DOING IT "BUT

THEIR WAYSSubhead#:\ PbP#
BY MARGOT HORNBLOWER

dd Who would have thought the kids would start taking over so soon? Or that they would even want to? They were supposed to be slackers, cynics, drifters. But don't be fooled by their famous pose of repose. Lately, more and more of them are prowling tirelessly for the better deal, hunting down opportunities that will free them from the career imprisonment that confined their parents. They are flocking to technology start-ups, founding small businesses and even taking up causes "all in their own way. They are making waves on the Web, making movies in and out of Hollywood, making money, spending money. Slapped with the label Generation X, they've turned the tag into a badge of honor. They are X-citing, X-igent, X-pansive. They're the next big thing. Boomers, beware! It's payback time.

ddA few months ago, a prominent polling firm teamed up with a major advertising agency to undertake a comprehensive survey comparing three generations. They interviewed hundreds of twentysomethings from Big Sandy, Tenn., to Oak Lawn, Ill., to Riverside, Calif. They talked to scores of fortysomethings and sixtysomethings. Now, exclusively in TIME, the New American Dream study is ready for release.

News flash! The youngsters are ambitious get-aheads "even more so than their parents or grandparents. They are confident, savvy and, the survey concludes with a measure of relief, materialistic. "Gen X is committed," enthuses J. Walk

er Smith, managing partner at the polling firm Yankelovich Partners. "Gen X is connected. Gen X craves success American-style."

ddSo what happened to those lazy, listless baby busters who supposedly typified the new generation? Beavis and Butt-head were their icons; Beck's Loser was their song ("Savin' all your food stamps and burnin' down the trailer park"); Richard Linklater's Slacker, with its Austin, Texas, deadbeats, was their movie. This was the MTV generation: Net surfing, nihilistic nipple piercers whining about McJobs; latchkey legacies, fearful of commitment. Passive and powerless, they were content, it seemed, to party on in a Wayne's Netherworld, one with more antiheroes "Kurt Cobain, Dennis Rodman, the Menendez brothers" than role models. The label that stuck was from Douglas Coupland's 1991 novel, Generation X, a tale of languid youths musing over "mental ground zero" the location where one visualizes oneself during the dropping of the atomic bomb: frequently a shopping mall.

ddWhatever.

ddAlbeit overshadowed by 78 million self-important boomers, the 45 million Xers born between 1965 and 1977 represent \$125 billion in annual purchasing power a year. And of late, reading their psyches has become less a genteel academic pastime than an extreme sport in which sneakermakers, brewers and car manufacturers scramble for market share. Politicians trolling for votes, churches seeking converts, military services recruiting soldiers, moviemakers looking for viewers and magazines for readers: hardly a sliver of society is exempt from the need to understand and, indeed, cater to this generation. Yet Gen X has proved irritatingly contrarian. "The soul of Gen X is amorphous, intangible, elusive," says Richard Thau, 32, who heads the civic group Third Millennium. "That's why I like the term X: fill in the blanks."

ddSo convincing were the early stereotypes that three years ago, Coca-Cola, targeting teens and Gen Xers, test-marketed a new drink called OK soda. The gray cans featured grim designs, including one of a doleful youth slumped outside two idle factories. Slogans on the cans read, "Don't be fooled into thinking there has to be a reason for everything" and "What's the point of OK soda? Well, what's the point of anything?" The nine-city campaign fizzled. And the company that a quarter-century ago had celebrated the baby boom with the jingle, "I'd like to teach the world to sing," killed the product. Meanwhile, a grunge-themed Subaru campaign that told viewers its cars were "like punk rock" fell flat, and Consumer Research International was surprised to find that Gen Xers were put off by a spot showing an All Star-shod youth spray-painting

his name on a building.

Today forecasters, salesmen and pundits "many the middle-age parents of perplexing offspring" are acknowledging that their first X rays of the new generation were distorted. "The baby boomers of the media and marketing world were desperate to explain a generation they didn't understand, so they reduced Xers to a cartoon," says Adam Morgan, managing partner at TBWA Chiat/Day, the ad agency that

collaborated with Yankelovich. "It may be the most expensive marketing mistake in history." Last year the magazine Who Cares and the Center for Policy Alternatives, a Washington think tank, released a survey that showed 72% of 18-to-24-year-olds believe this generation "has an important voice, but no one seems to hear it." Asked how older generations viewed them, their top answers were "lazy," "confused"

and "unfocused." Asked how they saw themselves, they replied "ambitious," "determined" and "independent."

XERS, BOOMERS, MATURES

A generation is forged through common experience. The cohort described as "matures," born from 1909 to 1945, was shaped by the Depression and World War II.

"Boomers," born from 1946 to 1964, grew up in affluence: economic progress was assumed, freeing them

to focus on idealism and personal growth. Young Xers, however, lurched through the recession of the early '80s, only to see the mid-decade

glitz dissipate in the 1987 stock-market crash and the recession of 1990-91.

Gen X could never presume success. In their new book *Rocking the Ages*, Yankelovich's Smith and his colleague Ann Clurman blame Xers' woes on their parents: "Forget what the idealistic

boomers intended, Xers say, and look instead at what they actually did: divorce. Latchkey kids. Homelessness. Soaring national debt

Bankrupt Social Security. Holes in the ozone layer. Crack. Downsizing and layoffs. Urban deterioration. Gangs. Junk bonds..."

If twentysomethings entered the decade floundering in the job market, did they deserve to be labeled dazed and confused? They had come of age after the U.S.

took what some economists call the great U-turn. Energy prices first soared in 1973, and workers' wages stagnated. Between 1979 and 1995, some 43 million jobs were lost through corporate downsizing. Newly created jobs paid less and offered

fewer benefits. Sharp cutbacks in federal grants since 1981 mean that 1 of 3 students works and attends school at the same time. Says Paul Rogat Loeb, author

of *Generation at the Crossroads*, a study of college students: "The issue today is finding a job "in a fragmented workplace "that will allow them to avoid being crushed by their loan payment."

While the economy is improving to the point that many of this year's college

graduates have multiple job offers, the climate of the early '90s left its mark

on the generation. Sixty-one percent of Xers told Dream study pollsters, "Worrying about the future is a major source of stress" "far more so than for their parents or grandparents. More than three-quarters of Xers say, "No matter what I plan for the future, when I finally get there, it's always something different." Some opt out of the rat race. "What seems like apathetic hedonism actually represents a fairly informed bet," American Demographics columnist Marc Spiegler wrote recently. "Why put up with the cubicle world's woes when its promised delayed gratification is an ever more dicey proposition?" The slogan on Eddie Bauer's shopping bags puts it succinctly: "Never confuse having a career with having a life."

But rather than electing to tune in, turn on and drop out, Gen Xers are proving to be deeply competitive. Back when bumper stickers exhorted one to make love not war "in 1973, to be exact "only two-thirds of twentysomethings polled by Yankelovich agreed that "competition encourages excellence." Today 82% of their counterparts say, "I like to compete: it makes me perform better." The recent surge of extreme sports "from bungee jumping to sky surfing "is no accident. The hip slogan of the Gen X T shirt? NO FEAR. Indeed, adversity, far from discouraging youths, has given them a harder, even ruthless edge. Most believe "I have to take what I can get in this world because no one is going to give me anything." And 71% of Gen Xers "a higher percentage than their parents or grandparents

believe "In this world, sometimes you have to compromise your principles." Do they identify more with success or integrity? More than half choose success; only a third of their elders select it.

High-tech wunderkinder, such as Yahoo! Web-search founders Jerry Yang, 28, and David Filo, 31, are role models because of their affinity for risk and their entrepreneurial spirit. Some advertisers have caught on. Two years ago Prudential replaced its longtime slogan

"Get a Piece of the Rock," with the more enterprising "Be Your Own Rock." As the Dream study describes it, this is the new "generation

on the make." While interest in corporate careers is sliding, business schools have expanded their courses in entrepreneurialism. A recent University

of Michigan study found that 25-to-34-year-olds are trying to start businesses at three times the rate of 35-to-55-year-olds.

"Having your own business means not worrying about what some head guy in Dallas thinks," says Sky Eacrett, a Redlands, Calif., tile-store manager who dreams of striking out on his own. "No matter how much money you make for them, you are still just an x. And you can be

x-ed off. With my own business, I could come in at 7 a.m. and leave at noon to

play golf."

Material Girls and Boys

Voter participation is dropping in all age groups but in none so steeply as among 18-to-24-year-olds, less than a third of whom voted in last year's presidential

election. A generation ago, in 1972, 42% of this group went to the polls.

But those were the days when young people still believed they could change the world. In 1966, President Lyndon Johnson's poverty chief, Sargent Shriver, predicted the war

on poverty would be won "in about 10 years." Today everyone knows better, and Gen X was molded during that learning process. "In the old days,

politicians at least pretended to have principles," laments Beth Englander, 26,

a former VISTA volunteer. "Now they're not

ashamed to switch values just to get

elected. Every time we hear of a new scandal, we're, like, 'Yup!'" she says with a shrug.

Although Xers tend to be more liberal and Democratic than the general population "53% voted for President Clinton, vs. 34% for

Bob Dole "12 years of growing

up under Reagan and Bush imbued them with a distrust of government. "The do-it-yourself,

no-one-is-going-to-look-out-for-me-but-me spirit among Xers is a product of coming of age when that was the message coming from the

Administration,

" says Mia von Sadovsky, 29, an ad-agency researcher. "We have hard-wired into us a different approach to getting things

done." A survey by Third Millennium f

ound that 53% of Gen Xers believe that the TV soap opera General Hospital will outlast Medicare.

If permitted, 59% of Xers would opt out of Medicare and save

on their own. Of any adult generation, they have the weakest attachment to poli

tical parties, and in 1992 Gen Xers cast a higher percentage of votes for Ross

Perot than older adults did. "We have a libertarian

streak," says Thau. "We grew

up in a period with one instance of government malfeasance and ineptitude after another, from Watergate

to Iran-contra to the explosion of the Challenger to

Whitewater. We believe government can't be trusted to do anything right."

If mass protests are passe, a new personalized activism is growing. Grandiose

is out; pragmatic is in. Asked if "all products that pollute

the environment s

hould be banned," only a third of Xers agreed, vs. half of boomers. Self-righteousness has given way to situational ethics.

Their parents fought attack dogs and

and fire hoses to desegregate lunch counters; now Xers struggle with ambiguous battles over affirmative

action, where helping blacks and Hispanics arguably hurts

Asians and whites. Xer activism is a chain Internet letter calling on friends

to

"Save Sesame Street" by E-mailing Congress about public-television funding

or

. Or it is donating a few hours to transport meals to AIDS

patients.

patients. Independent Sector, a Washington-based research group, found that 38% of 18-to-24-year-olds volunteered within the past year, along with more than half the 25-to-33-year-olds. Without a Vietnam War, the new generation is less polarized. "Young people today are not as struck by life's fragility," says John Gardner, head of the National Resource Center for the Freshman Year Experience at the University of South Carolina. "They're not thinking about thermonuclear Armageddon." Burdened by college loans and facing a shifting job market, Gen X yearns for affluence. In that, it takes after its grandparents more than its parents. A generation ago, small was beautiful and materialism had fallen out of fashion. Only 31% of twentysomethings in 1973 agreed that money is "a very important personal value." Today 64% of Xers and matures say, "Material things, like what I drive and the house I live in, are really important to me." Only half of boomers feel that way. Fewer twentysomethings seek "a simpler life," and, strikingly, a third of them agree that "the only meaningful measure of success is money." Alexander Astin, an education professor at the University of California, Los Angeles, who has monitored student values for three decades, attributes the change to television. Since childhood, this new generation of screenagers has been blitzed by advertising and glitzy programs, from Dallas and Dynasty to Beverly Hills 90210. "Kids in the '60s had nowhere near as much exposure to TV," Astin says. "TV's message is: You can be happy by having these products. The programming, often about rich and powerful people, celebrates greed." Violence and graphic sexuality, once rare on the airwaves, became a staple of television and film just as Xers were moving through adolescence. Three-quarters of Xers describe themselves as heavy consumers of violence on television; only half of boomers and 20% of matures do. While Gen Xers may be avid shoppers and dominate the market for designer jeans and expensive sneakers, they are as skeptical of the media as they are of politics. The hippest ads tap into their hostility toward hype. "Don't insult our intelligence," read one Nike magazine spread. "Tell us what it is. Tell us what it does. And don't play the national anthem while you do it." Sprite rocketed from seventh to fourth best-selling soft drink after scrapping its schmaltzy jingle, "I Like the Sprite in You," in 1994 in favor of the slogan "Image is nothing. Thirst is everything. Obey your thirst." Self-mockery is a mark of Xer sophistication, and thus a staple of any show "from David Letterman to Conan O'Brien" seeking twentysomething viewers. Might, a San Francisco-based Gen X magazin

e, features
tongue-in-cheek tables of contents, as in "Pages 157-72: Unflattering Gossip About Owners of Companies That Won't Advertise with Us" or "Pages 161-168: Some Stuff We Didn't Fact Check."
Gen X is wary of packaged news, linear-plotted entertainment and happy endings. "Xers prefer to get their information unembellished," says Yankelovich's Smith. The hit TV show X-Files weaves in layered story lines and leaves questions unresolved. In MTV News Unfiltered, viewers call in story ideas and the network sends out video cameras for them to record their own segments. On last month's

show, South Carolina's underground tattoo artists told of their efforts to legalize the practice of body art, and a 16-year-old Oregonian recounted her hard life as a single mother. "Generation X actively pursues the deflation of the ideal," says Karen Ritchie in her book, Marketing to Generation X. "No icon and certainly no commercial is safe from their [Xers'] irony, their sarcasm or their remote control. These are the tools with which Generation X keeps the world in perspective."

GEN O: FOR OPTIMISM?

Fragmentation and eclecticism are Gen X hallmarks. For starters, Xers are more racially diverse: only 70% call themselves white vs. 77% of boomers. Compared to a generation ago, nearly twice as many of today's twentysomethings "agree there is no single way to live." In this cohort, blacks, Hispanics, Asians and Native Americans assert their identity more than ever. And whites are more

multicultural. Fair-haired dreadlocks are commonplace. Fashion designers knock off urban street trends rather than the other way around. Gay rights are assumed: the latest campus cause is discrimination against "transgendered persons." Body piercing has gone mainstream.

As in the return of Hush Puppies and Star Trek: The Next Generation, Xer chic is often retroeclectic. "Compared to any other generation born in this century, theirs is less cohesive, its experiences wider, its ethnicity more polyglot and its culture more splintery," write historians William Strauss and Neil Howe in their new book, The Fourth Turning, a study of generational change. "Today's young adults define themselves by sheer divergence."

If boomers once boasted of never trusting anyone over 30, Xers have even more cause for disillusion. Between 1965 and 1977, the divorce rate doubled. More than 40% of today's young adults had spent time in a single-parent home by age 16. Did the psychic toll produce latch-key basket cases or self-reliant survivors? Undoubtedly, both. In their coupling habits, Gen X is the "youngest copulating

and oldest marrying generation ever recorded," note Strauss and Howe. Since 1970 the average marriage age has crept up from 23 to 27 for men and from 21 to

25 for women. For many, it signals caution born of pain. "If I marry, I will never get divorced," says Angel

Gambino, a University of Oregon law student whose parents split when she was three. Next year she plans to move back with her mother

and sister, following another trend. Whether for economic or emotional reasons, 30% of men and women in their 20s live with their

parents. "For me," Gambino says, "the American Dream is a stable family."

Whether Xers stay home or strike out on their own, the generation gap yawns as wide as ever. Twentysomethings can paint a scathing portrait of their elders.

"I think I was conceived on an acid trip," muses one Xer in the film Reality Bites. Another asks, "How can we repair

all the damage we inherited?" Novelist C

Updend, in a memorable essay in 1995, accused boomers, "pummeled by the recession and

embarrassed by their own compromised '60s values," of "transferring their collective darkness onto the group threatening to take their spotlight." Indeed,

pollsters find that boomers are markedly more pessimistic than Xers. Fully

71% of boomers say, "If I had the chance

to start over in life, I would do things

differently." Only 59% of Xers and matures agree. Likewise, while Xers see themselves more as

life-long job hoppers than as company loyalists, they profess

far more satisfaction with their work than their elders. "Boomers entered the

marketplace years ago with high expectations," says Yankelovich's Smith. "And

when they were disappointed, they thought the future

looked bleak for Xers. So

they portrayed them as a loser generation."

But today's twentysomethings have learned to cope. They may be cynical about

institutions, but they remain remarkably optimistic as

individuals. At least half

believe they will be better off financially than their parents. And an astonishing

96% of Gen Xers say, "I am very

sure that one day I will get to where I

want to be in life" "showing far more confidence than boomers did a generation ago. For all their

ironic detachment, today's young adults embrace an American

Dream "albeit one different from the vision their parents or grandparents had.

For Gen X, the lyrics of Alanis Morissette's Hand in My Pocket defines the guarded hopefulness of the new generation:

I'm broke but I'm happy I'm poor but I'm kind... I'm lost but I'm hopeful baby

What it all comes down to is that everything's gonna be

fine, fine, fine I've

got one hand in my pocket And the other one is giving a high five.

ddnyxddd

Staff Reporter of The Wall Street Journal

ddWalt Disney once said, "I'd love to be part of building a school of tomorrow.

" And that's how Walt Disney Co. envisioned the public

school in Celebration, i

ts idealized housing development on the grounds of Walt Disney World near Orlan

do, Fla. Brochures billed the

Celebration School as "a unique public/private co

llaboration" that would serve "as a model for education into the next century."

ddBut after its first year of operation, Disney has learned that creating a cut
ting-edge, model school is much easier said than done.

ddSix of Celebration's first 19 full-time instructors quit, and several others

don't plan to return next fall. The school nurse left because the

pay was so lo

w: \$9,116 a year. The principal has resigned for personal reasons, and a replac

ement has yet to be named. Parents

disappointed with the school have pulled out

at least 21 of the original 170 students. Several of those families have sold

their new homes

and moved away.

dd"We came here as a family with a dream, and all we received was an educationa

l nightmare," Rich Adams wrote to Disney's

development unit upon leaving. Mr. A

dams had retired as fire chief in Bethlehem, Pa., to move to Celebration with h

is two children. They

were profiled in Disney's newspaper as happy buyers. But

after nine weeks of school, they sold their house and returned to Pennsylvania.

"My children not only did not progress in this school " they regressed," Mr. A

dams wrote. "Not only in their academics but also their

discipline."

ddStart-up problems are inevitable at any new school, especially one that attem

pts innovation. But experts who have observed Celebration

say Disney created un

realistic expectations. Promises of a world-class K-12 public school were a key

selling point for homes in the

development; one flier includes testimonials fr

om top educators nationwide. What's more, because of "the Disney name," says Lo

is

Hetland, a Harvard University researcher who consulted for the school, paren

ts "thought it was going to be the Magic Kingdom."

ddCreating an educational fantasyland is especially difficult on a public-schoo

l budget. As part of the Osceola County school district, the

Celebration School

gets no more money, per pupil, than any other in Florida's fastest-growing sch

ool district, about \$4,200 a year.

Ultimately, Disney donated the land, develop

ed the curriculum, gave \$17.3 million for capital and construction costs and pl

edged another

\$5 million for "operating enhancements" over 10 years. But negotiations between Disney and the county dragged on so long that the school spent

its first year in crowded, temporary quarters.

When classes started last August, 80 children in grades six through 12 studied together in an 800-square-foot room without chairs,

tables or textbooks, according

to the principal. Additional portable classrooms arrived a few weeks later, easing the crowding. The actual school campus, still under construction, will

open in August, at which point the enrollment is scheduled to jump from 218 to 900 students.

Many of the new students will be coming from less affluent and more ethnically-diverse communities.

Harvard's Ms. Hetland, for one, anticipates some problems. "You barely have a core faculty to lead the new faculty into the future,"

she says.

Celebration had some difficulty attracting top teachers in the first place. Principal Bobbi Vogel says the school received several thousand

inquiries about

teaching positions. But many of those candidates lost interest once they learned the Osceola County pay scale: Teachers

are paid between \$23,000 and \$44,000 a

year, lower than in the Northeast and other parts of the country.

Many teachers were hired at the last minute and received little training in the

school's methods, which integrate diverse subjects into

broad, interdisciplinary

themes. Some teachers also questioned whether subjects such as algebra could be integrated into themes such as

government or community. The high-school math

and science teachers quit before the first week was over, leaving teachers

trained in other

subjects to cover for them. "Everyone wore too many hats," says

Nivia Vega, a language-arts teacher who says she may not return next

year.

Some parents, meanwhile, think that Celebration's nontraditional teaching methods

lack rigor. Students from several different grades

are grouped together in

classrooms without desks. They sit at small tables and work in teams, as do the

teachers. Instead of letter grades,

report cards contain evaluations like "not

yet" or "achieving."

Literature for the school says it offers an "active, sometimes noisy, environment" with "students' curiosity helping shape the

curriculum." Still, some parents

say the basics were missing. Mr. Adams, the retired fire chief, says his two

children "didn't have any

homework, nothing. They didn't have any books, no

spelling, no math."

Ms. Vogel, the principal, says some parents didn't understand the school's "extremely progressive" style. "If you moved to this town

thinking your kids were

coming to a school like you went to, you can't be happy here," she says. Ms. Vogel

herself is leaving next month

to join her husband, a former Osceola County

administrator who in November became a superintendent in another Florida district. She

remains enthusiastic about the school.

Certainly, many parents, students and teachers believe the school has been a success. Its students recently outscored all others in the district in standard

ized reading tests in fourth, sixth, seventh and eighth grades, and in mathematics in sixth, seventh and eighth grades.

There's a waiting list of 400 for next

year's classes from families outside Celebration. "The people who bugged out really quick, I don't

think they were giving it a fair chance," says Steven Brau

dt, a 14-year-old eighth grader. "It's going to get better as it goes on."

And Terry Wick, Disney's manager of education at Celebration, says the company is satisfied so far, given the "monumental task" of

opening a new school in a

brand new town. "Do we think the school has room to grow and improve? Absolutely," she says.

But disenchanted parents say they were led to expect a wonderful school from day one. "They told us the school was going to be up

and running, that they had

been planning this for years," says Roger Burton, a private investigator who sold his house and moved his family

back to Illinois.

"Disney set this up to sell houses," charges Luba Bilentschuk, who removed her two children from the school and sold her home in

December, three months after

moving in. Mrs. Bilentschuk was also disturbed by Disney's reaction when she and her family decided to

move: The company offered help in selling the house and

other incentives in return for a promise "not to disclose to any third party" their

reasons for leaving. She refused.

Barbara Blake, a spokeswoman for Celebration Co., Disney's development unit, acknowledges that Disney made that offer to several

families and says she "personally"

feels it was a mistake. She also concedes that some sales representatives may have given home buyers

information "which may not have been quite accurate."

Still, she says the school's educational consultants have said it could take at least

five years to determine whether the new educational methods are working.

Publication#W\ PgP# 18. All Things Considered (NPR)"Publication" #:\ PhP#May 29, 1997

Headline#u\ PiP# Washington, DC Public SchoolsHeadline #:\ PjP#

#:\ PkP# LINDA WERTHEIMER Six months ago, a federally appointed panel declared

Washington DC's public schools system a disaster. It

replaced the city's elec

ted school board, fired the school superintendent and put retired Army General

Julius Becton in charge. Becton has

launched an ambitious reform program, but

his efforts to weed out ineffective principals and teachers have created some new and bitter rivalries. NPR's Claudio Sanchez has been tracking the progress of reform at Abraham Lincoln Junior High School and he has this report

dd CLAUDIO SANCHEZ It was hard for teachers and administrators at Abraham Lincoln Junior High last November to imagine how a federal takeover of the city's schools would make things better. But it was even harder at the time for veteran teachers like Jamie Wilson to imagine the situation at Lincoln to get even worse, as she sat in a classroom surrounded by empty bookshelves and broken-down furniture.

dd JAMIE WILSON, Lincoln teacher I have a room full of antiques as we're crossing this bridge to the twenty-first century. I believe that with principals and teachers working together, I believe we would then have a Xerox machine there would be textbooks sitting on my shelf textbooks that are meaningful to my students. My students, when they go to the bathroom would have running water, they would have food that's edible, they would have heat in the classroom.

dd SANCHEZ In the months leading up to the takeover of the Washington DC Schools, five teachers at Lincoln were attacked with fire extinguishers; bulletin boards and trashcans were set ablaze. Teachers blamed the principal. By the beginning of the school year, he was gone. But Lincoln was headed for another year of turmoil. The takeover, as far as Lincoln teachers were concerned, was a rescue operation. And the new man in charge, retired Army General Julius Becton, seemed believable. Becton's promise to students, parents and teachers was simple.

dd JULIUS BECTON Our first priority is and always will be, children first. We will focus on getting material that children need and getting tools that the teachers need. Our goal is to build an environment that fosters success. Remember, children first. Failure is not an option. Thank you.

dd SANCHEZ At Lincoln, the change is noticeable. For the first time in memory, every returning student will go home this summer with a class schedule for next year. Textbooks were ordered in April, another first. This is a school that has had three different principals in four years, one of the highest truancy rates and a dismal academic record. Jamie Wilson agrees there have been improvements, but she has become bitterly opposed to many of the changes at Lincoln, and she resents that more teachers at Lincoln, as well as administrators under General

Becton, aren't paying more attention to what's going on in her school.

dd WILSON And if the way we've been doing things, and if the union and if the contracts and if teachers in general stand in the way of school reform, I'm going

ng to be on the opposite side. I mean, I'd say to them right now, which side are you on? I use the old labor expression, but what I'm talking about right now is, are you on the side of children or are you on the side of your paycheck?

dd SANCHEZ Wilson says the system is still shuffling incompetent, tired or poorly trained people around. Lincoln's acting principal says Wilson is a good example of someone who is in over his head and that students were suffering. Over half of the students at Lincoln, for example, don't speak English. They are recent immigrants from Southeast Asia or Latin America, yet the school doesn't have enough teachers of English as a Second Language. Wilson has been banned from talking to reporters on school grounds, not because she's been critical of Lincoln's principal, but because she has done so publicly. Lincoln's principal, ?? Watson said he has made a few mistakes, but most of his teachers support him

dd MR. WATSON, Lincoln's principal You can't please everyone. And there are some people that want to see things done exactly as they wish and exactly as they anticipate. But actually, as the leader, I'm ultimately accountable for every decision made in this building. But the truth is, pretty much ninety percent of the staff is comfortable and satisfied and have expressed to me how much improvement they have seen, how they have enjoyed being in this school building this year, how they look forward to working with me.

dd SANCHEZ Some teachers at Lincoln say Watson is doing a great job. They credit him with building teacher morale and opening the school to parents, reducing violence amongst students, bringing music, art and even a gardening program in for kids. The reason the dispute at Lincoln is important is that there are a growing number of disputes like it. And they're putting one of Gen. Becton's major reform efforts to the test. Becton sees principals as the academic leaders of his administration and he admits he's more likely to side with principals

even weak ones if it helps strengthen their role in the system.

dd BECTON Teachers don't want the principal, it may well be that's the exact person we need there and we may have to move half the teachers. Now I'm not threatening that, I'm just saying that I have the authority to do that.

dd SANCHEZ Jamie Wilson, meanwhile, could face charges of insubordination. That's according to assistant superintendent Helena Jones, who was assigned by Gen. Becton to look into her allegations.

dd HELENA JONES, assistant superintendent Any teacher on a staff, at Lincoln or any other school in the District of Columbia, who finds the time to investigate or interrogate or examine what a leader does in the building, is not spending enough time with the kids she

serves. There is no reason why any teacher can not express a concern about what goes on in a building. There's a way to do it, you have to do things professionally and you have to do things in such a way that you know you're doing those things for kids and not for yourself to empower

yourself to the point where you can say, "I was responsible for getting rid of a principal." That is not right.

dd SANCHEZ Jones has told Wilson her public accusations against Lincoln's principal must stop because she's hurting the school and she's hurting the students

dd WILSON I have never done anything that would hurt the children of Lincoln.

In fact, I have spend most of my time finding resources to help them in spite

of the system, because the system hasn't been helping them. I go out to the community. I have been working to bring the community into the school, not because I want to bring in outside agitators, not because I want to expose the dirty laundry, not because

I want to throw bombs and most of all, not because I want to run the school.

dd SANCHEZ Wilson isn't sure if she's going to be back to Lincoln next year.

The school, meanwhile, is bracing for another enormous change. The schools entire

academic focus next fall will shift to an interdisciplinary approach; which means much longer classes, team

teaching and very different grouping of students.

Everyone, teachers and administrators, will need to be retrained and the school's student

population will jump from 500 to at least 700. I'm Claudio Sanchez, reporting.#:\ PIP#nyxddd

Publication#W\ PmP# 19. Business Week (international edition)"Publication" #:\ PnP#June 9, 1997

Headline#u\ PoP# SCHOOLS: NO TIGERHeadline #:\ PpP#

ddBehind a roaring economy is a second-rate education system. The new government will face the tough chore of an overhaul

ddPun Tin Chi pauses in a school hallway as students hustle by on their way to recess. They have to hurry, since they only get 15 minutes

on the cramped playground

round. Pun, headmaster of the Tsui Lam school in Hong Kong's New Territories, wishes they had more time. But

the sons and daughters of truck drivers and waitresses

who live in the towering housing estate that looms over the school are part-timers.

The children, well-scrubbed in their blue and white uniforms, don't even start school until 1 p.m. Another school shares the building, with its students

attending in the mornings. "Hong Kong looks so rich," sighs Pun. "But we always find we don't have enough money for education."

ddHong Kong is a Tiger economy with a second-rate education system. Teachers, p

parents, politicians, and businessmen agree that when the new government led by C.H. Tung takes over, it urgently needs to fix the schools. The problems run deep. Some 85% of primary school students attend part-time because there aren't enough school buildings. Among Asia's fiercely competitive schools, Hong Kong's students score lower in math and science than rivals in Singapore, South Korea, and Japan, although they do quite well compared with some large Western nations such as the U.S. In the universities, professors complain about students ill-prepared for higher education. And in the workforce, employers complain that graduates are poor in both English and Mandarin, the city's two languages of the future. One reason is that Hong Kong's colonial rulers put little value on educating the local population.

The new leaders promise change, vowing to turn Hong Kong into a 21st century high-tech hub for China. New schools, smaller classes, better teachers, and computers are all on the agenda. Hong Kong's universities will seek the top students and professors from China and Southeast Asia, with local companies helping to pick up the tab. And they want graduate schools to work closely with local industry, providing the research and technology to take on high-tech powers around the world.

GROWING PRESSURE. There's a political side to this agenda, too. Once Hong Kong is again part of the Middle Kingdom, Tung and his team want students to identify with China. That means changing how textbooks explain subjects like the Opium War to give students more of a Chinese perspective. They also want better instruction on Chinese culture, literature, and values. "I'm not afraid of patriotic education," declares Antony K. Leung, Tung's education guru, who is angling for ways to make the Hong Kong workforce more competitive. Such changes will surely score points with Beijing's leaders.

But an education overhaul won't come cheap. While Beijing wants Tung to keep tight control over spending to keep taxes low and foreign reserves high, Hong Kongers are demanding that he loosen the purse strings for the schools. There will be growing pressure to dip into Hong Kong's massive foreign currency reserves to pay for better education. Hong Kong spends just \$4,158 per student, compared with the \$6,000 to \$9,000 per student spent in the West and Japan.

Reformers also are considering ways to improve students' language skills. The first plan is to change almost all secondary education from English to native Cantonese. Now, students are taught in Cantonese in primary school. Then they switch to English at the secondary level. The result is they master neither their lessons nor either language. "Their skills are low in Chinese as well as English," complains

Marjorie Yang, chairwoman of garment supplier Esquel Enterprises, which employs 32,000 workers in factories around the world. "When I worry about the loss of Hong Kong's competitiveness, I worry about education."

ddBEST AND BRIGHTEST. With more public dollars going to elementary and secondary schools, Hong Kong wants its universities to reach out to business. One of the leaders is the City University of Hong Kong, a compact campus in the center of crowded Kowloon.

The three-year-old university has set up a holding company to cooperate with Hong Kong companies such as V-Tech, a computer and toy manufacturer. Professors and graduate students from the school's engineering departments are working on projects such as underwater robots, advanced wireless headphones, and transmission of closed-circuit TV pictures over telephone lines. Says Managing Director H.Y.

Wong: "The university has to get involved in how to help society to be competitive."

ddBusiness-university cooperation will help further another of Tung's goals: turning Hong Kong into a hub for southern China. A key educator in the new campaign is City University's president, H.K. Chang, a Taiwan-born engineering professor who was recruited by Tung from the University of Pittsburgh. Chang says Hong Kong's universities should start forming research alliances with companies throughout southern China. Unlike Beijing or Shanghai, which have big, prestigious universities, Guangdong province is something of an educational backwater. The

future, Chang says, should be a regional education system that knits both sides of the border.

ddHong Kong's educators know that to really shine, they need to attract the brightest minds from China. Here, too, they are enlisting business help. Hong Kong

Baptist University has asked local corporations to provide scholarships for lower-income mainland students to study in Hong Kong. Understandably, on some campuses such talk is causing jitters. Patrick Wong, a 22-year-old engineering student

at the University of Hong Kong, says he and his classmates are worried about their counterparts from across the border. "Those are great students," says Wong. "I'm afraid of this competition from China." Since many Hong Kong companies are keen to employ mainlanders, Wong says some recent graduates who can't find good jobs in Hong Kong are going in the other direction and heading to China.

ddStudents may worry. But at Tsui Lam school, Headmaster Pun is hopeful that his school will benefit from the handover and the new political regime. By next year, his students will have four new classrooms and a library. Students may even get a break from the sweltering heat if the government allows Pun to install

air conditioners. But there's a catch: Worried about high costs, the government won't pay for the electricity, forcing Pun to ask parents to foot the bill. The government may never be generous when it comes to education, says Pun. But at least it's a start.

ddBy Bruce Einhorn in Hong Kongnyxdddy

Publication#W\ PqP# 20. Business Week"Publication" #:\ PrP#June 9, 1997

Headline#u\ PsP# READIN', WRITIN', AND THE INTERNET Headline #:\ PtP#Subhead#
[\ PuP# Schools need savvy to bring kids online: Here are a host of ways to get it Subhead#:\ PvP#

ddI was in elementary school when the launch of Sputnik set off a national panic over science education. Within months, fancy science equipment began pouring into our school. But no one bothered training the teachers to use it, and the gear ended up collecting dust.

ddThe passion to give schools Internet access could lead to a similar sad end. Politicians, from President Clinton to Newt Gingrich, believe that getting on t

he Net is a good thing. Under the 1996 Telecommunications Act, the Federal Communications Commission is levying the equivalent of an annual \$2.25 billion tax on business phone bills to subsidize access for schools and libraries.

ddCHIPPING IN. The trouble is, no one seems to know which of the myriad problems facing American education Internet access can solve. Student access to the World Wide Web is useful, but probably less so than access to a good library. Perusal of school-run Web sites

suggests that most of them serve mainly to give kids a chance to design Web pages, a useful, but hardly critical, skill. There's little evidence

that many schools are integrating the technology into curriculums or providing such basic services as putting an activities calendar and homework

assignments on the Net so that parents can check them from home.

ddOne obvious reason is that school systems don't provide teachers and administrators with the new skills they need. A recent study by the Educational Testing Service found that only 15% of teachers had received even nine hours of training in educational technology.

Billions of federal dollars will be wasted unless states and school districts do their part.

ddFortunately, educators can take advantage of some well-established programs and promising experiments. One of the most interesting is Co-NECT Schools (co-nect.bbn.com), part of a galaxy of education reform projects organized by the Educational Commission of the

States and its New American Schools project. There are 38 Co-NECT schools in 7 states. To qualify, schools must link their computers

on an internal network that in turn is connected to the Internet. They also are expected to provide teachers with the training needed to carry out Co-NECT's

broad educational reforms, which include keeping classes and teachers together for more than one year and intensive evaluation of student progress. It also provides such services as lesson plans for teachers and discussion groups for educators, and help in using networks to automate school-management chores. But the main factor that has limited participation is probably the cost, estimated by ECS at a minimum of \$55,000 per school per year. These demands are simply too much for many schools. On a more modest scale, the Global SchoolNet Foundation (www.gsn.org) provides a clearinghouse of valuable information on the effective use of computers and the Internet. Among other services, GSN sponsors conferences and courses for teachers, distributes classroom projects, and, as GSN puts it, "provides training wheels" for educators. One school that appears to have made its network part of nearly every activity is New York's Dalton School (www.dalton.org). Of course, being a leading private school with more than \$5 million in technology grants helps enormously. But less well-endowed schools could study Dalton's Web pages for ideas, which include projects ranging from a simple science notebook for young students to an interactive tour of Dostoyevsky's *Crime and Punishment*. Commercial products also can help schools use the Net effectively. For example, Mathview software from Waterloo Maple Inc., priced at \$99, gives teachers an easy way to create interactive math work sheets for posting to a Web site. Students, using a browser and a free plug-in program, can view the work sheets and can experiment by changing values and seeing what happens to equations or graphs. KID-PROOF. NETschools (www.netschools.net), a Mountain View (Calif.) startup company, has more ambitious plans. For around \$1,200 per child, financed over five years, the company will provide schools with a complete network, including a custom, kid-proof Windows 95 laptop for each student and software to administer the system and automate school-management tasks, including testing, progress monitoring, and attendance. Given the financial realities facing school districts, NETschools, which is in the midst of its first installation in El Paso, is unlikely to find a huge number of takers. But there are far less expensive ways, especially investing in teacher training, to make technology an effective part of education. Do you know of schools that are doing an exceptionally good "or exceptionally bad" job? Send me an E-mail message or a fax to let me know about it.

BY STEPHEN H. WILDSTROM nyxddd

Headline#\ PyP# IDEA Will Still Provide Placement Options, Analyst Says Headline #:\ PzP#

ddWASHINGTON, June 2 " The new special education law being readied for a signing ceremony at the White House on Wednesday

would not limit schools' ability

to provide alternative placements for children who are suspended long term or expelled, a Congressional

Research Service (CRS) bill analyst says.

ddHowever, the new law would allow schools to cease educational services for students suspended for 10 days or less, according to Nancy

Lee Jones, legislative

attorney for CRS, the nonpartisan research arm of the legislative branch.

ddThe issues have been a source of contention with the Virginia School Boards Association (VSBA), which wrote a letter to Virginia

Congressional delegates on

May 13. In that letter, VSBA argued that the bill could require schools to provide a full array of special

education services to students with disabilities

, including those suspended or expelled from school.

ddThe new law, H.R. 5, bars schools from ceasing educational services to students served under IDEA. Section 612(a)(1) says a state

must ensure that "A free

appropriate public education is available to all children with disabilities residing in the state between the ages of

three and 21, inclusive, including children

with disabilities who have been suspended or expelled from school."

ddVSBA voiced its concerns in the letter as the House and Senate were poised to vote on the measure. "The new language leaves even

fewer options for educating

these students when the behavior is not related to the disability because the education program and placement

of a child is dictated by the child's Individualized

Education Program (IEP)."

ddBoth Virginia and the National School Boards Association are concerned that IEP language will restrict schools by forcing them to

offer all the services

outlined in the document or risk lawsuits.

ddNot so, according to the CRS memo aimed at clarifying the issues. Jones researched the law and concluded that bill language codifies

what the Education Department

has been saying all along " that educational services must continue, and may be provided in the home,

in an alternative school or in another setting.

ng.

ddThe requirement for a free appropriate public education dictates placement, not the IEP, Jones said. "Although the bills passed do

expand upon the current

statutory provisions relating to the IEP, it would not limit the ability of the

IEP team to change the IEP for 'other

matters.' Thus, it would appear that

an IEP team could change the child's IEP to reflect appropriate disciplinary procedures," she wrote.

ddThe discipline provisions should be read as a whole, not in parts or sections, Jones said. Since the intent of the discipline language is

to provide more flexibility to schools, the law should not be interpreted to contradict this purpose, she said.

Jones points out that case law and legislative history of the bill also serve as interpretative aids. Statements in a committee report and made by a bill's sponsor can hold more weight than hearing records or statements by other members.

When a student is suspended for 10 days or less, Jones says schools should look to the Supreme Court's interpretation of IDEA in *Honig v. Doe*, 484 U.S. 305 (1988). In that case, the court found that 10 day suspensions and providing a free and appropriate public education are not in conflict. Allowing schools to suspend students for up to 10 days without educational services balances the interests of the child with the interests of the school to maintain a safe learning environment, the court said.

The report was requested by Rep. Robert Scott, D-Va., a staunch opponent of ceasing educational services to students with disabilities. An aide for Scott said her boss has forwarded the memo to VSBA with a short letter attached, but is letting Jones' interpretation speak for itself. VSBA was not available for comment.

Publication#W\ P{P# 22. LRP Publications"Publication" #:\ P|P#June 2, 1997

Headline#u\ P}P# Feds Order NYC to Cut Number of Minorities in Special Ed Headline #:\ P~P#

WASHINGTON, June 2 " Federal officials have ordered the New York City Board of Education to cut the number of minority and limited English proficient (LEP) students in its special education programs.

The U.S. Department of Education's Office of Civil Rights (OCR) has been studying special education referrals in New York City schools for the last two years, said department spokesman Rodger Murphey. OCR has been reviewing student records and other relevant data, including policies and procedures for pre-referral, referral, evaluation and placement of students into the special education program.

Invoking Title VI of the Civil Rights Act of 1964 and Section 504 of the Americans With Disabilities Act, OCR says the school system must rectify problems or risk losing millions of dollars in federal special education funding. OCR did not issue findings of wrongdoing, but rather says there should be a concerted effort to correct problems.

Helen N. Whitney, director of the New York Office for Civil Rights, said about 73,000 of the 993,000 students in New York City Schools have been identified as learning disabled. Of these, 82 percent are black and Hispanic, and 20 percent are limited English proficient.

ddThere are 16,800 students labeled seriously emotionally disturbed in the city schools, she said. Of those, 89 percent are black and Hispanic and 11 percent are limited English proficient.

ddThe city also has 6,500 students identified as mentally retarded. Black and Hispanic students comprise 81 percent of this group, and 31 percent are limited English proficient.

ddWhitney said there is no benchmark for how many students in these special populations should be identified as disabled, but the agreement will work to ensure that students are appropriately placed.

ddAbout 73 percent of the students served by the city are black and Hispanic, she said. Nearly three quarters of the 120,000 students receiving special education are labeled "learning disabled," "seriously emotionally disturbed" or "mentally retarded." More than 83 percent of students in these three categories are black or Hispanic.

ddOCR also found evidence that schools with high numbers of white students often had a larger number of minorities in special education classes.

ddBy signing a memorandum of understanding, schools chancellor Rudy Crew has agreed to implement a series of corrective measures which include: intervening earlier in the education of students with dragging performance to prevent special education placement; gathering statistics to show problems with particular schools; training parents to understand their rights and the educational options available to their children; and encouraging districts to establish prevention measures for at-risk students such as guidance counseling, peer tutoring and conflict resolution.

ddFeds not only want referrals of minorities and LEP students to drop, but they also want New York City schools to reduce inappropriate and disproportionate placement of minority and LEP students in self-contained and other restrictive educational settings, according to the agreement. The national average for students in self-contained classrooms is about 20 percent, compared with 60 percent in New York City.

ddThe board and the New York State Education Department have been ordered to propose changes in state funding laws to encourage appropriate placement of students in less restrictive settings without putting the city schools in danger of losing state funding.

ddFederal officials will be closely monitoring New York's efforts for the next three years.

dd"If the implementation of the (memorandum of understanding) is forestalled, OCR will immediately reopen the case and resume its compliance activities," Whitney said in the memorandum.

ddA Congressional push for better enforcement of such issues in the reauthorization of the Individuals with Disabilities Education Act (IDEA) was not a consideration in the agreement, Whitney said. "This was started long before any recent developments in Congress," she said.

Publication#W\ PP# 23. Education Daily"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# WOMEN'S GROUP SAYS COLLEGES FUMBLE AID FOR FEMALESHeadline #:\ PP#

\$d\$A women's advocacy group yesterday fired a shotgun load of complaints with the Education Department, warning schools that they aren't doing enough for female athletes.

ddThe National Women's Law Center (NWLC) in Washington, D.C., is accusing 25 colleges and universities nationwide of violating Title IX of the 1972 Education Amendments, which bars gender bias in federally funded education programs.

dd"Many others could have been on this list," Marcia Greenberger, NWLC co-president, said at a news briefing yesterday. "We urge institutions to evaluate their programs."

dd While a recent federal court decision on Title IX in athletics focused on the number of varsity positions offered to men and women, NWLC's complaints target student aid inequities, too.

ddGreenberger said the total imbalance of scholarships at the 25 schools is more than \$5 million annually. The list includes such big-name sports programs as

Boston College, Duke University and the University of Colorado.

ddThe U.S. First Circuit Court of Appeals ruled last year in *Brown v. Cohen* (96-1321) that schools must offer women sports opportunities in proportion to their enrollment. The U.S. Supreme Court recently let stand that ruling (ED, April 22).

ddBut the complaints filed yesterday with ED's Office for Civil Rights point to huge dollar disparities for male and female athletes.

ddFor example, NWLC said Boston College's student body is 53 percent female, but women make up only 38 percent of the sports positions and receive only 31 percent of the athletic scholarship money.

ddA spokeswoman for Boston College said the school had no comment.

ddThe biggest gap of athletic scholarship dollars among the 25 schools is at Vanderbilt University, where NWLC said female athletes receive on average \$6,765

less per year than their male counterparts. A spokesman could not be reached for comment yesterday.

ddOCR last year clarified its rules for Title IX in athletics, saying schools can comply by offering women sports opportunities in

"substantial proportion" to

enrollment, by showing a history of expanding women's programs or by showing they are meeting women's interests (ED, Jan. 19, 1996.).

ddOCR spokesman Rodger Murphey said the department already is investigating some of the schools, but he couldn't say which ones.

He said OCR will request data

from the schools, schedule on-site visits and try to work out "early complaint resolutions" if OCR believes

a complaint is accurate. "Dave Boyernyxddd

Publication#W\ PP# 24. Education Daily"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# DRAFT HOUSE BILL STRIVES FOR LESS
THREATENING LANGUAGEHeadline #:\ PP#

#:\ PP#

\$d\$A House panel reworking the nation's vocational education law is carefully t
weaking bill language to blunt criticism from

conservative groups, while trying

not to weaken its intention to better prepare students for work.

ddFor example, the draft voc ed bill circulated by the House Early Childhood, Y
outh and Families Subcommittee last week would

rename three-year voc ed bluepri

nts states submit to the Education Department, calling them state "applications
" rather than state "plans."

ddThe proposed change is aimed at stressing that states aren't required to tak
e federal voc ed funds, while emphasizing that there is an

opportunity to apply

, said a voc ed lobbyist.

ddConservative groups said the term "plan" may leads states to think they have
to set up federal voc ed programs.

ddFollowing an attack by groups such as the Eagle Forum last year that derailed
voc ed, the House is trying to appease some of their

concerns early in the leg

islative process to ensure success this year.

ddFor example, the draft bill also says federal voc ed funds couldn't be used t
o require youths to pursue a specific career or to attain a skill

certificate.

And it stresses that students could change their course of training (ED, June 2
).

ddH.R. 1385, a separate House job training bill, also contains provisions to ea
se conservative groups' concerns.

ddFor instance, it says workforce development boards that would oversee local j
ob training programs couldn't mandate school curriculum

(ED, May 20). "Matthew

Dembickinyxddd

Publication#W\ PP# 25. Education Daily"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# ED, NYC REACH AGREEMENT ON SPECIAL
EDUCATION, RACEHeadline #:\

PP#

\$d\$After two years of negotiations with federal regulators, New York City schoo
ls Friday agreed to a plan for reducing the

disproportionate number of minority

and limited-English- proficient (LEP) students they refer to special education

.

Under threat of losing its federal special education funding, which is \$190 million for the entire state, New York City's Board of Education signed a "memorandum of understanding" with the U.S. Education Department that says the city will

* Collect and analyze referral and placement information "to prevent inappropriate, disproportionate referral and restrictive placement of minority and limited-English-proficient students".

* Replicate or expand successful intervention models for students at risk of academic delays.

* Measure the academic outcomes of students in special education.

* Train parents about special education rights and procedures; and * Include information on special education programs in schools' annual report cards.

ED's Office of Civil Rights will monitor implementation of the agreement for three years.

A National Issue A new federal special education law President Clinton is expected to sign Wednesday will require all states to assess whether they are referring

a disproportionate number of minority children to special education, and to take corrective action when needed (ED, May 16).

Of 73,000 learning disabled students in New York, 82 percent are either black or Hispanic, whereas those groups make up 73 percent

of the general school population, according to Steve Pereria, ED's chief civil rights attorney in New York.

Of 16,800 students identified as being severely emotionally disturbed, 89 percent are black or Hispanic, he added.

A panel of New York University (NYU) researchers reported last year that blacks were almost twice as likely as whites to be placed

in restrictive special education classes, and that city educators often inaccurately labeled children as

learning disabled (ED, Jan. 2, 1996).

ED says there are 120,000 special education students in New York City, where officials say 42.7 percent of the special education

students are Hispanic, 36.6

percent are black, 15 percent are white, and 4.6 percent are Asian or some other race.

In the overall population of 1.1 million students, 34.6 percent are black, 34.5 percent are Hispanic, 17.1 percent are white, and 10.25

percent are Asian or some other race.

Dorothy Siegel, a data analyst and member of the NYU team that compiled last year's report, said part of the city's special education

problem is its evaluation

system, which consumes valuable resources while poorly serving children.

"\$250 million is used [annually] of the evaluation and placement of children who may or may not be disabled into largely inappropriate

settings," Siegel said

in an interview.

Chiara Coletti, a spokeswoman for New York City's Board of Education, agreed.

"There is an excess of bureaucratic effort and certainly

an excess of funds being

put into what seems sometimes to be a cottage industry," she said.

ddNew York City Schools Chancellor Rudolph Crew proposed a special education reform plan last fall to decrease referrals "across the board," and undertake a school-by-school statistical evaluation of referrals.

ddLikewise, state officials have proposed implementing a placement-neutral funding formula for state special education funding in an attempt to reduce the incentive for educators to segregate disabled students in separate classes from their nondisabled peers (ED, April 10).

"William J.

ddCahirnyxddd

Publication#W\ PP# 26. Education Daily"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# DRAFT HOUSE VOC ED BILL WOULD PENALIZE STATESHeadline #:\ PP#

\$d\$A House proposal to rewrite the nation's vocational education law would penalize states that fail to meet self-crafted benchmarks.

ddUnder a bill the House Early Childhood, Youth and Families Subcommittee released to lobbyists last week, the Education Department could withhold up to 10 percent of a state's federal vocational education funds if it falls short on state-authored performance standards.

ddSeven-year-old amendments to the Carl D. Perkins Vocational and Applied Technology Education Act required states to write benchmarks by 1992, something all states eventually did (ED, Oct. 1, 1992). But the law doesn't punish states that fail to meet those measures.

ddUnder the House's draft bill, ED would distribute any money withheld to the states that meet their goals.

ddThe department also would compile state-by-state comparisons of benchmarks, and states' progress in meeting them, for public review.

Measuring Academics As outlined in 1990 amendments, states must have a set of benchmarks that measure academic skills learning"such as how well students

perform on reading tests"and a measure of job skill attainment or job placement.

ddStates then must apply those measures to standards, such as requiring that 90 percent of vocational education students improve their reading scores between 10th and 11th grade.

ddUnder a bill the House passed two years ago to merge dozens of vocational education and job training programs into state block grants, states failing to keep

pace with their standards would have been required to receive technical help from either ED or the Labor Department (ED Supplement, Dec. 8, 1995).

ddHouse and Senate lawmakers wrote a compromise version of that plan that would have allowed ED or Labor to either provide technical help to states missing their goals, or cut federal funding by 10 percent. That compromise bill never cleared either chamber, though, and

House and Senate policymakers this year are working on new vocational bills.

Too Much To Do Although vocational leaders acknowledge the provision stresses academic achievement, the looming penalties could simply encourage states to set

easy-to-reach benchmarks, said Kimberly Kubiak, executive director of the National Association of State Directors of Vocational Technical Education.

And the draft House bill doesn't mention giving a warning to states or providing federal technical assistance, she said.

It also doesn't address issues such as offering waivers to states hit by natural disasters, which may prompt school closings and, in turn, affect their ability

to meet their benchmarks, Kubiak said.

While the House is reauthorizing federal vocational education and job training in two separate bills, the Senate is expected to again

propose a bill to consolidate

vocational and job training programs under one bill (ED, May 28).

The House subcommittee plans to hold a vocational hearing Thursday. The Senate Labor and Human Resources Committee hasn't

scheduled further hearings on vocational. "Matthew D

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Publication#W\ PP# 27. Chronicle of Higher Education "Academe Today"Publication #:\ PP#June 3, 1997

Headline#u\ PP# California U. of Pa. Told to Reinstate Professor Fired for Not

Raising GradesHeadline #:\ PP#

By KIM STROSNIDER

A labor arbitrator has ordered the reinstatement of a former California University of Pennsylvania professor who said he was fired for

refusing to raise students' grades.

The former professor, Bob Brown, taught in the counselor-education program in the university's graduate school until last spring. He

claims that he was let

go when he opposed attempts by the university's president, Angelo Armenti, Jr., to meddle in academic affairs.

A spokeswoman for the university, Beth Baxter, confirmed that Dr. Brown had been fired but said she could not say why. She also

declined to discuss the arbitrator's

ruling. "This is an ongoing personnel matter, and the university cannot comment at this time," she said.

Dr. Brown, a tenured professor who had taught at the university since 1969, said he was fired on his 58th birthday, May 9, 1996, on

what he called "trumped

up" charges of misconduct. He declined to discuss those charges but said that the arbitrator had found that the

university lacked "just cause" to fire him. The

arbitrator's ruling was issued on May 19 of this year. Such arbitration is called for in the

faculty union's contract.

Dr. Brown said he believed that he had been fired because he had defied order

s from Dr. Armenti to give several students higher grades than they deserved. One of the students had missed 12 of 15 classes and had received an F. Dr. Brown said he had declined to change the grades and had been removed from teaching that course. He said he had been fired a short time later, after being told that "the president is angry with you." Dr. Brown said he thought that the president had wanted the grades changed because the students who failed had complained.

Ms. Baxter said neither the university nor Dr. Armenti would respond to those allegations.

Dr. Brown said his lawyer was still negotiating with the university on the financial compensation he will receive. He said that the arbitrator, Ira F. Jaffe, had ordered Dr. Brown to be rehired within 60 days and given a year's worth of back pay and benefits.

At California University, Dr. Brown said, "it's become an atmosphere that makes it very difficult to teach effectively. This is a victory for academic freedom, academic integrity, and academic standards."

C.R. Thomas, president of the faculty union, which is affiliated with the Association of Pennsylvania State College and University Faculties, said he could not discuss the arbitrator's ruling because a related case, involving another professor who was fired last year, remains in arbitration.

However, Dr. Thomas said that a recent survey of faculty members backed up Dr. Brown's claims of a poor academic climate on the campus. He said that more than half of the 220 faculty members who responded to the survey said they felt that academic freedom on the campus was under assault. Three-quarters felt there was an atmosphere of distrust between faculty members and administrators. The response rate for the survey was about 69 per cent, according to one of the professors who drafted it.

Other faculty members denied, however, that a crisis exists.

Michael J. Slavin, president of the Faculty Senate, said he did not feel that the campus had a poor academic climate. "I don't see anybody being taken to the

provost's office and told, 'You must change your grades,'" he said. He said there have been tensions on the campus as enrollment has declined and state aid has fallen. Dr. Armenti, he said, has "ruffled the feathers of several faculty members on campus because he is trying to make changes."

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Publication#W\ PP# 28. Chronicle of Higher Education "Academe Today" Publication#:\ PP#June 3, 1997

Headline#u\ PP# Texas Governor to Sign Bill Barring Use of Lower GPA's to Admi

t AthletesHeadline #:\ PP#

ddBy PATRICK HEALY

ddGovernor George W. Bush of Texas is expected to sign a bill shortly that would bar certain public universities from giving athletes special treatment in admissions.

ddThe Texas Legislature approved the measure over the weekend after its sponsors agreed to changes that sharply reduced the potential effects of the bill.

ddSome public universities in Texas now admit athletes whose grades, class ranks, and standardized-test scores are roughly on par with other applicants who are often rejected. Under the bill, universities would not be able to favor athletes over other students who had similar high-school grade-point averages. A university that uses grade-point averages as a criterion for admission would have to lower its required average for all applicants if it did so for athletes.

ddOfficials at the Texas Higher Education Coordinating Board said Monday that they were uncertain about how the bill would affect the eight state universities that have competitive admissions standards.

ddMost of those institutions evaluate applicants on the basis of several criteria, primarily class ranks and standardized-test scores. Officials of the two leading

state universities, the University of Texas at Austin and Texas A&M University, said they did not base their offers of admissions on applicants' grade-point averages.

ddBut the University of Houston plans later this year to start evaluating applicants based in part on their grade-point averages. Ed Apodaca, the university's

associate vice-president for enrollment management, said officials there planned to study the bill but were not immediately concerned about its provisions.

ddThe bill was largely a response to a federal appeals-court ruling last year that has led public universities in Texas to stop using affirmative action in admissions decisions.

Lawmakers argued that without the bill, universities would continue to admit many minority athletes but would reject many minority applicants who lacked sports prowess.

dd"All Texas colleges and universities frequently lower their standards to allow athletes in," said State Representative Harold V. Dutton,

Jr. "If they're going to do that for someone who can carry a football for 100 yards, they can do that for someone who'll carry books for four years."

ddThe bill initially required students who received athletics scholarships to earn the same grade-point average as students who did not receive such scholarships.

A more-recent version of the bill, which passed the Texas House of Representatives last month, would have required universities to use the same minimum admissions criteria for all students, athletes and non-athletes alike.

ddThe bill's sponsors saw the final compromise as necessary to win support for the legislation in the Senate, where members had expressed concern that the House version would cripple the athletics programs at the University of Texas at Austin and Texas A&M. Officials of the two universities had complained that the House bill might keep many minority students out of college, and had indicated that the universities would be unable to field competitive teams without lowering their admissions standards for all applicants.

ddState Senator Royce West, a Democrat and prime sponsor of the bill, said he expected the legislation to lead all state universities to evaluate athletes and non-athletes in the same way. Whether universities admit it or not, Senator West argued, they all take grade-point averages into consideration.

dd"I find it ironic that some major institutions here boast about graduation rates of athletes who start college with poor academic records," Senator West said.

dd"Why don't we give other students with poor academic records the same chance to succeed?"

ddA spokeswoman for Governor Bush, a Republican, said Monday that he planned to sign the bill.nyxddd

Publication#W\ PP# 29. Chronicle of Higher Education "Academe Today"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Title IX Complaint Charges 25 Colleges With Shortchanging Women

n's SportsHeadline #:\ PP#

ddBy JIM NAUGHTON and MARK FIORE

ddA women's-advocacy group opened a new front in the struggle over gender equity in intercollegiate athletics Monday. The National

Women's Law Center filed a complaint with the U.S. Department of Education alleging that 25 colleges had violated federal law by awarding female athletes less sports-related aid than their male counterparts.

ddThe law center charged that female athletes received at least \$1,000 less per person than male athletes at each of the 25 institutions named in the complain

t to the department's Office for Civil Rights.

ddMarcia D. Greenberger, co-president of the law center, said those discrepancies violated Title IX of the Education Amendments of 1972,

which prohibits sex discrimination at institutions that receive federal funds.

dd"Given that the vast majority of our nation's colleges and universities continue to severely limit athletic opportunities for female students,

it is not asking for much to expect schools to be fair to the young women who do get a chance to play," she said.

ddBefore the complaint was filed, advocates for female athletes had concentrated their efforts on expanding the number of women's athletics teams and had devo

ted little attention to the discrepancy in athletics scholarships. As a result, many colleges have focused only on one aspect of complying with the law, said Deborah L. Brake, senior counsel at the center. "This is kind of a wake-up call," she said.

The Office for Civil Rights has the power to investigate complaints and to recommend halting the flow of federal funds to institutions found in violation.

The institutions cited were Bethune-Cookman, Boston, Coppin State, and Wofford Colleges; Boston, Bowling Green State, Brigham Young, Colorado State, Duke, Hampton, Liberty, Northeastern, South Carolina State, Utah State, Vanderbilt, and Wake Forest Universities; the College of William and Mary; and the Universities of Colorado at Boulder, Maine at Orono, New Hampshire, North Texas, Oregon, Texas at El Paso, Toledo, and Tulsa. The law center issued a table enumerating how, in its view, the institutions had violated the law.

The institutions are not necessarily those with the greatest differences between the proportion of female athletes and the proportion of athletics aid awarded to women, according to a recent survey by The Chronicle. Ms. Brake said that in choosing which universities to include, the group wanted to illustrate that the problem was not restricted to a particular geographic area or type of institution.

News of the complaint caught officials at many of the institutions off guard. "We've done everything we can to work with anybody who's come in and wanted to play," said H. Hal Visick, associate general counsel at Brigham Young University.

Athletics-department officials at Northeastern University and the University of North Texas said they were carrying out plans that would bring their programs into compliance with Title IX in several years. Officials at Boston and Coppin State Colleges, the College of William and Mary, the Universities of Maine and Toledo, and Boston and Wake Forest Universities declined to comment until more information

was available. Some athletics officials questioned whether current National Collegiate Athletic Association rules would allow an institution to simultaneously increase the number of teams for women and achieve scholarship parity.

In Division I, the N.C.A.A. sponsors two types of sports: "head count" sports, in which every participant must receive a full scholarship, and "equivalency"

sports, in which partial scholarships may be awarded. An institution that sponsors a full complement of men's head-count sports (football and basketball) in Division I-A can award 98 full scholarships in those sports. An institution that sponsors a full complement of women's head-count sports (basketball, gymnasti

cs, tennis, and volleyball) can award 46 full scholarships in those sports.

ddAn institution could theoretically make up its deficit in full scholarships for men or women by awarding only full scholarships in equivalency sports, officials said, but the scholarship limits in those sports are set so low (12 each, for example, in field hockey, lacrosse, and soccer) that fielding a team would be almost impossible.

ddJames E. Delany, commissioner of the Big Ten Conference, said one strategy for minimizing men's scholarship advantage would be for an institution to allow large numbers of walk-ons and to sponsor many equivalency sports for men. But he pointed out that such measures would create additional slots on teams for men and might move an institution out of compliance with a different aspect of Title IX.

ddAs a group, the 305 Division I members of the N.C.A.A. have done better at maintaining scholarship parity than they have in creating opportunities for women to compete. According to the survey by The Chronicle, women account for 37 percent of intercollegiate athletes and receive 38 percent of sports-related aid.

nyxddd

Publication#W\ PP# 30. Philadelphia Inquirer"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Headline #:\ PP#

By Gilbert M. Gaul INQUIRER STAFF WRITER

ddEVER WONDER WHY A LIBRARY would fritter away some of its scant resources buying 10 copies of the latest novel by Danielle Steel?

ddIt doesn't.

ddIt rents them.

ddAt least that's what many public libraries do.

ddRenting best-sellers saves money while ensuring that libraries have enough copies to satisfy readers of Steel, Tom Clancy, John Grisham, Mary Higgins Clark and Stephen King, among other popular authors.

ddEven with a steep discount, a new hardcover book may cost \$25 or more. Renting generally costs half as much, librarians say, and there's the added benefit of not tying up limited shelf space. That space then can be used for 'keepers,' books with long-term literary or historical value.

ddBefore rental plans became popular, small- and medium-sized libraries would have to get by with a copy or two of a best-seller. It wasn't - and in some cases,

still isn't - unusual for a patron to wait months for a popular book.

ddLarge libraries, on the other hand, might purchase multiple copies of best-sellers to meet the demand and cut down on waiting time.

``But after the demand p

assed, we were left with 10 copies of Harold Robbins or Jacqueline Suzanne," said Mary Fischer, chief of the Collections Development Office for the Philadelphia Free Library. "This was a problem."

In 1995, the Free Library rented 32,268 books at a cost of nearly \$500,000, or an average of \$14.90 a book, Fischer said. "That's a deep discount. Plus, the books are processed and shipped directly to the library branches. They're shelf-ready," she said.

The 32,268 books represent a fraction of the Free Library's five-million-plus collection. But within individual branches, those books often account for 10 percent to 30 percent of circulation, attesting to the powerful, drawing power of best-sellers.

The Free Library has different rental plans for different branches, depending on use. Most of the rental books end up on the shelves of the Central Library at 1901 Vine St. It receives about 500 new rental books each month. Smaller branches receive anywhere from 10 to 170 books a month.

In addition to popular fiction, the library also rents some nonfiction (the O.J. Simpson books), biographies about contemporary figures (Howard Stern), popular cookbooks (Cooking in the Kitchen With Rosie), and a sizable number of books on tape.

"Books on tape have become incredibly popular. You can't have enough of them," said Fischer. "They're also very expensive."

The book-rental business is dominated by three vendors, the largest of which is the McNaughton Book Plan, a division of Brodart Co. in Williamsport, Pa. Last year, it shipped between 1.5 million and two million books to libraries across the United States, according to a Brodart official.

In general, libraries receive a set number of books each month until they reach a base level. Afterward, they receive additional books on a monthly basis, while recycling outdated books back to the vendor. In some cases, libraries buy books at a steep discount at the end of the lease. The prices and length of leases vary. Books that are returned to vendors are sold to outlets and used-book stores.

Vendors say they can afford to rent books at a discount to libraries because they themselves get a sizable discount from publishers for buying in bulk.

"The question is how much trash do you want to have on your shelves," said Kathryn Stephanoff, director of the Allentown Public Library. "I think it's a question of balance. You want to both entertain and inspire. Rental plans allow you to gain access to books you might not ordinarily want to buy."

Publication#W\ PP# 31. Baltimore Sun"Publication" #:\ PP#June 3, 1997

Headline#\ PP# Best and brightest are fiercely recruited Headline #:\ PP#Sub head#\ PP# Education: Laptop computers, free parking and travel abroad are am

ong the inducements colleges are offering top high school students. Subhead#: \ PP#

By Mike Bowler
SUN STAFF

dd Joy Pansini went shopping for colleges this year and found the colleges s hopping for her.

dd The 18-year-old senior at the Institute of Notre Dame applied to 11 schools , visited 10, gained admission to nine. All nine offered her scholarships and o

ther inducements if she'd sign up:

dd From Virginia Tech, a laptop computer if she'd choose the Blacksburg, Va., sc hool. An offer of free instrumental music lessons came from the University of D

elaware. From the University of Maryland Baltimore County, the prospect of over seas study trips with like-minded honors students.

dd Pansini, who graduated from IND on Sunday, chose UMBC because the Catonsville university offered her the ultimate inducement:

a full scholarship for four ye

ars, small honors classes taught by senior faculty and the opportunity to do se rious research as an undergraduate.

dd She learned, Pansini said, that colleges can be like banks seeking depositors . If a set of dishes or an all-weather cooler might tip the balance in favor of

opening an account, the prospect of a subsidized study trip to Ireland might t ip the balance in favor of Anywhere University.

dd Higher education experts say more and more colleges and universities are cour ting bright students not only with merit scholarships that amount to sticker-pr

ice discounts, but with inducements such as those offered Pansini. And unlike t he rules of the National Collegiate

Athletic Association governing the recruitm

ent of student athletes, practically anything is fair game in recruiting brains

.
dd A lot to offer

dd There are other come-ons: Some schools waive application fees, pay campus mea l costs and offer still-undecided high school seniors

free tickets to athletic

and cultural events and even free parking on campus.

dd Numerous schools, including the University of Maryland College Park, reward N ational Merit Finalists, the top 1 percent of high school

graduates, with schol

arships ranging from \$750 to \$2,000 (depending on need) in return for being the finalists' first choice. (The University

of Alabama sweetened the pot this yea

r with the offer of a laptop computer to Merit Finalists.)

dd One reason the bidding war is so fierce is that the ranks of high school grad uates have decreased from 3 million in 1980 to 2.5 million

this spring, accordi

ng to the National Association of College and University Business Officers. And students are applying to more colleges

" as many as 15 or 20 " in part because they are aware they can shop for the best deal.

But the biggest factor may be the serious entry of low-cost public schools in the bidding sweepstakes. "The competition for high-achieving students has always been intense, but with the public universities seriously pursuing the same students, it's incredibly intense," said Kevin Coveney, vice president for admissions and enrollment management at Washington College on Maryland's Eastern Shore.

"What you're seeing is a lot more competition for a pool of students that hasn't expanded," said David Merkowicz, director of public affairs for the American Council on Education, higher education's umbrella trade group.

"Higher education is interested in quality, and that goes for public and private colleges, across the board. The publics are in there fighting now for the same students who used to go to the prestigious high-priced privates."

Washington College has countered the competition from public universities in Maryland and Delaware, among others, by offering \$10,000-a-year scholarships to high school members of the National Honor Society. Half of the freshman class has won such "Presidential Scholars" discounts, said Coveney. "The program is intended to help us compete to the broadest possible extent."

Winners of John Marshall Scholarships at Franklin and Marshall College in Lancaster, Pa., get a generous merit scholarship, a grant toward the purchase of a computer " and are eligible for up to \$3,000 for "travel and/or talent development."

"They can study classical ballet in Russia if they want," said an F&M spokesman.

High-tech route

Laptop computers were a "fairly common offer" in his search for a college, said Aaron Bodoh-Creed, 17, one of the top graduates this spring from Howard County's Oakland Mills High School. Bodoh-Creed, a National Merit Finalist, turned down Cal Tech and Stanford, among others, to enter the honors program at the University of Maryland College Park.

Despite scholarship and loan offers from several private schools with yearly costs of nearly \$30,000, Bodoh-Creed said, he grabbed at College Park's offer of "a free ride plus a little." His middle-income family, he said, is in that "unfortunate niche where we don't get a whole lot of scholarship aid, but we can't pay the whole bill, either."

California State University, Long Beach, using private funds, offers full scholarships to any California high school valedictorian.

"We get to them as early as we can," said the Long Beach president, Robert C. Maxson. "We go after them just like they were student athletes. We give them free parking and use of the library while they're seniors."

dd"For our biggest basketball game of the year, we invited 200 potential valedictorians and their parents, and at halftime we brought out the President's Scholars and introduced them one by one. We gave out 'Beach Scholars' T-shirts in the school colors. I hate to use the word 'pamper,' but that's what we're doing.

We're two years into this program, and our goal at the end of four years is to have 250 valedictorians studying on this campus."ddPublic colleges ddThere's some evidence, but it's still scanty, that inducements offered by low-cost public colleges are taking high-achieving students away from the ivy-wall ed private colleges to which they've traditionally flocked. Just more than half of Maryland's high-ability students chose independent, out-of-state schools last year, according to the state Higher Education Commission. The most common choices were Duke, Harvard, Massachusetts Institute of Technology, Stanford and Princeton.

ddBut there are signs that College Park, UMBC and St. Mary's (officially designated an "honors college") are beginning to accumulate a critical mass of top scholars. William E. Kirwan, the College Park president, said his school had 18 applicants for this fall's freshman class with 1,600 scores on the SAT, the highest score possible. A dozen are committed to attend, he said.

ddWhat worries some in higher education is that funds for merit scholarships and other inducements to bright students are being taken from programs intended for poor students. It's all too easy, according to critics, to replace a \$24,000 full-ride scholarship intended for a low-income student with three \$8,000 merit scholarships. Such a tactic helps meet enrollment goals, fills dormitories and improves the academic climate.

ddBut John S. Toll, president of Washington College, said that's not how it works. Toll said Washington has increased aid to needy students, too, and some of them qualify for the \$10,000-a-year Washington Scholars program. "The result is that we've raised the average quality while maintaining the minimum quality of our student body."

ddMore discounting ddLucy Lapovsky, financial vice president at Goucher College, agreed that there is a lack of solid evidence that merit scholarships are hurting low-income students. "The two things we can say," she said, "are that the amount of discounting has increased terrifically, and colleges are being more strategic in how they discount their prices."

ddOne thing is certain: In the near future, schools like Washington and Goucher are going to have to compete for the best and brightest with much less expensive public colleges and universities.

dd"Any public university interested in making a name for itself is going to be out there looking for bright students. We're going to get our share," said Susanna Finnell, president of the National Collegiate Honors Council and director of honors programs at Texas A&M University.

Publication#W\ PP# 32. Baltimore Sun"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# External diploma program emphasizes 'life skills' instead of academics

Headline #:\ PP#
By Elaine Tassy
SUN STAFF

ddKristie L. Yingling Storms of Pasadena will graduate from high school tonight, having met all of her high school requirements "including balancing a check book, applying for a bank loan, writing out a set of street directions and sending letters to elected officials.

ddSeven years ago, Storms, 23, dropped out of Northeast Senior High School in Pasadena as a freshman. In November, she enrolled in the student-paced Maryland

Adult External Diploma Program, which awards a diploma from "Maryland High School" for training in "life skills."

ddNo academics are required.

dd"We don't do any teaching in the program," said Ronna Nudelman, who directs the external diploma program in Anne Arundel and Howard counties, where 91 people will graduate this year.

ddMany of the external diploma candidates are older than the typical General Educational Development (GED) applicants and are often employed but looking for a

way to get a better job. "With the GED, the skills that are tested are more academic" than are the skills the external diploma examines, Nudelman said.

ddAnd, although almost 75 percent of people who get external diplomas report an increase in income thereafter, educators wonder whether it's fair to give them

the same high school diploma as the one students earn after studying math, science, foreign language, history, English and other subjects six hours a day for four years.

ddStorms thinks it is.

dd"It didn't take a lot out of my time; it was something that my work would work around, and you get an actual high school diploma and a graduation, just like

you were to graduate from school," she said.

ddStorms, a nail technician at Hair Unlimited in Glen Burnie, is one of about 175 people in the Baltimore area who will graduate this year with external diploma

mas. She and others at least 18 years old paid \$75 to \$200 and passed ninth- or 10th-grade basic skills tests in reading, math and writing.

ddThen they completed five 30-page packets of assignments and fieldwork " each takes 15 to 20 hours. Sample work includes stapling labels to notebook paper, taping job advertisements clipped from the newspaper and answering questions about emergencies and proper use of medicines. The packets instruct them to use a library and enter answers on blank forms.

ddCompletion of the packets is supposed to demonstrate proficiency in "communication, computation, self-awareness, social awareness, consumer awareness, scientific awareness, occupational preparedness and technological awareness," according to a flier on the program.

It takes about a year.

ddStorms and her husband, Joseph, also 23, went together for a two- or three-hour meeting at Lindale-Brooklyn Park Middle School in Linthicum each week with a part-time assessor " not a licensed teacher " who checked their work for accuracy.

ddThe external degree program is being run in 15 Maryland jurisdictions, including Baltimore and Howard, Baltimore, Anne Arundel and Carroll counties. About 10,000 people have graduated in Maryland since the program began in 1979. A dozen other states and the

District of Columbia have similar programs. The program, begun in 1979, is without state funding for this year. However, legislators have

allocated \$281,070 for each of the next three years.

ddBut the lack of academic work is a sticking point for educators and full-fledged high school students.

dd"There needs to be enough rigor in a program to make it so that the person who receives it has earned it," said Gary D. Marx,

spokesman for the American Association of School Administrators, a 15,000-member Arlington, Va.-based organization of school

superintendents, administrators and principals. "You don't want an external diploma to be a bargain basement diploma. You want to have it have real meaning."

ddThe program has not proved to be a steppingstone to college education. Five years after completing the program, 1 percent of graduates had enrolled in four-year colleges.nyxddd

Publication#W\ PP# 33. Columbus Dispatch"Publication" #:\ PP#June 2, 1997

Headline#u\ PP# Truants often hooked on crimeHeadline #:\ PP#Subhead#[\ PP# System seems powerless to keep them in schoolSubhead#:\ PP# dd

By Mary Mogan Edwards and Tim Doulin Dispatch Staff Reporters

dd For schools wrestling with students who assault teachers and one another, children who play hooky may seem the least of their problems.

dd And in a state where more and more triggermen in coldblooded killings are too young to drive, truancy may seem a minor issue.

dd But across the country, people who deal with youth crime are finding a

link to poor school attendance that schools and courts cannot afford to ignore.

dd Although the problem is acknowledged, truancy doesn't seem a high priority for either of those institutions in Franklin County.

dd Judge Dana Suzanne Preisse, who joined the county Juvenile Court in January, figures that more than 70 percent of youths charged with crimes have a history of skipping school.

dd "Truancy appears to be a very strong indicator of later criminal activity," Preisse said.

dd Ronald Huff, director of the School of Public Policy and Management at Ohio State University, said the act of playing hooky does not turn youths

to crime. More likely, underlying problems are to blame " for the truancy and the crime.

dd "Truancy is not just a cause; it's also a symptom," Huff said. Children who skip school usually have failed academically or have problems at home, he said.

dd Research indicates, Huff said, that children who are truant are more likely to commit crimes.

dd "You need only look at the population incarcerated by the Department of Youth Services. A very large portion of that population has experienced academic failure and truancy," he said.

dd Truancy also appears to have a direct impact on the crime rate: Many cities reported a drop of 50 percent or more in shoplifting, daytime burglaries and other crimes in the wake of crackdowns on truants.

dd Virtually all of the youths accused of violent crimes whom Judge Yvette McGee Brown has bound over to adult court had poor school attendance, she said.

dd Among the most notable was Lamar Coleman, 16, one of three teen-agers accused of the September kidnapping and killing of Capital University student Anthony C. Kacir.

dd School records provided by the court show that Coleman missed 89 of 180 school days during his seventh-grade year in Indianola Middle School. He failed a number of subjects but was promoted to the next grade. The next school year, he missed 149

days and failed every subject.

dd After he and his mother missed two scheduled hearings with school officials, Coleman was referred to the court's diversion program for unruly youths, and the family was referred to Franklin County Children Services. Coleman continued to miss school.

dd He was picked up and tried on a truancy charge May 29 of last year. But the case was closed, possibly because Coleman had become involved in more

serious criminal offenses, court workers said.

dd He was promoted to ninth grade at Whetstone High School.

dd About a month into his freshman year last fall, Coleman, who rarely attended high school, was arrested in connection with Kacir's death. The Capital student was abducted while parking his car and fatally shot after being forced to withdraw \$200 from an automatic teller machine.

dd "If I wanted to point to any one prevention effort, it wouldn't be drug and alcohol counseling," said McGee Brown, the lead juvenile judge in

Franklin County. "It would be keeping these kids in school. I am just convinced that if we keep these kids in school they aren't going to be running around with guns and doing drugs and hurting people."

dd But in Columbus Public Schools, years of budget cuts have reduced the number of school social workers " the people who investigate why children aren't in school " from 20 in the 1989-90 school year to nine this school year.

dd The latest cut eliminated three positions and virtually wiped out truant officers for middle and high schools. Principals in the district's 26 middle schools and 17 high schools now are responsible for filing truancy complaints with the court about chronically absent students.

dd One school social worker presides over precourt conferences for all middle and high schools. Another is a court liaison who handles paperwork for the truancy-related cases the district files each year. dd From a high of 1,000 truancy complaints in the 1993-94 school year, the number dropped to 454 for the 1995-96 school year.

Through March of the current school year, 162 truancy complaints were filed by Columbus schools.

dd The drop is the result of staff reductions, not a decline in truancy, said Roger Dumaree, coordinator of the court's diversion program for unruly

youths. "Some administrators do make the filings if they have the time," Dumaree said. "But that is just one more added responsibility. There is a lot of paperwork that goes with it."

dd The district focuses now on identifying chronically absent pupils in the lower grades and dealing with the family problems that often are behind

poor attendance. Seven social workers cover Columbus' 92 elementary schools.

dd Lily Lay, court liaison for Columbus Public Schools, says she sees too few results from too many of her cases.

dd For most children who are found to be truant or neglected " the charge when a child is younger than 11 " the practice is to have Children Serv

ices ordered to supervise the family and encourage school attendance.

dd The most severe consequence the court can hand down " giving Children Services custody of the child " is rare and often proves ineffective because

the agency frequently places such children with relatives who continue

ue letting them skip school, Lay said.

dd "Sometimes the relative lives next door to the parents, and you know the kids are really living with the parents."

dd Children Services caseworkers, who handle 20 or more cases at a time, have a lot to juggle, agency Director John Saros said.

dd "We're dealing with some serious stuff, and getting back to school might not be top priority," he said. Caseworkers can't baby-sit every family,

Saros said.

dd "Families' compliance can be fickle. They improve, so you concentrate on something else. Then, when the problems crop up again, we've got a t

each saying, 'The caseworker disappeared on this one.' "

dd Lay knows the frustration of spending months on a case, only to see the poor attendance continue.

dd "Our kids don't seem to be threatened by the dispositions that are available," she said. "They know that not very much can happen to them."

dd Truancy is a status offense, meaning children are charged with the offense solely because they are not adults. Court workers say they have virtu

ally no leverage over a child who doesn't go to school. Even repeat offenders can't be locked up.

dd "Our options, even if we find they have committed truancy, are to get them into some sort of social services program and order their parents to

cooperate," McGee Brown said. "But there really is not the kind of leverage you would have over a child if they shoplifted or committed an assault

."

dd McGee Brown stops short of suggesting that truancy be made a crime but says the notion is "something we as a community and the legislature may have to discuss."

dd "Do I want them to be labeled a juvenile delinquent because they don't go to school? No," McGee Brown said. "But I would like to have some abili

ty to say, 'You will follow the court's orders or something will occur.'

dd The lack of clout in dealing with truancy may be contributing to later delinquency, she said.

dd "When the court says, 'You will do this, this and this,' and the child sees the court doesn't have the ability to enforce that, that may make th

em not take the Juvenile Court quite as seriously as they might otherwise

dd Of the 1,154 truancy complaints filed last school year for all Franklin County districts, about 450 " 39 percent " were resolved successfully,

Dumaree said.

dd "Maybe they go back to school or transfer to North Education Center (to seek a high school equivalency certificate) or quit school and go to

work," he said. "But they were doing something productive."

dd The court also operates a truancy center for youths who are picked up by police on the streets or in public places during school hours. The center has enjoyed some success. Last year, the center received 1,028 children. Seventy-eight were repeat offenders and only 11 were picked up a third time, which resulted in truancy charges being filed with the court.

dd Those who are truant only are kept separate from the youths charged with crimes. Most were boys ages 13 to 15. Yet Jill Jackson, center coordinator, said she sees some who start out as truants move on to serious crimes.

dd "There is definitely a progression, but I would say that percentage is extremely small," Jackson said. Some say that may be because the children police pick up on the streets are not the hard-core truants.

dd "Kids are smart," said Nancy Catena, administrator of the court's protective services. "They will stay hidden. They won't surface where they can get caught."

dd Catena, too, says truancy can lead to more serious problems.

dd "When kids are on the streets, they are in trouble," she said. "If they are supposed to be in school, they start out shoplifting, and then it just escalates."nyxddd

Publication#W\ PP# 34. Philadelphia Inquirer"Publication" #:\ PP#June 3, 1997

By Gilbert M. Gaul INQUIRER STAFF WRITER

ddIT IS A CHALLENGING JOURNEY that two dozen or so preschoolers in Pottsville make each week to attend story hour at their public library.

ddUp the grooved marble steps, which form a barrier to the disabled. Through the peeling door with the screen ripped from its moorings.

Then down the dark steps

to the cellar. Here, amid a clutter of wires and pipes dangling from the ceiling, is the children's library.

ddThe concrete floor is cold. Space is cramped. And the only toilet, a wooden stall without a lock, leaks badly.

ddCarol Orlick, the children's librarian, tries to keep a close eye on the bathroom. Adults aren't allowed downstairs without a child. "It's scary," she says.

s. "As a public library, we have to open our doors to everyone. But there are a lot of wackos out there."

ddThen there's the huge concrete pipe that splits the children's library in two and leaves library director Nancy Smink shaking her head.

"We're probably the

only library in Pennsylvania with a municipal sewer running through its basement," she says with a sigh. "It's kind

of pathetic." ddPottsville is a symptom

of a little-known but serious problem statewide.

ddPennsylvania has one of the poorest, most meagerly equipped library systems in the nation, ranking behind such impoverished states

as Alabama, Louisiana and

West Virginia in key respects, an Inquirer analysis has found.

"We're in Pennsylvania, the Mississippi of the North," said Joseph Lordi, director of the public library in Kennett Square. "Libraries are not a priority

."

Consider:

Pennsylvania spends just \$14 per capita on libraries - well below the national average of \$19.93 and more than \$20 less than the leading state, New York. Even

more alarming, it's losing ground. The state's 485 public libraries have fewer books, magazines and videos than those in all but a handful of states. Some

small libraries rely on tattered hand-me-downs. They have fewer computers and CD-ROMs,

and less free access to the Internet. They pay far lower salaries, and have fewer professional librarians and smaller staffs. Librarians with master's

degrees and 20 years' experience in some cases barely earn minimum wage. Libraries are open fewer hours and are more likely

to be old and need repair. Readers

check out fewer books. Pennsylvania ranks near the bottom (41st) in per-capita circulation of books.

Why does all this matter?

At a time when reading scores are dropping nationally, libraries help prop up schools. For many residents, they are the sole source of books, magazines and,

increasingly, computers for the 60 percent of households that don't have them.

Studies show that students perform better on national reading tests in towns with strong libraries. Students who use the library score higher. For example,

library use is one of the strongest factors in predicting verbal scores on SAT exams.

"It's ironic that while everyone is talking about the Information Age, Pennsylvania is still stuck in the Industrial Age in terms of its support for libraries," said Sherrill Franklin, president of the Avon Grove Library in Chester County.

Not all libraries are as bad off as Pottsville's, of course. Some are sparkling jewels, rich in books, videos and computers, with well-paid staffs and spacious

buildings. Abington, Cheltenham, Lower Merion and Tredyffrin Townships, for example, can boast well-funded, well-used libraries.

But even in the Philadelphia suburbs, where facilities are better than most, there are poor, struggling libraries. For every Abington, there's a North Wales

. For every Cheltenham, a Coatesville. For every Lower Merion, a Downingtown. For every Tredyffrin, an Avon Grove.

The Downingtown Public Library, for instance, is in a cramped, 197-year-old house with crumbling ceilings and peeling paint that once served as a way station

for the railroad. The library is in a cramped, 197-year-old house with crumbling ceilings and peeling paint that once served as a way station

n on the Underground Railroad.

dd`We have a terrible leaking problem upstairs," said director Karen Miller, a part-time employee. ``Hopefully, we'll get it settled soon, before the wall collapses."

ddThings could be worse, of course. The roof of the Braddock Carnegie Library in Allegheny County did collapse several years ago, causing extensive water damage to its collection. The historic library, one of the first built in America, was closed at the time. The reason: It was broke.

ddInmates of Pennsylvania's 21 state prisons have far better library services than most law-abiding citizens. In 1994, taxpayers spent \$75.60 on library services for each of the 25,216 convicts. That was five times the amount spent per resident on libraries. Why the difference? Prison libraries are state-funded. Public libraries must go hat in hand to their communities.

ddWhile libraries in other states are booting up for the 21st century, Pennsylvania's are stuck with a state-aid formula straight out of the 19th century.

ddIn the 1890s, Pittsburgh steel baron Andrew Carnegie helped finance a wave of library construction through matching funds. For each \$2 a community raised for a library, Carnegie contributed \$2.

ddToday, more than 100 years later, Pennsylvania still uses \$2 as its benchmark for aid.

ddThe Pennsylvania legislature incorporated the \$2 figure into the Library Code in 1961, the year John F. Kennedy became president.

Seven presidents and 36 years later, it's unchanged. Despite a fivefold increase in the cost of living, the legislature never required communities to raise more.

dd`This is pre-lunar funding we're talking about," said Barbara Webb, Chester County's library director, alluding to the 1969 moon landing.

ddTo qualify for state aid, a library must raise at least \$2 per resident in the district from local sources - taxes, donations, proceeds from bake sales. Or

it must receive tax support equal to one-half of a mill of local property value, a higher standard. Only 14 libraries met that alternative requirement in 199

5 (the Philadelphia Free Library was one). Most opted for the lower \$2 standard, and 49 libraries didn't even meet that.

dd`We never raised the bar in Pennsylvania," said Mary Clare Zales, former director of library development with the State Library of Pennsylvania. ``Librarians

are still fighting to raise \$2 per capita. Once they get that \$2, the incentive to go beyond that is not present in the formula."

ddThe state parceled out \$29 million in 1995, which accounted for 17 percent of all library spending. The aid is not calculated on a straight dollar-for-dollar

r match. Instead, the formula takes into account a complex set of factors, including the population a library serves, amount of local funds raised, whether a community is rich or poor.

ddBy not requiring communities to raise more to qualify for state aid, the legislature, in effect, doomed public libraries in Pennsylvania to mediocrity, many librarians say. And that neglect could affect the future competitiveness of the state's workforce.

dd`It's difficult not to think when we're putting all of this money into prisons, wouldn't it be nice to put some of those resources on the front end, on things like literacy?" said Richard Bowra, director of the Dauphin County Library System.

ddThe funding issue has taken on greater urgency as libraries struggle to define themselves in the electronic era.

ddWith demographic shifts, local taxpayer revolts, and new information technologies, libraries face daunting financial questions and unprecedented challenges to their traditional mission of promoting reading and literacy.

ddThe shift to computers, online information services, and costly electronic databases, in particular, is forcing libraries to rethink what they do. ddAre the

y warehouses for books? Entertainment centers? Community centers? Should they offer e-mail and Internet accounts? If a patron can dial into the library by modem and reserve a book, is there any reason to visit? Will libraries still matter when people can get books on the Internet?

dd`I would say we're definitely in a period of transition," said John Brice, executive director of the Meadville Public Library in Crawford County. `People are questioning everything."

ddTHE OVERRIDING QUESTION is how to pay for the upgrading, which nationally is costing hundreds of millions of dollars. Here, it poses a unique problem.

ddPennsylvania is different from states with strong library systems in two important ways. Most states mandate a minimum level of support that cities and communities must provide for their libraries or support them through county taxes. Pennsylvania does not mandate library funding.

ddOnly two states support their libraries primarily with state tax dollars - Hawaii and Ohio. The others generally rely on local tax money, with the formula or amount usually set by state law.

ddNew Jersey, for instance, requires communities to dedicate a property tax of at least one-third of a mill for libraries. (A mill is one-10th of a cent, which is multiplied by the value of all taxable property in a community.)

ddMany other states also have regionalized library services, at a county or district level. This allows for more sharing and avoids duplication of services. Maryland and Ohio, for example, have strong county systems. Pennsylvania does no

t require regionalization, and only eight of its 67 counties - none of them in the Philadelphia area - have a tax dedicated for libraries.

ddIn fact, state requirements for starting a library are minimal, so hundreds exist. Only four states - Illinois, Iowa, New York and Texas - have more public libraries than the 485 in Pennsylvania, but only Texas spends less.

dd`What we end up with is a lot of small, poorly funded libraries," said Mary Clare Zales, the former State Library development director who is now executive assistant to the state librarian.

ddOn one level, Pennsylvanians appear to spend a lot on libraries - \$169 million in 1995, including \$29 million in state aid.

ddBut the number is big because Pennsylvania is a big state, with a lot of libraries. The picture is also distorted by the fact that two of the 485 - the Philadelphia Free Library and the Carnegie Library of Pittsburgh - account for 40 percent of all spending, or more than \$68 million.

ddOn a per-capita basis, a harsher picture emerges.

ddIn 1994, the most recent national data available, Pennsylvania ranked 36th in per-capita spending, at \$14.05. (The national average was \$19.93.) Excluding Philadelphia and Pittsburgh, per-capita spending plummeted to \$10.10, or 47th nationally.

dd`The way Pennsylvania funds its libraries is a disgrace," said Sherrill Franklin of the Avon Grove Library. `Libraries are forced to beg for money. They're treated as charities, instead of important institutions that enrich communities."

ddThe boroughs and townships have been less than charitable. In 1994, Pennsylvania ranked 49th nationally in local support of libraries, ahead of only West Virginia.

ddLibrarians refer to the annual appeals they must make to local government boards as `the municipal beg." If they're lucky, townships may give them a few dollars. More often, it's pennies.

ddPottsville, for example, serves as the county library for nearly 160,000 Schuylkill County residents, including 68,000 who don't have a local library. Yet it receives just \$40,000 from the county, or 25 cents a year per resident.

dd`It costs more to mail a first-class letter," said Smink, the Pottsville library director.

ddThe library has received pledges from the community that will enable it to expand next year and move the children's library to decent quarters. But it isn't getting any more operating support from the towns and boroughs it serves - and that's a big problem, says Smink.

ddIncluding city and state aid, Pottsville spends about \$7 per capita on library operations - half the state average, in a state that's well below the national average. Twenty-three of the 36 boroughs and townships it serves contribute nothing.

ddIn September 1994, Smink wrote the supervisors of those municipalities, reminding them that their residents were getting a free ride and that the library needed help.

dd`I never heard back from one of them," Smink said. ``The silence was deafening."

ddSOME PENNSYLVANIA LIBRARIES are so cash-poor, they have operated without book budgets for years, depending on hand-me-downs from garage sales and nursing homes. Attics are a popular source of books.

dd`We're thankful for the donations," said acting director Harry Martini of the Coatesville Area Public Library, ``but we get some really weird stuff in those boxes."

ddLast summer, as an employee was sorting through boxes of paperbacks donated by a farmer, she found a feather and an egg.

ddThe library, the poorest in Chester County, has a book budget of \$20,000 - or 86 cents for each of its 24,061 residents. ``It doesn't go very far," Martini said.

ddThe Coatesville library serves 10 boroughs and townships. In 1995, support from them ranged from 18 cents per capita to \$1.32.

``They're killing us," Martini said.

ddLocal taxpayers did dig deep a few years ago to fund a new high school football stadium that cost more than \$1 million.

dd`I wonder how long it would take for this community to invest \$1 million in its library?" Martini asked wistfully.

ddBased on current funding levels: 22 years.

ddMunicipal library support in the region ranges all over the map. The Free Library of Philadelphia received \$25.22 per capita from the city, a generous amount

considering the city's fiscal plight. In Chester County, Tredyffrin got an average of \$39.86 from the two townships it serves, while Downingtown's support ran from 25 cents per capita to \$1.53.

dd`It's the same old story. There's never enough money," said Lucyann Ennis, director of the Lower Providence Community Library in Montgomery County.

ddThe small library recently opened a new headquarters. But its operating budget of \$7.75 for each of the 19,000-plus residents isn't adequate. Said Ennis: ``

It's still less than a family meal at McDonald's."

ddWere it not for a \$5,000 loan from 82-year-old library volunteer Dorothy Knight, the Honey Brook Community Library might well have closed in early 1996.

ddThe tiny library in western Chester County, which resembles a one-story schoolhouse and has a hitching post for Amish who arrive by buggy, was so broke it couldn't pay the electric bill.

ddA fishbowl was placed on the counter for donations. Elementary school students sold candy and held a spaghetti dinner. Library hours and salaries were slash

ed, bills were deferred, the book budget was put on hold.

dd`A lot of people came up to us and said, `How could we be having a crisis wh

en we're funded by the state?" recalled library director Cheryl Borja. "The

y had no idea how we were funded."

Local government support ranged from 46 cents to \$1.27 per resident. The operating budget for the year was just \$33,000. "It wasn't that we overspent," sa

id Borja. "We just didn't have enough money."

Knight, a retired librarian, wrote the library a check for \$5,000, an interest-free loan. The Borough of Honey Brook then stepped forward with a \$5,000 loan

. The library also obtained a bank loan, so it was able to stay open. It has repaid the loans.

Not that the library is out of the woods. To stay open, it relies on volunteers. It is running out of space, and money for books - especially children's boo

ks - is still short.

Not long ago, Dorothy Knight wrote another check. While working on a project, she noticed that many paperbacks "were in horrible condition and nobody would

read them." Some of her favorite authors, including Laura Ingalls Wilder and Marguerite Henry, were in short supply. She went out and bought the books herself.

"There are lots of worse ways of spending your money," she said. "The only problem is, I wish I had more money. . . ."

Library books are more likely to be outdated, or in poorer condition, than elsewhere. Some are crumbling, others held together by tape.

"There are books out there on Indians from when I was in school," said Barbara Webb, 50, the Chester County Library director. "It's embarrassing."

In 1994, the state ranked 41st in per-capita spending on books and library materials. That year, libraries spent \$1.79 per resident, \$1.17 below the national average.

As a share of library budgets, book spending in Pennsylvania has declined in the last two decades, to 13.9 percent in 1995 from 17.2 percent in 1975. Taking

inflation and population growth into account, spending on books actually dropped by 17 percent.

IN ONE WAY OR ANOTHER, nearly every problem plaguing the state's libraries can be traced to its antiquated Library Code and funding formula. But the problem

s aren't limited to a shortage of cash. The formula gives rise to serious inequities. Item: Libraries have little recourse when communities don't contribute.

Regardless of how little a community kicks in, the library must serve its residents if the

town is in its state-designated service area. Many towns take advantage of this and enjoy a free ride. Item: There is no direct link between

a c

ommunity's ability to pay and the state aid it gets. Philadelphia, for example, ranks 25th in per-capita income among Pennsylvania counties but fourth in local

government support. Many wealthier counties and townships contribute much less

s. Nationally, Pennsylvania

ranks 16th in per-capita income but 35th in library

spending. Item: Districts designated by the state and counties, whose populations

determine financial support, often don't accurately reflect the number of library users. Smaller libraries frequently are shortchanged.

ddAvon Grove is a good example.

ddThe tiny library is in a 100-year-old former bakery, a brick storefront in the Chester County borough of West Grove. There are no

parking spaces. The few aisles

are overflowing. Paperbacks are stacked against the walls and on window sills.

ddThe director's office is in a hallway cluttered with boxes. The bathroom is a closet with a bare bulb.

dd"The library is so highly used at some points that you can't even walk in here," said director Kim Ringler, a part-time employee. "For

our population, we

need a library four times what we have."

ddBut there lies the dilemma. According to county figures, the library serves a population of 2,128 - the residents of West Grove. The

amount of state and county

funding is based in large part on that number.

ddThe number is wrong, Avon Grove officials contend. And at least one county official does not disagree.

ddRingler says the number of registered book borrowers exceeds 8,000 and that the library serves the entire Avon Grove School District,

which covers seven municipalities

with nearly 18,000 people.

dd"I have never understood how the state and county came up with that figure,"

' said Ringler. "But it's not right. The area is growing at

a tremendous rate.

"We can walk two blocks from the library and see new housing developments."

dd"If we moved to a location with a larger population, we would get more money, regardless of how many we served," said Sherrill

Franklin, the library board

president. "It's absurd."

ddAvon Grove and several other libraries are considering suing the county over these funding disparities.

ddLegally, if a library accepts any county money, it has to provide service to any county resident that walks through its doors. Avon Grove,

a member of the Chester

County Library System, gets about \$4,000 from the county and must provide service to anyone from the county.

ddThe contracts between the county, which operates the system, and individual libraries were written in the 1960s and were based largely

on local population.

Thus, Tredyffrin, a larger, affluent community with strong local backing, in 1995 received \$70,527 in county aid while

Avon Grove, with its tiny library and poor

local support, received \$4,256.

dd"If you try to understand it from a logical standpoint, I don't think there is one," said Judy Keogh, an administrator with the Chester

County Library. "Avon

Grove is a very good example. A small borough is being used [to determine

support], when in fact their service area is much larger."

As a result, Avon Grove, with a budget of only \$65,000, is shortchanged thousands of dollars each year.

THE IMPACT OF THE STATE's fragmented, undernourished library system is both direct and measurable: Pennsylvanians use their libraries less. In 1994, the state ranked 34th out of 42 states that reported data on library visits. On average, Pennsylvanians used the library three times a year, versus four nationally.

They ask fewer reference questions. The number is about half the national average. Librarians

say that's because they have to operate with smaller, busier staffs, don't have enough space for reference materials, or can't afford up-to-date

materials.

They check out fewer library books. In 1994, the state ranked 39th in circulation of library books. Residents took out an average of 4.7 books a year, nearly

two fewer than the national average - and 7.1 books fewer than residents of the leading state, Ohio.

Libraries play a critical, if little-understood, role in communities, researchers say.

They support the efforts of local schools by providing books, assisting students with research, offering a quiet place to study, and exposing preschoolers to reading.

The issue of literacy and reading, especially reading problems among schoolchildren, is attracting national attention. In Pennsylvania, four of every 10 fourth graders are unable to read even basic materials, a 1994 survey found. That's about the national average, and the problem is growing.

President Clinton is proposing a five-year, \$2.7 billion program to create an army of volunteer reading tutors to go into the schools. But the proposal does

not include money for public libraries.

A 1996 study by a University of Southern California professor, Jeff McQuillan, found that public library use is one of the strongest factors in predicting verbal

scores on SAT exams. Students who use the library more score higher.

That may help to explain the unimpressive verbal scores of Pennsylvania students on the college entrance exam. Those scores have dropped steadily for two decades

and last year were 30 points below the national average, which itself has plummeted.

Verbal scores in Maryland, Ohio and New Jersey, all states with stronger library systems, were higher. Library book circulation in those states also was higher.

In many communities, the library also serves as a village green where citizens meet and exchange ideas. The Northland Public Library, about 10 miles north of

Pittsburgh, last year offered just under 1,600 classes and programs.

"We have seminars on how to do your taxes. Entertainment programs. Programs

for people interested in genealogy. We have a home-based business association that meets here," said director Laura Shelley. "That's part of our mission."

The library also serves as equalizer between society's haves and have-nots, said Kathryn Stephanoff, director of the Allentown Public Library.

"In fact, if I had to build a defense for a public library, it is my belief that there need be no 'intelligence have-nots' so long as we have a good public library," she said.

That's the main reason Stephanoff decided to spend money on free public access to the Internet. "I saw a technology growing that was readily available to people who could afford it, but totally unavailable to people who could not afford it."

"We're the last democratic place in society that serves all of the people all of the time," said Joseph Lordi of the Bayard Taylor Memorial Library in Ken

nett Square. "A library is truly the people's learning resource. When you forsake that, you are forsaking society."

Publication#W\ PP# 35. Chicago SunTimes"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Survey says men lack knowledge of kidsHeadline #:\ PP#

BY YOCHI DREAZEN Staff Reporter

Fewer than half of Illinois fathers feel that they know enough about their children's lives, according to a survey that also found that women have a lower o

pinion of men's fathering skills than men do.

The survey, released Monday morning at the Thompson Center, was conducted by the nonprofit Illinois Fatherhood Initiative as part of its efforts to raise aw

areness of the importance of fatherhood and to encourage fathers to make themselves into suitable role models for their children.

Almost 70 percent of the 1,003 people questioned identified fathers' absences from their children's homes as "the most significant

family problem facing Am

erica," while 59 percent said that today's fathers spend less time with their children than their fathers did with them.

"There's really very little good news in these results," said Joe Clark, who is closely involved with the initiative as executive director of the Illinois

Family Institute.

Clark said past studies have found that children without fathers in the home are more likely to have social and psychological problems

such as higher rates

of suicide and substance abuse than children reared in traditional, two-parent households.

The survey's results were even worse for Chicago area fathers, with only 42 percent saying they know what is going on in their kids'

lives, as opposed to 51

percent statewide.

ddOn several questions on men's effectiveness as parents, women were more negative about men than men were about themselves. And

barely half of either gender

said men know what it takes to be a good father "57 percent of men and 51 percent of women said they do.

ddInitiative founder David Hirsch said it is common for Chicago fathers "especially within the African-American community "to live in different locations than

their children, making it nearly impossible for them to monitor their kids' lives.

ddHirsch added that he hoped the organization would help to connect fathers and children and keep "fatherhood on the calendar for more than one day a year."

ddThe organization, which is privately funded, also sponsors statewide seminars designed to equip men to be better parents, and a father-of-the-year essay contest in Chicago's public and private schools.

ddnyxddd

Publication#W\ PP# 36. The Miami Herald"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Broward school officials challenge part of auditHeadline #:\ PP#

ddBy JACQUELINE CHARLES Herald Staff Writer

ddCiting too many students and not enough classrooms, Broward school officials say they will continue to move kids into buildings before they are completely finished.

ddThat response and many others are part of a 23-page report from the school district to the state Auditor General's Office. The responses were recently published

along with a final version of the Auditor General's 51-page report, which criticized the school district for everything from lax procedures in its construction program to the accounting and record keeping departments.

ddThough many of the findings remain in the audit, a few minor changes were made in the final version, based on the school district's response, said Auditor Director Dan Enfinger of the state Auditor's General Office.

ddAuditors first issued their criticisms in April and the school district was given 30 days to respond. Among their findings, auditors cited the district's continued

practice of accepting projects before they were completely finished, and not collecting thousands of dollars in penalties from builders who didn't finish their work on time.

ddWhile acknowledging in their response that the building program can be stronger " officials cited new construction contracts " district officials denied that they allowed builders to get off the hook.

ddCiting two examples, which were pointed out by auditors, officials said they did collect damages from builders. In both the cases of Olsen Middle and Villag

e Elementary schools, officials noted, they deducted \$123,756 and \$9,000 respectively from the contractors' final payments.

ddHowever, in two other projects " Pines Middle and Pembroke Pines Elementary " officials concurred with auditors that they did not collect damages from builders.

dd`The district decided not to seek liquidated damages on this project since we were able to move into the school and suffered no damages," officials responded in both instances.

ddBut the school district's construction program wasn't the only thing criticized in the report, which is issued every three years. Auditors also listed myria

d problems with the district's accounting department, pointing out things such as salary overpayments and outstanding accounts. They also listed problems with equipment. It wasn't being kept track of properly, the report said.

ddIn each instance, district officials cited new policies and procedures they say will prevent the problems from occurring in the future.

ddBut Enfinger said time will tell.

dd`We won't know the outcome until the next audit is done," he said.nyxddd

Publication#W\ PP# 37. The Seattle Times"Publication" #:\ PP# 06/02/97; Edition: FINAL; Section: EAST; Page B3

#i2PP#BRIEFLY#:\ PP#
Headline#u\ PP# KIRKLAND, SNOQUALMIE SCHOOLS WIN TOP
AWARDSHeadline #:\ PP#
EASTSIDE

ddTwo Eastside schools are among the winners of the U.S. Department of Education's Blue Ribbon Schools award.

ddKirkland's Juanita Elementary School, in the Lake Washington School District, and Chief Kanim Middle School in the Snoqualmie School District, each received

the distinction. The prestigious national award recognizes excellence in education, and is usually awarded to several hundred schools nationwide.

ddBoth schools will send representatives to Washington, D.C., this fall for a ceremony with President Clinton in the Rose Garden.nyxddd

Publication#W\ PP# 38. Pittsburgh Post-Gazette"Publication" #:\ PP# 06/02/97; Edition: SOONER; Section: STATE; Page A-1

Headline#u\ PP# SCHOOL REFORM MOVEMENT QUESTIONED Series:
RETHINKING OUR SCHOOLSHeadline #:\ PP#FRANK REEVES ; PETER J. SHELLY, POST-GAZETTE HARRISBURG
CORRESPONDENT

If the Legislature takes action on a charter schools bill this month, few will follow its deliberations with greater interest than the Urban League of Pittsburgh's Ramon Dourado.

ddThe Urban League is one of 67 organizations or individuals - including commun

ity colleges, school districts and social service groups
- that have received grants totaling \$1 million from the state Department of Education to plan charter schools. At Gov. Ridge's request, lawmakers have allocated \$1.4 million for charter school planning and start-up funds, but lawmakers have yet to approve a bill that would let parents, teachers and non-profit organizations design and operate these new-era public schools.

The Legislature's failure so far to approve a charter schools bill has left groups like the Urban League a bit nervous, if optimistic. "The fact that we don't have legislation to implement (our plan) means we won't be able to really nail down a few things," Dourado said.

And these few things are hardly inconsequential: Who will ultimately have the power to issue the charters? Will the law require charter schools to admit students with special needs? What state mandates must these schools follow? How much can charter schools expect to receive in state and local tax dollars?

Without a budget, those planning charter schools are at a loss to determine how many teachers they can hire or what type of building they can afford to lease.

But even in the absence of legislative action, the Urban League is moving ahead with its plan. By September 1998, the group hopes to open an elementary school in Pittsburgh's East End that will serve children in kindergarten through third grade. The school will focus on math and science, stressing skills often lacking among inner-city poor children, Dourado said.

Charter schools are public schools paid for with local and state tax dollars. But they would be largely independent of the public districts in which they are situated once school organizers have obtained a charter from the local board. That charter is essentially a contract between the local board and school organizers. If organizers fail to meet its terms, such as high student achievement as measured by academic standards, the district board can revoke the charter.

Pennsylvania could soon join 26 states and the District of Columbia that permit establishment of charter schools. In 1991, Minnesota was the first state to adopt a charter schools bill. Since then, the number of charter schools nationwide has ballooned. As of January, there were 428 charter schools across the country, according to the U.S. Department of Education.

Charter schools proponents take such statistics as evidence that "the movement" - to use one of their favorite phrases - is "sweeping" the country and "revolutionizing" public education.

But such faith in the power of education has often proven to be a two-edged sword. "It has helped to persuade (Americans) to create the most comprehensive system of public schooling in the world," write Stanford University education pr

ofessors David Tyack and Larry

Cuban in a recent work, "Tinkering Toward Utopia

: A Century of Public School Reform."

dd"But overpromising has often led to disillusionment and to blaming the school

s for not solving problems beyond their reach. More

important, the utopian trad

ition of social reform through schooling has often diverted attention from more

costly, politically controversial

and difficult societal problems."

ddThe charter schools "movement" has been embraced by liberals as well as conse

rvatives; by a spectrum that includes both President

Clinton and William Bennet

t, the Reagan-era U.S. education secretary. But to borrow a phrase that Pennsyl

vania School Boards

Association spokesman Thomas Gentzel uses to describe his g

roup's differences with Ridge over charter schools: "It's like a revival

meetin

g. Everybody is under the same tent, but we're not all singing the same hymn."

ddThe Pennsylvania School Reform Network, a Harrisburg-based coalition of educa

tors, school officials and parents, sees charter schools

as a means of improvin

g public education "by providing models of innovation, creativity and greater p

arent and community participation.

The big issue, as we see it, is how to set u

p charters so as to produce this result and to avoid possible pitfalls such as

draining resources,

talented students and committed families from already-strug

gling schools."

ddCalling charter schools "a new form of public education . . . (that) will fre

e schools from the uniformity and confines of top-down

regulations and mandates

," the Commonwealth Foundation for Policy Alternatives, a Harrisburg-based cons

ervative think tank, offers a

more politically driven vision.

dd"The focus of charter schools is not to create a few `models' that can later

be replicated in the public school system. Charter schools

instead hope to fost

er competition and supply-side forces in the educational market place," a Commo

nwealth Foundation position paper

asserts. "Competition for students will force

schools to examine their operations and results in an effort to improve.

dd"The charter school innovation, therefore, is not just another education refo

rm model; it is a new conception of how public enterprise

is structured," the f

oundation declares. "Charter schools seek to redefine public education by who i

s being served rather than who provides

the service. Consequently, this movemen

t is like many privatization efforts that attempt to `contract out' services in

order to provide higher

levels of efficiency and excellence."

ddThe authors finally note: "Charter school legislation will also generate a fe

ar among many educators that it will serve as a `back door'

for private school

vouchers."

ddRidge has long sought approval of a charter schools bill. He has said that charter schools, as well as tuition vouchers and statewide academic standards, are key to his effort to improve Pennsylvania public education.

dd"Charter public schools put communities in charge by empowering parents, teachers and community leaders to create innovative, challenging educational opportunities for their children," the governor said in a statement Friday. "I call on the members of the General Assembly to make charter public schools a reality in Pennsylvania."

ddIn 1995, the governor failed twice to persuade lawmakers to approve a voucher plan that would have given parents tax dollars to pay for tuition at the public, private or parochial school of their choice. Last year, Ridge came tantalizingly close to winning Senate approval of a charter schools bill.

ddPennsylvania Education Secretary Eugene Hickok said he's optimistic that the Legislature will approve a charter schools bill before lawmakers start their summer recess later this month. The Senate Education Committee is scheduled to take up its version today.

ddWhat buoys Hickok's optimism is that the key players in the debate - the administration, the Pennsylvania School Boards Association and the state's largest teachers union, the Pennsylvania State Education Association - appear close to agreement on terms that all sides can live with.

ddPSEA President David Gondak said his organization will neither oppose nor support the charter schools bill pending in the Senate, although the union strongly objects to a provision that mandates state certification for only 75 percent of charter school teachers. But the PSEA stance means that the union won't rally its 140,000 members, including 95,000 public school teachers, to oppose the bill, Gondak said.

ddGentzel, the state school boards association spokesman, said his group supports charter schools and wants to see the legislation passed. Nevertheless, the school boards still are particularly concerned about a provision that lets charter schools applicants appeal their rejection by a local school board.

ddThe proposed legislation lets local school boards grant charters to potential applicants or revoke them once granted. But local boards wouldn't have the final say. Under the Ridge administration-backed bill before the Senate, a seven-member board appointed by the governor could overturn a local board's decision to deny a charter. This, the PSBA contends, would undermine local control over public schools unless there are restrictions on appeals board powers.

ddBut charter schools advocates contend that if the final decision is left to local boards alone, no charter schools would be created in Pennsylvania. In some

states, such as Massachusetts, only the state Board of Education is empowered to grant or deny charters.

ddHickok has said he thinks local boards "should retain primary authority over education, . . . but that an appeals process is needed to ensure that school boards are diligent" in reviewing charter schools applications. "There is a serious need for some type of relief if a school board, through malfeasance, denies a charter," he added.

ddGentzel said the PSBA doesn't necessarily oppose an appeals board but is concerned that the legislation makes it "very easy for anyone turned down at the local level to go to Harrisburg" and win a reversal. He said the bill should contain "a standard of review" describing the grounds on which the appeals board could overturn a local board decision. The only time the appeals board should reverse a local decision, Gentzel believes, is when the school directors acted arbitrarily and capriciously.

dd"As it stands now, the state appeals board can overturn for any reason at all. And we are dead-set against it," he said. "We want to see the bill limit the right of appeal."

ddThe PSBA also wants appeals board members to be confirmed by the Senate. It wants to amend the bill to require that appeals board decisions be approved by at least five members, a "super majority."

ddIn the Senate charter schools bill, the basic principle is that state and local tax money "follow" a student when he or she transfers from a regular public

school to a charter one. But funding remains a sticky issue between the Ridge administration and the school boards group.

ddFor instance, if new charter schools attract hordes of students from private and parochial schools or from home schooling, the PSBA wants assurances that the state will be providing extra money for them.

ddThe Senate bill now provides only for "temporary financial assistance" if enrollment increases by more than 2 percent because of transfers from nonpublic schools. The PSBA contends that a 2 percent threshold is too high. Philadelphia school officials estimate that they'd spend \$27.7 million of their own funds before that threshold is reached.

ddHickok agrees that the threshold needs to be revised, but no compromise has been worked out yet.

ddCharter schools proponents take such statistics as evidence that "the movement" - to use a favorite phrase - is "sweeping" the country and "revolutionizing" public education.nyxddd

UNEMPLOYMENT MONEY DISP

UTEDHeadline #:\ PP#By JEFFREY MEITRODT Staff writer

A long-simmering dispute between the chief internal auditor of the Orleans Parish public schools system and his bosses came closer to a full boil Friday when

a \$21 million whistleblower lawsuit was unsealed by the federal government. William Garibaldi, who was suspended as the Orleans Parish School Board's chief auditor more than a year ago, has accused the board of removing him after he

and a co-worker uncovered a scheme to overcharge the U.S. Department of Education millions of dollars for unemployment insurance.

The other worker, former auditor Carlos Samuel, was fired in January 1996 on the recommendation of Superintendent Morris Holmes. School Board attorney Frank

Endom said Samuel was fired because Holmes did not believe Samuel and Garibaldi had the evidence to back

up their claims. Garibaldi, a 14-year employee, has tenure and cannot be fired without a board hearing, which has yet to take place. Samuel,

on the job for 14 months, was on probation and did not have that protection.

Holmes declined to comment Friday on either personnel move.

In their suit against the School Board, filed in February 1996, Garibaldi and Samuel claim the board tried to reduce the amount it had to pay for unemployment

insurance by deliberately overcharging the Education Department. The federal department pays unemployment insurance for those hired to work in federally financed programs.

Based on their 1995 audit of the program, Garibaldi and Samuel said the government should have paid no more than 14 percent of the annual premiums, or about \$135,000.

Instead, they said, the board billed the government for 96 percent of the costs, or \$931,000.

Further investigation showed the board had been overcharging the Education Department by a similar margin for at least nine years, for a total of about \$6 million, Garibaldi said Friday.

Garibaldi said Holmes and his former supervisor, Chief Financial Officer James Henderson, responded to his findings by suspending him and firing Samuel. "They basically tried to cover things up," he said.

Henderson, who is on paid suspension on other charges, disputed those accusations. "There was never an attempt to cover up anything," he said.

Henderson said an audit by the board's outside accounting firm, KPMG Peat Marwick, shows the board was not overcharging the government.

Endom said the Education Department was supposed to pay a disproportionate share of the insurance costs because its employees were at greater risk of losing

their jobs. "Federal programs change from year to year," Endom said. "Differen

nt personnel are brought in for different jobs. That is why the risk is higher.

"

ddSo far, the government has sided with Garibaldi and Samuel. In December, the U.S. Department of Justice said its preliminary audit indicated the School Board had overcharged the Education Department by about \$2.5 million over five years.

ddThough the results of a final federal audit have not been released, Endom said the government's lawyers have not indicated a change in their position.

ddThe lawsuit was filed last year, but the government doesn't reveal a whistleblower lawsuit until it investigates the claims and decides whether to join the suit.

ddThe U.S. Department of Justice has declined to join the suit, but that doesn't mean it disagrees with the allegations, said New Orleans attorney William Wessel, who represents Garibaldi and Samuel.

dd"They pretty much verified what these two gentlemen have uncovered," Wessel said.

ddBut Endom reads the legal tea leaves a different way: "I would state the inference is otherwise," he said.

ddThe attorney handling the audit for the government did not return calls seeking comment Friday.

ddDespite staying out of the lawsuit, the government has a stake in the battle.

ddIf Garibaldi and Samuel win their lawsuit, the government would collect at least 70 percent of the judgment, Wessel said.

ddUnder the federal whistleblower statute, the damages would amount to three times the sum the government lost, or \$18 million in this case, Wessel said.

ddHe said the School Board also could be ordered to pay up to \$10,000 for each of the 300 "false bills" submitted to the government, for another \$3 million.

ddBy law, Garibaldi and Samuel would be able to keep between 15 percent and 30 percent of the judgment, or \$3 million to \$6 million, Wessel said.

ddHolmes called the \$21 million damage claim "ridiculous."nyxddd

Publication#W\ PP# 40. The New Orleans Times-Picayune"Publication" #:\ PP# 05 /31/97; Edition: KENNER; Section: METRO; Page B3

Headline#u\ PP# ST. BENILDE BOASTS A BLUE RIBBONHeadline #:\ PP#By ANAND VAIS HNAV East Jefferson bureau

A year ago, administrators at St. Benilde School in Metairie began the arduous process of applying to be a Blue Ribbon School, a designation that would place it among the nation's top places of learning.

ddThis week, their work paid off. St. Benilde was one of six schools in Louisiana and 262 schools in the country to win the prestigious Blue Ribbon from the U

.S. Department of Education. Three schools in Orleans Parish, one in St. Bernard Parish and one in Caddo Parish

also won the award.

Principal Cheryl Orillion, who has led the 670-student school for three years, attributes the award to the school's strong Catholic tradition and parental involvement. The school was founded in 1968 by a group of nuns, she said. "If you can imagine taking an academic institution and meshing it with a large extended family, that's St. Benilde," Orillion said. "It's a priority that children know their Catholic heritage and that they live it. That's the central focus."

The Blue Ribbon program has recognized more than 3,300 public and private schools since it began in 1982. Education Department officials examine the nominated schools' faculty, curriculum, student achievement, graduation rates and community involvement.

They also visit the school, pulling students randomly from class to ask their opinion of the school and questioning parents and teachers.

Some of St. Benilde's

volunteers don't even have children at the school, administrators said.

"You don't ask children, parents, teachers, anybody in this school to help and are denied," Assistant Principal Linda Finley said. "They are so willing."

As soon as she found out St. Benilde had won the award, Orillion got on the public address system and read the letter. Cheers could be heard all over the school, but not for long.

"The whole school was screaming," Orillion said. "But like good St. Benilde children, they got very quiet."

Publication#W\ PP# 41. Dayton Daily News"Publication" #:\ PP# 05/31/97; Edition: CITY; Section: METRO TODAY; Page 1B

Headline#u\ PP# EDUCATION - 2 AREA SCHOOLS WIN BLUE RIBBONHeadline #:\ PP#By Katherine Ullmer DAYTON DAILY NEWS

Two of 11 Blue Ribbon School Awards given to Ohio schools by the U.S. Department of Education this week went to schools in the Miami Valley.

The Centerville Kindergarten Village School and Fairbrook Elementary School in Beavercreek both received the award, given to schools for meeting local, state and national goals of excellence.

The Centerville school was cited for its handling of all kindergarten classes, including special education students, for the district in one school. Fairbrook

was recognized for conflict mediation, parental involvement and its inclusive educational program, according to Jim Vangrov, a spokesman for Rep. Tony Hall, D-Dayton, who visited the Centerville school Friday.

Pat Buckingham, the school's principal said, "We were excited about the award. You work hard and one day, someone says what you're doing is very good." Buckingham credits the "dedicated staff and wonderful community support" for the award.

Principal Linda Beaver at Fairbrook Elementary School said her staff and 650

students were thrilled with the award. The school tries to involve children in problem-solving and uses peer mediation for conflict resolution. "We also have a lot of parent involvement here," she said.

Publication#W\ PP# 42. The Salt Lake Tribune"Publication" #:\ PP# 06/01/97Section: Nation-World; Page A17

Headline#u\ PP# Charter Schools Steer Clear of ElitismHeadline #:\ PP#By RICHARD WHITMIRE GANNETT NEWS SERVICE

WASHINGTON " About half of all the students in the nation's 428 charter schools are minorities, a new report on charter schools released by the Education Department says.

Early critics of charter schools worried that the schools would become elitist institutions.

"The answer, quite clearly, is no," said Joe Nathan, author of the recent book, Charter Schools.

Charter schools " quasi-independent schools supported with public-school money " have an appeal to minority parents that voucher programs and magnet schools lack, Nathan said.

"Charter schools explicitly are not allowed to have admissions tests," said Nathan, director of the Center for School Change at the University of Minnesota.

Magnet schools, which usually have admissions tests, often end up enrolling a disproportionate number of white students.

One reason charter schools have become popular with low-income parents, said Nathan, is that they are not allowed to charge additional tuition. Children using vouchers to attend private schools usually have to pay additional tuition.

"Charter schools provide public-school choice," Education Secretary Richard Riley said as he released the report.

"Charter schools allow {parents} to get involved at the grass-roots level and help them mold the school in the best interests of the students and the community."

Richard Farias, who runs the Raul Yzaguirre School for Success in Houston, oversees a school serving 100 seventh- and eighth-grade Latino children.

"There's a definite outcry on behalf of the minority population that the public-school system has failed too many of our students," said Farias. "Parents

and families are looking for something better."

In Texas, as elsewhere in the country, charter schools have been encouraged as a means of offering alternative schools to children who fail in traditional public schools.

"When you look at high-risk youth, you are looking at minority students," said Farias.

To President Clinton, charter schools are a political compromise that allows him to advocate choice among public schools without

betraying the teachers unions that helped re-elect him. The unions strongly oppose vouchers, which give public money to students attending private schools.

Clinton's new education budget calls for federal spending on charter schools to double to \$100 million in 1998.

Teachers unions have mixed attitudes about charter schools.

In state legislatures, the unions have fought to restrict charter-school legislation. On the local level, however, unions have assisted in launching some charter schools.

For example, the Houston Federation of Teachers helped Farias launch his school.

Says Sandra Feldman, president of the American Federation of Teachers, "Charter schools are not magic bullets. . . . Merely setting people free to put together a school with few rules won't get anyone further down the road."

The Education Department report is part of a four-year analysis of charter schools. Follow-up reports will look at how charter-school students are faring ac

ademically compared to their counterparts in traditional public schools.

Considering the surge in the number of schools, the charter school experiment has been remarkably free of controversy, education

experts agree: One school i

n Los Angeles, Edutrain, had its charter revoked for financial mismanagement, and the principal of the Marcus

Garvey Public Charter School in Washington, D.C.

, was charged with assault in an incident involving a newspaper reporter.

The biggest problems with charter schools include a lack of start-up capital, cash-flow problems and handling the paperwork arising from lengthy regulations

Some districts also find charter schools more expensive than expected because they draw private-school children and home-schooled children back into public schools.nyxddd

Publication#W\ PP# 43. The New Orleans Times-Picayune"Publication" #:\ PP# 06 /01/97; Edition: THIRD; Section: METRO; Page B1

Headline#u\ PP# N.O. SCIENCE SCHOOL GRADUATES THRILLED TO BE PROOF OF THEORYHe

adline #:\ PP#By SARA SHIPLEY Staff writer

Joshua Jolla, 18, was admittedly a mediocre student when he began high school

. "When I first started, I was making bad grades, C's and D's, sometimes an F,"

he said.

He wasn't the type of student you might expect to find at an advanced science and math academy stocked with high-tech lab equipment and staffed by professional scientists and mathematicians.

Then again, the New Orleans Science & Mathematics High School isn't your average magnet school. The public school, partially

financed by private grants, adm

its students based on their motivation, not their test scores.

The school, which graduated its first crop of seniors Friday, is testing its theory that average students can master math and science.

"In this country, we've subscribed to the principle that only the top 5 percent of kids are the ones who can become math and science Ph.D.'s," said Colby "S

kip" Dempsey, a Tulane University neurosurgery researcher who helped found the school. "This is for the 'second tier' of kids."

Jolla is thrilled to be a part of the pioneer class. By his senior year, he had made the A-B honor roll and built bridges in his pre-engineering class. When he enrolls at Xavier University next spring to study engineering, he'll be the first person in his family to go to college.

"I loved it," Jolla said. "To me, it was more individual help from teachers and more hands-on. You get to work with chemicals instead of just reading about it."

Not everyone in Jolla's class has been so successful. Of 115 students admitted to Science & Math's first freshman class four years ago, only 54 remained to collect certificates of completion. Many left because they didn't want to do the work, school leaders said, but officials hope more students in future classes will stay at it.

"We're still a work in progress," Principal Barbara MacPhee said.

The school was conceived in 1990 when Tulane pharmacology professor Paul Guth wrote a letter to the editor of The Times-Picayune, pleading for a school devoted to science and math. Dempsey, Southern University math professor Matthew Casey and dozens of other supporters joined forces to create the school.

The founders decided New Orleans didn't need another Benjamin Franklin High School, a magnet school that accepts only the top 5 percent of students. With the nation's math and science test scores consistently disappointing, they believed that average students desperately needed to be exposed to high-quality, lab-based science and math classes.

That's exactly the approach being called for by many national education leaders. When the United States scored below many industrialized nations on the Third International Mathematics and Science Study in 1996, the U.S. Department of Education said all students need more problem-solving experiences and less drill in the classroom.

Science & Math's 300 students spend their days doing experiments, and they're expected to complete one independent research project each year. All teachers have degrees in math or science, and many have work experience outside the classroom.

"The way they're saying it should be, we're doing it," said Kris Pottharst, director of the Advocates for Science and Mathematics Education Inc. The group r

aises about \$300,000 a year, mostly from private foundations and corporate donations for equipment, teacher training and other expenses not covered by the public school system. "Who'd guess where? Here in New Orleans," Pottharst said. There are about three dozen science and math specialty schools in the United States, including the famed Bronx High School of Science in New York. But most, if not all, of those schools require entrance tests.

Science & Math admits New Orleans public and private high school students who are curious about science and math, and are willing to work. Students must have at least a 1.6 grade point average on a 4-point scale and three letters of recommendation, and they are interviewed before admission, MacPhee said.

Students attend their home high school half a day and Science & Math the other half, sometimes spending hours on public buses to get to the school's campus near Delgado Community College.

The public school system pays for teacher salaries and a few books, but Science & Math is responsible for the rest, including rent for the wing it occupies at Louisiana Technical College.

The school has students from every high school in the city, MacPhee said. The student body is 91 percent African-American, 5 percent white, and 4 percent Asian and Hispanic. Despite stereotypes that girls don't excel in technical subjects, 65 percent of the students are female.

Science & Math has all the problems of a normal city high school, including drug use, pregnancy and homelessness, MacPhee said.

But the school's biggest challenge is teaching students academic skills they missed in lower grades.

"The habits they've acquired, the bad habits, are hard to break," said math teacher Tim Dilligan, who taught at Harvard before coming here. Dilligan said some students have lazy study habits or a lack of classroom social skills.

To make up for that, students are showered with tutoring opportunities after school, on weekends and during the summer. Those with low grades are required to get extra help.

Students have access to a full-time psychologist, plus occasional leadership-building activities such as challenge courses.

The school also provides opportunities to work in summer laboratories at such locations as the Audubon Zoo and Tulane University.

Students went on a camping trip with the Sierra Club last year.

"You can't imagine this occurring at any other school," Dempsey said.

Such programs lend an air of enthusiasm to the school.

Sophomore Jamie Paul, 16, expertly dissected a cow's heart in class this year, explaining that the left ventricle is thicker because it pumps blood all the way to the feet. Paul, from Lawless High School, wants to become a nurse or a biology teacher.

"We actually touch hearts and frogs," she said. "I wish I could stay here all

day."

ddPaul said she is an average student, spending four hours a night on homework to keep up. "After that, I'm in bed, with my notebook next to me," she said.

ddValedictorian Christofer Ferguson, 19, said Science & Math was just as hard as Ben Franklin, his home high school, but in a different way. "It kind of prepared you to do your own research and learn to do things in different ways," he said.

ddFerguson, who attended Montessori schools as a child, said he also learned from being exposed to a wide variety of students. "It was kind of an eye-opening experience for me," he said. "In a lot of ways, it just showed me that everyone needs to help everyone out."

ddMany students whose home schools aren't so rosy say they like Science & Math because it's clean, disciplined, and the teachers always have time for questions.

They have equipment most schools would envy, and they get to keep white lab coats printed with their names. ddMost students say Science & Math is fun, but it is hard work too. Besides studying more than most of their peers, students miss friends

or pep rallies at their home schools. Some long for the simplicity of a one-school schedule.

dd"It's just a lot longer day," said freshman Danielle Wright, 14.

ddBut all the hassles are worth it to Kennedy High School sophomore Shenica Lucher, 16, who had an internship in the pediatric intensive care unit at Children's Hospital last year. She said it was an opportunity she would not have had otherwise.

ddScience & Math, she said, is "not as nerdy as it seems."

ddThe school even accepts some students who aren't planning on a math or science career. Wright, for example, wants to be a lawyer, but she said attending the

school will look good on her resume. "We just have more advantages here," she said. "I know I'll appreciate it in the long run."

ddTeaching students to think and to consider careers they never thought of before are all part of the plan.

dd"The same critical thinking skills apply whether you're a biologist or a lawyer or a business administrator," said biology teacher Rob Wallace, who recently

had his students identify bacteria using a video microscope.

ddSchool administrators say the outlook seems good, but they're unwilling to render a verdict on the success of the school. For starters, MacPhee wants to strengthen the math program.

Students tend to do better in science: 100 percent of graduating seniors passed the science portion of the state-required graduation exam, but three did not pass the math part on their first try.

ddMore than 65 percent of new graduates are going on to four-year colleges, compared with about 40 percent for the state.

dd"This first class took a chance on us, because we were an unknown," Guth said. "We're proud, but I think we're going to be prouder still."

For more information, contact the New Orleans Science & Mathematics High School at 483-4145.

Publication#W\ PP# 44. Seattle Times "Publication" #:\ PP# June 3, 1997

Headline#\ PP# TOPS parents target class size Headline #:\ PP#

by Jolayne Houtz Seattle Times staff reporter

A debate over how to bring class sizes down at one of Seattle's top alternative schools has raised thorny questions about equity, elitism and entrepreneurship in public schools.

TOPS, The Option Program at Seward in Seattle's Eastlake neighborhood, also is wrestling with proposals to reduce its class sizes, including a controversial

one that calls for some parents to charge themselves, in essence, a monthly tuition.

The discussion at TOPS has parents and teachers asking why state lawmakers aren't doing more to reduce student-teacher ratios in Washington state, which has some of the highest in the nation.

The original tuition proposal is opposed by TOPS teachers and many parents, and even its backers admit the idea is unlikely to go forward.

But the notion struck a nerve at the school, generating debate and a number of counter-proposals still under discussion.

Staff and parents now are considering at least six plans to reduce class sizes - everything from using AmeriCorps volunteers to asking librarians and other instructional staff to be in classrooms part of the day. The school will hold an all-school meeting tonight at 7 to discuss the proposals.

The debate started this spring when a group of kindergarten parents suggested charging themselves a monthly tuition to cut first-grade class sizes in half next

fall, raising concerns about how far a public school could go in raising private funds to supplement basic education.

Craig Dawson is the parent of an incoming first-grader. The idea that his child will enter a class of about 28 students next fall prompted him to propose the

controversial tuition plan, an extension of a similar program that brings class sizes down for TOPS kindergartners.

"The question is what's best for the kids and what product are you going to get at the end if you don't fund this," he said. "This is a way of making up a deficit where schools don't meet expectations."

Many parents pay for tutors and other academic extras, the plan's supporters note. "We want to privately invest in our children in the schools," said kindergarten parent Ronnimae Porras-Foye.

The idea led staff and some parents to worry about blurring the line between public and private schools.

"It is the primary purpose of public schools to promote social equity through education. . . . Attempts to bolster public programs with tuition interfere with

th the very essence of public education," according to a letter signed by the T
OPS elementary staff in response to the
tuition proposal.

ddCritics said the plan could hurt the school's diversity, both racial and econ
omic. "I worry about who wouldn't choose TOPS thinking
they would have to pay,"

kindergarten teacher Joan O'Connor said at a recent site council meeting.

ddOthers worried about promoting a reputation TOPS has gained in the district f
or being elitist, a "private school within the public
schools."

ddO'Connor said reducing class sizes should be a statewide issue, not something
addressed school by school. "The leadership of this
district is letting the Le
gislation off the hook. . . . We've got to hold the state's feet to the fire."

ddThe TOPS site council plans to vote later this month on how to proceed.

ddThe discussion at TOPS is in keeping with the emphasis Superintendent John St
anford has placed on schools being more enterprising,
said Joseph Olchefske, th
e district's chief financial officer.

ddSchools have some freedom in creating and paying for extra programs as long a
s parents aren't obligated to pay and those who don't
pay aren't treated differ
ently by their schools, he said.

ddWithin those legal boundaries, schools are encouraged to raise funds privatel
y, then make decisions within their communities about
how to spend the money to

enhance their programs, he said. ddTOPS Principal Karen Kodama said she is try
ing to stay neutral, but the idea of smaller class sizes has universal appeal.

dd"Any educator you talk to is going to say, 'Yes, that's a good idea.' But the
controversy is in how you fund it," she said.

ddSome of the ideas, such as using AmeriCorps volunteers, could be in place as
soon as next fall if the site council approves. Others would
require more work
with the district and with state lawmakers. nyxddd

Publication#W\ PP#45. The Miami Herald"Publication"#:\ PP#June 3, 1997

Headline#u\ PP#Bible curriculum may become reality

ddSchool board backs religious rightHeadline#:\ PP#

ddSubhead#[\ PP#The school district could become Florida's first with Christi
an curriculum in
public high schools.

ddBattle over the Bible divides Lee CountySubhead#:\ PP#

ddBy TOM FIEDLER Herald Political Editor

ddFORT MYERS " If you searched for the point where things went wrong for Lee C
ounty's school system, you'd probably stop at the
day when a disgruntled ex-tea
cher walked into Superintendent James Adams' office, pulled out a .38-caliber r
evolver and emptied the
chamber at point-blank range.

ddThe assailant then walked out into the parking lot, reloaded, and shot himsel
f.

dd "It's been turmoil ever since," said banker Charles K. Idelson, former chairman of the Lee County Foundation for Public Schools.

dd The aftermath of Adams' murder on Feb. 7, 1994, was traumatic enough for this fast-growing community of 375,000 on Florida's lower Gulf Coast. But his death also unleashed a political upheaval that has divided the community ever since.

dd The all-Republican Lee County school board has swerved sharply right in the past two elections, resulting in a three-person majority embracing a conservative Christian platform.

dd If it survives a court challenge, this will be Florida's first county to implement a "Bible studies curriculum" in its high schools that, among other things,

presents the story of Adam and Eve as "universal history."

dd And because the new school board majority favors "basic education," Lee County is already the first to ban the use of calculators in primary-grade classrooms.

One of the new members last week labeled several state and federal programs, including one encouraging

schools to help non-college bound students learn workplace skills, as "positioning our country for socialism."

dd Those who have tried to stand in the majority's way "the superintendent who succeeded Adams as well as the school board's own lawyer" have been pushed a

side. Many in the community's image-conscious business community are reacting with a mixture of ridicule and anger. A sampling:

dd No "laughing matter"

dd "When I started putting together the 'What are they, nuts?' column for this month," wrote Wendy Harrison, editor of Gulf Coast

Business magazine, "I realized

it would be easy to fill this entire issue with comments about the Lee County School Board. Unfortunately, this tragic farce is not a laughing matter."

dd Parent, teacher and citizen groups have announced plans to field rival candidates in the 1998 elections, in the hope of breaking the majority's grip.

dd Conservative Lee County would seem an unusual place for a showdown between mainstream politics and the religious right. But school

board politics took a rightward

turn last summer when lumber dealer Lanny Moore Sr. campaigned as the candidate of the Christian

Coalition, the political group formed by televangelist

Pat Robertson and run until recently by his protégé, Ralph Reed. It was Reed who

once declared that, given the choice, the Coalition would prefer to control the nation's school boards than the White House.

dd Moore won, in part by downplaying his religious views.

dd He joined retired school principal Doug Santini and businessman Bill Gross in forming a majority on the five-member board that wasted no time in trying to

fulfill Ralph Reed's dream.

dd A focal point of the conflict so far has been their effort to establish Bible

studies classes as electives in the county's high schools. They argue that such woes as drugs, violence and licentiousness among teens, as well as falling test scores, could be traced to U.S. Supreme Court decisions barring prayer in schools.

dd`My chart shows everything went South in 1963," Moore said.

ddThe conservatives agreed to appoint a citizen's committee to develop a new curriculum for the high schools. But the committee quickly split into factions "

a majority of religious conservatives pushing Bible studies on one side and a minority group questioning its purpose on the other.

ddThe final plan, which is to be offered in the fall, is heavy on biblical history from a fundamentalist Christian perspective. A course outline presents several

versions of creation without mentioning evolution, for example. One exercise argues that it was possible for Noah's Ark to hold a pair of every living species on Earth with space to spare.

ddTeaching `creationism'

ddSome critics of the program believe its real purpose is to introduce `creationism" " the belief that supports the biblical version of mankind as opposed to evolution " into the schools under the guise of teaching the Bible as history or literature.

ddEva Friedman, a member of the citizen's committee who opposed the final curriculum, was among those who signed a minority report.

dd`I would be more comfortable if they were going to teach a comparative religion class in the upper levels. But that's not what they're talking about," she

said. `They're talking about teaching a specific Christian dogma rather than comparative religion."

ddAnother critic, the Rev. Terry Wimberley, said he was initially sympathetic to the course idea.

dd`In an era where kids are using drugs or teachers are being killed, parents are right to wonder how it can hurt to inject some morality and a sense of value

in the schools," he said. `But the issue is the Constitution. If the Bible curriculum goes in, the county will get sued,

it'll spend a lot of money it doesn't have and it will lose."

ddThe battle over the Bible has already had two casualties. Superintendent Bobbie D'Alessandro, who took over after Adams' murder, opposed the curriculum. When

the majority pushed her to move forward anyway, she told The Herald she determined to `come up with the best Bible curriculum in the country."

ddThe board, however, saw that as a delaying tactic and, in forcing her dismissal, cited it as an example of non-cooperation. Similarly, board attorney Steven

Butler resigned after concluding that the curriculum `plainly contravenes the Constitution."

ddThe new majority also clashed with D'Alessandro in trying to ban calculators from county classrooms, arguing that they kept students

from learning basic math skills. The superintendent argued that there was no evidence to support that belief.

She finally accepted a compromise of barring calculators in the early grades where teachers said they were only used "as play."

Buyout accepted

Ultimately, D'Alessandro's resistance to the new agenda marked her for extinction. Board Chairman Doug Santini drew up a list of 37

instances where he said

she had fallen short of expectations "including her refusal to hire some of his friends" and demanded her resignation.

Three months later, despite an outpouring of community support, D'Alessandro accepted a contract buyout. She said her decision to

leave came only because she

thought it was the best way to end the turmoil.

"I felt I had an obligation to the kids," she said.

An uneasy cease-fire has settled on the county while the board searches for yet another superintendent. When Board Chairman Santini

was asked about the controversy

last week, he brushed the question aside.

"All that's behind us," he said. "We're moving forward now."

For many in the community, however, things won't move forward enough until the arrival of Election Day 1998.

Retired Army Gen. James Dozier, a local hero who gained national fame for enduring torture at the hands of Italian terrorists, is

emerging as the leader of

the business group determined to restore normalcy to the school system. His reasons are both personal and civic,

he said in an interview.

In last year's election, Dozier had backed Moore, the Christian Coalition candidate, but only after Moore promised him that he would

separate his religious

views from his office.

"We fluffed it," Dozier said of that endorsement. "Now the ball is in our court to set it right."

Restoring order

Dozier heads the education committee of a 20-year-old group called the Business Persons United Political Action Committee, or

BUPAC. Its mission, he said, will

be to recruit and support candidates who can replace what he termed "a dysfunctional bunch."

Said Wimberley: "This whole thing has probably energized more groups that couldn't agree on anything else to come together."

Many outside the school system believe there is more at stake than restoring order to school board meetings and blocking the intrusion

of religious dogma in

classrooms. If the schools are in turmoil, all Lee County suffers, they say.

Said Annette Goodman, executive director of the Lee County Jewish Federation:

"People who are considering coming into this area

will look very carefully at

what is happening to our schools and at our school board and they'll weigh the pluses and minuses.

dd` At this point, I'm afraid the minuses have become very heavy."nyxddd

Publication#W\ PP# 46. Chicago Tribune"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# FAILED SCHOOL-FUNDING PLAN BECOMES

CAMPAIGN FODDER Headline #:

\ PP#

ddBy Rick Pearson, Tribune Staff Writer ddDateline: SPRINGFIELD

ddThe only declared Democratic candidate for governor waited only a few hours after the legislature left town to show up and bash

Republican Gov. Jim Edgar over

his failure to get a school-funding reform bill through the General Assembly

ddAnd U.S. Rep. Glenn Poshard (D-Ill.) said Monday that if he were governor, he wouldn't be afraid of sitting down with individual

legislators to trade off support

for pet projects in return for votes to change education funding.

ddPoshard used the Senate Republican refusal to consider Edgar's \$1.6 billion tax-swapping plan for funding schools before adjournment

Sunday as a platform to

criticize the GOP governor's management style.

ddHe compared Edgar's style as that of business executive instead of a governmental leader seeking compromise.

ddPoshard said he generally supported Edgar's plan, which counted upon a 25 percent income-tax increase to provide \$900 million in

property-tax relief and \$61

4 million in new dollars for schools.

ddBut Poshard, a southern Illinois congressman and a former state senator, said he would not propose his own education-funding reform

program before the Democratic

gubernatorial primary in March, where he could be competing against a host

of other candidates.ddA decade ago, however, Poshard joined with a GOP senator

to co-sponsor a bill to boost the state income tax by 80 percent in exchange for eliminating the educational operating tax for schools from the property tax

ddThe bill never advanced from the Senate Revenue Committee, which was then controlled by Democrats.

ddAlthough Edgar has made no decision on whether to seek a third term, aides to the GOP governor said they were surprised that Poshard

would suggest cutting

secret political deals to advance the education of children.

ddPoshard said Edgar waited too long in attempting to cultivate reluctant Republicans to support the education-funding proposal and did

little to convince

suburban lawmakers and voters that a tax hike was needed.

dd"I think you've got to be in those suburbs. You've got to help people in those suburbs see that it's not 'our children versus their children,'

" Poshard said

d.

ddAnd, he said a governor should sit down with lawmakers "long in advance of when you need that person's support, and help them to

understand and to see what

trades can be made."

ddBut Edgar spokesman Eric Robinson cited comments by Democratic House Speaker

Michael Madigan of Chicago, who said the governor "did everything he could on this issue."

"We think this analysis means more than one from a Democrat who wasn't even a round," Robinson said.

In Chicago, meanwhile, city schools chief Paul Vallas defended a portion of the failed school-reform legislation that would have boosted state funding of retired Chicago teacher pensions.

Vallas said he worked with all legislative leaders on the plan and Republicans cannot claim they were surprised it was in the bill. He said GOP Senate President James "Pate" Philip of Wood Dale was reverting to "anti-Chicago" attacks to cover the Senate's failure to consider school reform.

Publication#W\ PP# 47. St. Louis PostDispatch"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Learning To HelpHeadline #:\ PP#Subhead#[\ PP# Schools Link Graduation To Community ServiceSubhead#:\ PP#

By Carolyn Bower Of The Post-Dispatch Staff

AS MANY STUDENTS DROVE home to sleep after exams in the last few days, Aaron Loehr, a senior at Pattonville High School,

headed to St. Charles to finish building a playground at one of the branches of the St. Louis Crisis Nursery.

Loehr, 18, has volunteered at least 860 hours in high school. He helped at his former school, Carrollton Elementary. He made wooden toys in shop class. He wrote and obtained \$800 in grants to purchase and build a playground for the crisis nursery, which serves children, ages birth to 9, who are homeless or who have family emergencies.

When 360 seniors graduate Friday, Loehr and 114 other students will wear purple honor cords to indicate service of more than 100 hours.

This is the first year a senior has had to complete 50 hours of community service to graduate from Pattonville High School. Although community service requirements at private and parochial schools are routine, Pattonville is the only public high school in St. Louis County with a graduation requirement of service.

Other county school districts such as Kirkwood, Parkway and Rockwood require some community service associated with specific courses. Maryland is the only state to require community service of its students before they can graduate. The requirement took effect this year.

President Bill Clinton has urged other states to follow Maryland's lead.

In St. Louis, seniors at Metro High School have to complete 60 hours of service for every year they attend high school to graduate.

Principal Betty Wheeler

said the requirement had never kept a student from graduating, although one had

gotten a diploma late.

In Pattonville, no senior will fail to graduate only because of failure to fulfill the community service requirement, although about half of the 15 students

who failed to complete academic requirements to graduate also still need more community service. Students will have a chance to complete the service in projects this summer.

Just three months ago, about 140 seniors - more than a third of the class - were working to complete their required community service.

Karen Norris, coordinator of the volunteer program at the school, said that school officials adopted the requirement as a way for students to give back to the

community. She said students learned how social and environmental problems are faced and how to apply lessons from the classroom to real life. She said they also found their individual volunteer strengths, such as organization skills, writing skills or construction ability.

Service included building, tutoring, outdoor work and helping at nursing homes or day-care centers.

In Lynn Martin's community service classes at Eureka High School in the Rockwood district, about four dozen seniors volunteered much more than the 25 hours they each promised to do outside of class.

Students helped at the Shriners Hospital for Children, the Salvation Army and area nursing homes. They made coloring books and colored with Alzheimer's patients. They wrote 15 books about things such as epilepsy, divorce, cystic fibrosis, blindness and amputation for Ridge Meadows Elementary School and made and dressed life-size dolls that counselors at the school can use to discuss those subjects.

They painted homes, stained decks and did yard work. They taught students at Eureka Elementary School about neighborhoods, streets, addresses, safety and friendship. They made hundreds of Easter baskets for area needy families and raised money to buy food or clothing.

One day, seniors collected \$600 for a student and his brother who lost all their clothes in a fire.

Martin, also an English teacher, said projects come to her by the dozens, and students decide where to help. Martin said students apply to participate in the

community service class. She prefers it that way. She said as much or more learning takes place in community service than in subjects such as English, science or social studies.

Pam Passwater, a teacher for the Special School District who teaches children too sick to attend school, said the Eureka students had gone beyond typical community service:

"A lot of people collect for national organizations, but these kids get down and dirty for the community. They take care of their own."

Loehr, from Pattonville, won a \$750 scholarship from EDS Co. and a \$1,000 scholarship from Target for his community service. He

also was named one of six Missouri Outstanding Young Citizens for his service. That award is sponsored by the Corporation for National Community Service, the Missouri Department of Elementary and Secondary Education and Harmon Industries. Loehr wants to continue community service next year at the University of Missouri at Rolla, where he plans to study civil engineering.

Publication#W\ PP# 48. San Diego UnionTribune"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Unz pursues initiative to ban bilingual education Headline #:\ PP#

By Ed Mendel STAFF WRITER

The initiative creates the potential for the third racially divisive ballot measure in as many election years following Proposition 187 to withhold services

from illegal immigrants in 1994 and Proposition 209 to ban affirmative action last year.

Unz has enlisted a Latina co-sponsor, Gloria Matta Tuchman of Santa Ana, and has included a provision in the initiative that would pump an additional \$50 million a year into adult English-language instruction.

Unz, who received 34 percent of the vote in his 1994 primary race against Gov. Pete Wilson, said many Latinos are concerned that bilingual education is slowing the learning of English.

"As liberals and Democrats start getting involved, I think it will become clear that we are talking about a unifying not a divisive issue,"

said Unz, a resident of Palo Alto, and founder of a computer software firm. But state GOP chairman Michael Schroeder, who personally opposes bilingual education, said he fears that the initiative will raise another controversy as the party tries to broaden its base by reaching out to minorities.

"The Democrats will certainly run out there and say this is just another example of Hispanic-bashing and that they hate people who speak Spanish," said Schroeder. "It's not true. It's not a party-sponsored initiative."

An attorney for the Mexican-Attorney Legal Defense and Educational Fund said it's not clear yet whether the issue of bilingual education will stir passions like the initiatives on illegal immigration and affirmative action, both of which have been at least temporarily blocked in court.

"It's really early," said Thomas Saenz, a MALDEF attorney. "It's another one of those propositions subject to a great deal of confusion, and it's not something that people have had a great deal of information about."

However, Saenz said, he is concerned that the Unz initiative requires instruction in English, eliminating other options. He also said that Tuchman was connected

cted in the past with U.S. English, a group whose founder made controversial statements about limiting Latino immigration.

dd"That suggests to me there is something else going on here other than perhaps the best educational interest of the students," said Saenz.

ddUnz said Tuchman was named woman of the year by the League of United Latin American Citizens. He said he was prompted to sponsor the initiative by a report last year of Latino parents in Los Angeles protesting the failure of bilingual education.

dd"There is a significant number of children in California who have been in the public school system for a number of years, starting in kindergarten, who still

I do not speak English," said Unz, who plans to help finance the initiative drive but is looking for additional financial support.

ddLast year, only 6.5 percent of the students in bilingual education made the transition into regular English-speaking classes, according to the state Department of Education.

ddUnz said the initiative requires that students be taught in English, unless the parents request otherwise. Currently, students with limited English proficiency

only, 1.3 million or 23 percent of all California students, are eligible to receive bilingual education in their native language.

ddUnz said the initiative calls for "sheltered English immersion" instruction from teachers trained to handle students who do not speak English. He said the teachers

use English, supplemented by pictures and gestures.

ddWhile federal courts have blocked other initiatives, Unz said he is confident there is no constitutional basis for requiring bilingual education.

ddThe state law authorizing bilingual education expired in 1987. The program continues to operate under old guidelines, having received \$318 million in state funds last year.

ddSen. Dede Alpert, D-Coronado, said her attempts to reauthorize a reformed program have been blocked for the last three years by both the supporters and opponents of bilingual education.

dd"Both groups object to this more moderate approach, which calls for more accountability and flexibility," said Alpert.

ddUnz said his initiative will break the legislative deadlock. He said he plans to put the initiative on the June ballot next year to avoid creating a partisan

issue in the November election.

ddThe initiative was submitted to the attorney general last month. Unz said he hopes to receive authorization to begin gathering signatures by July 1.

Publication#W\ PP# 49. San Francisco Chronicle"Publication" #:\ PP#June 3, 1997

Headline#\ PP# Teacher Union Sues Livermore DistrictHeadline #:\ PP#Subhead# [\ PP# Suit says principal stifled discussion over curriculum Subhead#:\ PP#

Lori Olszewski, Chronicle East Bay Bureau, page A13

The state's largest teachers union alleges the Livermore school district violated teachers' free speech rights when a principal told them they could not talk

to parents about a new way to teach math.

The California Teachers Association filed a suit in U.S. District Court in San Francisco on Thursday against the Livermore Valley Joint Unified School District,

alleging the First Amendment violation that stemmed from incidents in spring 1996 at the East Avenue Middle School.

Livermore schools Superintendent Joyce

Mahdesian said yesterday that she had not seen the suit and would not comment.

According to the union, four teachers at East Avenue had proposed a new math curriculum under principal Michael Hazelhofer, who

is no longer at the school,

that would have stopped grouping sixth-grade math students according to ability.

Ability grouping has caused controversy across the nation because some see it as "tracking" that labels students, limiting their educational opportunities.

Supporters believe that some grouping is necessary to effectively teach subjects that require sequential

knowledge, such as making sure students understand fractions before they tackle algebra.

The announcement of the new curriculum started a robust public debate," the union said in its lawsuit. That included opposition by

three senior math teachers at East Avenue: Lorraine Immel, chairwoman of the math department and a plaintiff in the suit, Claudia

Aviocola and Dianne Foster.

In the wake of the debate, the principal scheduled a town hall meeting for May 15, 1996, to discuss educational issues at the school,

including math. The three teachers gave parents at a school open house an information packet that they planned to distribute at the town meeting. The principal then told the teachers they could not speak at the meeting because they had given out the packets, according to the

suit.

Mahdesian also placed letters of reprimand in the personnel files of the three teachers, the suit said.

"The principal encouraged teachers to be in the debate, but when he didn't like the content, he slapped them down," said Joseph Colton, attorney for the California Teachers Association.

The principal also had previously sent e-mail to all teachers telling them that "any letter (sent) home to parents must first be approved by site administration," which the union contends was prior restraint in violation of teachers' First Amendment rights.

The CTA sees this as a serious First Amendment issue," Colton said. "People were reprimanded for exercising their free speech

suit.

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rights."

ddWhile the school district would not comment on the suit, a spokesman said East Avenue continues to group sixth-grade math students according to ability.nyxdddy

Publication#W\ PP# 50. Associated Press"Publication" #:\ PP#06-03 5:14a
Headline#u\ PP# Studies show education reform working wellHeadline #:\ PP#

ddMOREHEAD, Ky. (AP) - Two new studies indicate that the Kentucky Education Reform Act is working the way it should.

ddWriting portfolios help students who go on to college and those in lower grades are doing well in grammar, the studies reported.

ddA Morehead State University teacher, who surveyed nearly 1,400 students and their teachers, concluded that the writing done in high school portfolios helped

students who went on to college.

ddThe second study, conducted by the state's assessment contractor, found that punctuation and spelling are not declining among fourth-graders, as some KERA opponents have argued.

ddKathryn Mincey, assistant professor of English at MSU, said her continuing study of college freshmen and their teachers suggests that portfolio experience has

as honed the writing skills of those who went on to college.

ddFreshman writing teachers found overall improvement in student understanding of the writing process. Today's students also communicate better when aiming writing

at a specific audience for a specific purpose, they said.

ddMs. Mincey said 63 percent of students described portfolios as useful learning tools - not distractions to learning. She added that 73 percent believed their

writing abilities were improved. And 68 percent of the faculty said student knowledge of the writing process and comfort with writing had improved.

ddResults of the studies were reported Monday in The Daily Independent of Ashland.

dd"Contrary to some popular opinion, we've seen freshmen writers fairly evenly holding their own or improving in basic skills," Ms. Mincey said.

ddBarbara Nicholls, dean of the Ashland Community College arts department, said teachers there have drawn similar conclusions.

dd"Writing skills are improving, based on what I see and what other teachers are saying," she said. "It's evident the students we're getting now are more experienced in writing than in the past."

ddThe fourth-grade study, conducted in part by Advanced Systems in Measurement and Evaluation Inc., concluded that writing mechanics skills are rising across the state.

dd"Results of the study do not support a conclusion that capitalization, spelling, punctuation and subject-verb agreement are declining among Kentucky's fourth-graders," it stated.

ddThe study involved examination of 300 random responses given by fourth-grader

s in 1993 and 1996. The study's administrators said spelling improved significantly while other writing skills declined only slightly - not enough to be statistically meaningful. Boys showed marked improvement and clarity improved for both genders. "At the same time, students wrote longer responses and used more complex writing structures," the study said.

Publication#W\ PP# 51. Associated Press "Publication" #:\ PP#06-03 6:10a
Headline#\ PP# Outlook for children bleak despite healthy economy, group says

Headline #:\ PP#

By ANN BANCROFT Associated Press Writer
SACRAMENTO (AP) - Despite a rosy economy, California's children are getting poorer, and nearly a million children face severe poverty under welfare reform, an advocacy group says.

"There has been both private and public abandonment of children over the past eight years," said Robert Fellmeth, director of the Children's Advocacy Institute, a non-profit research and advocacy group at the University of San Diego School of Law.

Even with new spending proposed for child care and other programs, Gov. Pete Wilson's budget for 1997-98 proposes that California taxpayers spend less of their personal income on programs to support children than they did at the height of the recession, the group charged Monday.

At the same time, unwed birth rates and absent fathers who fail to pay child support are pushing more children into households where income is below the poverty line, the group's report found.

"Children are being caught in this sandwich," Fellmeth said, where public policy makers are punishing individuals who fail to take responsibility for children by cutting public aid to children.

The group recommended closing tax loopholes for the wealthy, implementing tax cuts for the poor, setting up a system of housing vouchers for welfare recipients who look for work but can't find it, and unspecified tax increases to pay for computers in schools, a massive parenting education campaign and health insurance for all children.

Wilson spokeswoman Lisa Kalustian said the group's assertions that the governor's budget shortchanges children are "pretty ludicrous."

"Everywhere you look, it's about kids," she said. "The governor's not going to let children be on the street - he never has."

In a 400-page document examining the state budget adjusted for inflation and population, the group found:

- The median income of married couples is more than four times that of single mothers with children. At the same time, the 2.4 million absent fathers tracked

d by district attorneys' offices for back child support pay an average of \$16.80 per month per child in support.

dd- California has cut general fund spending as a percentage of personal income by almost \$10 billion since 1989.

dd- Since 1980, California's child poverty rate has grown more than five times faster than in the rest of the nation, with 27.1 percent of the state's children living in poverty in 1996.

ddThe study also estimated that only 118,000 current welfare recipients will be able to find jobs, leaving nearly 499,000 families with nearly a million children to survive on family incomes below \$500 per month, less than 50 percent of the federal poverty line.

ddFellmeth said the Democrats' welfare proposals were nearly as bad, but would take longer to achieve the same dismal results.

dd"There are jobs, there are training programs," countered Kalustian. "We're not going to have millions of kids on the street - it's just isn't going to happen."

Publication#W\ PP# 52. Associated Press"Publication" #:\ PP#06-03 6:12a
Headline#u\ PP# Higher Education VoteHeadline #:\ PP# By LESLIE ZGANJAR Associated Press Writer

ddBATON ROUGE, La. (AP) - Gov. Mike Foster's bill to give the Board of Regents more authority over public colleges and universities passed easily - but not until

House members made sure the bill won't cost lawmakers any power.

ddThe only fuss Monday was about a portion of the bill that would have allowed Regents to set priorities for higher education construction projects. That power has always been vested with the Legislature. The House decided to keep it that way.

dd"This is a separation-of-powers issue," said Rep. John Alario, noting that the governor appoints members of Regents. "You and I are in charge of the purse strings. We ought not give up that authority. We ought to have checks and balances."

ddThe House voted 82-16 for his amendment, and then approved the bill 88-6. The Senate has already passed the bill, but it must now go back to the upper chamber for approval of the House change.

ddThe measure is Foster's answer to a single board to govern all colleges and universities. He proposed a true single board concept last year, but that met with

stiff opposition, mostly from the Southern University Board of Supervisors.

ddSouthern officials said they believed their power would be diminished under a single board plan.

ddTo keep everybody happy, Foster's bill keeps the four management boards for higher education but gives more power to Regents.

Regents would determine the role, scope and missions of institutions, and also have to sign off on the hiring of university presidents.

dd"This more clearly gives the role of supervisory management to the Board of Regents," said Rep. Jimmy Long, D-Natchitoches, who

handled the bill for Foster.

The management boards - Southern, the LSU Board of Supervisors, Board of Supervisors, and the Board of Trustees, which oversees the smaller, regional school

s - would have representation on Regents' committees.

The only debate generated in the House was over the provision giving Regents the power to decide which construction projects on college campuses take priori

ty. The Legislature could not tinker with the Regents' list.

Long urged his colleagues to reject Alario's amendment. He said Regents should determine what the needs of higher education are, not legislators fighting to get projects for their home districts.

"You would take projects not even considered by Regents and put them in the bill," he said.

But representatives balked at having their power removed.

Alario agreed that Regents should make recommendations and that the Legislature ought to consider those suggestions, "but our hands ought not be tied," he said.

He said Regents has 15 members, so eight members could get together and dictate which projects will be pushed.

"You and I ought to at least be referees," Alario said.

"The governor make recommendations last year that we put in because he considered them priorities," said Rep. Everett Doerge, D-Minden. "We should have that leeway."

Publication#W\ PP# 53. Associated Press"Publication" #:\ PP#06-03 6:14a
Headline#u\ PP# House-Senate compromise stumbles over vouchersHeadline #:\ PP
#

CONCORD, N.H. (AP) - Vouchers that would pave the way for low-income families to send their children to private kindergartens are becoming a roadblock to a budget compromise between the House and the Senate.

Sen. Jim Rubens, R-Etna, and Gov. Jeanne Shaheen remained on opposite sides on the voucher question Monday as committee of conference members worked to resolve their differences.

Senate Republicans want to provide \$1,000 vouchers to parents whose incomes are 200 percent of the poverty level. The aid is meant to help them send their children to private kindergartens if their districts do not adopt a public or private district-wide program.

But Gov. Jeanne Shaheen and House Democrats oppose the plan. They want to give \$1,000 per 5-year-old to all school districts regardless of whether they have public kindergarten.

Shaheen's plan also allows districts to contract with private kindergartens and receive \$1,000-per-pupil, but only if the providers are approved by the state Department of Education.

The members of the committee will meet again Tuesday and chair Donnalee Lozeau, R-Nashua, said she wants to reach a compromise,

even if it means working into the night.

ddA GOP source close to the committee told the Union Leader that vouchers are likely to make it into the final budget package.

dd"There is work being done on a compromise that leaves vouchers in the package. There is more support for them on the committee than the governor's office wishes there were."

ddBut a Democratic source said there is little, if any, sentiment on the committee to retain vouchers.

ddIt is unlikely a plan that includes vouchers could emerge with the necessary unanimous approval from the committee of conference.

ddTo see that happen, the Republicans who control the House and Senate must replace the committee's two Democratic members, Rep.

Peter Burling of Cornish and

Sen. Sylvia Larsen of Concord, who, like Shaheen, oppose vouchers.

ddAnd Shaheen aide Judy Reardon said the governor still plans to veto any voucher-oriented kindergarten plan.

dd"The insider talk is that the governor wins by vetoing something that doesn't sit well with her. But if the House and Senate reach an agreement, and she vet

oes it, she is the one who says 'no' to kindergarten," Rubens said.

ddRubens called the voucher component a "safety net" that comes closer than the Shaheen plan to making kindergarten available to all children.

dd"Is our intent to create public kindergarten or is it our intent to see to it that children are able to receive a kindergarten education?

Ultimately, there

are going to be some districts, no matter what we do, that are not going to put kindergarten in place," said Sen. Edward

Gordon, R-Bristol.nyxdddy

Publication#W\ PP# 54. Associated Press"Publication" #:\ PP#06-03 6:40a

Headline#u\ PP# Board considers canceling more majors at state collegesHeadlin

e #:\ PP#

By BRIAN MELLELY Associated Press Writer

ddBOSTON (AP) - The world of academia is learning that the forces of the marketplace are in some cases stronger than the forces of physics.

ddFaced with dwindling enrollment in numerous majors at state and community colleges, the Board of Higher Education is using supply and demand to define what is taught across the state.

ddThe board is meeting today to vote on a proposal to eliminate 14 degree programs - including physics programs at three schools - that have plummeted in popularity.

dd"You can't offer everything to everybody," said board chancellor Stanley Koplik.

ddIf the proposal is accepted, the master's history program at Bridgewater State College will be history. And Worcester State College can bid adieu to student

s majoring in French. Westfield State College can say "Adios" to Spanish majors

.dd"At Westfield State College it's such a small department," said Richelle Che

smore, a recent graduate with a Spanish diploma. "I got so much attention."

ddAnd that's just the problem. What's good for students like Chesmore is bad for the 29-campus state higher education system, Koplik said.

ddThe chancellor said the plan is not intended to save the state money, but to concentrate resources in areas that have a "critical mass" of students. Each of

the programs targeted had fewer than five graduates a year since 1993.

dd"You're not talking about 100 students," Koplik said. "You're talking about places that graduate fewer than five a year, and some places one or two. Again, this is out of 12,000 degrees."

ddSix months ago, the board proposed eliminating 39 low-enrollment programs at state-run colleges. Nine of the schools agreed to cut 15 programs; the rest appeared to be spared.

ddOf the two dozen remaining programs, the board has decided to let five, such as mathematics at North Adams State College, continue because they presented compelling cases.

ddThe undergraduate chemistry programs at Fitchburg, Framingham and Worcester state colleges will all be studied by an outside panel to determine if they should remain.

ddAt Framingham State, the bachelor's degree in food science will be swallowed by the chemistry department. The resulting concoction will be the chemistry and food science program.

ddTwo other science programs will be placed on probation for a year to see if they can attract more students.

ddSome of the schools are battling the latest elimination plan.

ddBridgewater State pointed out that it awarded an average of 4.5 physics degrees annually since 1990, compared to 4.2 nationally.

ddLike many of the state colleges, the school's mission is to train teachers. Getting the program would jeopardize that charge at Bridgewater State, home to the Science Educators Hall of Fame.

dd"If we do not have a physics major and we cannot prepare teachers to teach physics, we are letting down all the kids who are in need of qualified science teachers," said Ann Lydecker, provost at Bridgewater State.

ddIf the board ends up eliminating the 14 programs today, none of the teachers or students in the programs will be immediately affected.

ddStudents already enrolled in targeted programs will be able to graduate before the program is scrapped. And faculty will teach some of the same courses, but

new students won't be able to major in that field of study.

dd"The short term is that full-time faculty here will not lose their jobs immediately," Lydecker said. "If enrollments are not there in particular classes, then they would replace visiting lecturers who are teaching courses in that department."

ddBut to some teachers like Raymond Ourand, a French and German professor at We

stfield State, the proposal seems shortsighted.

ddHe said many of the students at the school can't go far away to "do the Joe C ollege thing" and must rely on a local state college.

dd"I think to an extent it is a popularity contest," Ourand said. "But the deci sion seems to be made by people who don't seem to know what a college is suppos ed to do.

dd"It seems that a college is a wonderful opportunity," he said. "To cut out po rtions of that is really to handicap the institution."nyxddd

Publication#W\ P P# 55. Associated Press"Publication" #:\ P
P#06-03 8:29a

Headline#u\ PP# Alcorn supervisors donate computers to studentsHeadline #:\ P
P#

ddCORINTH, Miss. (AP) - Students in Alcorn County will be able to hone their co mputer skills on equipment originally intended for use in NASA's advanced solid rocket motor program.

ddThe equipment from an office complex at the Yellow Creek industrial park beca me state property when Mississippi acquired ownership of the former federally o wned site. Yellow Creek, which is being developed as an industrial park, was re cently named Tri-State Commerce Park.

ddSupervisor Lamar Fields, a member of the Tri-State Commerce Park Commission, said 20 computers are being donated to each of the counties represented on the commission. The hardware is valued at about \$5,000, Fields said.

ddThe Alcorn Board of Supervisors Monday voted to give 10 computers each to the Alcorn County and Corinth city school districts.nyxddd

Publication#W\ P
P# 56. Associated Press"Publication" #:\ PP#06-03 6:02a

Headline#u\ PP# Former dropout finds motivation in Georgia, now heading for co

llegeHeadline #:\ PP#

ddVALDOSTA, Ga. (AP) - Michael T. Johnson is heading to Valdosta State Universi ty this fall, dreaming of a math degree and possibly becoming a teacher.

ddIt's quite a change for the young man from St. Augustine, Fla., who dropped o ut of school there in the middle of his junior year.

ddHe found renewed interest in school when he transferred to Georgia Christian school at Dasher, just south of Valdosta in south Georgia.

dd"I just didn't fit into that environment and there was nothing there to motiv ate me," Johnson said of his school experience in his hometown. "It was just su ch a big school."

ddHe drifted out of the St. Augustine system two days before midterm exams duri ng the spring quarter of his junior year. His gifted classification was changed

to that of a dropout.ddOne of his friends had left school shortly before Johns on did and headed to Dasher to live with his grandparents and attend Georgia Ch

ristian. Johnson had wanted to go with him, but his parents didn't agree.

ddMoving would mean Johnson would be forced to live on his own. It would be up to him to take care of himself, prepare himself for school each day and keep himself motivated.

dd"Near the end of that summer, I had gotten into a little trouble," Johnson said. "And, actually, my parents pushed me toward my final decision."

ddKnowing he could make it through school if he tried, Johnson made the decision to leave home at the age of 17. He moved into a trailer with his friend, facing his toughest challenge - repeating his junior year in a new school with a new attitude.

dd"Coming back to school and getting back into the habit of doing the work was the hardest thing for me," Johnson said.

ddHe successfully finished that junior year, became active in the Interact Club and the track team and quickly grew accustomed to the lifestyle found in a small, close-knit community.

ddHis friend graduated and Johnson was left to face his senior year alone in Dasher.

dd"I definitely missed him," Johnson said. "But now I have a lot of close friends and I like being here. I like being in Valdosta as a whole.

It's more laid-back

here than it was in St. Augustine and I'm more involved with my church and my community. I really like that."

ddJohnson will walk with other class members during Georgia Christian's graduation this evening and will have the college prep notation on the diploma he receives.

His parents and his friend have traveled from St. Augustine to watch the last few steps of a long walk.nyxddd

Publication#W\ PP# 57. Associated Press"Publication" #:\ PP#06-03 0:46a

Headline#u\ PP# Study shows some juvenile facilities lacking in teachersHeadline #:\ PP# RICHMOND (AP) - Virginia is violating requirements for staffing half of its 18 juvenile detention centers with teachers, a new study shows.

ddMark I. Soler, a youth advocate, said the Virginia Department of Education bases its funding for youth centers on a facility's designed capacity - not on actual population.

ddMost of the centers are over capacity, he said.

dd"An insufficient number of teachers makes it difficult if not impossible for detention centers to provide appropriate educational services to children who need

the most assistance," said Soler, president of the Youth Law Center in Washington.

ddState records show nine of the 18 state-run detention centers are not meeting the required one teacher for every 12 students. At the

Crater home, for example,

the teacher-student ratio last year ranged from 1-to-21 to 1-to-29, he said.

ddRichard T. La Pointe, state superintendent of public instruction, said the Department of Education - the agency responsible for teaching youths in detention

homes - is concerned about the issue and is looking into the matter.
He said he met with representatives of the Youth Law Center and the Virginia Poverty Law Center in Richmond to explore solutions to the problem. But La Poin
te also said he couldn't comment on the accuracy of the study.
Youth detention centers are used to hold juveniles awaiting trial. As of last week, state records showed 18 homes held 838 juveniles.
Juveniles sentenced to prison are usually sent to one of seven state juvenile correction centers, which hold about 1,200 individuals.
Soler said overcrowding in the juvenile detention centers leads to congested classes, shortened school days or split teaching shifts. The homes reportedly l
acking in teaching staff were Roanoke, New River Valley, Rappahannock, Prince William, Henrico, Tidewater, Newport News, Crater and Chesterfield.
The study used data obtained under the Freedom of Information Act from the Department of Education and the Department of Juvenile Justice.
"An adequate educational program with a sufficient number of teachers is what any parents want for their child. The state should not shortchange those youth who need the most assistance," Soler said.

Publication#W\ PP# 58. The Dallas Morning News "Publication" #:\ PP# June 3, 1997

Headline#u\ PP# Gonzalez reassigning 153 administrators Headline #:\ PP# Subhead#\ PP# About a dozen high schools will get new leaders in reshuffling at DISD Subhead#:\ PP#

By Nora Lopez / The Dallas Morning News

In a sweeping move aimed at bringing accountability to Dallas schools, Superintendent Yvonne Gonzalez will reassign more than 150 administrators, including sending some back to the classroom.
The moves, sources said, include the demotion of former chief of staff Shirley Ison-Newsome to principal. About a dozen high schools will get new principals

The reassignments include 77 principals, 58 assistant principals and 18 deans of instruction, district officials said. The reassignments will impact about 60 percent of the district's high schools and middle schools and 30 percent of elementary schools.

Some principals will be demoted to assistant principals and several assistant principals will be sent back to the classroom.

"It's time for action, not words or promises," Dr. Gonzalez said of the staff changes Monday. "I'm looking for ethical leadership and visionary leaders. I'm

being extremely selective about where principals end up being assigned."

Dr. Gonzalez began calling administrators to her office on Monday, where she personally told them of their new assignments. She said she expects to complete the reassignments by late Tuesday and declined to release any names until all of those affected had been personally notified.

ddBut sources said Ms. Ison-Newsome will become the new principal at Carter High School, replacing Joseph Brew, the longtime popular

administrator. Ms. Ison-N

ewsome could not be reached for comment.

ddTrustee Yvonne Ewell, a supporter of Ms. Ison-Newsome's, said she had not been informed of Ms. Ison-Newsome's reassignment.

dd"I haven't heard that, but I find it unbelievable," Dr. Ewell said. "Shirley is very capable in this district or any other. I don't know what this means." L

ast June, then-Superintendent Chad Woolery promoted Ms. Ison-Newsome to chief of staff, largely to appease

African-American leaders' requests for a high-ranki

ng black counterpart to Dr. Gonzalez, who is Hispanic and was deputy superintendent

at the time.

ddWhen Dr. Gonzalez became superintendent in January, black protesters demanded that she not demote Ms. Ison-Newsome. Instead,

Dr. Gonzalez reassigned her to

area superintendent and created a new associate superintendent of school and accountability. She assigned

Robert Payton, an African-American, to the post, mak

ing him the No. 2 officer in the district. Mr. Brew said Dr. Gonzalez asked him not

to talk to the media about possible reassignments but added, "I'm very excited."

ddMr. Brew will become an area superintendent, sources said.

ddThe administrative moves follow a May memo in which Dr. Gonzalez put principals and other administrators on notice that she planned

major changes.

dd"Those persons who are not performing will be demoted or reassigned and those persons who are performing well will receive appropriate recognition," she said

d in the May 14 memo.

ddSome parents and administrators already knew that several high schools would have new principals because of earlier announced

promotions. Those included Sun

set, Hillcrest, Woodrow Wilson and Bryan Adams. Principals at Lincoln and Booker T. Washington High

School for Visual and Performing Arts retired or resigned.

ddThe district also is naming principals for eight new schools opening next year.

ddThose changes will produce a domino effect with new principals being named to schools losing principals. Some deans of instruction

and assistant principals

will be moving into those posts.

ddNews of the administrative shake-up spread quickly throughout the district on Monday, prompting concern and glee.

dd"We're delighted to have a superintendent who is willing to bite the bullet and do what is necessary to help schools succeed," said Harley

Hiscox, president

of the Alliance of Dallas Educators. "She's moved to get rid of bad teachers,

and now she's moving to get rid of bad

principals."

ddDr. Ewell, who spent nearly 20 years as a Dallas schools administrator, called the moves "ambitious."

dd"I certainly don't remember ever having so many changes," she said. "But the hard question is, 'What difference is it going to make?'"

That's a question that

time, work and observation will answer."

ddTrustee Roxan Staff, whose district had nine moves including a principal for a new elementary school, said parents are generally pleased with the changes.

dd"Nothing was shocking or surprising. The parents will be happy," Ms. Staff said, declining to elaborate.

ddTwo high school principals in Ms. Staff's district - Eduardo Torres at Woodrow Wilson and Linda Isaacks at Hillcrest - were promoted to district superintendent

positions jobs. They will oversee about 30 schools each.

ddNew trustee Ron Price said that he did not attend Dr. Gonzalez's briefing Monday morning on the staff changes.

ddHe said, however, that he was particularly pleased with the decision to promote Earl A. Jones, the principal of Florence Middle School, to the helm of Lincoln

High School. Mr. Jones will replace Napoleon Lewis, who retired last month after 17 years as Lincoln principal.

ddMr. Price recalled Mr. Jones' handling of a worried school community in 1995 after a 16-year-old Florence student carrying a loaded pistol trapped at least

a dozen classmates for more than an hour before surrendering to police.

dd"That showed he knows how to work with our children and handle controversy," Mr. Price said. "He knows how to get things done."

ddTrustee Lynda McDow said the reassignment of principals is always difficult for the community, particularly when the principals are beloved.

dd"I lost a few good people," Ms. McDow said. "It kills me. But I support her appointments because I support the standards for excellence that she has set."

ddRosemont Elementary School principal Tracie Fraley was reassigned to Alex W. Spence Middle School. Cynthia Billman, dean of instruction at Sunset High School,

will become the new principal at Rosemont.

ddRosemont PTA president Kelly Lawson said she was not pleased with Ms. Fraley's reassignment.

dd"We have been able to bring families back to Rosemont because of Tracie," Ms. Lawson said. "She has strengthened our core

curriculum, our test scores are phenomenal and she's been able to bring some great teachers to the school. Now we

have to convince people that this new principal will keep things going."

ddTrustee Jose Plata said he supported the changes made by Dr. Gonzalez.

dd"I know some people will be shell-shocked, such as the parents at Rosemont Elementary who don't want to lose their principal, but parents must have faith in

the superintendent that these are good changes," Mr. Plata said.

ddOutgoing Carter PTA president Ronald Jones said he was sad to lose Mr. Brew, the popular Carter principal. When district officials tried to reassign Mr. Brew,

w to Townview Center last year in order to calm racial unrest at the supermagnet school, his students staged a walkout.

dd"My heart goes out for him," said Mr. Jones. "But I've always told Brew that if we were going to lose him, that I hoped it would be to

a position where he could better serve all of the district. I'm happy for him."

ddMr. Brew's promotion was lauded by Mr. Hiscox.

dd"He's very popular and he has done a good job with a tough school," Mr. Hiscox said. "He deserves it."

ddStaff writer Alexei Barrionuevo contributed to this report.nyxddd

Publication#W\ PP# 59. Detroit Free Press"Publication" #:\ PP#June 3, 1997

Headline#u\ PP# Scoring error found in state writing tests Headline #:\ PP#dd

BY PEGGY WALSH-SARNECKI Free Press Education Writer

ddA computer glitch that incorrectly tabulated writing scores on the 1997 High School Proficiency Test sent officials in 153 of Michigan's

649 high schools scrambling

to make corrections Monday, before students graduate or leave school for the summer.

ddBut there was good news for most of the schools: Corrected reports show that more of the nearly 25,000 students affected earned

writing endorsements.

ddThe error delayed reporting of statewide results for the test until Thursday.

Originally, results were to be released today.

ddOne of the districts affected is East Detroit, where officials were first told

the percentage of East Detroit High School students earning writing endorsements

dropped to 11 percent, down 15 percentage points from last year.

ddSchool officials were dismayed, especially after they had worked to help students improve, Dennis Casanovas, curriculum coordinator

in charge of testing, said

Monday.

ddThe corrected count bumped East Detroit up to 17.1 percent " not as good as school officials had hoped, but better than the earlier

report. Now the district

is scrambling to update seniors' records before Saturday's graduation ceremony.

ddAt Chelsea High School, the correction meant 55.9 percent of the students earned writing endorsements " a big improvement from

the 35.6 percent first reported.

Last year, almost 50 percent of the students earned the endorsements, said Principal Ron Mead.

ddThe problem was caused when a computer programming error double-counted two of the three sections of the writing test, Peggy

Dutcher, assessment consultant

for the Michigan Department of Education testing office, said Monday. It was unclear Monday why only

some schools' scores were counted in error.

ddThe error was discovered after several school districts questioned big drops in writing scores despite increases in the three other subjects

tested " reading

and mathematics and science. Only writing scores were affected by the error.

ddThe company scoring the tests will pay the cost of correcting the problem, Dutcher said.
ddRepresentatives of National Computer Systems of Iowa City, Iowa, which computes the scores for the high school proficiency and Michigan Educational Assessment Program tests, did not return several telephone calls seeking comment Monday. It is in its second year of a three-year contract, worth \$4 million this year, with the Department of Education. There were no reported problems with scoring last year's tests.

ddAll students in each affected high school will get a new report on the writing portion of the 1997 test, but there was no word on when the corrected student reports will be sent.

ddThe state will not revoke the endorsements from any students erroneously awarded the endorsement as a result of the scoring error, Department of Education officials said.

ddThis is the second computer problem affecting this year's test. Late last month, the state canceled its report on how many students earned endorsements by retaking the tests after the wrong formula was used to calculate percentages, resulting in students being counted more than once, Dutcher said.

ddThis is the second year for the proficiency test. Students are scored proficient, novice or not-yet-novice. Only those who earn a proficient score receive state endorsements on their diplomas.

ddStudents have complained about the length of the test "it takes 11 hours over several days to administer" and its value beyond the school system. School officials have complained about not getting enough feedback to help them improve student scores. Parents have worried about how less-than-proficient scores would affect their child's chances at entering college or landing a job.

ddThe state Legislature recently placed a moratorium on using the "novice" designation on diplomas.

ddState officials said writing reports will also change in these metro Detroit districts: Clawson, Detroit, Fraser, Fowlerville, Howell, Huron Valley, Lake Orion, L'Anse Creuse, Livonia, Richmond, South Lake, South Redford, Taylor, Trenton, Warren Woods and Wayne Westland.nyxddd

Publication#W\ PP# 60. Associated Press"Publication" #:\ P P#06-03 1:17a .

Headline#u\ P!P# Price tag for education grows as special session progressesHeadline #:\ P"P#

By E.N. SMITH Associated Press Writer

ddCHEYENNE, Wyo. (AP) - The price tag for education continues to grow, as legislators in the Wyoming House continue to add amendments to a plan to overhaul the way the state finances education.

ddBoth the House and Senate have been debating mirror versions of the reform bill during a special session convened to fulfill a state Supreme Court order to offer uniform, high-quality education. Both chambers advanced the bill to third and final reading, which could come as early as today.

ddUnder the formula proposed by the bill, 18 of the state's 49 school districts would lose funding compared to the 1995-96 school year.

ddThe formula would require the state to spend about \$42.6 million more per year on education than current levels. The anticipated cost stood at \$44.8 million before Monday's amendments.

ddRep. Eli Bebout, R-Riverton, was able to convince lawmakers to adopt a \$1 million-plan to ensure that districts won't lose state funding in the next two-year

s.ddBebout also succeeded in adding an amendment designed to allow schools to keep 50 percent of its interest earnings.

ddBoth successful amendments were scaled-back versions of amendments that failed Saturday.

ddHe also succeeded in adding an amendment that would allow counties and cities to keep recreational fees currently being levied.

dd" That money would have been offset against their revenues (by the bill), so we took it and left it the way it is (currently)," Bebout said.

"It's working and

I think it's something that we should leave like that until we get further down the road, maybe never change it."

ddAnother amendment that passed once it was watered-down would add \$7 million dollars to the reform plan in an attempt to encourage smaller class sizes.

ddA similar amendment that failed during the first day of the special session attempted to mandate minimum and maximum class sizes, which the majority said would infringe on local control.

ddBut Monday, "a kinder, gentler approach" to reducing class sizes passed on a 31-29 roll call vote.

ddOpponent Rep. Tom Rardin, R-Laramie, said simply encouraging schools to reduce class size will not ensure "we're getting any bang for our buck."

ddRep. Rick Tempest, R-Casper, also spoke against the proposal, saying it would not result in smaller classes and makes no provision for generating an additional \$7 million dollars in associated costs.

ddAnother measure added was intended to benefit schools with reserve accounts.

ddRep. Jim Hageman, R-Fort Laramie, said schools that have been careful with their money can use those accounts for innovative programs outside the core curriculum.

ddAs the bill was written, schools would have had to report reserve holdings to the state so it could be counted against state funding. But

Hageman convinced

legislators to allow schools to keep this year's reserve accounts.

dd" I guess it could distort the equity, since some districts have built up larger reserves," he said. "But this is such an uncertain time for school districts

. They really don't know how it's all going to work and how it's going to affect them."nyxddd

Publication#W\ P#P# 61. The Dallas Morning News"Publication" #:\ P\$P#June 3, 1997

Headline#u\ P%P# School choice leads education legislation Headline #:\ P&P#S
ubhead#[\ P'P# Bill permits more charter campuses, eases transfers Subhead#:\
P(P#

By Terrence Stutz / The Dallas Morning News
ddAUSTIN - Giving Texas parents and their children more freedom to select schools was the hallmark of the Legislature's education initiatives this year.

ddIt took most of the session to hammer out a school choice proposal, which will expand the state's charter school program and enhance the right of students to

transfer away from low-performing campuses.

ddAlong the way, legislators also fine-tuned the state's 2-year-old zero-tolerance student discipline law and approved a pay raise for teachers who are at the

bottom of the salary scale.

ddHigher education saw passage of measure aimed at mitigating a federal appeals court decision that banned affirmative action at state colleges and universities.

ddThe bill would require that students graduating in the top 10 percent of their class automatically be admitted to any university with a selective admissions

policy. Institutions could expand that figure to the top 25 percent.

ddSupporters said the measure should help minority students gain admission to the University of Texas at Austin, Texas A&M University and other top state schools,

which have been forced to quit considering race in accepting students.

dd"The message is, 'We want you to come to our universities.' We care about our [minority] students, and the doors are still open to them," said House Higher

Education Chairwoman Irma Rangel, D-Kingsville.

ddOther higher-education bills approved by the Legislature would require periodic reviews of professors with tenure and a standardized core curriculum for colleges

and universities that would make it easier for students to transfer between institutions.

ddLegislative leaders had indicated there would not be a large number of bills this year because of the massive education law passed in 1995.

ddThe most intense debate centered on school choice proposals. One plan that would have allowed some students to attend private schools using state-backed vouchers

to pay tuition was narrowly defeated on the House floor.

ddLawmakers did pass a bill that would authorize at least 100 new independent charter schools across Texas and allow nearly 800,000 students to transfer to a

better public school.

dd"This legislation gives tremendous choice to parents and students who are unh

appy with the status quo to try something different and better, whether by moving to a different public school or starting their own charter school," said Gov. George W. Bush, who supported the measure.

ddAlthough lawmakers limited the number of "open enrollment" charter schools to 20 in the 1995 reform law, there has been intense interest in expanding the program. The Texas Education Agency recently reported that it has 370 applications for charters that cannot be acted on.

ddThe schools are publicly funded, exempt from most state regulations - such as class-size limits - and may enroll students regardless of where they reside.

ddThe legislation also would allow an unlimited number of charter schools for students at risk of dropping out.

ddThe other major school choice initiative would allow nearly 800,000 students at an estimated 1,150 low-performing campuses to transfer to a better school under the Public Education Grant program.

ddThe student transfer program was created two years ago by the Legislature, but it faltered because of lack of publicity and resistance by school districts in accepting the students.

ddTo boost participation, the bill would require that parents be notified several months before the new school year that their children are eligible for the program. School districts also would for the first time receive financial incentives to accept the students.

ddOn another issue, the Legislature adopted a bill that would allow the expulsion of students for all misdemeanor drug and alcohol offenses. The measure also is designed to ensure due process for students removed from class for misbehavior.

ddLegislators also considered an overhaul of the state's share-the-wealth school finance plan, which requires high-wealth districts to share their property tax revenues to equalize funding.

ddThose plans died when the House and Senate could not agree on legislation to cut school property taxes and boost the state's share of funding for education.

ddThe Legislature did agree to end the long-running debate about where state funds from the Texas Lottery should go.

ddA bill slightly reducing school property taxes for homeowners contains a provision that would dedicate all future state revenues from the lottery to education. Supporters of the move cited public opinion polls showing that most Texans want the lottery to help pay for schools.

ddEven sponsors acknowledged the shift will not mean any extra dollars for public schools. Education already receives nearly 60 percent of lottery revenue because it gets that much of the state's general revenue fund, into which all lottery money now goes.

State budget writers say that if all lottery earnings are shifted to education, they simply will transfer the same amount of general revenue away. The net result is the same level of funding for education.

Publication# 62. Associated Press "Publication" # P*P#06-03 1:30a

Headline# Single parents on AFDC make it through college

YANKTON, S.D. (AP) - Seven area women who graduated from college with help from the Aid to Families with Dependent Children program are proof that education

should be a component of welfare reform, an activist said.

South Dakota lawmakers made a mistake when they failed to keep education a major focus of welfare reform measures passed in Pierre

this year, Jeanne Koster,

director of the South Dakota Peace and Justice Center, said.

She spoke at a ceremony over the weekend that honored six women from Vermillion and one from Yankton who used AFDC to help obtain college degrees.

"The 1997 legislature has de-emphasized the educational track of this welfare program, with the exception of one year of vocational training," Koster said.

"Today, we are happy to celebrate the educational achievements of these women, but sad that the door to this opportunity for others is closing behind them."

Rep. Garry Moore, D-Yankton, said he planned to launch an effort next year to reinstate the educational requirements for the assistance program, to be known

as the Temporary Assistance to Needy Families program.

"We had the statistics to show that the program pays for itself and works for those who use it," he said. "The biggest thing will be to educate the public and

legislators about how the education emphasis can benefit those in the program."

Koster said that the SDPJC has been working with the Children's Defense Network in Washington, D.C. to reopen the education track.

"Working with CDN, we have identified three different scenarios through which reinstatement would be possible," she said. "We are going to develop a plan to reinstate the education track into the assistance program."

Meanwhile, Dr. Lisa Haag Mofle, of Yankton, told graduates that participating in the AFDC program was what she needed to get her life on track.

"Without this program, I would still be waiting tables and cleaning houses," she said. "With these minimum wage jobs, I couldn't have ever offered my family more than poverty."

Mofle said few people, including her caseworker, had faith in her.

"There are so many stereotypes about people on welfare being lazy and taking advantage of the system. It got to where I didn't tell any of my fellow students what my situation really was."

Headline#u\ P/P# Democrats' budget proposes more money for UConn, Sheff
progra

msHeadline #:\ P0P#

ddHARTFORD, Conn. (AP) - The Democrats' proposal for the two-year state budget would spend millions more on the education of children from 3-year-olds to college students.

ddThe budget proposes keeping higher education budgets the same as last year, but anticipates saving \$3.3 million the first year and \$3.5 million the second year.

ddAs professors and staff take early retirement and are replaced by lower-paid colleagues, said Rep. Denise Merrill, D-Mansfield, who sits on both the Appropriations and Education Committees.

ddThe budget rejects the governor's plan to consolidate Charter Oak State College into the Connecticut State University system.

ddTo address the Sheff vs. O'Neill school desegregation decision, the Democrats propose spending well above what the governor wanted, \$37 million, and what the

Appropriations Committee approved, \$65 million. ddAdded to the Appropriations budget is \$900,000 each year to expand a school choice program beyond Hartford and \$400,000 for

"Lighthouse Schools" that offer specialized studies to draw suburban students into the cities, Merrill said.

ddAppropriations had originally rejected the school choice funding, saying it would have benefited wealthy suburbs at the expense of cash-strapped cities. Merrill

said this proposal uses state money, instead of transferring funds from cities to suburbs.

ddAlso, the budget increases money for early childhood education for 3- to 5-year-olds, which has been seen as a key way to help urban children do well in school.

ddAbout \$12 million would be spent over two years out of money from the federal government to implement "welfare-to-work" programs.

Children whose parents have

left the welfare rolls for work would get some day care and some early childhood education through this money, she said.

ddThe budget in addition proposes spending almost \$30 million in state funds over two years for early childhood education - \$7.7 million

more than Appropriations

had projected.nyxddd

Headline#u\ P3P# UW students learning in the real world, serving othersHeadline

#:\ P4P#

ddSEATTLE (AP) - More and more these days, college students are going beyond the lab or the lecture hall and learning some of their lessons in the real world.

ddHundreds of students at the University of Washington and other area colleges are earning course credits with volunteerism, called "service learning."

ddFor example, Barney Gill, a 22-year-old UW zoology major, replanted a wetland - Bellevue's Mercer Slough Park - for "Chemistry Service Learning."

dd"It wasn't just some experience that I read out of a textbook," Gill said of the project he planned all quarter. "It was actually hands-on implementing a project and seeing it done, which is an experience a lot of students don't get."

ddThe course was created five years ago by senior UW lecturer Deborah Wiegand to encourage science students to tutor or get involved in environmental projects

ddSuch work makes students "much more interested in what they're learning," Wiegand says.

ddThe UW is one of 520 schools in Campus Compact, a national coalition of college and university presidents founded in 1985 to encourage community service. The organization estimates that 74 percent of its member schools offer service learning.

ddThe UW offered 22 courses with a service learning component this year.

dd"It's not just about service. It really is about allowing students to be educated in a more holistic way," said Kim Johnson Bogart, director of the Edward E

. Carlson Center, the UW's public service office.

ddThis quarter, Travis White and five other students organized a park cleanup and revegetation project for a course called "Community and Environmental Planning

120." Working with a nonprofit group called TREEmendous, White coordinated with Seattle's parks

department and passed out fliers to rally volunteer support for last Saturday's cleanup project in West Seattle's Fairmount Park.

ddWhite, a 21-year-old architecture and landscape architecture major, will give an in-class presentation this week and then write a final paper.

dd"We're supposed to take what we're learning in the class and what we've been doing with the community service and integrate it in this final project," White said.

dd"I think it has helped me deal with more of the practical planning issues and to see how the community works on environmental planning."

ddIn 1994, the Carlson Center received a two-year federal grant to make service learning part of an entire department, rather than leaving it to individual pr

ofessors. The geography department was selected, and offered service learning in 11 courses this year, up from three last year.

ddVictoria Lawson, a geography professor who specializes in Latin America, was one of the first to participate. She wanted her students to be exposed to the realities of poverty, hunger and homelessness.

dd"I could see the power of the students being confronted with some of the iss

es I was discussing in a very human way," Lawson said.

"It sort of hits them in

the face, and then they're forced to grapple with it on a gut level."

ddThe volunteer work has to make sense in the context of the course, she noted.

dd"It is not easy to integrate ground-level, experiential, powerful learning with intellectual learning. It's not good to just add service learning and stir,"

Lawson said.

ddAndria Roeber, a junior majoring in Latin American studies, chose to work for Green Guatemala, an all-volunteer organization working to improve the economic

, agricultural and political lives of people in that Central American nation.

dd"After a while papers get really boring, we're doing so many all the time," said Roeber, 27. "This is more hands on."

ddClassmate Angelyn Frazer is working for the Northwest Immigrants Rights Project, a non-profit organization trying to provide legal advice for those grapplin

g with immigration and welfare reform legislation.

dd"I know it's going to take me further, just having that knowledge," said Frazier, 30, who is considering studying immigration law. "I

could walk into a law

office probably in the next month and say, 'You need some help in immigration?'"

ddAt Seattle University, service learning is part of 25 undergraduate courses. Last fall, 170 students put in 2,100 hours of service.

dd"It's part of our educational vision," said Mark Long, coordinator at the Roman Catholic school's volunteer center. "It's also part of the vision of what our

students should be like after they've completed their time here."

ddSeattle Pacific University, a Christian school, also integrates service into its mission. Every year, SPU students perform 20,000 hours of community service

in the Seattle area, and 120 students work outside the United States, said John van Keppel, associate director of campus ministries.nyxddd

Publication#W\ P5P# 65. The Dallas Morning News"Publication" #:\ P6P#June 3, 1997

Headline#u\ P7P# Diversity on campus addressed in session Headline #:\ P8P#Su

bhead#[\ P9P# Bills were response to Hopwood decision Subhead#:\ P:P#

By Sylvia Moreno / The Dallas Morning News

ddAUSTIN - For the first time in recent history, lawmakers said, they made it their business to dictate college admissions policies to ensure diverse campuses

across Texas.

ddThis was the session, say some legislators, that will be known simply as "post-Hopwood" - the buzz phrase conjuring up the federal court ruling that banned

the affirmative action admissions policy at the University of Texas Law School.

ddThat decision was subsequently interpreted by Attorney General Dan Morales to apply to all affirmative action policies at all public colleges and universiti

es.

ddThe case, known for lead plaintiff Cheryl Hopwood, set the scene for legislative efforts this session to preserve standing for minorities, not only in higher education but also in state hiring and contracting.

ddFaced with the legal ban on using race- and ethnicity-based methods to promote diversity, legislators sought to devise creative - and legal - ways to ensure that colleges reach out to minority students.

ddThe answer to the conundrum was embodied in the "Top 10 percent" bill sponsored by Rep. Irma Rangel, D-Kingsville, and Sen. Royce West, D-Dallas.

ddUnder the measure, already signed into law by Gov. George W. Bush, the state's public colleges and universities will have to offer admission to any Texas high school applicant who graduates in the top 10 percent of his or her class. Colleges may opt to offer automatic admission to students in the top 25 percent of their classes.

ddUnder the bill, students other than those who qualify for automatic admission will be selected based on "race-neutral" criteria that include a student's socioeconomic background, leadership potential, parents' education level and the student's extracurricular activities, including jobs held during school to support the family.

dd"I think that that bill can be useful," said Al Kauffman, a senior attorney for the Mexican-American Legal Defense and Educational Fund. "But it's going to take a lot of work to continue to monitor the universities."

ddA second, more controversial, admissions bill aimed at "leveling the playing field" for minority students made it out of the Legislature over the weekend. The

bill has been sent to Mr. Bush, but his office has said the governor is undecided on whether to sign it.

ddThat measure would require public colleges and universities to apply the same grade point average admissions standard to all students.

ddThe bill, written by Rep. Ron Wilson, D-Houston, was filed in response to the Hopwood decision, which halted minority recruiting - except for that of athletes, who are often admitted to UT and Texas A&M, for instance, on the basis of athletic prowess rather than academic skills.

ddThe bill crystalized the issue of race in the legislative debate, forcing an emotional soliloquy by one Houston legislator over whether Texas' top schools value minority students more for their running ability or vertical leaps than for their academic potential.

ddNeither of the admissions bills, however, deals with entrance standards for graduate or professional schools.

ddThe Legislature also passed a bill requiring the Texas Higher Education Coordinating Board to monitor minority admissions, scholarships and graduation rates at state colleges and universities in the wake of the Hopwood decision. The bi

It was sent last week to Mr. Bush, whose spokeswoman said Monday that he was still considering it.

The session also opened with a clear message from the Republican-controlled Senate that state-endorsed minority contracting and minority hiring programs were in jeopardy this year.

In the end, the goals set in the budget six years ago to promote state agencies' hiring of minority members and to increase minority participation in state-issued contracts remained intact.

Publication#W\ P;P# 66. Associated Press"Publication" #:\ P<P#06-03 3:07a

Headline#u\ P=P# Governor to ask Legislature to create boarding schoolHeadline #:\ P>P#b

ST. PAUL (AP) - Gov. Arne Carlson said he plans to ask the 1998 Legislature for money to create a boarding school for adolescents who need to get away from their home environments.

"We need to open up more kinds of schools. We need specialty schools, boutique schools," Carlson said.

Carlson made his comments Monday after a tour of Totem Town, a juvenile correctional facility in St. Paul operated by Ramsey County.

Carlson's concept of a boarding school would not be a correctional facility and would not be operated by the state Department of Corrections, said Janet Entzel, assistant commissioner for the Corrections Department.

As envisioned, it would provide structured living and learning on a year-round basis for adolescents. Some might be referred by the courts, but not as part of a penalty or punishment. The boarding school also could be an alternative to foster care for some children, Ms. Entzel said. No site has been determined.

The governor said the boarding school could be established as a charter school, an independently organized school, which operates free of many state educational constraints.

Carlson has repeatedly criticized what he considers a monolithic public school system that differs little from district to district.

Publication#W\ P?P# 67. Detroit Free Press"Publication" #:\ P@P#June 3, 1997

Headline#u\ PAP# Police to reward kids for being goodHeadline #:\ PBP#dd

BY LOUIS S. CLOTMAN Free Press Staff Writer

This summer 7-Eleven is breaking the ice between kids and cops.

Starting this week, 33 law-enforcement agencies in southeast Michigan will be launching a massive manhunt for kids who perform random acts of goodness " from wearing a helmet while in-line skating to picking up litter, wearing a seat belt or getting involved in community events or projects.

ddTheir reward: a coupon for a 12-ounce Slurpee from 7-Eleven.
ddThe initiative, called Operation Chill, rewards kids for good deeds while trying to foster a positive relationship with officers.
dd"There's always the perception that police officers are arresting and ticketing. Officers are compassionate too," Farmington Hills Police Chief William Dwyer said Monday.
dd"This is an effort to bring the community closer to the police department and the police department closer to the community."
ddMark Parrinello, a crime prevention officer with the Adrian Police Department, couldn't be more excited.
dd"Our officers are all for it," he said Monday. "This will give kids a chance to interact with officers in a positive way instead of seeing them after something negative happens."
ddOperation Chill was masterminded by the 7-Eleven chain, which is known for its trademark Slurpee, a semifrozen carbonated drink.
Officers plan to give out 3
6,000 Slurpee coupons throughout the summer.
dd"Slurpees are good for everyone, from age 2 to 102," said Rick Fernandez, loss prevention manager for 7-Eleven's Greater Midwest Division.nyxddd

Publication#W\ PCP# 68. Associated Press"Publication" #:\ PDP#06-03 3:18a

Headline#u\ PEP# Poshard backs Edgar's idea but says leadership neededHeadline
#:\ PFP# By RAY LONG AP Political Writer
ddSPRINGFIELD, Ill. (AP) - A governor can manage and a governor can lead, and what Illinois needs is a leader on education issues, said Glenn Poshard, a Democratic candidate who wants the job.
dd"You can't just manage it," Poshard said Monday. "There's difference between management and leadership."
ddAs part of an education overhaul, Gov. Jim Edgar proposed raising the income tax 25 percent, cutting property taxes and pumping more money into schools. But the General Assembly adjourned over the weekend without passing the governor's plan.
ddPoshard, a congressman from Marion, made the comments as he announced the support of a group of 125 labor leaders and unions throughout Illinois.
ddEric Robinson, Edgar's spokesman, defended the governor's efforts to overhaul school funding, pointing to Democratic House Speaker Michael Madigan's praise for Edgar's endeavor.
ddMadigan's "analysis ought to mean more than one coming from someone who wasn't even around," Robinson said.
ddPoshard said he backed Edgar's idea and compared it to a similar bill he failed to push through the Legislature a decade ago.
ddBut Poshard contended a governor has to sit down with lawmakers, mayors and people throughout the state to see if he can help them in unrelated matters in exchange for their help when he needs it on an issue.
dd"That's the nature of our business," Poshard said. "It may be the greater need

d for people in the suburbs has something to do with who knows? Environment, in frastructure, whatever."

ddThe Edgar plan passed the House, largely because Madigan's Democrats supplied most of the votes.

ddBut Edgar could not convince Senate President James "Pate" Philip, a DuPage County Republican, to put the governor's education overhaul up for a vote in the full Senate. The measure died in a Republican-controlled Senate committee.

ddIn turn, Senate Republicans passed their own proposal that would have added \$455 million for schools and raised taxes on cigarettes and telephone bills. Hou

se Democrats killed that in a committee.nyxddd

Publication#W\ PGP# 69. Los Angeles Times"Publication" #:\ PHP#* 06/03/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#u\ PIP# School Plans Class in Sign Language Education: Trustees on

Thursday will consider proposal for pilot program at Thousand Oaks High. More than 30 students have already signed up.Headline #:\ PJP#

By KATE FOLMAR
TIMES STAFF WRITER

ddTHOUSAND OAKS " Ventura County's foreign language menu for high schoolers offers a steady diet of the staples"Spanish and French"with a smattering of German classes.

ddNow Thousand Oaks High School is ready to serve up more exotic foreign language fare: American Sign Language. The school is poised to become among the first

in the county to offer an ASL class, with a proposal before Conejo Valley Unified School District trustees Thursday.

ddThe proposed pilot program is the brainchild of Marty Crawford Hoffmeier, an English teacher at Thousand Oaks High who learned ASL in college.

ddStudents have already shown they want the program, she said.

ddA sign language club that met at lunchtime regularly attracted 30 to 60 students. And even though the pilot class has yet to receive school board approval,

32 students have signed up for the fall offering. The proposal will get its second and final hearing before the school board June 19.

dd"I think teenagers are enthusiastic and tend to be inclusive," Hoffmeier said. "They're relational creatures. Signing to them is a way to reach out to a new bunch of folks."

ddAmerican Sign Language holds more allure as well, she said.

ddStudents are curious about deaf life and culture. Talking with one's hands is fun. Sign language fills foreign language requirements for Cal State and Unive

rsity of California schools. And job opportunities for fluent "speakers" of sign language are plentiful.

dd"It's a great idea," said Ventura County Supt. of Schools Charles Weis. "ASL is a valuable tool in a variety of settings."

ddASL speakers find work as translators and as teachers of autistic and developmentally disabled youngsters, according to Michelle

Morrissey, a community clie

nt advisor with the Greater Los Angeles Council on Deafness.

ddIn Los Angeles County alone, there are from 750,000 to 1 million deaf and hard-of-hearing people, Morrissey said.

dd"You could be a translator or work in deaf advocacy, of course," she said. "Or you could specialize in deaf and hard-of-hearing clients

as a doctor, a psych

ologist or a real estate agent. There's a need out there."

ddHoffmeier's proposal would offer the class as an elective for sophomores, juniors and seniors through the foreign languages department.

Hoffmeier has yet to

find funding for textbooks but said she is hopeful about grant possibilities.

ddIn the class, students would learn ASL vocabulary, syntax, storytelling and the visual skills to understand the signs of others. By learning

songs, practici

ng a sign language job interview and listening to guest speakers, pupils should come away from the introductory level course

with an understanding of deaf cul

ture.

ddWhenever possible, Hoffmeier said, students would sign with deaf people.

dd"A bunch of hearing people signing to each other in a room is like living in a bottle," she said. "You have to have some exposure to

the deaf culture."

ddThat exposure shouldn't be hard to come by in eastern Ventura County"both Moorpark College and Oxnard College have programs

catering to deaf students. And i

n the San Fernando Valley, CSUN is home to a Deaf Studies Department and the National Center on

Deafness.

ddOr, if students want to practice their ASL with other novices, they can chat with Rio Mesa High students, who also have access to sign

language classes. Som

e Conejo Valley Unified School District trustees are waiting to hear Hoffmeier's pitch before deciding whether to

approve the class. A supporter of the idea i

s trustee Elaine McKearn, whose 12-year-old daughter has Down's syndrome and learned sign

language as her first language.

dd"I think it would be a great addition to our school district," she said. "I would even like to take the class."

ddThe concept is appealing, said Charles Eklund, the director of secondary education.

dd"It's a high-interest course with lots of opportunities," Eklund said. "I think students will take the class."

Publication#W\ PKP# 70. The Orlando Sentinel"Publication" #:\ PLP#June 3, 199

7

Headline#u\ PMP# Vote by teachers deflates plans for Windy Ridge switch to cha

rtterHeadline #:\ PNP#

ddBy Catherine Hinman of The Sentinel Staff

ddIn a close vote, Windy Ridge Elementary School teachers have killed a plan that would have made the southwest Orange County school the first public school in the state to convert to a charter.

ddThe Windy Ridge charter proposal was approved by the Orange County School Board only a month ago. But the contract that was negotiated then between district officials and school representatives " an agreement that would have given Windy Ridge some autonomy from the public school system " had to gain final approval from parents and teachers.

ddWhen the votes were tallied Monday at the office of an Orlando accounting firm, teachers who didn't want the charter outnumbered those who did 22 to 19. Six teachers did not vote.

ddThe teachers' vote was in contrast to that of Windy Ridge parents, 189 of who voted for the charter and 27 against it. However, only 36 percent of the 605 Windy Ridge parent households voted.

ddNancy Borkes, chairman of the Windy Ridge Community Charter School board, said teachers ultimately were swayed against the bold move by the issue of job security. In granting the charter, district officials agreed to give teachers at Windy Ridge a special leave of absence that would have maintained their salary and retirement status if they wanted to return to regular district employment at another school.

ddBut their tenure at the Windy Ridge charter school would not have counted if they went to another Orange County school, which would have made them more vulnerable to layoffs or "involuntary transfers" to other schools. Also, teachers on annual contracts could not earn long-term professional service contracts within the district " traditionally given after three years of service " in their time at Windy Ridge.

dd"The big problem is the teachers wanted to consider themselves Orange County teachers and the district did not," Borkes said. "I think that is the basic element of the problem."

ddA charter school is a public school that has been freed to operate without the constraints of many state and district regulations. While 30 or more such schools may open around the state this fall " including two in Orange County " all until Windy Ridge were small startup schools.

ddIn Florida, Windy Ridge promised to test on a large scale the legislative promise that charter schools could spark more innovative teaching practices and school services.

ddBut what Windy Ridge officials had envisioned for their students under the charter already had been curtailed under the contract Orange County offered. Under that agreement, the county would have retained financial and policy oversight

over Windy Ridge.

ddNegotiators for Windy Ridge settled for the contract as a first step. But last week teacher seniority became a pivotal issue during a meeting at which teachers

were told that the district's position was not negotiable.

ddCliff McInturff, president of the Orange County Classroom Teacher's Association, was not surprised at Monday's vote.

dd"The district was viewing these teachers as if they were not even in the county," he said. "The interpretation the district had of the law made it difficult

for experienced teachers to want to make that choice because they would lose if they wanted to come back."

ddMcInturff thinks that the district purposefully took a conservative view of the state law that created charter schools.

ddSchool Board attorney Frank Kruppenbacher, said the district went beyond what the law required in granting the teachers leave.

dd"The law is really poorly written," he said. "The legislation just didn't deal with the reality of how public education works."

ddBoth district and school officials said the arduous and sometimes contentious negotiations were not wasted. Deputy Superintendent

Bob Williams said the the

district would continue to work with Windy Ridge to achieve the vision it set out in its charter proposal, including the addition of a middle school.

ddAs it would have this fall under a charter, Windy Ridge Elementary may still be able to add sixth grade this fall.

dd"Windy Ridge has been a catalyst for change," Williams said, "and they can continue to do that under the umbrella of Orange County."nyxddd

Publication#W\ POP# 71. Los Angeles Times"Publication" #:\ PPP#* 06/03/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Headline#u\ PQP# Campus Planners Told to Put Academics First Education: Cal

State trustee says the foundation of the hoped-for university at the state hospital site should be a strong

curriculum.Headline #:\ PRP#By FRED ALVAREZ
TIMES STAFF WRITER

ddA Cal State University trustee said Monday that efforts to convert Camarillo State Hospital into a four-year college should focus more on building a solid a

cademic program rather than money-making ventures to finance the school well in to the next century.

ddDuring a meeting to review the development of Ventura County's first public university, planners said they were exploring ways to expand the size of the school so it could handle more than 3,000 students after the year 2005.

ddOne idea was to swap a university-owned lemon orchard near Central Avenue for 280 acres south of Camarillo that could be leased or developed.

ddBut while planners were in the middle of a presentation on that proposal, trustee William D. Campbell piped up, suggesting that they were getting ahead of themselves.

ddCampbell told planners they should be paying more attention to fashioning an academic plan that would help get the Ventura County campus off the ground and set it apart from others in the state.

dd"I think we really need to back into this with a strong academic program," said Campbell, adding that he favors retaining the Camarillo lemon orchard for academic-related uses.

dd"It really needs to be a comprehensive plan to be effective and get political support," Campbell said. "I don't think you should be spending so much effort . . . figuring out how to shuffle land around like we're playing Monopoly."

ddTaking a cue from Campbell, Cal State planners said their focus now is likely to shift somewhat.

ddWhile conceding that they need to focus on an academic plan to launch the university, they cautioned that they needed to keep an eye on long-term finances.

dd"I don't think this is an issue that will go away," said Richard West, Cal State's senior vice chancellor for finances.

ddAs it stands, planners have suggested that the state hospital could not be converted into a university unless nearly the entire campus was dedicated to a range of income-generating ventures.

ddThose include the creation of a sprawling retirement community on the outskirts of the site and an aggressive leasing program that initially would put most of the sprawling campus in the hands of private businesses.

ddBy the year 2005, those and other projects would generate an estimated \$6.1 million a year, enough to renovate buildings to handle 3,000 students.

ddBut Cal State planners had been aiming beyond that, knowing they will need to raise more cash to continue to expand the college and its student population.

dd"I think this may take the pressure off us from a financial perspective," said Mary Stephens, executive project manager for the developing campus. "I think what they've told us is not to ignore any options, but that [development] should not be the prime focus, it should not drive the planning process."

ddWhat's driving the process now is time. Cal State officials will meet with trustees throughout the summer to provide progress reports.

ddAnd they hope to come before the full board, perhaps as early as September, to lay out the entire plan to convert the mental hospital into a university.

ddWith so much attention being paid to the tricky finances, some trustees are worried that a larger message is being lost in the process.

ddVentura County is the largest county in the state without a four-year public university. And while the county has had a college campus on the drawing board for three decades, it has been unable to turn the concept into a reality.

dd"We need to look at what the potential demand is in Ventura County," said trustee Jim Considine. "I feel that need has kind of gotten lost with the focus on the physical plant and lots of other things."nyxddd

Headline#u\ PUP# Pataki's Prep School DaughterHeadline #:\ PVP#

ddBy Michael Slackman. ALBANY BUREAU CHIEF

ddAlbany - Less than a week after Gov. George Pataki boasted of his support for public education saying, "My kids go to excellent public schools in this state

, " his daughter graduated from a selective prep school in Massachusetts.

ddThough Pataki said the main reason he did not move his family into the governor's mansion was so his children would not have to change schools, aides confir

med yesterday that shortly after his 1994 election his daughter Emily enrolled at Deerfield Academy and spent her junior and senior years there.

dd"It was a family decision," said Pataki press secretary Michael McKeon. "He has three [other] kids in public schools. What's the point?"

ddSunday, along with a grandnephew of former President George Bush and the daughter of New Jersey Gov. Christine Todd Whitman,

Emily Pataki graduated from the

\$22,700-a-year preparatory school situated on 250 acres in Deerfield, Mass. She plans to attend Yale,

her father's alma mater, in the fall.

ddPataki's aides say the governor made no effort to conceal his daughter's enrollment in the out-of-state boarding school. But her

attendance only became publ

icly known when Bush gave the commencement speech and Massachusetts news reports matter-of-factly

noted the governor was there.

ddJust last week, Pataki unveiled a controversial education plan that would allow for creation of independent, tax-supported schools chartered by the state. A

sked if the effort signaled his concern that public schools were ineffective, P

ataki said: "It is a very sincere effort to improve a public education at all l

evels . . . We have some excellent public schools in this state. My kids go to

excellent public schools in this state. But we always have to look to be better

."

ddWhile Pataki's attendance at the Deerfield commencement was not included on his public schedule, his director of public relations, Zenia

Mucha, said there had

been no attempt to keep Emily's enrollment under wraps. "She wanted to go to

Deerfield. It's something she wanted to do," Mucha said.nyxddd

Publication#W\ PWP# 73. Los Angeles Times"Publication" #:\ PXP#* 06/03/97; Ed

ition: Home Edition; Section: Metro Desk; Page A-3

Headline#u\ PYP# College Bill Had Lots of Support, but No Votes

Assembly: Democratic panel kills GOP lawmaker's savings

plan, which had biparti

san backing. He calls it politics; others

cite stiff competition for funds.Head

line #:\ PZP#

By JENIFER WARREN
TIMES STAFF WRITER

SACRAMENTO " A week ago, nobody around here would have bet against Assembly Bill 13. But sometimes, bad things happen to good legislation.

Such was the case Friday, when AB 13, a modest proposal to create a state-run, tax-free savings program for parents of college-bound kids, hit a wall and exploded like an overripe tomato.

The bill's fate has left its author dazed and disgusted. Assemblyman Brooks Firestone, a Republican from Santa Barbara County, can't understand how his most

popular piece of legislation could wind up on the capital junk heap of 1997.

"It's a shame," he said Monday. "This bill deserves to live. It has a lot of friends."

Or so it seemed.

Earlier this year, AB 13 triggered a love fest as lawmakers lined up like woozy suitors to add their names to the bill. In the end, 50 co-authors signed on

liberal Democrats and conservative Republicans alike, and the bill sailed through two committees without encountering a single whitecap of dissent.

But on Friday, in Room 4202 of the Capitol, AB 13 appeared before the powerful Assembly Appropriations Committee. And there,

with nary a word of debate, the

bill's silky slide through the Legislature ended, as all 13 of the committee's Democrats gave it the thumbs

down.

All of this might seem humdrum, if not for one odd wrinkle: Among the Democrats opposing the bill were five co-authors, including

one, Speaker Pro Tem Sheila

Kuehl of Santa Monica, who had sent out a news release in April extolling its merits.

"As the cost of a college education increases," Kuehl's release said, programs like Firestone's "become more and more important for California families."

How could such support have withered so? Were partisan politics to blame? Had

Democrats smothered AB 13 to ding Firestone, a likely

Republican candidate for

lieutenant governor in 1998?

Firestone and his backers think they smell a rat: "This would not be the first

time," the assemblyman said, "that politics inhibited good

policy."

But the Democrats who tanked the bill insist that there is no such agenda at

work. Firestone, a moderate Republican, is "a very agreeable

type," said Assemb

lyman Don Perata (D-Alameda), and "we don't wish him ill at all."

"No, no," agreed Assemblyman Mike Machado (D-Linden), another co-author who w

ithdrew his support of AB 13 in the end. "It's

not a personal thing."

Instead, these and other Democrats said, it was money, or a lack of it, that di

d in AB 13. With a limited amount of money to spend,

they said, some bills simp

ly didn't make the cut.

dd"You have to balance the good ideas with the finite pool of resources," said Assembly Majority Leader Antonio Villaraigosa (D-Los Angeles), another co-author who put the skids on the bill. "The idea [of AB 13] is one I support"that's why I put my name on it. But given other pressures, it's not a top priority this year."

ddTo be sure, the Appropriations Committee was faced with far more requests for money than its members could afford. By one preliminary estimate, the committee had \$8 billion worth of proposals before it this year"and sent less than \$200 million worth of bills to the Assembly floor.

ddFirestone understands that the competition for dollars is fierce"especially for a member of the minority party"but he insists that when it comes to AB 13, the fiscal argument doesn't hold up. True, his program"dubbed Scholarshare"required start-up funding of \$1.1 million, but he proposed to repay that amount from earnings from the Scholarshare program once it was in business.

dd"Scholarshare is designed to be self-supporting," Firestone said. "This was absolutely not going to be a drain on the general fund."

ddThough the picture is bleak for AB 13, Firestone says he has not given up. On Monday, he made a motion to have his bill heard on the Assembly floor. That motion requires a majority of votes and is a longshot at best, Firestone said.

ddShould that tactic fail, Firestone may try another option"persuading a Democrat to take over the Scholarshare bill as leading author. Perhaps then, he said,

Democrats would consider the legislation a high priority this year.

dd"If that's what it takes, we may do it," Firestone said.

dd"Scholarshare"modeled after programs in other states"would pool parents' investments in a government-run savings plan, allowing them to obtain a higher rate of return than an individual could. Families could invest at whatever level they choose, and their earnings

would be federally tax-free and subject to state income tax only when the money is withdrawn to pay for college.

ddA competing proposal is pending in the state Senate. Sponsored by Sen. Tom Hayden (D-Los Angeles), the bill aims to allow parents to entirely prepay their children's college tuition"locking in tomorrow's education at today's rates.

ddBut Hayden's bill has one problem"an opponent in Gov. Pete Wilson, who considers the plan risky. Wilson has vetoed Hayden's bill once, and there is no indication

that he feels any warmer about the concept now.nyxdddPublication#W\ P[P # 74. Boston Globe"Publication" #:\ P\#June 2, 1997

Headline#\ P]P# Some on Hill say teachers' union ad uses praise as feint Headline #:\ P^P#

By Don Aucoin, Globe Staff, page B2

ddThere is an almost paternal pride in the narrator's voice as he ticks off the glories of the 1993 Education Reform Act: the higher academic standards, the s

maller class sizes, the tougher teacher-certification requirements.

In a radio commercial being broadcast daily across the state, the narrator boldly assures listeners that the education overhaul law is "a billion-dollar

investment that's getting results ... better public schools."

Proud sponsors of the message? The Massachusetts Teachers Association.

Among some on Beacon Hill who recall the teachers' union battle against major elements of the Education Reform Act, including

tougher versions of some of th

e measures cited in the commercials, the timing of the ads is arousing suspicions. The Legislature is poised

to vote soon on whether to allow an increase in t

he number of charter schools - publicly funded, privately operated schools that the MTA

bitterly opposes.

In recent weeks, the MTA has vigorously lobbied lawmakers to vote against an increase in the number of charter schools. Now, in what

some believe is a furth

er bid to torpedo those schools, the MTA is spending big money to trumpet the s

uccesses of a law about which it

once harbored deep reservations.

"They're doing this now because they want to say ed reform is working, so let's not go to charter schools," said Senate Republican leader

Brian P. Lees of

East Longmeadow. Agreed Mark Roosevelt, the 1994 Democratic nominee for governor and a sponsor of the Education

Reform Act who wrangled constantly with the M

TA: "It's preemptive, seemingly aimed at charters."

Others, including a leading Cabinet official in the Weld administration, contend that the MTA is trying to deflect attention away from

growing questions abo

ut whether \$1 billion in education overhaul money has been wisely spent. The Gl

obe reported recently that money

earmarked for education overhaul had been squa

ndered in the Lawrence school system.

"For the past several months, there's been a growing concern about the return on the investment," said Charles D. Baker Jr., state

secretary of Administra

tion and Finance. "I would think if you've been one of the primary beneficiari

es of that investment, you might

prefer to comment on it this way," referring

to the glowing accounts of education overhaul in the ads.

Massachusetts Teachers Association president Melanie Kasparian insisted the a

ds are "not designed to block charter schools," though

she reiterated the uni

on's opposition to such schools. Kasparian said the MTA merely wants lawmakers

to "think about the successes of

ed reform." She noted that despite reservati

ons about some aspects of the bill, the MTA did eventually support the Educatio

n Reform Act.

Kasparian, who declined to disclose the cost of the ad campaign, said that on

e commercial's derisive reference to schemes such as

turning schools into boot

campus or "really far-out temples of learning" is not directed at charter scho

ols.

ols, which often take an innovative approach to education.

dd`There have been incredible successes with ed reform," Kasparian said, pointing to the opening of full-day kindergarten in the town

of Orange, updated cur

riculum materials in Holyoke, and the hiring of 118 more teachers in Fall River

. ``The goal of the ads is for people to start realizing that."

ddBut others who watched the combative union in action during deliberations over education overhaul suspect a different agenda.

dd`They fought viciously the reform elements of the bill," recalled Steven Wilson, a former policy adviser to Weld.

ddSenate President Thomas F. Birmingham, Democrat of Chelsea, who cosponsored the Education Reform Act with Roosevelt, recalled

that while the MTA supported t

he overall goal of education overhaul, ``there are elements of the act that they resisted, kicking and

screaming." Birmingham said the MTA continued to gripe

about it ``without telling of the good news even after it passed."

ddOne particularly contentious issue was that of teacher certification requirements, which Birmingham said he was surprised to hear about

in the ad. He welcomed

ed the ad as an overdue effort to tell some of the ``good news" about education overhaul.

ddA union of 78,000 members, the Massachusetts Teachers Association represents teachers in all but a handful of the state's

communities.nyxddd

Publication#W\ P_P# 75. Chicago Tribune"Publication" #:\ P`P#June 2, 1997

Headline#u\ PaP# HOW SCHOOL-FUNDING BILL FELLHeadline #:\ PbP#Subhead#[\ PcP # EDGAR, LAWMAKERS MISCALCULATED Subhead#:\ PdP#

By Rick Pearson, Tribune Staff Writer

SPRINGFIELD

ddWhen the gavel sounded the adjournment of the General Assembly's spring session early Sunday morning, it also pounded home the

fact that Gov. Jim Edgar's plan

for a radical overhaul of public school funding had died.

dd"A golden opportunity has been missed, and it's truly a shame," the governor bitterly lamented.

ddIn reality, however, Edgar's \$1.6 billion plan to swap a 25 percent increase in personal income taxes for property-tax relief and new

dollars for local schools

had perished a week earlier.

ddIt was then that rank-and-file lawmakers headed home from the Capitol for the long Memorial Day weekend, grasping copies of what

they had believed to be Edgar's

legacy-seeking legislation and eagerly seeking some feedback from the voters.

ddBut while they were gone, Edgar aides slipped into the plan a provision requiring the state to contribute an extra \$8 million a year to

the pension fund

of retired Chicago Public School teachers.

ddThe move to surreptitiously help the Democratic-beholden teachers and Chicago real-estate taxpayers who are supposed to be on the

hook for pension funding served only to maximize the distrust between the GOP governor and Republican legislative leaders from the suburbs.

Now, with lawmakers not scheduled to return to Springfield until Oct. 16, Edgar is being forced to regroup, for political and policy reasons, on the most important initiative in his six years as governor.

What about a special legislative session over the summer? Perhaps, if anyone among the legislative leadership actually wants to cut a school-funding reform deal with the governor.

"The governor certainly hasn't given up on this issue," said Edgar spokesman Thomas Hardy. "I think his intent is, at some point this coming week, to meet with his senior staff and others concerned about education-funding reform to devise a strategy for where they will go next."

In retrospect, the reasons Edgar failed in the General Assembly came down to a combination of misguided legislative strategy by the governor and bad assumptions all around by Edgar, Republican Senate President James "Pate" Philip of Wood Dale and House GOP leader Lee Daniels of Elmhurst.

In the meantime, Democratic House Speaker Michael Madigan of Chicago, Edgar's chief legislative ally, achieved the principle goal of the veteran Southwest Side Democrat in the spring session.

Madigan believes he has effectively decapitated Edgar as a force for GOP candidates in the legislative campaigns that will determine control of the General Assembly in 1998 by fracturing Illinois Republicans along a fault line built up on the prospect of an income-tax increase for schools.

Madigan's handiwork concluded the session, leaving Edgar accusing Philip of acting like a dictator, Philip believing the governor would make a fine candidate for the U.S. Senate and Republicans, in general, in a state of chaos.

"I'm very, very sad that the governor's education bill was not called for a vote in the Senate. It's a tragedy. It should not have happened," Madigan said as he exited the Capitol.

In the end, there was plenty of blame to toss around, with virtually all of it falling upon Republicans who believed they knew one another, and how to play the political game, better than they did.

Edgar's strategy involved drawing out lawmakers on the issue until the very last moment, choosing to unveil his proposal on May 23, which was to have been the last day of the spring session.

He then tried to leave the General Assembly with the impression that his was a take-it-or-leave-it plan on the overriding issue of the session.

But in the Illinois legislature, history dictates that almost everything of a

controversial nature must die once, only to be resurrected in the form of a compromise agreed upon by the legislative leadership. Compromise, however, was something in which Edgar was not very interested.

Edgar also wrongly believed that House approval of the plan would ultimately force Philip, known for his flexibility on controversial issues, to buckle eventually and call the measure for a vote. Philip, however, merely buckled up his Republican senators.

And the governor peppered his proposal with such things as the Chicago teacher pension funds, a limited school-repair program and job reforms agreed upon with teacher unions that he had to know Republican lawmakers were all but certain to reject.

But Republican lawmakers made their own missteps.

Philip assumed, foremost, that the plan would never pass the House. Then, Philip made the mistake of thinking that Edgar, faced with Senate Republican resistance to an income-tax increase, would settle for a smaller, face-saving compromise.

Indeed, Senate Republicans had drawn up proposals for smaller income-tax increases that they thought could be negotiated if they could ever get back to the bargaining table.

Republican leaders in the House and Senate also decided to lock up their caucuses against Edgar's plan, believing it to be a negotiating position that could force the governor into a compromise.

While they lined up like musketeers chanting, "All for one and one for all," they also ended up falling on their swords when there was no second chance to vote on school funding.

Ultimately, Philip thought he could approach the governor much in the way he had been used to dealing with Edgar's predecessor, James Thompson, on major issues. Thompson would lose, schmooze and then cut a deal with him.

And Edgar in many ways thought he was Thompson, believing he was giving Philip and the General Assembly a plan that bestowed the governor's high personal popularity in the polls onto individual legislators.

"There isn't a lot of communication or work on some of these issues," Philip acknowledged after dissatisfied lawmakers went home.

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Headline#u\ PgP# Headline #:\ PhP#

By Gilbert M. Gaul INQUIRER STAFF WRITER

AS SOON AS THE CARNEGIE Library of Pittsburgh wired its children's department with 20 new high-powered computers last year, Dallas Clautice noticed that her job changed.

Instead of planning story hours or cataloging books, the director of the children's department found herself wrestling with frozen

computer screens, haggling with teenagers who wanted to print out 25 pages of Mortal Kombat codes, and policing pint-sized kids wandering aimlessly down the Internet.

ddA surprising number of those children couldn't read, let alone construct a successful Internet search. They would put in the word shark, often misspelled, and get 2,000 hits. Mystified, they'd begin clicking randomly, sometimes ending up at the home page for the San Jose Sharks, a professional hockey team. ddBad searches were only the half of it. It didn't take teenagers long to find the pornography scattered across the World Wide Web. "I have a file I call the gross file," Clautice said. "It's filled with the really sleazy, awful stuff - and those are only the pages they left behind."

ddOnce, she came upon a 10-year-old boy chatting online with an inmate at a state prison. "I told him, 'Please be careful. Don't give anyone your name!'"

dd"When you have 20 computers, seven printers and nine CD-ROMs, you're just going in seven different directions," Clautice said. "It's been a very stressful time."

ddStressful? Try chaotic, raucous and, yes, at times even wonderful.

ddAs society's repositories for books, public libraries are at ground zero in the Information Revolution. But the transition to the digital age has not been easy.

ddNot the least of the challenges and questions confronting them: Are computers and Internet access undercutting libraries' traditional mission of promoting reading and literacy? Librarians say it's too early to tell. But they note that circulation of reading material is falling at some libraries that have gone high-tech. Nationally, circulation has dropped the last two years.

dd"It wouldn't surprise me if that's an impact of the new technology," said Mary Jo Lynch, head of research for the American Library Association. "What libraries are saying to us is, we may need a new way of measuring what we're doing."

ddFor more than a century, libraries have been the unchallenged leaders in disseminating information. Now the sweep of digital technologies, with ever-more-powerful computers and software, is raising profound questions about that role.

dd"Libraries in the Middle Ages were repositories of information. But now when the power brokers of information talk about the Information Age, they don't seem to mention libraries," said Kathy Kneiss, head of reference services for the Allentown Public Library.

ddIf a student can search the vast resources of the World Wide Web from home or school, why bother sloughing through stacks of books at the library?

dd"I think the whole Information Revolution, information highway, is a parade, and we want to be leading the parade instead of watching it go by," said Rich

ard Bowra, director of the Dauphin County Library System.

ddLibraries are responding aggressively to the challenge, spending millions of dollars buying computers, databases and software, setting up regional electronic networks, and creating home pages with access to an array of digital information.

ddBookshelves crowded with hefty encyclopedias, medical dictionaries and business indexes are giving way to CD-ROMs. Card catalogs are being replaced by computer terminals that patrons can dial into from home to reserve a book.

ddBanks of high-speed computers with Internet hookups are being added for patrons who want to do research, check out the movie listings, or send e-mail to a friend.

ddTHE RUSH TO TECHNOLOGY has created a schism within some libraries between those favoring the shift in resources and others calling for a reality check.

ddLibrarians who support the shift see computers revolutionizing the way they do business.

dd"With the Internet, it no longer matters if you are a tiny library out in western Chester County or a big district library like us. It levels the playing field by opening this great big world," said Barbara Webb, director of the Chester County Library in Exton.

ddWebb's library has five computers with free Internet access for the public. Under a project being developed, when patrons look up a title in the electronic

catalog they will also get a list of related Web sites.

ddClautice sees "wonderful possibilities" in the technology, especially when she's able to help a child find something not available in print.

"At least once a day we have a wonderful thing happen."

ddBut she and other librarians worry about the impact on reading. And they're concerned about the quality of much of the information available online.

dd"What scares me is, it's a little like Oprah. You get these so-called experts who are really quoting a nice little lady's opinion about something," said L

aura Shelley, director of the Northland Public Library near Pittsburgh. "An awful lot of the Internet is like that, opinion, and there is a need for a library to sort that out."

ddThe rapid transition to digital library services poses other problems. Some are as mundane as whether to set time limits on Internet searches. The crush of

patrons has forced many libraries to institute limits. But it's hard to be part of the global village when you have only 15 or 30 minutes online.

ddA larger issue is the hefty price tag. Adding a computer and modem, Internet hookup, CD-ROMs and reference software can easily run into thousands of dollars

. For a large library, like the Free Library of Philadelphia or the Carnegie Library of Pittsburgh, it can be millions.

And those are just the up-front costs. Libraries also have to pay for the added expense of printer paper, computer disks, ink-jet cartridges, training, upgrading to more powerful computers, replacing software, and buying ever-faster models.

"You don't really think about the fact that you're going to have to upgrade your hardware every few years," said Allentown's Kathy Kneiss. "Plus, there's the [telephone] line charges, subscriptions and services. All of those things are hidden costs."

And the new electronic resources aren't replacing printed materials, as many had expected. "It's not a case where we can drop one form of technology for another," said Nancy Smink, director of the Pottsville Public Library. "Even with the electronic resources, there is still the demand for print. It's been very costly for libraries."

In Pennsylvania, which has one of the poorest library systems in the nation, all of these problems are compounded. Many public libraries are short of books and reference materials and are staffed by poorly paid employees. Sometimes, money just isn't there for computers.

"We want them. We want them badly. But we can't afford them," said Ed Shahan, director of the Monongahela Area Library in Washington County, in the far western part of the state. The small library has a budget of \$54,000 - or \$3.12 for each of the 17,287 residents it serves.

Another critical issue is training. Many small libraries depend on part-time staff and volunteers, who don't have time for training. Others don't have the resources to provide training and lack employees with the technical skills needed to install and maintain computers.

"I have more computers than I know what to do with," said Harry Martini, pointing to a clutter of unopened boxes in his office at the Coatesville Area Public Library. Most of the computers had been donated. During a reporter's visit last year, the acting director was waiting for a volunteer to set up the computers. Martini was thankful for the help but frustrated by the delay. The lone computer that was functioning didn't have a drive for CD-ROMs, so the dozen encyclopedias, databases and other CD programs he had were on a shelf, unused.

Finally, four months later, a group from West Chester University installed three of the computers. Another machine was added in the children's library. The library went online two days before Christmas.

Training consisted of a single session at the university. Who handles the inevitable glitches? Martini relies on two staffers who have developed some expertise on their computers at home and has contracted with a vendor to deal with more serious problems.

"It kills us," he said of the extra costs. "We already had a tight budget. We just ratcheted it tighter one notch."

For some libraries, there is help. Under a \$750,000 program funded by Bell Atlantic called Online at PA Libraries, up to 300 libraries could receive grants

for computer hardware and software, including Internet access.

Locally, the William Penn Foundation recently earmarked \$7.2 million for children's services at the Free Library of Philadelphia. The money will be spent to

buy high-speed multimedia computers for the main library and its branches. An additional \$3 million will be reserved for future upgrades.

Officials at the Free Library hope the new technology will help revitalize neighborhood branches. Through its home page

(<http://www.library.phila.gov>), library patrons can click onto the Internet and access a special site for students

. They can also pull up an

array of research materials, including magazine articles, job listings, and indexes of city and government services.

Officials are closely monitoring the impact. Initially, circulation of books

dropped at the first eight libraries to go online.

"We don't want to be Kinko's, where people come in and just copy things," said Barbara Ickes, a library executive. "We have to market

to them what a library is, in addition to being a resume-updating service."

AT 1 O'CLOCK ON A THURSDAY afternoon, several dozen patrons are huddled around a bank of 20 computer terminals in the main

reading room of the Carnegie Library of Pittsburgh.

Across the room, a string quartet is playing to a small but attentive lunchtime crowd. The music forms a soothing backdrop as the

patrons click away, searching the electronic catalog, aptly named Caroline (Carnegie On Line), or browsing a Web page of Pittsburgh-area

resources.

The comforting mood is deceiving. Behind this mask of civility and culture, an electronic firestorm is sweeping through the ornate

facility, one of Pennsylvania's largest and best-funded libraries.

"The role of the library is changing," says Dan Iddings, an executive overseeing the shift. "We no longer see ourselves as just a warehouse

for printed things. We're becoming a kind of access point for materials that are in electronic

form."

The Carnegie Library has 75 high-speed multimedia computers. From those workstations, patrons can access the Internet and World

Wide Web, download research,

print out magazine articles, and scroll selected Web pages, including the Three Rivers Free Net

(<http://trfn.clpgh.org>), a local network with information on

schools, government, cultural institutions and nonprofit groups.

They can review local job openings, order tickets for the symphony or a sports event, join a chat group, send an e-mail, get help with

homework problems, or search the catalogs of the Carnegie's 19 branches.

"When we set out to plan this system, the whole idea was to provide access f

rom a single point within the library to a whole variety of electronic resource

s," says Iddings. "Instead of delivering a book to a patron, we are opening up a world of information."

ddPatrons with home computers can dial into the library catalog and reserve a book, or connect to a text-based version of the Internet.

Iddings is reluctant to

provide a graphical interface, such as Netscape, because that would place the library in competition with commercial

Internet providers that charge for their services.

ddA small number of libraries nationally do sell Internet accounts. But the practice is controversial.

ddThe Salem (Ore.) Public Library came under attack in 1995 by local providers for selling low-cost Internet accounts. The Chamber of

Commerce said the library

had no more right to sell Internet connections than it did to sell CDs or videos. Ultimately, the library was

allowed to keep its low-cost accounts, but had to limit what could be accessed.

ddThe shift to electronic resources has helped to expand the Carnegie Library's reference services, Iddings says. It is now able to access

resources from univ

ersities and local groups that weren't available in print. The computers are fast and easier to use, he says.

ddFor example, they now can access the works of Shakespeare electronically. "We can do a keyword search on a word like blood and

get all of the references across

his whole set of works. That can be extremely useful," Iddings says.

ddSoon these electronic resources will be expanding. The Carnegie Library is part of a locally funded effort to link all 40 public libraries

in Allegheny County.

As of January, 800 computers with Internet access had been installed in 39 libraries. An additional 300 were available

for staff.

ddSays Iddings: "With a modem at home or from one of the workstations here, you will be able to search the catalog of any library in

the county."

ddDOWN THE HALL FROM THE MAIN reading room, Dallas Clautice is circling the bank of computers in the children's department.

A wry woman with short, cropped hair,

she maneuvers her way in and out of the computers like a teacher checking a student's work.

ddClautice, who has been at the Carnegie nine years, sees great potential in the computers. "We know the possibilities are there," she says.

ddBut so far it's mostly just that - possibilities. The actual experience has been disconcerting, she says.

ddChildren seem to be using the computers primarily for play. They come in to download games from Web pages, look at television and

movie pages, and visit the

Sega and Nintendo Web sites, which are accessible through a special kids' home page posted by the library.

dd" We didn't do that," Clautice says with a shrug. "Youth Services did that.

It's advertising."

ddMolly Kinney, Carnegie's youth services coordinator, offered a different opinion of the popular game sites.

dd``The mission of the Carnegie Library is to provide not only for the educational but also for the recreational needs," Kinney said. ``Sega and Nintendo are

recreational. It's junk food for the mind. That's why we put those kinds of things on there."

ddTo be sure, the computers in the children's department are busy. Children and their parents print out reams of pictures, game codes and music lyrics daily.

dd``We went through 2,000 pages the other Friday when the kids were off school," Clautice says. Among the most popular subjects: Disney figures, lyrics from deceased rapper Tupac Shakur and the rap group Bone Thugs-N-Harmony, Kurt Cobain's suicide note, pictures of Madonna, and the ever-popular pornography.

dd``It's hard to police," says Clautice. The library is buying software to restrict access to commercial pornography sites. ``But it's imperfect.

A lot of th

e worse stuff is put up there by college kids."

ddUnlike most libraries, the Carnegie allows patrons to chat online. This sometimes results in bizarre situations. Once Clautice observed eight teenagers sit

down at the computers, enter the same chat room, and start talking to each other online. ``They were sitting there right next to each other, holding a virtual conversation," she says.

ddThe computers have had a dramatic impact on staff. Patrons require a lot more help. Extra librarians are needed to walk the floor. And questions seem to take longer to answer. ``A computer question often leads to another question, and then another," Clautice says.

ddLess clear is the long-term impact on circulation of printed materials. Circulation declined by 10 percent in May 1996, the month after the computers were installed.

ddEqually troubling: Membership in the summer reading program for children increased, but the number of books checked out was down.

``It pains me to say that, but they were down," Clautice says.

dd``We know libraries are busier than ever, but circulation is going down. People are coming into libraries for reasons other than books and research," said

Mary Clare Zales, an administrator with the State Library.

ddThe American Library Association's Mary Jo Lynch suggested that librarians have to look at other measures, including number of visits and reference questions, to gauge how well libraries are doing. ``New standards will have to be developed for electronic activities," she said.

ddMEANTIME, SOME LIBRARIANS ARE concerned about the effect on reading. They question how much reading actually takes place online and whether the nature of the reading, which tends to be in short bursts, is different from the sustained

effort of reading a book.

ddThey worry, too, about children who appear to respond more readily to images than words.

dd`I think your general person is more interested in things that are graphical and have pictures than in something that involves reading,"

said Martina Eddy

, manager of the Wadsworth Branch of the Free Library of Philadelphia.

dd`At this point, you still need traditional literacy. You have to understand the alphabet to work that keyboard. And you have to type

things in to get thing

s back," said Allentown's Kathy Kneiss. ``But now, as everything's beginning t

o be point-and-click graphics, you're

losing that traditional reading necessity

. You don't even have to know how to spell."

ddThat may mean that we're shifting from one form of literacy, the written word

, to another, images. Videos, for example, now account

for as much as 25 percen

t of circulation at some libraries.

dd`We can't keep them on the shelf," said Joseph Lordi of the Bayard Taylor M

emorial Library in Kennett Square, who reluctantly added

videos last year. ``We

never had them. It's not our prime function. But there was a great demand."

ddAt the Downingtown Public Library, there are 16 rows of videos, including suc

h titles as Grumpy Old Men, The Firm and Wayne's

World. Down the same wall, the

re's an area titled ``Classics." It contains four rows of generally old and th

readbare books, including a few

bound together with tape.

dd`It's kind of a sad commentary, I guess," said director Karen Miller. ``We'

re hoping people will be taking books out, as well as videos."

dd`It may be, as we make the change to a more technological and more graphical

culture, there may be new definitions of literacy," said

Eddy. ``I personally

hope that the culture of reading and literacy won't get trashed in the process

."

ddA handful of librarians foresee a time when even books are in digital form. I

n this era of virtual libraries, patrons will dial into the library

to download

an electronic copy of a book.

dd`If I'm looking to read the latest novel, all I have to do is plug in my boo

k," said Dauphin County's Richard Bowra. ``Then, there's no

need to go to the

physical place."

ddMost librarians don't foresee a virtual library anytime soon. The biggest pro

blem is technology. Reading more than 1,000 words on

computer screens is hard,

because of glare, type size, and the need to scroll.

dd`My personal philosophy is, nothing will ever replace the hardbound book,"

said Kim Ringler of the Avon Grove Library. ``You can't

cozy up to a computer a

t night."

dd`Current book technology came into existence about 1860-1870. It probably wo

n't become irrelevant for the next 20 to 30 years," said

John Brice, director

of the Meadville Public Library. "But we have to be staking out our future roles right now."

It's a matter of balance, said Brice, whose library in Crawford County includes nearly 20 computers but more than 65,000 books.

"We use computers when computers can do a better job, when it's better or faster," Brice said. "But there are still a lot of times when print is better, easier and quicker. I look at the technologies as complementing each other. I think that's the key."

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Headline#u\ PkP# Confronting the costs of racial preference Headline #:\ PIP#

By E. THOMAS MCCLANAHAN

President Clinton's response to the controversy over affirmative action was to "mend it, not end it," but his reforms mainly continued the status quo. Meanwhile,

the Republican leadership in Congress has decided to leave the incendiary matter of race for the indefinite future.

The debate may be stalled in Washington, but elsewhere it continues, as in the spring issue of The Public Interest. In an article entitled "How to Mend Affirmative Action"

economist Glenn Loury offers a position more nuanced than that of other black critics of preferential policies.

Loury is opposed to preference, yet neither does he endorse what he calls "color-blind absolutism." Instead, he calls on employers and universities to increase black participation through "developmental" rather than "preferential" approaches - providing extra help to black students and workers, who would then be expected to meet the same standards as whites.

This strategy, he says, "takes seriously the fact of differential performance and seeks to reverse it directly, rather than trying to hide from that fact by setting a different threshold of expectation for the performance of blacks."

A thoroughly color-blind approach, Loury argues, is inappropriate because group performance is based on the availability of educational opportunity, connections and other group legacies - what Loury calls "social capital." For historical reasons, he says, the development of black social capital has lagged that of whites.

Developmental affirmative action might work this way. If the problem is thin black representation in the fields of math and science, then an appropriate strategy would emphasize summer workshops, curriculum development at black colleges or the financing of research assistantships. If the problem is too few government contracts won by black-owned companies, then one approach would be to provide management assistance for black entrepreneurs. Black business owners, however,

er, must then compete on an equal basis.

The most compelling aspect of Loury's argument, however, is his withering diagnosis of the damage done by racial preference.

Preferential policies, he says,

lower the public perception of black people generally, undermine the incentive of black workers to develop

their skills and sometimes create self-fulfilling

prophecies of lower performances.

"This argument does not presume that blacks are less capable than whites,"

Loury explains, "it is based on the fact that an individual's

need to make use

of his abilities is undermined when that individual is patronized by the employer or the admissions committee."

Further, he reminds us that the current state of race relations is fundamentally contradictory. Middle-class blacks are encouraged to seek

"equality" through

preference, which is justified, Loury writes, by "calling attention to their own limited achievements ..."

Blacks from privileged backgrounds "now routinely engage in a kind of exhibitionism of non-achievement, mournfully citing the higher

success rates of white

in one endeavor or another in order to gain leverage for their advocacy on behalf of preferential treatment."

Those caught in this dynamic are flattering whites who are in a position to control access to desirable positions, "while exhibiting their own weakness."

Loury is largely silent about where his argument might lead in terms of public policy. Despite his disdain for "color-blind absolutists,"

implicit in his

model is a more racially neutral government stance, since his prescription calls for equal standards regardless of race. Then

there's the issue of "developmental"

aid. Should it be required by government, or left to companies and colleges? Loury doesn't say.

Even so, if policymakers began thinking in Loury's terms, that would represent progress.

He frames the underlying issue correctly: It is a matter of capital. Racial disparities exist not only because of demographic and cultural

differences (groups

with a lower average age tend to make less because their members have less work experience), but also because it is

not always easy to "give" another person

the basic elements of human capital - education, determination and a belief that effort will win

rewards.

No one, for example, is "given" a job. The first step in employment is not the hiring decision, but the would-be worker's determination

to make himself useful.

Loury's model attempts to make more social capital available for those willing to take that first step, while

eliminating the subtle corruption of preference.

While his remedy seems fuzzy, he is devastating on the costs of failing to move

ve beyond the existing co-dependency, which has black people cast as perpetual victims and white elites playing the part of benevolent patrons. Black people have been victimized. The grievance is real. But they are on the horns of a dilemma. The role of victim may elicit pity and compassion, but this is an incoherent strategy for fostering respect.

ddThe costs are considerable, and Loury puts them in starkly personal terms: "The thought that my sons would come to see themselves as presumptively disadvantaged because of their race," he concludes, "is unbearable to me."
ddMcClanahan is a member of The Star's Editorial Board.nyxdddy

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Headline#u\ PoP# Overeducated and UnderpaidHeadline #:\ PpP#By Thomas Geoghegan

CHICAGO " It may be a good year in the job market for new college graduates, but in the 1990's a surprising number of them have found that a B.A. is not all that it's cracked up to be.

ddMedian income for a college graduate, of course, is still much higher than median income for a high school graduate. But the median income of recent college graduates fell in the first half of the 1990's, according to the Economic Policy Institute, a Washington research group.

ddThrough most of this decade, the percentage of college graduates in "non-college jobs" has been remarkably high. At least one in five employed B.A.'s was in a non-college job, according to a 1994 survey by the Bureau of Labor Statistics, the latest such study available.

ddSupply and demand apply even to college graduates. Yet many New Democrats, including President Clinton, seem to tout college as the answer to our scandalous income inequality.

ddThis is at least part of the reason for President Clinton's proposed \$1,500 tax credit " he wants to make the first two years of college "universal." The

President has also proposed a \$5,000 tax deduction for college education or job training.

ddIs this the Big Idea of Neo-Liberalism: Draft all of us into college?

ddOf course, college tuition is absurdly high. There should be more opportunity and more college aid for the less well off. But we won't slow our rising inequ

ality just by jamming more and more kids into college.

ddFirst, a college degree is no guarantee of anything. The median annual income of Americans in the work force with no more than a B.A. degree barely nicked \$34,000 last year. And the thing about median income is that a whole lot of college graduates make less.

Besides, if America doubles or triples the supply of B

.A.'s, this might lower the median income.

Second, if kids go to college because high school jobs are so terrible, they may end up with these jobs anyway. If one in five employed

B.A.'s is already i

n a non-college job, just what would happen if there's a doubling of the percentage of college graduates now in the work

force, a figure that now stands at ab

out 20 percent? What does the Bureau of Labor Statistics define as a college job?

Manager of a Blockbuster video store? Yes.

Assistant manager of Blockbuster? Maybe.

Legal secretary? Can be.

Police officer? Perhaps.

Claims adjuster? Maybe.

In many such occupations, a "college job" is just one where the boss prefers to hire someone with a college degree, and someone with

a B.A. in fact takes

the job. Willy Loman's job would today be called a college job. In the 1990's it comes with the territory.

Then there are the real non-college jobs. There are B.A.'s selling ties at big downtown department stores. Now some college graduates

do this voluntarily. B

ut many have no choice. A study financed by the MacArthur Foundation found that 9.2 percent of the working poor

in Chicago have B.A.'s.

True enough, holding a non-college job is a temporary condition for some. But the Bureau of Labor Statistics found that the percentage

of B.A.'s in non-coll

ege jobs is high in all age groups.

It's true that B.A.'s may have a shot at some of the best non-college jobs. But it is that slight advantage worth the high cost of tuition (even

with the Clint

on tax credit)? In the end, "universal college" could end up as a kind of surcharge for the same "Dilbert"-type or sub-"Dilbert"

jobs that workers would

have gotten anyway.

Shouldn't the United States be making non-college jobs more attractive, by making non-college work better paid " through union

power and collective bargaini

ng?

We forget that in the 1970's, before union busting, the income of high school graduates generally rose as fast as the pay of those with

college degrees. In

eed, when college graduates went to work in the 1970's, college income began to wobble.

Why? Plain supply and demand. Richard Freeman, a noted labor economist at Harvard, even wrote a book in 1976 called "The

Overeducated American."

True, once unions collapsed in the 1980's, the income of college graduates rose much faster than high school graduates'. But that was

far from true in other

countries. In Germany and the Netherlands, for example, the gap between college graduates' income and the pay

of high school graduates actually decreased ove

r the same period. And in many developed countries, like Japan and France, there was little or no increase in the gap.

ddIt's true that if I were advising an 18-year-old, I would say go to college.

But "universal college" is no universal panacea. What makes sense for one 18-

year-old will not necessarily raise the income of the whole country.

ddThe fallacy here is pointed out by Douglas Huff in his classic, "How to Lie With Statistics," a book some college freshman have to read.

One of Mr. Huff's

favorite examples is the relation between college education and income: Does college really raise income, he asks, or

is it just a way we "sort out" who get

the jobs that would be there by and large anyway? ddOh, but it's different

now, some people say, because of:

ddThe global economy. The more B.A.'s, the more foreign capital comes here. But

if that's true, why hasn't foreign capital dried up the glut by now?

ddOf course we need some B.A.'s in a global economy. But are Germany and Japan building auto plants here because of the college

graduates in South Carolina? No,

they want a location in the United States because we're a big market. (It's

our own fault that we let foreign

companies play one state off another with low

wages and tax breaks. A national policy of collective bargaining would help prevent this.)

ddTechnology. It's hard to believe that there has been a true "technology revolution" that requires all of us to go to college. If so, what was

it? More com

puters? Kids in grade school can now surf the Internet. Indeed, it's odd to talk

about a "revolution" that supposedly occurred

in the 1980's when American p

roductivity growth was so insipid then.

ddYes, the rise in college tuition is a scandal and a barrier to many young people

who really want to pursue Homer and calculus and not

MTV. But college will

never be a macroeconomic fix for the stagnation of Middle America, which still has not seen a raise.

ddThe best way to open "college to all" is to start raising the wages of working people who never went to college. In the 1950's and 1960's,

working-class k

ids were able to attend college in part because their parents made union wages,

and could pay for their tuition.

ddIt was good enough for our Golden Age. Why isn't it good enough now?

ddAbout the Author: Thomas Geoghegan, a labor lawyer, is the author of "Which Side Are You On?" nyxddd

Publication#W\ PqP# 79. Los Angeles Times"Publication" #:\ PrP#June 1, 1997

Headline#u\ PsP# At Last, a UC Admissions Plan That Rewards MeritHeadline #:\ PtP#

By GEOFFREY TAYLOR GIBBS

ddSometimes the simplest solutions are the most revolutionary. As legislators and

University of California administrators work to preserve

access to the unive

rsity system in the Proposition 209 era, a new approach to achieving ethnic balance is gaining support. A number of policy-makers have recently proposed that UC admission should be guaranteed to the top-ranking graduates of each of California's 844 high schools. Because the high schools' student populations are diverse "some rich, some poor, some overwhelmingly Anglo, some overwhelmingly African American, Latino or Asian American" their top graduates will reflect that diversity. If this principle is adopted, not only will both sides of the affirmative-action debate have to face up to the fallacies of their positions, but also everyone with a stake in public education will have to evaluate where California's schools and universities are heading and what they should stand for.

Of the many proposals embodying this principle, the one with the best chance of implementation would offer automatic UC admission to the top 4% of each high school's graduates.

Neither this plan nor the others can accurately be called "affirmative action," as that term has come to be understood. Nevertheless, affirmative-action critics, while seeing some merit in the proposals, are skeptical. UC Regent Ward Connerly, for example, has warned that "if we stack the deck so we get so many students from South-Central Los Angeles and so many from Compton High, there is a question whether it is giving preferential treatment." Such treatment, Connerly contends, would violate Proposition 209.

Connerly and similarly minded critics of affirmative action have always insisted that "merit" should be the overriding, if not the sole, criteria for determining access to jobs and higher education. And their idea of merit has always been inseparably related to a particular vision of "fairness." Which is why it will be instructive to watch their reaction to a principle that, on its face, seeks to reward merit and promote fairness.

After all, reserving UC slots for the top 4% of the students at each of the state's high schools is purely merit-driven. These students compete with classmates who generally share socioeconomic backgrounds and enjoy similar access to educational resources. If they excel, their reward will be admission to one of UC's nine campuses. If they fall short, they can't insist they didn't get a fair chance.

The principle would undoubtedly slightly favor students at schools such as Compton High, where only 1% of graduating students currently attend UC, over students at wealthier, higher-achieving schools such as Beverly Hills High, where more than 20% of each class registers at UC campuses. But isn't fairness asking each student to do the best he or she can under the circumstances, and rewarding those

who succeed? Notably, even the 4%-admissions plan would only fill one-third of the slots in the UC's freshman class, (primarily with Anglos and Asian Americans), leaving two-thirds open to competition among all graduating seniors.

Some will claim that the best students at some of the state's weaker high schools do not have what it takes to become productive UC students. But that presumption was recently challenged by the man ultimately responsible for turning out productive UC graduates, UC President Richard C. Atkinson. "If you are saying that, in a large high school, the top four people in every hundred aren't UC eligible, I think they are."

The simple notions of merit and fairness embedded in these new proposals will almost certainly cause problems for some affirmative-action supporters, who will be forced to make a hard trade-off between political correctness and practical outcomes.

One of the practical effects of affirmative action in college admissions has been to lower the admissions bar for African American and Latino students. At any given multiethnic high school in California, an Anglo senior might need, at a minimum, a 3.7 grade-point average to get into the college of his choice. On the other hand, previous admission data at the same college might show that his African American and Latino classmates could expect to be admitted with, for example, a GPA of only 3.2. Few educators, parents or even students themselves would deny that if you set lower expectations for children, the likely result will be lower achievement.

From a strict historical perspective, it may not be "fair" to ignore centuries of relative disadvantage and demand that African American and Latino students compete straight-up with their Anglo classmates. From a practical perspective, however, implementing a uniform standard at schools where all students share similar economic backgrounds might spur African American and Latino academic achievement. Those who would insist otherwise will have to argue that black and brown students are inherently less intelligent and hard-working than their white and yellow counterparts.

Finally, the 4%-admission plan should spark a much-needed debate on the nature of public education, both at the high school and university levels. The focus will likely be both on UC's mission and on how access to the benefits of a UC education should be allocated.

Should it be offered equally to all the state's 18-year-olds, or disproportionately to the already favored few?

Implementing the plan would also put on display the academic talents of the top 4% of each of California's high schools, along with the strengths and weaknesses

esses of the high schools that produced them. Many already suspect that the results will reveal that we do not truly have a public education "system" but instead a multitiered education apparatus, in which unequal funding and preparation produce some of the world's best students but also some with virtually no useful skills. The ultimate impact of the 4%-admission plan, then, will be to squarely put a difficult set of education issues before the Legislature and UC administrators with a clarity never seen before.

dd - - -

ddGeoffrey Taylor Gibbs Is an Attorneynyxddd
Publication#W\ PuP# 80. Roll Call"Publication" #:\ PvP#June 2, 1997

Headline#u\ PwP# Pennsylvania Avenue Headline #:\ PxP#Subhead#[\ PyP# Congress Shouldn't Scrap Flawed Budget Deal, It Should Fix ItSubhead#:\ PzP#

By Morton M. Kondracke
ddThe more you look at the "historic" Clinton-GOP balanced-budget deal, the weaker it appears. But that doesn't mean it should be scrapped, as its harshest critics demand. Instead, it should be fixed.
ddCritics on the left and the right are correct about the deal's flaws, but it's better than no deal at all, and surely better than 1995-style budget warfare.

Some of what's wrong can be repaired now and the rest, later " but soon.
ddFor instance, the agreement assures funding to fulfill Bill Clinton's legacy as the "education President," but the money is badly skewed to middle-class suburbanites sending kids to college, not to improving elementary and secondary education.

ddThat can be fixed, as the "New Democrat" Progressive Policy Institute recommends in a forthcoming report, by reducing tax credits for college tuition from \$35 billion to \$15 billion over five years and using the remaining \$20 billion to improve grade and high schools.
ddThe budget agreement presently calls for a substantial \$4.3 billion increase this year for K-12 education " Goals 2000 education standards, technology upgrades, child literacy and apprenticeship programs " and Pell Grants for poor college students. Over five years, though, the increase totals only \$6.8 billion.

ddThat's a pittance compared with the \$35 billion for tuition tax deductions and credits, which go only to families with incomes large enough to endure a tax burden.
ddGiven the tendency of colleges to hike costs when new money is available, Clinton's tax breaks may actually put college out of reach for poor families " exacerbating growing income inequality in the country.
ddBesides shifting money to K-12 programs, where it also can benefit minorities hurt by reduced affirmative action opportunities, the PPI report recommends targeting tax credits to students attending in-state public universities as a mea

ns of creating competition among colleges
and keeping costs down.

ddMore generally, right-wing critics like Sen. Phil Gramm (R-Texas) are correct
in saying that the budget agreement doesn't deal with
the nation's long-term,
baby-boom retirement burden, is based on rosy economic predictions, and postpon
es most spending cuts to 2000.

ddAt the same time, liberal critics like House Minority Leader Dick Gephardt (D
-Mo) are correct in saying that tax cuts contemplated by
the budget deal, espec
ially capital gains rate cuts and indexing, will primarily benefit rich people
and will blow the deficit wide open in the
second decade of the 21st century.

ddA study by the liberal Center for Budget and Policy Priorities indicates that
revenue losses under the deal would rise from \$85 billion
over five years, to
\$250 billion over ten, to \$650 billion over 20 years, with rich people reaping
the biggest benefits.

ddAs a result of all these flaws, Gramm and Gephardt both denounced the deal, a
nd a minority composed of liberals and right-wingers
voted against it.

ddA less-ideological critic, former Congressional Budget Office chief Robert Re
ischauer of the Brookings Institution, said he would have
voted against the dea
l, too, because its combination of tax cuts and no entitlement curbs will creat
e a massive deficit after 2010.

ddAccording to the Congressional Budget Office, if no changes are made in Socia
l Security, Medicare, and other federal programs, the
federal deficit will rise
from the current 2 percent of GDP to a whopping 17 percent in 2030 and 30 perc
ent in 2040. Adding tax cuts of
\$650 billion or more to the bill would mean fed
eral bankruptcy in the next century.

ddSo, the budget deal contains the seeds of horrible class divisions and nation
al economic catastrophe. But does that mean it should be
thrown out, which Cong
ress could do by voting down the budget reconciliation package beginning markup
s this week?

ddNo, it doesn't. The budget deal is still a significant political achievement,
demonstrating that Republicans and Democrats can work
together to address nati
onal problems.

ddEveryone should realize that the budget deal really is just a momentary paper
fix that needs to be constantly improved through further
bipartisan negotiatio
ns, beginning now.

ddBesides education funding, Republicans and the Administration need to start w
orking out long-term Medicare reforms for inclusion
in this year's reconciliati
on bill.

ddBy next year, they should strive to create a Medicare system resembling the F
ederal Employees Health Benefit Plan, which gives federal
workers a fixed healt
h benefit and a wide choice of insurance plans to spend it on.

ddAlso, there needs to be a major fight this year over tax law so that Republic
ans do not use the opening afforded by the budget deal " a \$250 billion ten-ye
ar window " to drive through changes that will bust the budget and lavish rich
es on the wealthy for evermore.
ddPresident Clinton says he will resist budget-busting tax changes, but he'll b
e strongly tempted to pocket this year's deal, get credit for
"balancing the bu
dget" while expanding education aid, and leave the consequences to his successo
rs.

ddThat would be a mistake. He can still add "generational equity" to his legacy
by launching Medicare and Social Security reform, even
though it's politically
difficult. Republicans who join him will share in the glory.nyxddd

Publication#W\ P{P# 81. Philadelphia Inquirer"Publication" #:\ P|P#June 3, 19
97

Headline#u\ P}P# Voters set agenda for N.J. race: Schools, insurance,
environm

entHeadline #:\ P}P#

By Chris Satullo Deputy Editorial Page Editor

They sat in a circle, munching cookies, chewing over the issues.

ddThey were a little older, a little whiter, a little more left of center than
the New Jersey electorate as a whole " but perhaps a fair sample
of the group

that reliably turns out to vote in Camden, Burlington and Gloucester Counties.

ddThey were the South Jersey residents who took part in the three Citizen Voice
s forums sponsored by the Inquirer Editorial Board in
late May. These sessions

" held in Cherry Hill, Cinnaminson and Woodbury " initiated our experiment in
political conversation around

the New Jersey governor's race. It will continue

through the summer, to the Nov. 4 election and beyond.

ddIn two hours of discussion about their lives, their worries, their dreams for
their home state, the forum participants moved from a stiff
formality to a jos

hing camaraderie. Out of their idiosyncratic perceptions, they sketched a group
portrait of the issues facing New Jersey

as it elects a governor " beginning

with today's primary.

ddIn its broad outlines, that portrait isn't all that surprising.

ddThe issue of education (and its evil twin, property taxes) dominated the disc
ussions. That's hardly a surprise in a state gripped by the
tension between Gov

. Whitman's quest to reduce the state income tax and its Supreme Court's insist
ence that the state do more to fund
public schools equitably.

ddWhitman's tax-cutting had its supporters, but the idea of increasing the scho
ols' reliance on the property tax had just about none.

ddSome pained comments about how rising property taxes afflict those on fixed i
ncomes were familiar. But what was notable was how
often folks took the critiqu

e a step further, pointing with concern to the way property taxes stoke generat
ional tensions within a community,

turning retirees and parents of school-age children into combatants. The lament on property taxes wasn't just, "They're hurting my pocketbook." It was: "They're tearing apart my community." Sometimes what wasn't said was intriguing. Hardly anyone in these mostly suburban, mostly middle-class groups cited crime as a pressing personal issue, and surprisingly few mentioned job creation.

In all three forums, the environment — land use planning, protecting oceans and beaches, making polluters pay — was picked as a top-of-the-list issue, but without provoking the disagreements other topics did. Auto insurance, the talk radio obsession of the moment in New Jersey, was on many minds. Few, however, saw any swift, master-stroke solutions to New Jersey's highest-in-the-nation rates. Strikingly, citizen after citizen linked auto insurance with another hot-button issue — political reform. To many, it's naive to expect lawmakers who grub for contributions among lawyers, doctors and insurance companies to approve populist cures for high rates. Each forum included a discussion of the tenor of political campaigning, which I came to call the "peasants with pitchforks" segment.

Gracious senior citizens would splutter with anger over the way campaigns are run and paid for (though a few mavericks found the rough-and-tumble status quo just grand). "Ugly . . . wasteful . . . manipulative . . . disrespectful . . . negative . . . shooting at lowest common denominator . . . half-truths . . . sickening."

Those were among the words people used to describe politics as usual. The same voices that expressed moving devotion to democracy's ideals would drip with cynicism when speaking of how money fuels and dictates the political process. Many citizens called sweeping political reform a prerequisite for useful solutions on other issues.

What shape would that reform take? Some citizens favor initiative and referendum, to push power to the grassroots. The citizens puzzled over how to balance their desire to curb the cost of elections against the constitutional problems of spending limits.

One idea was universally hailed, though: requiring the businesses that broadcast over the public's airwaves to offer significant free television time to candidates. And the citizens gave clear directions on how candidates should use that time:

Talk directly to us. No slick production numbers, no surrogates. If you've got something bad to say about the other guy, say it yourself. But mostly, tell us what you'll do if we elect you.

By and large, forum participants told us they enjoyed the evening and were grateful to be heard. But they wanted to know what use would be made of the discussions and where Citizen Voices is headed.

ddGood questions.

ddThe plan is to distill the lists of vital issues generated at the forums into a framework for more detailed, intense issues discussion in the fall campaign.

Over the summer, we'll work to craft that framework with the Citizen Voices and our consulting experts on civic deliberation from the Center for School Study

Councils at the University of Pennsylvania.

ddAnother intriguing task is to create online forums for sustained citizen conversation on New Jersey issues at Philadelphia Newspapers' Web site, phillynews.

com. If you have Web access, check out the New Jersey politics/Citizen Voices page on the site. If not, contact us;

we're making arrangements with libraries in

New Jersey to provide free access to project participants.

ddAlso over the summer, we'll work to recruit more participants, looking to make the group as diverse as South Jersey itself.

ddIn the fall, more Citizen Voices forums will be held, with two goals - enriching the public dialogue and bringing candidates into direct contact with the

engaged, informed voters whom the project attracts.

ddIf you wish to take part, it's not too late. Check out the Web site for an online registration form, or call the Citizen Voices hotline at

215-854-5956.nyx

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Publication#W\ P}P# 82. Minnesota Star Tribune"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# Counterpoint: ESL students need more aid, not lessHeadline #:\ P}P#

ddRobert Reed

ddThank you for your May 24 two-page spread, "The language challenge," highlighting both the burgeoning growth of students who speak little or no English and

the paucity of resources (primarily monetary) to address their language needs.

ddNext year the Minneapolis School District will have 25 percent more English as a Second Language (ESL) students; ironically, financial resources per pupil decreased.

ddThe administration has laudable intentions when it proclaims in the District Improvement Agenda that it is dedicated to "eliminating the gap" between students

of color and white students. Yet the figures tell a different story. Instead of increasing funding to meet the new

demands, the administration slashed ESL

budgets. Although the dollar amount is higher, the actual per pupil allocation for next year is

35 percent less than for this school year. ESL students are in

variably students of color and their test scores and basic skills will plummet further until this policy is reversed.

ddAlready before the cuts, ESL classes in Minneapolis were overflowing, forcing teachers to triage students. Hundreds of students were

getting significantly l

ess service than what is needed, severely restricting their opportunities for E

English language development.

The law, according to the Office of Civil Rights, states that ESL programs "must have a reasonable chance of success." Now, neither the programs nor the students have a reasonable chance of success. Many students will not even receive the service to which they are legally entitled. Already at risk, their chances of success are further diminished.

How can the school administration expect to boost student achievement when it decreases its per pupil funding for ESL students? The administration, the new superintendent, the school board, the Legislature and especially our so-called "education governor" need to take their heads out of the sand and squarely address this issue, which only promises to get worse as immigration mounts. Funding and resources for immigrant children need to dramatically increase. The K-12 bill increasing aid for ESL students (now under consideration) is insufficient but a step in the right direction.

Gov. Arne Carlson, help the neediest: Sign the bill!

It is wiser and cheaper to put the money now on the front end than to deal with the consequences of myopic policy — delinquency, chronic unemployment and welfare, for those who have failed to assimilate into American culture.

Minneapolis voters overwhelmingly passed the referendum last fall increasing their property taxes to reduce class sizes. Minnesotans are a generous people.

I believe the public will think it is just as important to facilitate English acquisition for new immigrants who have come to America in hope of a better future. ESL and bilingual classes, especially for those students illiterate in their native language, are essential for successful integration into "our foreign culture."

We are blessed in our state with firsthand opportunities for students to learn about the rich cultural diversity around them and to learn world languages. Bilingualism carries cognitive, social and economic advantages. If we can at least help immigrant children over the language hurdle, many of them will outperform those who already are native speakers of English.

Perhaps remembering our own immigrant roots will help us be more generous. Unless we are Native American, all of us came from foreign soils. If our own ancestors could speak, I think they would urge us to extend a helping hand to all newcomers. We cannot afford the long-term costs to society of doing otherwise. Linguistically and culturally diverse children, their parents, their teachers, and perhaps even our own ancestors urge us to do the right thing.

" Robert Reed, Minneapolis. ESL teacher, North Star Elementary School.nyxddd

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Headline#u\ P}P# Becoming one with class of '99Headline #:\ P}P#

By LEWIS W. DIUGUID Columnist

ddBeatrice McKindra told me before class let out Friday that sometimes she forgot that I had taken a seat with her students at Washington High School.

ddMy goal since 1995 was to sit with the class of 1999 so often that the students and teachers would forget I was there. I hadn't given myself this labor-inte

nsive assignment to write columns only on gifted young people, award-winning class projects and teen troubles.

ddI wanted to record the day-to-day process of education. It's what many students seem to hide from parents with one-word answers such as "nothing" when asked

, "What went on at school today?"

ddIt's what overwhelmed teachers and administrators often are too tired to communicate to the public. But what's up in schools is what people seem to want to know the most.

ddThey've made that clear in the hundreds of letters, e-mail, voice mail and phone calls I've received about this project. Friends and strangers also stop me on the street wanting to know more about Washington High School.

ddPeople across the area have said these columns have opened a window for them into the massive, multibillion-dollar skyscraper called public education so they can see inside.

ddFreshman English teacher Alice Bennett helped me pry it open when she dared me to take a seat with her students in 1995-96. Bennett was brave to accept me as a long-term visitor.ddSo was McKindra in 1996-97.

ddWashington High School students and administrators took big risks, too. So did the Kansas City, Kan., School District, Board of Education and The Kansas City Star. None of them knew what, if any, good would come of the heavy time investment the teachers,

students and I were making in this unprecedented project.

ddEvery one of us had to trust in the good intentions of one another. We found that our collective investment in the process called education paid off in priceless learning experiences and new friendships.

ddMcKindra's sophomore English students told me before school ended that they planned to work this summer, play in sports leagues, attend academic camps on college campuses or take driver's education.

ddMcKindra's kids took turns on Wednesday and Friday signing a yearbook I had purchased. Many, like Kevin Bilberry, wrote, "I really look forward to your return next year."

ddI can't wait to go back to Washington in the fall, find a brave new teacher and continue to learn from that instructor and the class of 1999. I plan to stay with the students through graduation.

One new thing I've noted is this: Where a student sits seems to reflect what that kid may learn. When I was a high school student, from 1969 to 1973, I always sat in the front of the class " partly because of seating by the alphabetical order of last names and partly out of habit.

Picking up what the teacher said was my only interest back then. But at Washington High, I've sat at or near the back so I could get a journalist's panoramic view of the teacher's actions and students' reactions and distractions.

The view from the back is so different from the front.

I see what I missed in students being engaged or disinterested in a class. But I worry now about kids who " because of seating by

alphabetical order or hab

it " drift to desks in the back and disappear. These young people will probably catch all of the distractions and

face an increased chance of missing the tea

cher's lessons from the front.

I don't think anyone wants that kind of education for our children.

Publication#W\ P}P# 84. San Diego UnionTribune"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# Deciding a major university's mission Headline #:\ P}P#
By Richard Madsen

UCSD faculty members are now in the process of sending in their mail ballots for a vote on whether to establish a charter school on

the campus. Although a m

ajority of the Academic Senate's Representative Assembly voted in favor of the proposal, there remains

considerable skepticism among many faculty, and the outcome of the final vote is uncertain.

There have been literally hundreds of pages of detailed evaluations submitted by both proponents and opponents. Beneath all the details

" and often obscure

d by them " are two different visions of the university's role in our society.

The visions offer different understandings of the identity of the university, different conceptions of the nature of its responsibilities to its surrounding

communities, and therefore different assessments of the amount of risk that should be taken in response. Some professors

adhere more or less exclusively to o

ne or other vision, others waver between the two.

Both visions see the university as an elite institution. One vision is of an upward-looking elite that depends for its status on national

and international

institutions " on the professional associations that bestow honors for excellence and the funding agencies that give out

money for cutting-edge research.

Both the honors and the money are getting more scarce these days in an era of shrinking budgets and a glut of Ph.D.s. As competition

intensifies, this upwar

d-looking vision emphasizes the need for faculty and researchers to protect the

mselves from local distractions.

ddDon't encumber ourselves with messy, local, social problems for which there are at best imperfect solutions. Focus on what we know

we can do best. Make ours

elves ever more lean and competitive in a grueling struggle for academic pre-eminence in a national and international arena.

ddPeople with this vision agree with the goals of the charter school, but they think that its implementation poses too many risks. They

worry about its effect

iveness and its costs. They are not sure that the university has the necessary expertise to make it successful. They

are concerned about the costs at a time w

hen the campus is having to make painful cuts in its library budget. In an insecure world, they

are afraid of taking on new risks.

ddThe other vision is of an elite that looks both upward and downward. While recognizing the university's need to demonstrate excellence

on a global stage, it

sees its fate as grounded ultimately in the prosperity and goodwill of its community, such that its true success can only

be achieved with and for the commun

ity. They note that in this current era of transition, the university cannot si

mply take for granted its

public support.

ddIt will be able to rely on such support only if it earns a broad-based public trust, only if the public sees itself as an active stakeholder in

the university.

To earn this support would require assuming some risk, getting enmeshed in some of the uncomfortable problems of our

city, in the conviction that we can be a

truly good institution only if we are a part of a hopeful community.

ddPeople inspired by such a vision would argue that, for all its risk, establishing a charter school is better than doing nothing, that, while

there is no gua

rantee of success, the university has as much expertise as any institution for dealing with the messy problems involved, and

that the money can be found somew

here.

ddThe first vision stood the university in good stead during the Cold War, when it benefited from massive amounts of funding from the

government and major fou

ndations for the sake of developing the scientific and social scientific expertise necessary to assure national

security.

ddIn this period of transition after the Cold War, however, the university has to find a new justification for public support. The greatest problems of our soc

ety are now internal and local " poverty, alienation, despair. A university t

hat does not provide moral leadership and

practical help in alleviating such pr

oblems will not earn its keep and will not receive public support.

ddA new vision is needed. The vote on the charter school is an important moment in the search for such a vision.

ddMADSEN is professor of sociology at UCSD. He is co-author of "Habits of the H

earth" (University of California Press) and "The Good Society" (Knopf).nyxddd

Publication#W\ P}P# 85. San Francisco Chronicle"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# Gonna Take A Mathematical Journey Headline #:\ P}P# DEBRA J. SAUNDERS, page A13

ddI ADMIT IT. I haven't even seen copies of "Math Trailblazers: A Mathematical Journey Using Science and Language Arts" " a kindergarten through third grade math series just approved by the California Curriculum Commission. It's conceivable this is a good series.

It's also conceivable that parents should be a little suspicious when a publisher chooses to sell a math series by touting its "language arts" and "journeys" " for children, no less, at the age when they can soak up math facts like sponges.

ddOr, be very suspicious.

ddThat was the reaction of Assemblyman Steve Baldwin, R-El Cajon. Baldwin perused the trailblazing texts and found them to be "trendy" in their use of every

day experiences to introduce children to math theories.

ddBaldwin, who was on the Curriculum Commission, would have voted against the math series " but he never had the chance.

Democratic Speaker Cruz Bustamante pulled him from commission just before it voted to approve the trailblazing series and four others.

ddRon Gray, a spokesman for Bustamante, said that Baldwin was taken off the commission because he's a Republican. That's what speakers do, fill appointments with

with fellow partisans. Although in this case, Bustamante hasn't named a replacement yet. (Baldwin also fears

that the Assembly's attempted rerouting of \$41 million of the \$52 million Governor Wilson had slotted for teacher phonics training to fund

pet Demo projects is a sign that Dems want to subvert the basics-first movement.)

ddAlso approved by the commission were Dale Seymour's "Connected Mathematics" (grades 6-7) and "Investigations in Number, Data

and Space" (1,2,5), "Prent

ice Hall Middle School Math: Tools for Success" (6-8), and Encyclopaedia Britannica's "Mathematics in Context" for fifth graders.

ddBaldwin would have voted no, because, "The only criteria used was whether the texts conform to our wacko frameworks." As readers of this column know, the

1992 new-new math framework has a cult-like commitment to making children write about math, work in groups

to confab about math, discover algorithms personally

without direct instruction from their teachers, explore the multicultural aspects of

math and feel darn good about math. Unfortunately, that framework was either indifferent to or hostile to the notion that maybe students

should learn to calculate accurately and even memorize basic facts in early grades. What next? There are two pieces of good news. First, the state school board must approve what the Curriculum Commission recommended and this school board no longer feels like playing the rubber stamp. Board member extraordinaire Janet Nicholas is taking a look at all five series. Her complaint: "The Curriculum Commission, in reviewing the texts, does not even consider whether the materials are based on confirmed, current research. In other words, 'Do they work with children in classrooms?'" (For trendy educators, the question of what works is a no-brainer. We will make it work. Unfortunately, kids don't always play along.) The other good news is that next year, a new math framework should be approved and should be more sensible. Which suggests the board ought to reject trendy math series and wait for the next crop of texts. The board shouldn't let the educator commission mimic Russians who, as they ended their invasion of Afghanistan, left behind bombs that looked like shiny, new toys. Just because their trend may be on the way out, that doesn't mean the new-mathers should be allowed to leave behind nasty parting gifts.

Publication#W\ P}P# 86. Houston Chronicle"Publication" #:\ P}P#June 3, 1997

Headline#\ P}P# Anti-quota crusades bear useful fruitHeadline #:\ P}P#
By CLARENCE PAGE, Tribune Media Services Inc.
WASHINGTON " Critics call Texas' new state university admissions law a sneaky backdoor way to get around last year's federal court ban on admissions based on race.
Of course, they're right. That's the beauty of it. In fact, other states may have a lot to learn from it.
They might learn that the national backlash against affirmative action does not have to lead to the resegregation of colleges and universities. Instead, it could lead to programs that do a better job of helping students of all races who need help the most.
The U.S. Supreme Court has upheld a lower court's determination that colleges in Texas, Louisiana and Mississippi " and probably more to come " can no longer use race as a factor in deciding admissions.
Many reformers, liberal and conservative alike, presumed at the time that minority enrollments still could be maintained by switching to using need, instead of race, as admission criteria.
But it won't be that simple. This year a panel of sociologists advising Texas' education commissioner predicted substituting income or other socioeconomic factors would just about cut current black and Latino enrollment in half. The problem is that, yes, there are a lot of poor, struggling white and Asian people

e, too. In fact, numerically there are quite a few more poor white people than poor black people in America, although you'd never guess it from watching most television newscasts.

ddSo, unable to use race as a factor in admissions, Texas, at the urging of black state legislators, plans something else. It will, in effect, use local geography as a factor instead.

ddSigned on May 20 by Gov. George W. Bush, the new law requires state universities to admit all applicants who graduated at the top 10 percent of their Texas high school class. Once those spots are filled, universities can use other race-neutral factors such as academic records, socioeconomic status, linguistic abilities and family background to determine other student admissions.

ddThe beauty in the new law is the way it takes one of this country's worst social tragedies, its racially segregated neighborhoods, and uses it to create a college applicant pool that reflects the state's racial, ethnic and economic diversity.

ddSince most public school students in Texas " and just about every other state " go to school mostly with others of their same race

(recent Harvard studies show public schools are more racially segregated than they have been since 1967), the new policy is expected to expand opportunities for minority students.

ddThat's fair. Substituting geography for race is no less fair than, say, basing public school funding on local property taxes, a system that funnels the least resources to those who need help the most.

ddThe losers are those who push standardized tests like the Scholastic Aptitude Test and American College Test as the central, if not sole, criteria to determine college admissions. Good riddance, say those who accuse such tests of cultural bias.

ddMaybe they are. But I think that charges misses a larger point. If the tests are culturally biased, they are biased in favor of standards that colleges and the rest of mainstream society have set for success. The problem is not the test. The problem is how poorly too many otherwise bright and talented youngsters are prepared to take the tests.

ddFor many, that problem is one of social and geographic isolation. In theory, at least, Texas' new admissions policy should reduce the isolation by rewarding top performers regardless of school or neighborhood. Suddenly the ghetto student is valued as much as the affluent suburban student. Middle-class parents might even fight to get their kids into ghetto schools, instead of struggling to get them out.

ddBut, for that to happen, schools need more than a simple shift from racial preferences to geographic preferences in state university admissions. They also need to produce black and Latino graduates whose basic cognitive skills are read

y to compete at the mainstream college level.

ddTo meet that challenge, another affirmative action battleground, the University of California, is proposing a multimillion-dollar effort to mentor students in some of the state's poorest school districts. Even Ward Connerly, the black conservative University of California regent who led last year's successful Proposition 209 ballot campaign to outlaw racial preferences, favors such outreach efforts.

ddSo do I. So should you.nyxddd

Publication#W\ P}P# 87. Boston Globe"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# UMass is too casual about students breaking laws Headline #:\ P}P#By Jeff Jacoby, Globe Columnist

ddWhen the chancellor of the University of Massachusetts at Amherst walked into a meeting on Beacon Hill last Wednesday, he expected to pacify state legislators irked by his failure to discipline lawbreakers on the state's largest public campus. By the time he walked out 90 minutes later, David K. Scott had done more to infuriate the Legislature than any UMass official in memory. Beacon Hill has traditionally allowed UMass-Amherst to be run as its chancellor sees fit. After Scott's performance last week, that hands-off policy may be changing.

ddIt's about time.

ddUMass-Amherst may be the most lawless college campus in America. UMass administrators are almost certainly the most spineless.

Illegal invasions and building takeovers have become common occurrences at the university. The weeklong occupation of the Goodell

Administration Building in March - which crippled the audio-visual department, delayed graduate applications, and disrupted the control

ler's office - was only the latest act of criminal trespass at a school where criminal trespass has grown routine.

ddAt least 25 times since 1972, offices at UMass-Amherst have been stormed and occupied, usually by radical student groups with extremist demands. Over time t

he demands have changed - from the expulsion of military recruiters (1975) to the preservation of coed

bathrooms (1981) to explicit racial quotas in admission

s, hiring, and funding (1988, 1992, 1996, 1997). What hasn't changed is the uni

versity's response: The lawbreakers are almost never disciplined, and their demands are nearly always met.

ddIt is hard to know which is worse: the fact that UMass administrators routinely give in to the campus militants, or that they do it with such obsequiousness

. Year after year, takeover after takeover, UMass-Amherst bends over backward to appease the demonstrators.

ddWhen Chancellor Henry Koffler's office was occupied for three days in 1980 (by protesters demanding more Spanish programming

on the UMass radio station), he promised that no one would be penalized. When 200 students barricaded themselves inside the New Africa House in 1988, Chancellor Joseph Duffy brought them a fruit basket. But the height of appeasement was reached during the Goodell occupation in March, when UMass provost Patricia Crosson actually applauded the trespassers for breaking the law.

dd "University education is about freedom of expression and the balance between civil disobedience and the enforcement of laws and policies," she wrote to the faculty. "Though unplanned and disruptive, these activities do provide learning opportunities for our students."

dd The university ombudsman followed up Crosson's Orwellian memo with one of his own, hailing the invasion as "fundamentally educational in nature" and urging instructors to grant "soft responses" to the students who were involved.

dd All of this was too much for state Representative Dennis Murphy, a Springfield Democrat. In a bristling letter to Scott, he suggested that instead of negotiating with students who take over buildings, UMass ought to suspend them and revoke their financial aid. Scott replied diplomatically, agreeing "that a firm line must be taken" and offering to meet with Murphy.

dd But it wasn't only Murphy who was aroused. When Scott arrived on Wednesday, 36 legislators and staff members were waiting for him - and 71 new signatures had been added to Murphy's letter. dd For an hour and a half, the chancellor was grilled on his handling of the Goodell takeover. "I would do things differently now," he said at several points. Murphy asked him if he endorsed the provost's opinion that building occupations make good "learning opportunities" - an opinion that Murphy called "the most idiotic expression of educational theory I've ever heard." Scott said he didn't.

dd Yet his disdain for those in the room was palpable. He said UMass would review its rules for handling illegal takeovers - but when asked to consult with the Legislature before finalizing any new policy, he bluntly refused. The chancellor's demeanor "was very aloof," Murphy recalled. "His tone seemed to be: Have your say, but nothing's going to change."

dd What especially galled legislators was Scott's casual view of student lawbreaking. "He told us that it happened in the '30s and the '60s and now in the '90s, and we should just accept it as a normal part of the academic cycle," said Representative Jacqueline Lewis of Bridgewater. "He kept telling us it was part of the student culture."

dd Of course, the vast majority of UMass students don't storm buildings or engage in illegal violence. It is scandalous that those who do are pampered instead of punished. Even more scandalous is that the Legislature has never interfered.

ddPerhaps now it will.

dd`We provide an extraordinary amount of money to UMass," House Speaker Thomas Finneran said on Friday. ``For some reason, the administrators there have a very complacent attitude about letting students take over buildings and not resigning. This is public property. The taxpayers paid for those buildings. Do they think the Legislature is just going to sit back and watch?"nyxddd

Publication#W\ P}P#88. The Washington Post"Publication"#:\ P}P# 06/03/97; Edition: FINAL; Section: OP-ED; Page A19

Headline#\ P}P#Is America Finally Going Color-Blind?Headline#\ P}P#By James K. Glassman

"I have a dream," said the Rev. Martin Luther King Jr., "that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

ddOn the steps of the Lincoln Memorial 34 years ago, King argued eloquently for a color-blind society " one in which Americans would not be denied jobs or admission to school or access to public places just because they were black.

ddBut in the years since King spoke those words, instead of doing all they could to demolish distinctions of race, government agencies have emphasized them, over and over. No wonder divisions between races remain; it's a miracle they're not wider.

ddNow, at last, things are changing. There's mounting evidence that the days of counting by race may be numbered.

ddTwo trends are accelerating simultaneously " one social, one legal. The first is that more and more blacks are marrying whites, and the lines between the races are fading. The second is that underpinnings of affirmative action " or reverse discrimination in favor of blacks and against whites " are crumbling.

ddIn 1993 one in eight African American marriages included a white spouse, and since 1970 the number of children in homes with a mother and father of different races has quadrupled. Douglas Besharov of the American Enterprise Institute says mixed-race kids may be "the best hope for the future of American relations."

ddThe trend could lead, as Jim Sleeper writes in Harper's, to the most pleasing result of all: "the implosion of the identity of blackness " and, with it, of whiteness."

ddThe Office of Management and Budget will soon decide whether to recommend a "multiracial" box on government forms. And Rep.

Tom Petri (R-Wis.) has introduced legislation he calls the "Tiger Woods Bill" to require such a check-off in the next Census.

ddWoods, the sensational young golfer, considers himself multiracial. He told Oprah Winfrey, "Growing up, I came up with this name: I'm 'Cablinasian' " " sinc

e his heritage is one-eighth Caucasian, one-fourth black, one-eighth American Indian, one-fourth Chinese and one-fourth Thai.

ddIn this rich stew, he is not much different from other Americans; nearly all of us are gloriously mixed and the better for it, genetically and culturally. We

should be celebrating the beauty of each melange. Instead, the tyranny of government racial policies forces us to define ourselves as white, black, Hispanic or Asian. The purpose may be benign (to track the progress of minorities) but the effect is vicious (to reinforce strict racial identity, the way segregationists did).

ddIf a "multiracial" box becomes an option, I will likely check it off myself (my Russian forebears surely mixed with all sorts out on the steppes). More logi

cally, Robert George, who is black and an aide to Speaker Newt Gingrich, says, "Has the time come to dispense with the boxes altogether?" At any rate, the new

box will mark the beginning of the end for the the whole delicate and ridiculous architecture of race-counting.

ddAnd don't the political beneficiaries of the current system know it! Rep. Maxine Waters (D-Calif.) and other members of the Congressional Black Caucus are i

n a panic. Letting people opt out of traditional race categories "just blurs everything," she says. "I don't

think [people who want a multiracial option] are making the connection about how it could affect how they're represented, or who's being

an advocate for them when they get mistreated."

ddGee, maybe they don't want to be represented as blacks or Hispanics or Asians but as Americans or Californians or Angelenos.

ddBut the main effect of the multiracial check-off is that it will doom affirmative action, already on the run. Last month, law schools in Texas and Californi

a, which have just barred race as a consideration in admissions, reported a sharp decline in the number of blacks and Hispanics they were accepting into next year's classes.

ddThe UCLA School of Law, for instance, accepted only 21 African American applicants, down from 104 last year. While these figures are sad, they're also refr

eshing. Ward Connerly, a black member of the University of California board of Regents, welcomed them as the public unmasking of an "artificially engineered sy

stem of preferences that has been propping up diversity. . . . If we really want to help

those black and Latino kids, we will give them some tough love and get them channeled into being able to compete."

ddConnerly led the successful fight for the California Civil Rights Initiative, which bans discrimination by state agencies "including the admissions system

that moved blacks and Latinos ahead of whites and Asians who scored higher.ddJu

st last week, a federal judge ruled that an effort by the Arlington (Va.) School Board to achieve racial diversity was unconstitutional because it discriminated by race. Applicants to the popular Arlington Traditional School were assigned numbers in a random lottery, but the board decided to bump 11 white kids who had won in favor of blacks. The judge said no.

Meanwhile, the Clinton administration is hustling to craft new rules to preserve affirmative action in contracting, despite new court decisions that severely limit the practice. The president also wants to launch a "national discussion about race" this month. But he can't keep ducking the big question that King posed and Connerly echoes.

"On the one hand," said Connerly, a man of guts and principle, "there are those who say that race matters, that we have to use race to get beyond race. Then, there are those of us who believe, as President Kennedy said in 1963, 'Race has no place in American life or law.'"

It's time to choose.

Publication#W\ P}P# 89. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# President's Plan Helps Relieve the 'Tuition Squeeze'Headline #:\ P}P#Subhead#\ P}P# Promoting 'America Reads' and Revisiting the Construction Initiative Should Be Education PrioritiesSubhead#:\ P}P#
By Richard Riley

More than any other issue before President Clinton and Congress, education is riding "the Big Mo" momentum. Since President Clinton proclaimed education to be his top priority for his second term, several bipartisan actions have produced groundbreaking developments that will benefit America's schools and children.

* Congress reauthorized the Individuals with Disabilities Education Act a move that resolved longstanding, sensitive disputes regarding how best to serve children with special needs.

* The Federal Communications Commission voted to give schools and libraries discounted access fees for telecommunications services to help make the Internet and other online materials available in the classroom.

* The budget agreement reached by Congress and the White House includes plans to provide \$35 billion in higher education-related tax relief to help America's

students and families pay for college, as well as important investments in discretionary appropriations for K-12 education.

Each of those actions represents a breakthrough on those issues. Further, during my tour of Congressional hearings this spring, I was greatly impressed by t

he broad and bipartisan agreement among Members in both chambers on the priorities regarding how best to improve education. The President's commitment to challenging academic standards; strengthening reading achievement; expanding public school choice; ensuring safe, disciplined, and drug-free schools; getting useful technology into America's classrooms; improving the quality of teaching; and

enhancing access to post-secondary education is shared by nearly everyone. As we seek agreement on several critical spending and tax items and reauthorization of the Higher Education Act, we must continue to put students first and leave politics at the schoolhouse door.

One of our central challenges is helping low- and middle-income families meet the rising costs of college. More than ever before, a person's education attainment is the strongest predictor of his or her economic prospects. A typical college graduate earns 50 percent more than a high school graduate and more than twice that of a high school dropout. Since the best jobs of the information age require at least

some education beyond high school, it is in the national interest to help people invest in themselves through education.

The President's fiscal 1998 spending plan offers a comprehensive approach to this issue while staying within the constraints of a balanced budget. For the financially neediest students, the plan provides significantly larger Pell Grants and more college work-study jobs.

For middle-income students, it gives new relief in the form of college-related tax cuts — a tax credit called the Hope Scholarship (patterned after a successful program in Georgia) and a tuition tax deduction.

A 29 percent increase to the Pell program — upping its annual budget from \$5.9 billion to \$7.6 billion — will enable us to help low-income students in several ways. The neediest students will see the size of the maximum Pell award grow from \$2,700 to \$3,000, and more than 890,000 others will see their assistance grow by an average of \$800. Further, revisions in the formula used to determine

Pell eligibility will provide grants to an additional 218,000 students.

America's middle class needs help, as well, to deal with what I call "the tuition squeeze." These families earn too much to qualify for aid awarded on the basis of financial need but too little to pay tuition costs out of pocket. We believe that a family earning \$40,000 or \$50,000 while trying to pay for college (for children or adult students) should benefit from the kind of middle-class tax relief that

Democrats and Republicans agree is warranted. Families in this income range are taking on increasingly higher levels of debt to pay college costs, and this kind of targeted tax relief can go a long way toward easing their

reliance on loans.

ddThere are sound economic reasons for targeting middle-class tax relief in the form of a higher education-related tax cut. Throughout the industrial age, America used the tax code to stimulate private-sector investment in plants and equipment. As our economy becomes increasingly knowledge-based, the tax code can and should be used to make such capital investments in our people.

ddA complement to those proposals will be our plan for reauthorization of the Higher Education Act. After consulting with Congress and the higher education community, we are in the final stages of developing our proposals around four broad principles: (1) access to higher education, which we view as opportunity with responsibility; (2) the support of effective teaching, high standards, and high achievement; (3) simplified program delivery and improved management; and (4) improved outreach to potential students with stronger links among elementary and secondary education, post-secondary education, and employers. We anticipate presenting these proposals to Congress and the public shortly.

ddIn other areas, we have several tightly focused initiatives that tackle some of the most fundamental challenges in American education.

ddFirst and foremost on that list is the President's "America Reads Challenge," an initiative that will be aided by the Department of Education but carried out at the grassroots level. The goal of the challenge is to help children read well and independently by the end of the third grade.

ddWhy is mastery of this most basic of basics so critical at that point in a child's education? Research shows that children who cannot meet that standard are

less likely to succeed in school and are more likely to drop out. That's what is so disturbing about the fact that 40 percent of American fourth-graders scored below the basic proficiency level on the 1994 National Assessment of Education Progress test.

The America Reads Challenge can help to lay the foundation that enables millions of young Americans to lead a fulfilling life in the 21st century.

ddThe President's plan for America Reads will support the work of 25,000 reading specialists and volunteer coordinators across the nation.

Their task will be to train and organize one million volunteer tutors nationwide " including parents, teachers, college work-study students, corporate partners, and others " to serve in the Reading Corps. These tutors will work with teachers and librarians to help children who need extra, individualized help by providing them with after-school, weekend, and summer tutoring.

ddAmerica Reads is a \$2.75 billion commitment over five years to support local communities and organizations, as well as national and regional efforts. The cr

ux of these efforts will focus on enlisting and training tutors for the Reading Corps. Another component, called Parents as First Teachers, will support programs that assist parents in helping their children learn to read. Such programs put a strong emphasis on helping children before they enter school " a period that the latest research on the brain tells us is vital to the development of a child's cognitive skills.

ddAmerica Reads will supplement our primary efforts to support education excellence for disadvantaged children. We seek increased investment in Title I, the core federal investment in the teaching of basic skills, to direct more resources to communities and schools with the highest concentration of children from low-income families. A greater commitment to Even Start would expand local family literacy programs that combine early childhood education for pre-schoolers with instruction in basic literacy skills for their parents. Support for bilingual

education would give students who speak a language other than English the extra help that they need to learn to read English.

ddHow do we know whether our children are meeting challenging academic standards? Meaningful assessments are a key element to

a quality education. They let parents know that their students have mastered essential skills. To that end, President Clinton has proposed the development of voluntary national tests in reading and math so that parents, teachers, and students will know how well students

perform in relation to world-class standards. We believe that these tests should be administered at critical junctures in a child's education

" fourth grade in reading and eighth grade in mathematics. This will be the first time that rigorous tests of reading and math skills will be tied to national standards.

ddAlthough the budget agreement does not include funding for the President's school construction initiative, this pressing issue should be revisited given the

current circumstances. The need for help is clear " with the number of K-12 students at an all-time high and

growing annually, 6,000 new schools need to be built in the next decade to meet the demand for space. In schools across the country,

classes are meeting in closets, alcoves, and other spaces never meant to hold a class. If we expect our children to meet to high standards, we must ensure

that they can assemble in an environment that is conducive to learning.

ddBefore discussing pending appropriations items, I want to address one issue that I hope we can put behind us " the erroneous and

misleading claim that there are 788 federal education programs. This line is used to suggest that our current investment in education is excessive, but a cursory examination of the list

t shows that most of the programs have nothing to do with America's schools. The list

includes programs that support scientific research in areas of national concern (including the environment, energy, and biomedical science),

programs that

that provide broad assistance in areas like food and nutrition or road building,

and programs that provide specialized professional

training. Do we really want

to eliminate the FBI Academy? Or training programs for air-traffic controllers

? Let's get past these divisive

tactics and focus on more constructive endeavor

s.

At the Department of Education, we are committed to quality control. By working with Congress to do away with programs that are

no longer necessary, we have

eliminated more than 40 programs since the Clinton Administration took office,

and we propose to end or

consolidate ten more in our fiscal 1998 budget. These

steps have produced a more efficient and effective department.

The President's 1998 budget proposes a number of investments in targeted areas

to support states and communities that are using

standards of excellence in a

concerted effort to improve their schools.

* The Technology Literacy Challenge Fund helps rural and inner-city schools develop

links to the Internet and equips teachers with

the skills they need to

integrate computers into their classroom instruction.

* Expansion of the Goals 2000 program would permit grants to an estimated 16,

000 schools, one-third more than the 12,000 schools

now receiving such assistance.

ce.

* Investment in school-to-work opportunities (evenly divided between the Departments of Education and Labor) would help all 50 states

to fully implement the

ir strategies for preparing students for careers and further education.

* A broader commitment to charter schools will promote innovation and provide

critical startup funds for as many as 1,100 new schools

created by teachers, parents,

and community members who want to develop new and effective means of teaching and learning.

* Our after-school initiative would help launch as many as 1,000 after-school

programs to give families a safe place to extend learning

beyond the school day.

y.

Finally, a vital part of helping our children learn more is ensuring that their

teachers are challenged and supported in ways that help them

do their job better.

Expansion of the Eisenhower Professional Development State Grants provides

support in an area that local schools often

cannot afford, and provides opportunities

for teachers to learn from their peers and update their teaching methods.

Support for the National

Board for Professional Teaching Standards will speed

up the development of standards and assessments in more than 30 teaching fields.

lds,
and it will enable teachers to go through the rigorous National Board evaluation process " an important step in identifying and rewarding master teacher

s.
ddPresident John Kennedy once observed that our progress as a nation can be no swifter than our progress in education. America's families are committed to doing what it takes to raise education achievement for all Americans to the levels needed for success in the 21st century.

We have enjoyed great success in recent months in this area, and it is my fervent hope that we can continue to set aside politics and come together " Democrats, Republicans, and Independents alike " for the sake of America's children.

ddRichard Riley is the Secretary of Education.nyxddd

Publication#W\ P}P# 90. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# Target Education Dollars to Schools, Not BureaucratsHeadline #:\ P}P#Subhead#[\ P}P# "We cannot ask the American people to spend more on education until we do a better job with the money we've got now."

" President Clinton to the National Governors' Association, March 1996Subhead# :\ P}P#

By Rep. Pete Hoekstra

ddThere is no question that education is one of the biggest issues on the collective mind of Americans. A week does not go by these days without some major speech or report about the state of education in America. Most everyone seems to agree that something must be done to improve the quality of education in our country. The problem is, no one seems to agree on what to do about it.

ddThere are thousands of schools around America " both public and private " that are succeeding. Although they often differ in their approaches, they all have

one thing in common: They focus on children rather than bureaucracy.

ddMembers of my subcommittee and I have had the opportunity to visit schools in California, New York, Arizona, Georgia, Wisconsin, Michigan, and, most recently, Ohio, Kentucky, and Arkansas, to look at what works and what doesn't work in education in our country.

Interestingly, some of the most successful schools we visited are located in the toughest, most crime-ridden neighborhoods. Academic

achievement in most of these schools has little relationship to income, race, or the amount of money spent.

ddThe House Education and the Workforce Committee currently is engaged in a yearlong study of the federal government's involvement in education. The project, titled "Education at a Crossroads," is intended to look at what works and what is wasted in federal education

programs. Part of this project involves going around the country to hear from educators, parents, students, and other community

leaders

about education programs in their areas and how they relate to the federal effort.

Among the many successful schools we have visited are Vaughn Learning Center, a public charter school in the Los Angeles area, and Cornerstone School, a private, faith-based school in Detroit. These schools demonstrate that dedicated parents and teachers and a lack of

bureaucracy lead to thriving, learning students. They show that there is no direct relationship between the amount of money spent and test scores of students.

Why are they succeeding? Our investigation has found four common traits that we find every time we study a successful school:

* Basic academics: Reading, writing, and math are taught as the foundation of lifelong learning and high achievement for our children.

* Parental involvement: Schools thrive when parents are integrated into the learning process and are viewed as partners in decision-making and direction-setting.

* Dollars to the classroom, not the bureaucracy: Almost 30 cents of every federal education dollar is lost in a maze of bureaucracy and never makes it to the classroom. Successful schools spend less time on paperwork and more time on homework.

* Safe and disciplined schools: Learning cannot take place in a chaotic environment. Successful schools empower teachers and administrators to do what is necessary to secure a safe and peaceful learning atmosphere.

It is focusing on the basics " not simply pouring more money into a failing system " that appears to work. Nothing is more important to preserving freedom

and creating a brighter future for our children than a good education. Yet education in America is at a crossroads today because we are failing to provide a high-quality education to a large number of children.

One reason for the breakdown of the system is that Congress has been unwilling to judge the impact of the money we already spend on education. The term "third rail" is used too often in this town, but it seems that education spending is another one of those topics that has become undebatable.

The conventional wisdom is that more education spending is good regardless of how it is spent, and those who wish to scrutinize education expenditures and results are anti-education and anti-kids. These are conclusions that we must re-evaluate.

Spending taxpayers' dollars is serious business, regardless of the intent of that spending. Shouldn't we require the same accountability from education programs that we do from other sectors of the government? If the Pentagon paid billions of dollars for a new fighter jet that had a failure rate of 50 percent, Congress and the public would be justly outraged and demand answers. Certainly we

wouldn't consider

spending more money on the project until we were assured that the problems had been fixed.

ddYet, when it comes to education, we often throw accountability out the window simply because it is for education. No questions asked.

Many of our schools are

ailing 50 percent or more of their students, and that is entirely unacceptable.

ddWhile everyone agrees that something must be done about the state of education in America, there are two different visions of how to address the problem. One

vision puts bureaucracy first, moving responsibility and resources to the bureaucracy in Washington, DC.

The other vision puts children first, empowering parents

and teachers who know the names of each child in their classrooms and understand

their needs. We must choose which vision to pursue.

ddThere is an almost irresistible temptation to look to Washington for solutions to problems. In 1979, the Department of Education was

created out of the old

Department of Health, Education, and Welfare to consolidate and refocus federal education efforts as a national

priority. Eighteen years later, it has failed

to achieve this goal. The Washington education bureaucracy has become a maze of more than

760 programs, spanning 40 different federal agencies " just one of

which is the Department of Education " at a cost of nearly \$100 billion per year.

What do we have to show for it? Declining test scores and lower student achievement, parents who are concerned their

children aren't being taught the basics,

and general dissatisfaction with education in America.

ddHas this mushrooming bureaucracy improved education? The demonstrable answer is no. One-half of all adult Americans are

functionally illiterate. Fifty-six percent

of college freshmen need some kind of remedial education. More than 60 percent of high school

seniors cannot read at a proficient level. Kids are not safe

at school. The top concern of teachers is not gum chewing or note passing, but

rather personal safety.

ddIn light of these facts, you would think President Clinton would want to streamline and focus the federal education bureaucracy instead

of expanding it. Actually,

as the quote at the top of this article indicates, even the President recognizes that something must be done. But

in the heat of the campaign, the President

could not resist promising more federal intervention.

ddThe facts remain. The education bureaucracy is a costly, wasteful maze of duplicative and inefficient programs. It is not coordinated

by any one person in the

federal government. In fact, in testimony before Congress, neither the Secretary of Education nor the Secretary

of the Treasury had any idea how many federal

education programs there are, or who is responsible for their effectiveness.

Of course, this did not stop the Administration from requesting an additional \$55 billion to be spent on more federal programs, the President's statement notwithstanding.

Apparently, President Clinton's vision is an excessively bureaucratic education system in which Washington bureaucrats build local schools, decide what technology to put in classrooms, certify teachers, develop curricula and tests, teach children about sex and drugs, tutor them after school, and provide them with midnight basketball.

Of course, each of these programs requires another bureaucrat in Washington, who must write the rules and regulations for what food the children may eat, or what computers they must use, or what construction workers must be paid, or what stories the children may read.

Other than that, the President believes in local and parental control in education.

It is foolish to put more money into a failed system. Successful education must be child-centered. Resources must be directed to teachers who know the names

and needs of each child. This is a vision for education that is already a reality in thousands of schools across America.

By focusing on what works "empowering parents and teachers and driving decision-making and resources to the state and local level

"this vision of world-class education can be a reality for all American children.

Rep. Pete Hoekstra (R-Mich) is the chairman of the Education and the Workforce subcommittee on oversight and investigations and is also a member of the Budget Committee.

Publication#W\ P}P# 91. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# Taxpayer-Funded Scholarships Can Deliver America's Neediest S

tudents From Failing SystemsHeadline #:\ P}P#

By Rep. Frank Riggs

Rarely do special-interest groups claiming to lobby for the rights of children or "average people" find themselves more at odds with their usual backers than over the issue of school choice.

Left-leaning organizations from the NAACP to the politically potent teachers' unions have fought every attempt to give parents any type of choice in where their children can attend school.

This flies in the face of recent Gallup polls, which show that up to 80 percent of the minority population support the right of parents to choose among competing schools for the education that best suits their children.

Despite this overwhelming support, the teachers' lobby, the White House, the

NAACP, and many other traditionally left-leaning special-interest groups oppose

Congressional plans that would give taxpayer-funded scholarships to low-income parents whose children attend failing public schools.

In America's poorest inner-city schools, children are far more likely to exhibit low levels of achievement and are more likely to drop out of school than their

peers from other areas. For the poorest of children in the poorest of America's neighborhoods, school choice is an idea whose time has come. Parents whose children are in danger of becoming yet another statistic on the "lost generation" scorecard feel

school choice can't come soon enough.

Consider this: In 1990, the Rand Corporation estimated that only 25 percent of New York City's public school students graduate and that only 16 percent take

the SAT college entrance exam. The small elite in the neighborhood public schools that did take the SAT in 1990

averaged a combined 642 out of a possible 1600,

and those in magnet schools (a form of public school choice) scored little better,

averaging only 715.

By contrast, the Catholic schools in New York graduate 95 percent of their students and 75 percent take the SAT with an average score of 815.

A 1993 New York State Department of Education report showed that Catholic schools with demographics similar to public schools outscored them by 17 percent in

third-grade reading, by 10 percent in third-grade math, by 6 percent in fifth-grade writing, and by 11

percent in sixth-grade math.

Catholic schools in the inner cities tend to be more, not less, integrated across lines of race and ethnicity. Now, in New York, they are poised to challenge

the public-school monopoly by reminding us that the neediest kids are educable and that spending extravagantly isn't the answer.

Recently, the Education and the Workforce subcommittee on oversight and investigations held a field hearing at Cardinal Hayes High School in the Bronx. We heard

an extraordinary outpouring of interest in and support for school choice and privately funded scholarships from poor parents whose children are trapped in the Big Apple's failing public schools.

Little wonder that the demand among poor parents for an innovative private-school choice scholarship program is so great. The program was undertaken after

Cardinal John O'Connor offered to educate 1,000 of New York City's lowest performing students in the Catholic

schools. Mayor Rudolph Giuliani (R) agreed to the

offer but, because of the church/state issues, sought private-sector support to fund the initiative.

The scholarship program has five basic elements:

dd* The scholarships will cover up to \$1,400 in annual tuition costs and are guaranteed for three years.

dd* The scholarships are need-based.

dd* Scholarships will go to 1,300 students this year.

dd* Students must currently attend a New York City public school and be entering grades one through five in September 1997.

dd* Students will be selected by lottery this month with preference given to students in the city's lowest-performing schools, based on a ranking by the New York City Board of Education.

ddParents receiving the scholarship will be allowed to select any public or private school, religious or non-sectarian, that is recognized by the state of New York.

ddSome 23,000 families have applied for these 1,300 scholarships. The massive number of families applying for the scholarships is viewed widely as a vote of "no confidence" in the New York City public school system.

ddDr. Rudy Crew, chancellor of New York City Schools, acknowledged that parents "want schools of high quality. And they are going to use any consumer mechanism to access them. It pushes us to really move as aggressively as we can in creating good schools throughout the city so parents do not have to look at other schools."

ddPeter Flannigan, a respected New York City businessman who spearheaded the effort to raise the private funds for the School Choice Scholarships Foundation, perhaps put it best: "When schools are accountable to parents and students who have the freedom to choose where they wish to be educated, they will become good schools. If they do not meet the demands of parents and schools, they will and should close. The price of failure should not be, as it now is, more money, more attention, and more students. The price of failure should be a closed school."

ddThe alternative to a stagnant monopoly is competition. When a monopoly faces real competition, it always reacts by improving itself.

As Flannigan puts it, "

The argument that vouchers would destroy the public school system is entirely false. Vouchers would save the public school system. When enough children are given the opportunity to leave the system because it does not meet their and their parents' needs, the system will reform itself.... Competition will only come about when parents and students are free to choose the schools that they think are best able to educate them."

ddThis theory dates back to 1955, when Nobel economist Milton Friedman first proposed using vouchers to break the government's near-monopoly on education and subject schools to competition.

ddPut simply, competition means choice. That choice can be provided through intra-district magnet schools, inter-district transfer

agreements, decentralized and deregulated (public) charter schools, and, most importantly, through scholarships (vouchers) and tuition tax credits. Choice also means more accountability and better education results, including increased parental involvement and higher pupil achievement.

If we want grassroots improvement of our schools, we must change the education paradigm by shifting the focus from the providers of education to the consumers of education. That is why such strange policy bedfellows as William Galston, President Clinton's former domestic policy adviser, and Diane Ravitch, President Bush's Assistant Secretary of Education, have joined forces to support federal taxpayer funds for demonstration projects on school choice that include religious schools.

They applaud the charter-school experiment under way in 26 states, the District of Columbia, and Puerto Rico that allows new or existing public schools to function independently, free of most regulations. Additionally, the recent report, "Reclaiming a Nation at Risk," finds that decentralization and site-based management are the keys to education reform and improvement of our schools. The early evidence suggests that public schools can compete with the best private schools if they are deregulated.

However, Galston and Ravitch, writing in the Washington Post on Dec. 16, 1996, conclude: "For the poor children — those most at risk of failure — even stronger measures have to be tried. We cannot afford to write-off another generation of urban school children....

It's time to put ideology and politics aside and put our children first."

They note that Milwaukee and Cleveland have passed laws creating means-tested scholarships with which poor parents can send their children to any school of their choice. Evaluations of the five-year-old Milwaukee choice program show choice students do better and parents are more satisfied.

According to an editorial in the New York Times, after three years, students who chose private schools scored 5 percentage points higher on math achievement tests. After four years, the gap widened to almost 11 percent. Reading scores moved in the same direction, though differences were less pronounced.

The Times opined: "[T]he Milwaukee data should serve notice on the teachers' union — large, urban districts everywhere — that if schools do not improve quickly, vouchers could become irresistible."

One experiment in Milwaukee doesn't prove much by itself, but it does warrant further experiments around the country. That's why the results of the School Choice Scholarships Foundation in New York City will be watched closely by school

l-choice proponents and education policy decision-makers.

ddEvery reasonable approach must be tried. Galston and Ravitch rightly argue for "a national demonstration program involving poor

children in no fewer than ten

n hard-pressed urban school districts for a period of no less than five years, with carefully designed monitoring

and evaluation plans."

ddI introduced a federal school choice demonstration bill in 1995 with Rep. Dave Weldon (R) of Florida.

ddThis year, a school choice component is a major feature of the bipartisan American Community Renewal Act, sponsored by Republican

Reps. J.C. Watts of Oklaho

ma and Jim Talent of Missouri, and by Democratic Rep. Floyd Flake of New York.

ddTwo questions about voucher programs remain unanswered: Do vouchers motivate public schools to do better to stay competitive? Do poor students attending lousy public schools benefit through improved education achievement?

ddThe only way to develop the hard evidence needed to show that parental choice will indeed improve education performance is to allow

a serious experiment to

proceed. The Talent/Watts/Flake proposal or a bill like my Low-Income School Choice Demonstration Act from

the last Congress would do just that.

ddI am absolutely convinced that vouchers empower parents and foster competition and innovation. One of the reasons some special

interests are so strongly opp

posed is that we have created these monolithic education bureaucracies across the country that, in many cases,

absolutely resist school choice and have no desire to compete.

ddIf you can introduce choice and competition into the education marketplace, it leads to more parental involvement, higher parental

satisfaction, and greater

pupil achievement. If we can ever create a large enough experiment, we will then be able to demonstrate this link.

ddFor now, I would propose the idea of extending public school choice by creating more charter schools. Twenty-three states, including

my own, have charter sc

hool laws on the books.

ddThe President called for a 100 percent increase in federal taxpayer funding for the start-up of charter schools in his State of the Union

message and his bu

dget proposal to Congress. When my subcommittee addresses the President's proposals, I would like to attach a large

demonstration project in the use of vouche

rs. The bottom line on vouchers is that we have never used them long enough to know whether

they really do improve education performance. It's time to give choice a chance.

ddRep. Frank Riggs (R-Calif) is the chairman of the Education and the Workforce subcommittee on early childhood, youth, and

families.nyxddd

2, 1997

Headline#\ P}P# Charter Schools: 'New Dem' Reform of ChoiceHeadline #:\ P}P#

By Sen. John Breaux

The quality of American public education frustrates many parents, teachers, and students. That's why more and more parents are finding

ways to send their ch

ildren to private schools or are moving out of inner-city school districts. And

the political debate going on in

Washington concerning public school education

does not always offer new and innovative solutions.

Some on the left argue that the problem is too little money, although per-pup

il expenditures have gone up over the last two decades.

And some on the right c

laim the problem is a stifling bureaucracy, teachers' unions, and politicized s

chool administrators. The truth

probably involves all of these concerns, and mo

re.

Sometimes, public school systems need more money. Sometimes, local politics i

nterferes with the goal of educating children. And

sometimes, top-heavy bureauc

racies hurt accountability and suffocate innovation. These problems are not new

. What has been missing

is a "break the mold" way of tackling our growing educa

tion concerns.

We need a progressive strategy to rebuild our public schools that focuses on

ways to bring the consumers of public education back to

the table. Schools and

educators must assume accountability for success and for failure. They must hav

e flexibility from the bureaucracy.

And parents must have a choice of where the

y send their children so they have a reason to invest their time and energy in

their schools.

The leading progressive experiment in public schooling today is the charter-s

chool movement. This is an idea that the Progressive Policy

Institute, the rese

arch arm of the Democratic Leadership Council (DLC), developed. As a former DLC

chairman and longtime supporter

of its New Democrat ideals, I support expansio

n of charter schools nationwide.

In fact, in my home state of Louisiana, the state House of Representatives re

cently passed legislation to expand our pilot charter-school

program to 42 scho

ols " to communities that are willing to try this new and innovative approach

to educating their children.

I believe expansion of charter schools will speed up the rate of change. And,

finally, people, in addition to the local school boards, will

try different fo

rms of public education and encourage innovation in teaching and learning.

What Are Charter Schools?

Charter schools provide an alternative to a traditional public school educati

on. They offer greater choice to students and parents. And

one of the reasons c

Charter schools are such a promising educational tool is that they are accountable for their results.

These public schools operate under a "charter" that spells out instructional, financial, and management plans, as well as the school's education objectives and how to measure them. A charter usually lasts five years, at the end of which it is renewed if, and only if, the school has reached previously agreed-upon goals. That way, public authorities retain final say over charter schools. With a binding charter to a public agency, a combination of administrators, teachers, parents, and others governs the school. If the school produces the promised results, its charter is renewed.

The charter generally gives teachers complete control of their schools' budgets, staffing, teaching methods, and curriculum. And the schools themselves are freed from many of the education regulations and restrictions of state and local school boards in exchange for conducting performance reviews.

Charter schools are primarily creatures of state law. The regulations and restrictions are waived depending on each state's authorizing legislation. Some examples of the kinds of autonomy granted to charter schools are in staffing and budget decisions, curricula, class sizes, length of school days, the school calendar, and textbooks. And charter schools are not exempt from health, safety, and civil rights laws.

Public Support

Charter schools are public schools, supported by public money. They are freed, however, from most district and state regulations, providing flexibility and independence.

Charter schools are open to all students. They cannot charge tuition or fees or have any religious affiliation. Public funds finance charter schools, with t

he per-pupil state funding following a student in a charter school. In many states, K-12 financing systems use individual student counts as the main way to distribute state or federal aid. In some states,

like Louisiana, charter schools

by law receive the full state and local per-pupil average, contingent on local school board sponsorship. In

others, state law guarantees charter schools only

a minimum percentage of state or local revenues. An individual school's funding is based on its enrollment.

In Louisiana, lawmakers have moved cautiously in the experiment of charter schools, starting in 1995 with a limited pilot program that allowed only eight of

the state's 66 school districts to participate. And, so far, only three charter schools have opened, because getting them up and running does take time, energy, and perseverance.

Organizers must persuade local school boards to approve their applications. And although the law allows charter schools to receive the

same per-pupil fundin

g that other public schools receive, start-up money is not included.

ddCharter schools, which agree to meet state performance standards in exchange for greater flexibility in making their own rules, have to pay for construction

, textbooks, and teacher training before they open. They rarely get state money until they open their doors to students.

ddThe Department of Education, under its Public Charter Schools Program, has limited funds to provide discretionary grants to states for start-up costs. State

s allocate those funds to the charter schools.

ddCharter-school founders " often groups of teachers or parents, or small, non-profit organizations " often suffer from cash-flow problems when they start.

Most states do not give them money until they have enrolled students, and, like traditional public schools, they

are forced to wait a month or two into the sc

hool year before they get their state-aid checks. Most districts have adjusted their bookkeeping

to deal with the built-in cash-flow problems, but that job is harder for a brand-new school.

ddAccountability

ddToday, more than half of all states, including Louisiana, have enacted charter-school legislation. In 1991, Minnesota passed the nation's first charter-scho

ol legislation. Since then, more than 400 charters have been issued nationwide.

ddA charter school must follow the outcome-based performance model outlined in its charter. If the school doesn't produce the promised

results, its charter is not renewed.

ddCharter schools introduce a measure of competition into the public education system. Traditional public schools either improve with the introduction of char

ter schools or lose students to them. In the words of an ardent supporter, "Teachers trade away regulation for results and bureaucracy for accountability."

ddAnd the charter schools' make-up must mirror the school district, which includes abiding by any federal desegregation court orders.

A charter confers on a s

chool a license to provide a different kind of public education to children who want it, not to violate the

Constitution or federal law.

ddHigher Standards

ddBy providing an alternative, charter schools promote positive competition. They provide an incentive for public schools to improve,

while keeping students a

nd tax dollars in the public system. And charter schools offer another opportunity for students who may not have

done well in a regular public school.

ddThis alternative was demonstrated in a recent letter to the editor from a mother in the New Orleans area. She wrote the New Orleans

Times-Picayune newspaper

, and said that "it was out of frustration that I have decided to pursue the organization of a charter school in New Orleans."

ddShe said she was worried about the academic achievement of her seventh-grader, who was neither a gifted nor a learning-impaired student, but rather an average student whose learning was suffering at a middle school with large classes that lacked "individualized attention and had low academic expectation."

ddThis New Orleans mother concluded her letter by urging all parents and educators who are similarly frustrated with the current system to write their state legislators and ask them to pass charter-school legislation "to make true reform of our public schools possible."

ddCommitment to Public Education

ddCharter-school advocates and organizers like myself are committed to the public school system as an effective way to educate all of America's children.

ddThe unique fit between universal parental concern with the public school system and the strengths of the charter school model have made charter schools the fastest growing education reform in the country today.

ddThe reason for this is that charter schools are good for education and for our children. The benefits are twofold: Better schools are created, which in turn

creates pressure on existing schools to improve in order to compete for students.

ddMainstream and Special Needs

ddMost charter schools serve a cross-section of the student population. But a good number address the special needs of at-risk students, such as teen mothers and the hearing impaired.

ddOther charter schools typically offer integrated curricula that stress mastery of the "basics" and modern technology, while some even offer increased learning opportunities.

ddOngoing Concerns

ddLast September, the charter-school movement marked its fourth birthday. Two issues have come forward after several years of having charter schools up and running.

ddFirst, I believe it would be useful to have solid information on how these charter schools are performing. For example, charter schools in California, Colorado, and Minnesota have been operating long enough to provide some early evidence of student achievement. Positive evidence would help persuade state legislatures to lift their caps on the number of charter schools allowed in the state and permit more to open.

ddSecond, we need to consider ways to address the crushing costs of starting a charter school. Generally, state funds don't start going to charter schools until they are up and running. It's time we invest some venture capital in the future.

ure of charter schools " and our children's education.

ddThe Charter School AlternativeddCharter schools are a tangible, achievable piece of the progressive, New Democrat agenda for revitalizing our nation's public schools.

ddThey are not the end-all and be-all of education reform, but they have enormous potential for good. They provide many crucial elements

now missing from too

many public schools " accountability, flexibility for innovation, and incentive for parental involvement.

ddThey have the power to alter for the better what traditional public schools are doing, and they can serve as "demonstration projects"

for the best ideas that

American educators have. Without more charter schools, I'm afraid that more parents and their children will continue

to flee the public school system.

ddUnlike some on the right, we progressives believe public education is worth saving. Unlike some on the left, we believe saving it will

require some sweeping

change.

ddIf the measures of public disenchantment are accurate, most Americans are on the progressives' side " and the side of charter schools.

ddSen. John Breaux (D-La) is the Chief Deputy Minority Whip.nyxddd

Publication#W\ P}P# 93. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# Uneasy Truce Between Direct and Private Student Loans Threats

ns ImprovementsHeadline #:\ P}P#

By Sen. James Jeffords

ddGen. George Patton advised, "Don't fight a battle if you don't gain anything by winning." His words ring true today and serve as a

warning as Congress again

begins the process of re-examining the two competing federal student loan programs.

ddWhether or not one program "wins" is neither the relevant nor the appropriate question. The relevant question is how to make both

programs strong, effective

, and efficient for our nation's students. Little can be gained by engaging in

a destructive battle just for the sake

of declaring a winner. I'm afraid, however,

that not all the parties have agreed to this cease-fire.

ddIn 1992, Congress authorized the Federal Direct Student Loan Program (FDSLPL).

Under the direct loan program, the federal government " not a private lender

" lends money directly to schools to be provided to eligible student loan borrowers. The program

is operated and managed by the Department of Education. As opposed to the direct loan program, the private sector provides the loan

capital

in the Federal Family Education Loan Program (FFELP), but the federal government is on the hook to cover most of the costs if

a borrower defaults.

Clinton Administration officials and some Members of Congress saw the federal direct loan program eventually becoming a total replacement for what they considered a costly, complicated, and cumbersome private-sector loan program. Others saw direct lending as a new government bureaucracy doomed to be less efficient and more costly than a privately run program.

Still others, and I consider myself among this group, saw direct lending as a trial, designed to introduce some necessary competition into the student-loan monopoly. That competition would lead to lower costs and better services for borrowers and the government, the ultimate guarantor of both programs.

Since 1992, both loan programs have had their successes. Roughly 35 percent of total student loan volume is now handled by the FDSLSP. Institutions that participate report satisfaction with its central features and are relieved not to have to deal with numerous lenders and guarantee agencies. Still, many more schools have opted to remain with FFELP, reporting that they, too, see significant strides made by the private loan industry.

Few can argue that the creation of the direct lending program has led to changes in the private loan sector that would not otherwise have occurred. The mere existence and threat of another major player in the game forced many in the private sector to improve their service and cut costs to students. For example, the Vermont Student Assistance Corporation, my state guarantee agency and state lender for the FFELP program, offers students a one percent lower interest rate than is available in the FDSLSP. That alone has saved Vermont students hundreds of thousands of dollars a year.

In addition to lower interest rates, many of these agencies " which, candidly, should have thought of these customer-friendly changes sooner " are cutting costs to students in other ways as well. The Illinois agency provides discounts on aid to students who perform community service. California reduces interest rates by 2 percent for students who make their loan payments on time. The agency realized that it would save administrative costs if it had to send out fewer reminders to late payers and had fewer loan defaults, so it put together a program to pass the savings on to its customers " the students.

Getting to this point has not been easy or satisfying. Between the 1992 amendments and today, a fierce war has been waged between the FDSLSP and FFELP. Discussions about whether one or both loan programs would continue dominated budget negotiations in 1995, and after much debate and discussion, a truce was achieved between the two combatants.

But can that truce be sustained? In this year's budget proposal, the Administ

ration proposed crippling cuts in the guaranteed loan program. Of the \$4.6 billion in suggested cuts, \$4 billion came from the private sector and only \$600 million from the direct loan program. That, to me, doesn't suggest an even-handed approach.

ddMeanwhile, the \$600 million proposed to be cut comes from a bloated administrative account, the funding level of which had been established in 1993 in anticipation of direct lending consuming 60 percent of the market for student loans.

With direct-loan volume in 1998 projected to be half of that amount, one would assume that there is a great deal of excess in the Education Department's administrative account. Unfortunately, little of that excess has been offered up by the Administration in the balanced budget debate.

ddAt the same time, the Department of Education's conduct in running the direct loan program has been so chaotic that the Labor and Human Resources Committee

felt it necessary to hold a hearing on May 15 devoted solely to the department's administration of the direct loan program and the student-aid delivery system

. Hundreds of millions of dollars later, the department continues to experience major

operating problems. It has come under intense scrutiny by its own Inspector General and by the General Accounting Office. Admittedly, the task of managing student-loan data systems is a difficult one. Nevertheless, if federal funds are not being accounted for, it is critical that changes be made to the program.

ddUnfortunately, because the truce between both programs remains so uneasy, department officials are unwilling to admit to mistakes and allow Congress to help

correct the problems. Evidence of this attitude was seen in the conflicting testimony presented by the

Administration and by the GAO about the difficulties in

managing the program. This bickering only serves to frustrate and, in the end,

doesn't do anything to improve services to students and institutions.

ddAll interested parties must understand that, for the sake of students, true competition must exist between both programs. It is disturbing to hear some inst

itutional representatives argue that the borrower benefits which certain FFELP organizations are offering are unfair and

should be curtailed. At a time when m

any of us in Congress are concerned with disturbingly high college costs, those who represent

postsecondary institutions should not be arguing to take away be

nefits that lower the cost of going to college. These arguments appear to be wo

lves in sheep's clothing, attempting to steal a feature from FFELP that direct lending either is unwilling or unable to offer.

ddTrue competition does not mean a plain vanilla wrapper. If the Ben and Jerry's ice cream company in my home state of Vermont were

forced to offer only one, non-descript flavor, I dare say it would go out of business and the world would be deprived of Cherry Garcia, Phish Food, and Rainforest Crunch. If the loan programs could not offer product differentiation, both FFELP and the FDSLSP would lose their edge and student and parent borrowers would be deprived of benefits that could save them thousands of dollars. As Congress moves through both reconciliation and reauthorization, both programs should be treated equitably, and neither side in this debate should try to inflict either a knock-out blow or death by a thousand cuts. My goal, when we are done, is to position both programs to be healthy competitors and not to artificially prop up one program that is not well run, does not offer borrower benefits, and cannot learn to economize in a costly world. Then, maybe we can have real peace and not a phony imitation. Sen. James Jeffords (R-Vt) is the chairman of the Labor and Human Resources Committee.

Publication#W\ P}P# 94. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# Direct Loans Are Simpler, Faster, and Better for StudentsHead line #:\ P}P#

By Rep. William Clay

In less than three years of operation, the Department of Education's Federal Direct Student Loan Program already accounts for one-third of the total student -loan volume. Few new businesses can boast this kind of market share in such a short period of time.

The direct loan program won this significant percentage of the student-loan business because it provides a simpler, faster, and more efficient way to get loans to students. USA Today reported last year that the program's "simplicity has proved hugely popular at colleges across the country."

Each year, more colleges join the program. Today, more than 1,200 campuses, representing more than 1.5 million students, participate in the direct loan program.

Direct Lending Is a Success

Prior to direct lending, schools and borrowers had no choice but to deal with a vast network of middlemen " including more than 7,000 lenders, over 50 guarantee agencies and 44 secondary markets, and dozens of loan servicers. Few students, parents, and colleges could navigate this bureaucratic maze of loan origination, servicing, and collection services.

Students complained that their loans were sold and resold, or contracted out to servicing agencies, sometimes without notice. Colleges received loan funds from different lenders at different times, often with different forms and policies

es. Delays, errors, and confusion dominated loan processing. Compounding the confusion, colleges also had to deal with multiple guarantee agencies, each with its own procedures and forms.

ddWith direct lending, students get their loan proceeds directly from their schools, usually much faster than through a lender. Upon graduation, borrowers are provided more flexible repayment options that take into account their post-college income. Borrowers only deal with one loan servicer.

ddDirect lending has made loan administration easier for schools. Loan approvals are given by the Department of Education electronically, often in one day. Re

cently, Barbara Tornow, the chief student aid officer at Boston University, stated in testimony before the Senate Labor and Human Resources Committee that direct lending was "easier and more efficient" and resulted in a "significant improvement in service to students."

ddConversely, under the Federal Family Education Loan Program (FFELP), she complained, poor service by lenders and guarantee agencies delayed student checks, and these entities "had varying degrees of competence and interest in service."

ddA survey of FFELP and direct lending schools completed earlier this year by Macro International reported that more than 60 percent of direct-lending schools were "very satisfied" with their program, compared with only 25 percent for FFELP schools.

ddFor those schools that participate in both programs, direct-lending is strongly preferred by schools and borrowers. Of the \$9.8 billion in loan volume by schools in both programs for the 1996-97 school year, \$8.6 billion, or 89 percent, was in direct loans, versus \$1.2 billion, or 11 percent, for the FFELP program.

ddBoth proponents and opponents of direct lending agree that the competition created by the Direct Student Loan Program has improved service by some FFELP lenders and guarantee agencies.

ddLast March, the president of Macalester College in New Jersey, a noted expert on higher education, remarked that "banks and guarantee agencies are alert to the fact that they're working in a competitive environment.... It's important to keep the direct lending program, even though my own college is not currently a participant."

ddFFELP Is InefficientddThe General Accounting Office has repeatedly criticized the FFELP program because "nearly all the risk of financial losses from loan defaults" is assumed by the federal government. In 1992, the GAO found that "traditional business incentives do not govern the Department of Education's relati

onship with guarantee agencies." It noted that the department had reimbursed the guarantee agencies for about 99 percent of the \$3.6 billion in default claims paid to lenders.

The GAO has also noted that the complex array of lenders and guarantee agencies under the FFELP program makes it impossible to audit them, thus inviting fraud and abuse. The GAO has concluded that direct lending would improve program accountability.

Guarantee agencies have also been cited by the GAO for diverting reserve funds to pay for facilities, furniture, computers, and exorbitant salaries. This March,

the Baltimore Sun reported that USA Group, a non-profit guarantee agency, paid its top executive a lavish

compensation package worth more than \$1 million.

The USA headquarters, valued at more than \$30 million, reported profits of more than

\$100 million for 1995. As a student-loan middleman, the guarantee agency incurs little risk, but rakes in millions of dollars through

substantial federal

government subsidies.

Despite competitive pressures, the inefficiency in the FFELP is perpetuated by special interests. Student loans continue to be a no-risk venture for banks.

If there is a default, lenders are reimbursed 98 percent by the federal government. Lenders are also reimbursed interest

on loans "not at the 5 percent it costs

to borrow" but at a rate of 3.1 percent above the government rate.

My good friend, former Illinois Sen. Paul Simon (D), sharply criticized this process for establishing the program's federal subsidy on

the Senate floor last

year: "Why do we pay banks 3.1 percent over the Treasury rate? Not because of any market competition that led to

the price. Not because of any study by economists,

but it is what the lobbyists said the industry could live with."

Competitive pressures have induced some lenders to engage in predatory pricing. For example, lenders have provided select students

a discount on loan origination

fees or a reduction of interest rates.

The Direct Student Loan Program is not authorized to provide discounts. The funds for discounting are not generated by the efficient

operation of private lenders;

they come from the overly generous federal cost allowance provided to all lenders, irrespective of their

performance.

This practice undermines the student aid program's commitment to provide equal benefits to all students based on financial need. A

federal aid program should

offer a Columbia University student the same percentage discount it offers a

student at Washington University

or Dade County Community College.

FFELP Needs Reform

Unlike the FFELP program, the Direct Student Loan Program chooses contractors based on performance. No contractor is given a

flat-rate payment, irrespective of performance. President Clinton's fiscal 1998 budget proposes a number of FFELP reform measures that would curtail the cache of entitlements for lenders and guarantee agencies. The measures would reward those participants that provide

high-quality services to students and schools and penalize those that do not.

Most importantly, the measures strengthen the relationship between the actual cost

of providing services and the amount paid by taxpayers.

For example, the federal government pays guarantee agencies 27 percent of any defaulted loan they collect. This is a clear disincentive

for agencies to prevent

ent defaults. President Clinton, over the objection of special interests, proposed

in his budget to reduce that amount

to 18 percent to reflect the true collection costs to the guarantee agencies.

Other budget provisions would reduce the cost allowance for lenders that is currently built into the interest subsidy, take back agency reserves by establishing a performance-based contractual relationship with the Department of Education, and increase risk-sharing for lenders so they have a greater incentive to prevent defaults.

President Clinton's budget also includes a number of measures that would allow the direct loan and FFELP programs to compete with each other more fairly.

Student origination fees would be cut in half, benefiting students and minimizing the opportunity for discriminatory discounting. FFELP lenders would be given more flexibility in designing repayment plans and allow borrowers to use a variety of repayment options after graduation. Automatic payments to guarantee agencies for pre-claims assistance to lenders would be replaced by performance-based payments linked to success in bringing delinquent loans current.

Finally, the President's proposals would create a level playing field for real competition between the two loan programs. If we can ensure equivalent ground rules for both programs, families will have real, open competition and genuine choices.

Direct Lending Saves Taxpayers Money

The desirability of making the student aid program more cost efficient has always been a major advantage of the Direct Student Loan Program. In 1992, the GAO predicted that the program could "save billions" if properly implemented. The Department of Education calculates that for each \$1,000 loaned, the federal government subsidizes the FFELP program by \$110, compared with only \$55 for the direct loan program.

In the fiscal 1996 budget resolution, Republicans rigged the budget scoring rules to mask savings by the direct loan program. It singled out the direct loan

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program to be scored using special rules that unfairly inflated its cost compared with the cost of the FFELP program.

An independent scoring rule analysis recently demonstrated a substantial savings by moving to direct lending.

As Congress begins consideration of the Higher Education Act reauthorization,

I am hopeful that we can avoid a bitter partisan fight

over the Direct Student

Loan Program. This will help us to focus all our attention on the vital task of

making higher education more

accessible and affordable for all Americans.

Rep. William Clay (D-Mo) is the ranking member of the Education and the Workforce

Committee.

Publication#W\ P}P# 95. Roll Call (policy briefing)"Publication" #:\ P}P#June

2, 1997

Headline#\ P}P# Imagine Having a Mortgage Without a HouseHeadline #:\ P}P#Su

bhead#[\ P}P# Out-of-Control College Tuition Leaves Students With Debt That Th

reatens a

Successful National EconomySubhead#:\ P}P#

By Rep. Bill Goodling and Rep. Buck McKeon

When it comes to higher education, Members of Congress, college presidents, s

tudents, and parents all share common goals. These

goals include: making colleg

e affordable, making student aid simple and understandable, and ensuring that a

cademic quality is the top

priority.

How many parents do we all know who at this time of the year sit at the kitch

en table with their son or daughter about to graduate from

high school, eyeing

the family budget and agonizing over how to pay for the upcoming college years?

It's probably more hardworking Americans than we would like to admit. There i

s no question about it " the price of a college education

at many institutions

has skyrocketed at alarming rates. Many parents and students are right to fear

that a college education, and perhaps

even the American dream, may not be avai

lable to them.

This year, Congress will update and improve the Higher Education Act, which p

rovides student loans, grants, and other federal financial

aid to about one out

of every two college students. The federal government will provide in excess o

f \$35 billion in federal student aid this

year. State governments, institutions

, and various philanthropic organizations will contribute vast sums toward high

er education. And yet,

many parents and students still tell us that they cannot

afford to pay for college " even if they have been planning and saving for 18

years!

Over the last three years, the maximum Pell Grant awarded to low-income stude

nts has increased to its highest level in history, and

college work-study fundi

ng has increased by 35 percent. Student loans are and will remain available to

all who need them.

ddBut are taxpayer subsidies the only means available to make college affordable for capable students? Or can the federal government, state governments, and college presidents across the country work together to find solutions to keep tuition prices at a reasonable level?

ddSince the early 1980s, the price of going to college has spiraled upward at a rate of two to three times the rate of inflation every year.

According to a report released recently by the General Accounting Office, between the school years of 1980-81 and 1994-95, tuition at four-year public colleges and universities increased by 234 percent, while median household income rose only 82 percent, and the

Consumer Price Index rose only 74 percent. Simply put, college prices have increased almost three times faster than family incomes.

ddTo make matters worse, there is also a growing concern about the quality of the education that is being purchased " that perhaps

parents and students are paying more, and getting less for their "investment." Financial incentives favoring research over teaching have led to professors spending little time in the classroom, and students are increasingly spending time in large and impersonal class settings.

ddStill, there are colleges out there that are a good buy, and there are college presidents dedicated to keeping a quality postsecondary education affordable.

One example is York College of Pennsylvania, which provides a high quality education at roughly half the price of other private colleges and universities in the area.

ddYork College does this by following fiscal and education policies designed to provide the highest quality at a moderate price. For

instance, York College has stayed debt free, eliminating the need to spend scarce revenues on interest payments and debt servicing. York

College also maintains its scholarship endowment fund at a level suitable to fund all of its institutional scholarships and aid awards. This

allows it to avoid the common practice of "tuition discounting," by which students and parents from middle-income families are expected to foot

some of the bills for others.

ddAt the same time, York College has kept its administrative staff lean and insists that faculty members spend 12 to 15 hours per week in the classroom or lab

. These common-sense practices have allowed it to remain affordable. But, some would ask, how much has this

hurt the quality of a York education? Certainly you can't get a top-notch education for less than \$10,000 per year? And therein lies part

of the problem.

ddPeople actually believe that a quality education should cost roughly as much as the gross national product of a small developing country.

The fact is that Y

ork College, at about half the price of most similar schools, was rated by US News & World Report as being in the top 20 percent of regional liberal arts colleges for program quality.

Now, we're not arguing that the York model could or should be applied to every college across the country. But what is working in York might serve as a model

for some schools, and that information needs to be readily available.

As we prepare to update and improve the Higher Education Act, the House Education and the Workforce Committee will be called

upon to make recommendations for

legislation to the full House based on our determinations as to the effectiveness of the existing

programs as well as the need to address specific problems.

The committee has been conducting hearings all across the country, and one consistent theme from parents and students is the reality

that paying for college

is a huge financial burden, and that for some, college is simply out of reach even though they have worked very

hard for the opportunity to earn a college degree

through their entire lives. These are not the poorest of the poor. They are middle-income

Americans, and they are struggling.

On May 13 of this year, the House unanimously passed legislation introduced by Rep. Buck McKeon (R-Calif), which was reported

by the Education and the Workforce

Committee, that would establish a commission to find out why the price of a college education has

become so ridiculously high.

The Cost of Higher Education Review Act of 1997 establishes a bipartisan commission consisting of seven members to be selected

from experts in higher education

administration, economics, business, and business cost reduction programs. The commission will be

appointed by the House and Senate leadership and the

Secretary of Education. This panel will function for six months and will issue

its report within four months of its inception. Findings of the commission are

intended to be used as Congress works to update and improve the Higher Education Act later this year so that college can be a reasonable and achievable goal

for more of our nation's young people.

We hear nearly as many reasons for tuition increases as there are types of schools and institutions. We read almost weekly the horror stories in the press.

While there is a lot of information out there on college costs, no one can provide definitive explanations for what is

happening, and students are caught in the

middle. This commission is needed to help us sort the myths from the facts and find hard and

fast answers to our questions:

* Why are prices so high, and why have they increased so much faster than the rate of inflation?

dd* What are colleges doing to control their costs and, therefore, the price charged to students?

dd* Can some of these innovative practices be instituted across the country and serve as models for other colleges and universities?

dd* What role should Congress and the Administration play when it comes to college prices?

dd* Could the Administration reduce the regulatory burden faced by institutions of higher learning enough to significantly impact tuition?

ddAnswers to these questions are critical not just to students, parents, and college presidents who might want to keep tuition low, but quite possibly to the

future of our nation and our global competitiveness. If our children are saddled with a lifetime of taxes to pay for our

generation's excesses, and in addition

must pay off college debt the likes of which most of us could never imagine just 15 years ago "

something akin to having a mortgage without the house " then

how can they expect to have a successful economy?

ddAs a college education becomes more and more important to being successful in our society, we must help ensure it is accessible to

the average American who

can make the grade and wants to go to college.

ddWe share the concerns of students and parents that college costs are rising so rapidly. Students, parents, and taxpayers are having trouble

keeping pace, and

the American Dream of a better life for one's children could be in jeopardy.

ddStudents " as well as their parents (and not to mention the nation's taxpayers) are working longer and harder and going deeper into

debt to foot the bill for

college. If we are to keep this trend from becoming unsustainable, we must act

in a serious, thoughtful manner and

give colleges, the Administration, and Congress

the tools to keep college affordable.

ddRep. Bill Goodling (R-Pa) is chairman of the Education and the Workforce Committee. Rep. Buck McKeon (R-Calif) is chairman

of its subcommittee on postsecondary

education, training, and lifelong learning.nyxddd

Publication#W\ P}P# 96. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# The Bell Is Sounding for School Choice:Headline #:\ P}P#Subhead#\ P}P# DC Example Shows Why Support for It Is Growing Inside CongressSubhead#:\ P}P#

By Sen. Dan Coats

ddThere is a simple, unavoidable fact at the center of the school-choice debate

. When education collapses, it is generally not middle-class

children who suffer

. Their parents have already chosen private schools or exercised the commonplace

school choice of moving to desirable

suburbs with working schools. This leaves

low-income, particularly African-American, children in violent, dysfunctional

institutions with

little pretense of learning.

So we are left with situations like the Philadelphia school system, in which just 6 percent of the city's high school students test competent in reading. That means 94 percent of children are being defrauded. And, understandably, 75 percent of African-Americans in Philadelphia favor a voucher system to allow parents a choice of schools.

School choice, in circumstances like these, is not an attack on public schools, which clearly must be fixed, not abolished. It is not an attack on teachers,

who often perform heroically in an atmosphere of constant crisis. It is a recognition that the futures of children are being sacrificed while we debate long-term, structural education reform.

And it's not just children's futures that are being threatened, but sometimes their lives, in hallways and playgrounds occupied by gangs and abandoned by indifferent, inertial education bureaucracies.

School choice is the one reform effort that does not take valuable time to put in place. This is one reform that tells parents that their children matter now, at this moment. It says to a family: You will no longer be asked to wait while the politicians campaign, the education experts study, and the schools promise reform.

There is no doubt that school choice is seen as a controversial reform option. But the truth is that it is only controversial to those individuals whose children are not consigned to a violent or underperforming public school.

Consider one instructive fact: While education unions oppose school choice, many inner-city public school teachers regularly practice school choice by sending their children to schools other than those in which they teach. They are, in fact, two to three times more likely than other parents to send their children to private schools.

For instance, in Milwaukee and Cleveland, more than 50 percent of public school teachers send their own children to private schools.

Yet the National Education Association (NEA) is committed to ending programs in these cities that enable poor parents to send their children to the same private schools attended by the children of public school teachers.

This is an issue of survival for our nation's poorest students — it is not a Republican issue, nor is it an approach that Democrats have always opposed. The

Milwaukee and Cleveland school-choice programs, the only ones of their kind, were not started by Republicans. They were started by parents fed up with the schools their children were compelled to attend.

There is also a growing consensus for school choice in Congress, rooted in a sense of equity and a sense of desperation. In February 1996, during the passage

e of the 1996 DC appropriations bill, 56 Senators voted in support of the DC scholarship program for low-income students. Tragically, this program, which would have benefited 5,000 of our nation's most needy students, was blocked by the threat of Democratic filibuster.

ddThe DC schools have not improved since the defeat of this critical scholarship program. Rather, the schools are so bad that the DC Control Board fired Superintendent Franklin Smith, stripped control of the schools from the DC Board of Education, and installed a new chief executive and superintendent, retired Army Gen. Julius Becton Jr.

ddPerhaps Becton can turn the DC school system around. But I am not willing to tell a family who fears for the safety of its child that it should wait and give

Becton five or ten years to test his approaches, especially because changes have been promised by five new superintendents in the last 15 years.

ddIn February of this year, the Washington Post ran a five-part series on the DC school system, chronicling its complete breakdown: a school system in which jobs for bureaucrats are more important than providing textbooks; a school system that employs almost two times more central office administrators than the national average, despite a decreasing student population and a shortage of qualified teachers and principals.

ddMany of the District's 152 schools are in a state of terrible disrepair. Students and teachers contend with leaking roofs, bitterly cold classrooms, and thousands of fire code violations. Yet, in 1996, the DC Board of Education allocated \$1.4 million for its own use, an amount far greater than that spent by neighboring counties, and \$200,000 more than is spent by the Chicago school system, which is five times larger.

ddUnfortunately, these problems of infrastructure are minor concerns compared with violence and basic education failure. Violence in the schools is at an all-time high " both student on student, and student on teacher " even as the violent-crime rate in the country as a whole drops.

ddAnd stories of academic mediocrity have become so common that they have lost their power to shock. Why is there no public outcry that the DC school district, which spends the most per pupil of any district in the country, has the nation's lowest reported scores on the National Assessment of Education Progress exams? Where is the outrage that only 35 percent of students are reading at grade level?

ddStudents are routinely promoted regardless of whether they have progressed in their studies, and they graduate from the school system with little to show for their 12 years of schooling. Eighty-five percent of DC public school graduate

s who enter the University of the District of Columbia need two years of remedial education before beginning their course work toward degrees. And more than half of all graduates who took the US Armed Forces Qualification Test in 1994 failed. This last statistic is particularly troubling because it

blocks a traditional escape route for the economically disadvantaged. We are asking poor, inner-city children and their parents to tolerate circumstances that most middle-class and affluent Americans would not tolerate for one moment. Why should these families have to suffer violence and the lack of education opportunities for another week, let alone the years that Becton himself admits it will be before reform has any effect?

But those of us concerned about this issue face an obstacle. No one seems outraged enough about the betrayal of these children by indifferent adults to make major changes. Not suburban whites, who are often satisfied with their schools. Not many Democrats, who are blindly obedient to teachers unions. Not many Republicans, who have different political constituencies than these kids and their parents.

But an attempt is being made to end this conspiracy of complacency. A coalition of Republicans and Democrats in both houses of Congress plans to introduce a bill that provides scholarships for low-income students in the District of Columbia to enable them to attend the public or private school of their choice or to receive tutoring assistance.

This would be the single, most practical, immediate, and effective way to help actual children, with flesh and blood and futures, rather than saluting some political agenda.

It is inconceivable that anyone in good conscience could condemn low-income children to attend schools that not only fail to educate them but also cannot even assure their personal safety. Some of our public schools have become wastelands of violence and despair. We cannot begin to imagine the fears of a mother who is forced to send her child through barbed wire and metal detectors into a combat zone masquerading as an education institution.

The introduction and ultimate passage of this bill will signal a fundamental shift in priorities. It would indicate to parents all across America that we care about their children more than we care about maintaining the status quo, that we understand the depth of the problem in our nation's public schools, and that we are finally willing to address it.

Opponents of this bill should carefully consider what they would do if they had a child assigned to a school where physical attacks, robberies, and drug sales are rampant. Low-income parents, who face this circumstance every day, deserve a voice and a choice. We will

begin in the District of Columbia, but we should not end until every child is in a safe and effective school.

Sen. Dan Coats (R-Ind) is the chairman of the Labor and Human Resources subcommittee on children and families.

Publication#W\ P}P# 97. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#\ P}P# Paying the Price for a College EducationHeadline #:\ P}P#Subhead#\ P}P# Tax Breaks and Increased Grants Help Send Poorer Students to School, But

Debt Still Limits Career ChoicesSubhead#:\ P}P#

By Sen. Edward Kennedy

What the nation does tomorrow depends on how we prepare today. America's strength in the next century depends heavily on the investments we are making now and will be making in the years ahead. Education is at the heart of a wise investment strategy at every level of government - federal, state, and local.

The federal government cannot do the job alone. A shared commitment needs to be made involving parents and students, teachers and administrators, public and private schools and colleges, and federal, state, and local governments. The current budget plan strengthens the federal investment in education, and it is a necessary step. But far more needs to be done.

In higher education, expanding access to college is essential. Every qualified student across the country needs to know that a college education is within reach. Yet higher education today is becoming increasingly stratified by income level. Students from low-income families do not attend college at the same rate as those from high-income families, and when they do, they often stop at an associate's degree.

President Clinton's proposal for tax credits and tax deductions for higher education will help reduce this gap, but it is far from enough.

In elementary and secondary education, we must work with local communities to improve quality and accountability in public schools, to rebuild crumbling public schools, to prepare teachers for the 21st century, and to provide adequate technology to classrooms across the country.

The federal government should give its strong support to state and local efforts to set high academic standards. There should be clear definitions of what students should know and be able to do. By defining specific goals for learning, states and communities can better identify what classroom tools to use, what information to test and how to test it, and help all students meet the standards.

A balanced budget is important for the nation's future economy. But as we meet the challenge of balancing the budget by 2002, we must also ensure that federal aid to education does not suffer.

ddFederal support for colleges and universities has helped to foster extraordinary growth over the past half-century. The great developments in knowledge and research, the end of the Cold War, and much of the economic growth of the last 50 years rest on the extraordinary education base.

ddThe federal government's first major investment in higher education was with the G.I. bill. The economic payoff of that investment is well known. According to a 1988 staff analysis for the Joint Economic Committee, for every dollar the government invested in education under the G.I. bill, the nation received as much as \$12.50 in benefits.

ddWe can build on these successes. Higher education has never been more important. The Bureau of Labor Statistics projects that three-fifths of all the jobs that will be created between 1992 and 2005 will require education beyond high school.

ddAlthough students are seeking higher education in record numbers, higher education is becoming increasingly stratified. In 1994, nearly 90 percent of 18-year-olds in the highest quarter of family incomes attended college, while only about 60 percent of those from the lowest quarter of family incomes went to college.

ddEven among low-income students who went to college, more of them stopped at the associate's degree level, forgoing the higher-income jobs that require a bachelor's degree. Only 8 percent of students at the lowest income level completed a bachelor's degree by age 24, while 79 percent of the highest income students did.

ddThe President's initiatives incorporated in the budget plan will do more to make college affordable for needy students. The increase of \$300 in the Pell Grant maximum for fiscal 1998 will bring the maximum grant per student to \$3,000, but even that level is far from sufficient in the era of rising college costs.

ddIn the 15-year period between the 1980-81 school year and the 1995-96 school year, tuition at four-year public colleges and universities increased by 256 percent. The HOPE tax credit and the \$10,000 tuition tax deduction, the principal education investments in the President's plan, will help large numbers of families meet these rising costs.

ddOne of the most serious current problems is the heavy debt burden plaguing college graduates. In 1975, student aid was 80 percent grants and 20 percent loans. Now, the ratio is 20 percent grants and 80 percent loans. Too many students today choose not to attend college at all for fear of accumulating large debts.

These burdens raise the additional concern that students will limit their choice of careers to

high-paying occupations in order to ease the repayment of their debt.

It is the nation's loss if college graduates are reluctant to choose careers in teaching or public service because of the burden of their college loans. A major concern of Congress in the coming months should be the development of more effective ways to address this serious problem.

On the elementary and secondary levels, the need for greater investment is overwhelming. The nation's public schools are crumbling.

They face enormous problems of physical decay. Fourteen million children in one-third of the nation's schools learn in substandard school buildings. Half the nation's schools have at least one unsatisfactory environmental condition.

Demographics will only make the problem worse. This year, kindergarten through 12th grade enrollment hit an all-time high, and it will continue to rise.

Teachers need more training, too. A quarter of teachers do not have a major or even a minor in the main subject that they teach. Half of all teachers have little or no experience using technology in the classroom. Greater efforts must be made both to improve initial teacher training and to help teachers already in the classrooms.

Currently, ten million students and one in every four schools do not have sufficient computers to meet their needs. Only 14 percent of all classrooms are connected to the Internet. Technology is transforming research and learning, and schools and teachers need help to meet this challenge.

Local school districts cannot meet these challenges alone. The federal government can help by providing seed money for school repair and construction, by supporting better training for teachers, and by financing technology for the classrooms.

The Telecommunications Act of 1996 offers a novel approach for investing in such technology. Under the act, telecommunications companies will provide discounts of up to 90 percent to schools and libraries on telecommunications services, Internet access, and internal wiring. This public-private partnership will enable many more schools to make a fundamental commitment to technology at an affordable cost, while the companies, for their part, build a base of customers and skilled workers for the future.

Without federal leadership, technology will separate schools even more starkly into haves and have-nots. We must not allow public education to fail in its historic promise of providing opportunity for all, rich and poor alike.

The federal government can and should continue to support state and local efforts to set high academic standards and make schools accountable for improved student performance. The President's proposal for a voluntary national test is a

helpful incentive for states and communities that want more information about trends in student achievement and about their comparative performance. If we are genuinely committed to excellence in education, all children should have the opportunity to learn in schools that meet high academic standards. If a balanced-budget plan fails to keep these basic goals in sight, the entire nation will suffer.

The debate in Congress in the months ahead will give Republicans and Democrats alike a chance to reaffirm our commitment to education and revitalize it for the future. If we continue to shortchange our schools and colleges, no long-term balanced budget can offset the long-run damage to the country's future.

A balanced budget that gives education its due will make the nation prosper. The American people understand that fundamental point, and Congress needs to understand it, too.

Sen. Edward Kennedy (D-Mass) is the ranking member of the Labor and Human Resources Committee.

98. Roll Call (policy briefing) June 2, 1997

New Investment in Education Infrastructure Necessary to Provide Effective Places of Learning

Headline #:
By Rep. Ellen Tauscher

During my 14 years on Wall Street, we had a common saying: "If you want to invest money, get the most you can for every dollar you put in." When it comes to investing in our nation's schools, I believe the same principle needs to apply.

It is a sad fact that across our nation we have 19th-century schools for 21st-century students. To most Americans, especially in a time of almost unprecedented growth, this equation simply does not add up. Shouldn't our priorities as a nation include building the necessary infrastructure to ensure that our children will be able to compete in an increasingly competitive 21st-century economy?

The fact that many of our schools are deteriorating before our eyes and that many of our school districts lack the space to house students due to increasing numbers and mandated class-size reductions are problems that we cannot continue to ignore.

As the General Accounting Office stated recently, our schools are in need of a whopping \$112 billion to repair or upgrade America's education infrastructure.

If we don't start investing in our school infrastructure immediately, we will end up paying a much higher price down the road for graduating students who will not be adequately prepared to compete in an increasingly competitive economy. We need

creative ways, in the age of shrinking budgets, to find the necessary dollars to start rebuilding our education infrastructure. Children and families are expecting schools to be safe and effective places of learning. Instead, our nation's kids are faced with temporary trailer-classrooms, toilets that don't flush, computer wiring that can't link to the Internet, and roofs that don't keep the rain out of classrooms. This is a terrible legacy for the richest nation on earth to be leaving to the future leaders of the 21st century.

In my own state of California, as in many places around the country, the infrastructure problems are only getting worse. In California alone, 61 percent of our schools are more than 40 years old, and public school enrollment is expected to exceed six million students by the turn of the century. Yet large numbers of students are already being educated in temporary buildings. As states around the nation adopt mandated class-size reductions, as was recently done in California, more classroom space will be needed. At the beginning of the current California school session, the state already had 1.3 million students in grades one through three who will require an astonishing 6,500 additional classrooms to meet class-size reduction mandates.

These are among the reasons why I have introduced the State Infrastructure Banks for Schools Act of 1997. This legislation would create infrastructure banks to provide loan and credit options that would help finance locally supported education projects. The use of State Infrastructure Banks (SIBs) will set up a model to provide much-needed financial assistance to local districts to rebuild, repair, or replace their current facilities. This legislation is intended as a complement to — not a replacement for — other school-funding initiatives.

A state infrastructure bank, like a private bank, needs equity capital to get started. After the initial infusion of capital, the money is recycled through the bank, financing more projects without taking any more money from the Treasury. Just as importantly, with SIBs, school districts could avoid bond-market pressures to borrow more than they actually need, which can often make a project unacceptable to local voters. The basic structure of the bank will eliminate any fights over pork and put the focus only on fixing our schools.

Specifically, SIBs will be created with federal seed money and will offer a flexible menu of loan and credit enhancement assistance, terms, and maturities, such as low-interest loans, bond financing security, loan guarantees, or credit support for financing projects — all of which will allow local school districts to save taxpayer dollars. This funding would not be used like traditional grant programs. As loans are repaid, the SIBs' funds would be replenished, and th

e banks could make new loans or loan guarantees for other education infrastructure projects.

The State Infrastructure Banks for Schools Act is based loosely on the Administration-proposed and Congressionally backed State Infrastructure Banks for Transportation Act, which passed during the 104th Congress as part of the National Highway System Bill. The idea is very similar to the very successful State Revolving Funds (SRFs) that have been used for the last decade to finance Clean Water Act projects; without SRFs, many of the mandated improvements to local water and sewage systems may not have been completed due to prohibitive financing costs to local governments.

My proposal would authorize \$250 million per year for five years to initially fund the various SIBs. While \$1.25 billion alone will not come close to solving all of the infrastructure problems facing our nation's schools, the State Infrastructure Banks for Schools Act is a modest attempt to leverage more dollars to meet some of the urgent needs for school infrastructure funding. Under this legislation, each state will offer a 25 percent match to all leveraged loans. If the program proves to be as successful as other revolving loan programs, it could be expanded.

What also makes the idea of SIBs so appealing is that they would save local taxpayers' money by allowing communities to avoid the pressures of the bond market, which often force communities to borrow more than they really need. Typically, the bond amount includes fees and other administrative costs associated with the bond market that would not come with the SIB. In addition, often it is not profitable for the bond market to approve loans for many small projects. As a result, localities are often forced to request bigger loans for bigger projects, and then the local taxpayers refuse to approve the bond measures.

More often than not, when citizens are voting on bond measures, they are voting for an amount that is significantly more than the cost of the facility repair.

School districts across the country have been confronted with this problem a lot too frequently. By supporting this proposal, we would not only be wisely utilizing limited federal funds, but we would also be saving local taxpayers money otherwise spent on inflated bond requests, fees, and other costs associated with the for-profit market.

In addition, state infrastructure banks are insulated to a great degree from the political process. Instead of relying on the traditional appropriations process that necessarily results in Members of Congress fighting for limited funding for their own districts, this program avoids the battle over specific earmarks.

ks by leaving the decision up to the banks.

ddIf we are ever going to solve our huge backlog of needed improvements to our nation's education infrastructure, we are going to have to develop new and innovative ways of solving these problems. The use of state infrastructure banks are an ideal solution for an increasingly budget-conscience Congress.

ddWith \$112 billion of education upgrades needed, this proposal is one of several first steps that can be made toward addressing this overwhelming issue. This is a modest, common-sense, and cost-effective proposal that would benefit the entire nation.

ddCongress needs to start finding new and innovative ways of financing the construction, modernization, and upkeep of our schools. In the end, we all get more funding for our schools while at the same time making good use of constituents' valuable tax dollars.

ddRep. Ellen Tauscher (D-Calif) is a member of the Transportation and Infrastructure Committee.nyxdddy

Publication#W\ P}P# 99. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# Republicans Really Are a Pro-Education PartyHeadline #:\ P}P #Subhead#\ P}P# But Things Got Off to a Rocky Start, Writes Rep. Castle, With Proposals to

'Abolish,' 'Eliminate,' and 'Cut'Subhead#:\ P}P# By Rep. Michael N. Castle

ddJohn Dewey once said that education is not preparation for life; education is life itself. It is the core of everything we do and the foundation of a satisfying life.

ddAs a nation, we must recognize that the road to economic growth and prosperity is paved by solid investments in quality education, job training, and providing true opportunities for our citizens. We should be doing all we can at all levels of government to ensure that we provide the best education possible to our nation's children and young people.

ddTo date, our success has been mixed. While on the one hand we have world-class universities and the students in them, on the other, according to a recent US

News & World Report article, more than half of our college graduates cannot read a bus schedule and are unable to figure out how much change they should get back after paying \$3 for a \$1.95 sandwich and a 60-cent bowl of soup. Given the

enormous sums of money spent to educate our nation's youth from kindergarten through high school and post-secondary education, this outcome is not only astonishing but also alarming.

ddI think we all learned from the last election how strongly the American people feel about education " ensuring that kids are learning the basics and are pr

pared to enter the work force. A quality education is the surest ticket to a brighter future, and I believe that the federal government does have a legitimate role to play in enhancing educational opportunity and quality for our nation's young people.

In my view, things got off to a rocky start last Congress on education because Republicans did not advance an education agenda that many Americans perceived as pro-education. Most of the proposals began with the words "abolish," "eliminate," or "cut." Thus, Americans were left with the impression that Republicans wanted to eliminate the federal role in education.

Lost in the rhetoric and heated debate was the vision of education that Republicans had - sending more dollars back to local schools with fewer strings, and enhancing the control and involvement of local educators, teachers, and parents. The message that Americans got was that Republicans did not think education was important.

A number of Republicans believed that the focus on eliminating the Department of Education and disproportionately reducing funding for various education programs was misguided. In fact, some of my Republican colleagues and I opposed the fiscal 1996

Labor-HHS-Education appropriations bill and later worked to restore \$2.6 billion in education funding. But even we were being reactive rather than

proactive. I think it is important that Republicans develop and articulate a positive vision of where we want education to be.

After learning from last Congress, Republicans in the 105th Congress have given considerable thought to how they envision education working, and I think the

Education and the Workforce Committee has done an excellent job in this area, with the "Education at a Crossroads" initiative, as one example.

Some of my own thoughts, which I believe are shared by most of the other members of the Republican Tuesday Group are:

* I want schools that adequately educate and prepare our children for the 21st century. American students should be world-class students in math, science, and technology. All students should be educated in accordance with high standards and should be challenged intellectually.

* I want schools that are actively supported by parents and community leaders. Schools should encourage parental involvement by actively engaging parents and families in a partnership to support the academic work of children at home and share education

decision-making at schools. Schools should be held accountable to local communities for their success and their stewardship of public dollars.

* I want safe schools that have the resources they need to succeed. The federal government can assist states and local schools in keeping drug dealers and fi

rearms out of school yards and promoting physical safety in the classroom. The federal government can also help schools meet important unmet needs, such as educating disadvantaged or disabled children.

dd* I want schools that are free to educate students without the burden of costly and unnecessary federal regulation and paperwork.

dd* I want a focused and efficient Department of Education " one that articulates a national vision for our country, that acts as a clearinghouse of education

n programs, that collects and disseminates data about education in America and education programs, and that

holds states and local schools accountable for waste, fraud, and abuse.

ddWhat can and should we be doing at the federal level to help achieve these goals?

ddThe answer to this question seems to have as many possibilities as there are Members of Congress. My own view is that the federal role is necessarily limited

but important. Teachers (with the support and cooperation of parents), not administrators, not state or federal

bureaucrats, not Members of Congress, do the

real and important work of transferring knowledge to our children. Teachers know which

methods work for their students, what their needs are, and what their strengths are. Thus, activity at the federal level, which is needed but is also

far removed from where real learning takes place, simply cannot and should not micromanage teaching or programs at the local level.

ddHowever there are legitimate roles for the federal government. Prior to enactment of the Individuals with Disabilities Education Act,

for example, many disabled

children were shut out of local public schools. The federal government helped open doors for these students

and provided modest support to local schools to educate them.

ddIn my view, it is clear that the federal government also plays a role in helping schools educate poor and disadvantaged children who

presently get assistance

through the Title I program.

ddBut the federal government can also play an important role in supporting education reform efforts, and, for example, can advance

voluntary, national standards

and assessments. These standards are not a dictate from Washington, but instead are a benchmark so states

can compare and measure up to see how their students

are performing. The advantage of tests that can be compared across schools,

districts, and states is that schools can see how their students perform relative

to other schools. This can help them determine which

programs and curricula

are effective. In addition, students receive clear and accurate information about their achievement.

ddA 1994 Department of Education study found that students in poverty-stricken

schools who receive mostly A's in English read only as well as C and D students

in affluent schools. Students are better served if their weaknesses are identified early and turned into strengths.

It harms students in the long run if they

believe they have mastered material and skills that in actuality they haven't, particularly if they go

on to higher education.

ddI also think that the federal government can be helpful in providing a national vision of education, of initiating a dialogue with states and schools about

where we want our children to be in comparison with the knowledge level of children from other countries. Can we

learn anything from what other countries are doing?

ddAs a former governor, I understand well the view that education is primarily a state and local responsibility. But as a participant in

President Bush's Educ

ation Summit in Charlottesville in 1989, I understand that it will take a collective effort, on all levels of government,

to help students gain the skills the

need to excel in life and on the job. And looking at the dollars and the results, it is clear that we have

a long way to go.

ddPart of the reason for our mixed results in education is that this is no longer the United States in which many of us grew up. Education

does not, after all

, exist in a vacuum. From youth violence to teen pregnancy, children today are plagued by a number of pressures and

issues that were very rare as recently as 30 years ago.

ddConfrontations with such societal pressures affect kids, their ability to learn, and ultimately their ability to succeed in life. Issues such

as youth viole

nce and teen pregnancy have rippling effects " not only do they scar the life of the young person, but that of everyone close

to him or her, and the greater

society, as well.

ddEvery governor in the country is struggling with these issues, and the federal government may have a role in assisting these efforts and

stepping up efforts

to help states cope with the prevalence of drugs and alcohol, teen smoking, child abuse, and teen pregnancies.

ddThere is no easy answer to what we need to do to ensure that this country's youth learn more and learn better. But one thing is clear:

We can be a proactiv

e force in this country for helping our kids learn, deal, and cope " not just with learning the ABCs but preparing

them for life.

ddRobert Frost once said that education is hanging around until you've caught on. I hope that all of us, Members of Congress, parents,

teachers, the media, an

d community and religious leaders have caught on that we must work together at what is important in this country:

educating our kids so that they have the tools to fulfill their potential.

Rep. Michael N. Castle (R-Del) is a member of the Education and the Workforce Committee and co-chair of the House Republican Tuesday Group.

Publication#W\ P}P# 100. Roll Call (policy briefing)"Publication" #:\ P}P#June 2, 1997

Headline#u\ P}P# A Gen Xer's Case for a Federal Role in EducationHeadline #:\ P}P#

By Rep. Harold E. Ford Jr.

As we approach the end of the 20th century, this nation, and my generation in particular, faces enormous challenges if we hope to maintain our economic preeminence throughout the next century.

Over the last 100 years, we confronted many obstacles to progress, domestic and foreign, including four major wars, the Depression, and the civil rights movement. As a result of our strength, resolve, and vision, we matured and prospered in the face of these challenges.

Having laid its claim to the 20th century like no other nation, America has become the economic, political, and military leader of the world. Today, however, we are at a crossroads.

As we stand on the brink of a new millennium, we must ask ourselves an important question: Is this nation prepared to lay its claim upon the 21st century in the same way it did the 20th century?

In my view, the answer to this question ultimately will depend upon our ability to educate all Americans for the challenges that await in the technology-driven and skills-dependent global marketplace of tomorrow. Anything less and our economic and social stability will be threatened by the growing tension and division between those who have been educated and are prepared to compete in the world economy and those who have been left behind.

The notion that education is critical to our nation's future success and prosperity is incontrovertible. Educators, parents, business leaders, and elected officials across America all agree that in order for us to compete in the next century, we must develop a more highly skilled and educated workforce.

For example, the Hudson Institute, a well-respected, non-partisan think tank, recently concluded in "Workforce 2020: Work and Workers in the 21st Century" that "the fastest growing jobs require much higher math, language, and reasoning capabilities...while slowly growing jobs require less."

The institute's findings are reinforced by a US News & World Report article that found that "[i]n 1993, the average male college graduate's income was 89 percent higher than the average male high school graduate's [and that] the gap between them is twice what it

was in the late 1970s because the economy became more focused on information-driven industries."

ddThese fundamental changes are reflected by the fact that last year alone, according to Business Week, 33 percent of the growth in our gross domestic product

came from the high-technology sector of the economy.

ddIt seems clear, then, that the debate here in Washington is not over whether there is a need to improve our education system, but rather what role the federal

government should play in this process.

ddUnlike many of my colleagues, I believe that there is room for national leadership at all levels " kindergarten through post-graduate " of our educational

system. At the same time, however, I realize that the federal government cannot and should not be expected to

supplant the primary role that states play in educating our young people.

ddFor this reason, I applaud the education initiatives of the President and many of my colleagues. Expanding Pell Grants, increasing funding for Head Start, offering

education tax deductions and credits for families and students while working to control the rising costs

of higher education " a motivating force behind

our creation of the Cost of Higher Education Commission " are just a few illustrations

of effective national leadership on education. Nevertheless, we cannot and must do more.

ddTraditionally, the argument against national leadership, particularly in elementary and secondary education, is that these matters have fallen " and therefore

should remain " within the province of the states.

ddHowever, when our nation's schools are crumbling and young people across America are being deprived of a meaningful chance to learn, tradition alone cannot

and should not justify limiting the role of the federal government in helping to address these issues. In fact,

in other areas, we have shown a willingness to

provide national leadership when a problem becomes too great for the states to confront alone.

ddFor example, several weeks ago, we debated and passed the Juvenile Justice Act, a bill that will allow states to try violent offenders as young as 13 years

old in our adult criminal justice system. In support of the Juvenile Justice Act, Rep. Bill McCollum (R-Fla), chairman of the Judiciary subcommittee on crime,

argued that "national leadership was necessary because the systems are failing, and we don't see states responding adequately."

ddI agree with McCollum. As federal lawmakers, we do have a responsibility to help states ensure that young people who terrorize our communities serve time

commensurate with their crime. I could not vote in favor of the bill, however, because, in my view, "national

leadership" must include a meaningful and sustained commitment to juvenile crime prevention, something that was lacking altogether in this legislation.

Crime, like education, historically has fallen within the province of the states' authority. Accordingly, I refer to our vote on the Juvenile Justice Act to

make a simple, but compelling, point: If "national leadership" is needed on juvenile crime, then surely "national leadership" is needed on education.

Showing national leadership on crime, but not education, sends a disturbing and ultimately counterproductive message to our young people. In good conscience

, I cannot tell those of my generation that we have the resources and political will at the federal level to build more prisons, but not enough money or political will to ensure that our children can attend elementary, middle, and high schools with clean, safe, and computer-accessible classrooms.

For those who doubt whether the messages we send young people have an impact, I point to the Pyramid Academy, an alternative school in my district that serves

teen mothers and young people with behavioral problems. The students at Pyramid come from a world of obstacles. Many have been thrown off-track by poor choices or a lack of direction. As its name symbolizes, Pyramid Academy is giving these young men and women the building blocks they need to rise to the top.

By moving away from a punitive approach toward a strategy that instead focuses upon dropout prevention, personal development, responsible parenting, and high

academic achievement, the teachers and students at Pyramid were able to transform their school from a

"holding tank," where police regularly walked the hallways, into a nurturing, learning environment.

The results have been clear: Pyramid Academy "five young ladies in particular" now stands as the reigning champion of the African-American Knowledge Bowl, sponsored by the Memphis City Schools.

If we take a leadership role on education at the national level, we can send an inspiring and unmistakable message to all of our young people that we believe in them and are willing to do what it takes to give them a meaningful chance to learn.

As Robert Kennedy once said: "The future does not belong to those who are content with today, apathetic toward the common problems and their fellow man alike,

timid and fearful in the face of bold projects and new ideas. Rather it will belong to those who can blend passion, reason, and courage in a personal commitment to the ideals of society."

These words are as true today as they were then.

If America is going to lay its claim to the 21st century, as it should, then we must be willing to show courage and bring "national leadership" to the cause of improving our educational system from top to bottom.

ddRep. Harold E. Ford Jr. (D-Tenn) is a member of the Education and the Workfor
ce Committee.nyxddd

Publication#W\ P}P# 101. The Wall Street Journal"Publication" #:\ P}P# 06/03/
97

Headline#u\ P}P# Taking VMI PrisonerHeadline #:\ P}P# Remember when federal j
udges took over the running of entire city school systems? Meet Clinton Justice

Department lawyer Judith Kiser,

who now wants to resurrect one of the great, f

ailed liberal ideas by personally taking over the Virginia Military Institute.

ddBy and large, most activists have been happy with the Supreme Court's ruling

that VMI must admit women to its cadet corps. Justice

Ruth Bader Ginsburg herse

If wrote that "VMI's implementing methodology is not inherently unsuitable to w

omen." However, Ms. Keith,

the Justice Department's lead lawyer on VMI, has man

y matters she wishes to pursue further with the school.

ddHer earlier forays against the college have been reported on this page by our

John McGinnis. In a hearing last November, she asked

U.S. District Judge Jacks

on L. Kiser, who's supervising VMI's admission of women, to turn the institutio

n over to her litigious mercies.

In replying, Judge Kiser spoke plainly: "Witho

ut a very compelling reason I'm not going to open up discovery again in this ca

se." That

sounds like a "no" to us, but not to Justice's lawyer.

ddOn May 6, Ms. Keith sent the State of Virginia lawyers representing VMI an ei

ght-page, single-spaced list of demands, starting with

a five-subpoint discussi

on of "Sexual Discrimination and Sexual Harassment" and insisting that VMI prov

ide her, among 75 other items,

"A description and photographs, pictures or draw

ings of all uniforms, gym clothing, band uniforms, and shoes for athletic activ

ities and

marching that female cadets will be required to wear." Lest anyone do

ubt her motives, Ms. Keith's cover letter advises the State of Virginia,

"Of co

urse, the ultimate concern is that constitutional obligations are fully satisfi

ed by defendants." Funny, we don't recall the Constitution

saying anything abou

t band uniforms.

ddIt's a big world, but somehow this is what passes for a priority at the Reno

Justice Department nowadays. Happily, the State of Virginia

is standing up to M

s. Keith. Virginia Assistant Attorney General William Hurd tells us, "If VMI we

re to attempt to fulfill all of the requests,

it would essentially have to susp

end all other operations and focus on nothing but that for several weeks. I cer

tainly won't advise them to

do that." With good reason: VMI has been busy since

last June's Supreme Court decision preparing to do exactly what the court dire

cted.

ddVMI has devoted \$5.1 million of Virginia taxpayers' money to accommodating wo

men cadets. It has spent \$4.3 million to ready its barracks and gym facilities and improve its campus security system. It has hired a female assistant commandant, a female assistant director of admissions, a female physical education instructor, a female doctor and a female counselor. It has received 90 applications from prospective female cadets, and it has accepted 65. Thirty-two of the accepted applicants have sent deposit checks to reserve their places in VMI's Rat Line, and several more are expected. VMI has also arranged for female exchange students from Norwich University in Vermont and Texas A&M to act as role models and advisers for next year's female rats. Male

exchange students from those two co-ed military schools will provide similar guidance for male VMI cadets.

In March, VMI convened its entire cadet corps, faculty, staff and employees "including its maintenance and groundskeeping workers" for a series of meetings

on the women's arrival next year. In April, everyone at VMI participated in three days of small-group discussions of sexual harassment, hazing and intra-corps dating conducted by a Richmond-based consultant. This spring the corps has heard

presentations on military-style co-education from Gen. Winfield Scott Jr., former superintendent of the Air Force Academy, and Elaine Donnelly, president

of the Center for Military Preparedness. And since December, VMI has filed detailed reports of its efforts to assimilate women with Judge Kiser's court "and with Ms. Keith's Justice Department.

Yet Ms. Keith says she still needs to know what the women will wear to gym class. "The answer is, it'll be shorts and a T-shirt, just like the boys. . . . Does

she think it'll be 'gym bloomers'?" says Anita K. Blair, a member of VMI's governing Board of Visitors and general counsel of the Independent Women's Forum.

Ms. Blair says that Ms. Keith "is the only woman in America who has a complaint against VMI."

In exchanges with Judge Kiser about her intentions, Ms. Keith has raised the issue of whether VMI can be trusted to act in good faith.

The judge suggested that

to her that the fact that the Fourth Circuit had ruled in VMI's favor implied that questions of good faith were not at issue. But this didn't take hold. Ms. Keith

responded that "we believe that it would be inappropriate as a matter of law for this court to rely on these bare assertions of good faith of the defendant's."

We think we are finally getting a clearer understanding of this Justice Department's current supervisory and senior-management problems.nyxddd

Publication#W\ P}P# 102. The Christian Science Monitor"Publication" #:\ P}P#J
une 3, 1997

Headline#u\ P}P# Unlearning Violence Headline #:\ P}P#

ddOver the years, in an effort to curb student violence, schools increasingly have turned to metal detectors and stepped-up security patrols, with limited success. But many teachers, school administrators, parents, and others have maintained that there are better options, that violence among young people is not inevitable. A hopeful new study confirms that belief, showing that children can "unlearn" violent behavior.

ddViolence, experts say, is learned at an early age, and that's the best time to unlearn it. The study, by the Centers for Disease Control and Prevention, involved 790 second- and third-graders at 12 schools in Washington State. After observation over a period of time, the researchers found that students who were taught the "Second Step" violence prevention curriculum exhibited about 30 fewer acts of aggressive behavior each day than those who didn't take the course. ddThese researchers are quick to point out that Second Step and thousands of similar programs are not, by themselves, the solution to the problem of violence.

But the study is at least early evidence that programs designed to teach children how to better deal with conflict - those that emphasize empathy and teach problem-solving, for example - can be effective. As one school administrator told the Monitor not long ago, these programs aren't only about stopping the violence in schools; they're about increasing the climate of nonviolence.

ddCritics say programs like Second Step can get in the way of academics and may teach values that are at odds with a family's beliefs.

Those are legitimate concerns. But violence, and the fear of it, hinder learning. Hence well-designed conflict-resolution programs can enhance education.

ddWe've been hearing discouraging statistics about violence and young people for several years now. Experts point out that violence has begun to be viewed as acceptable behavior - that it has almost become the norm. Programs such as Second Step can send a message to children that violence is not acceptable and is not normal. It's also not foreordained. As this latest study shows, violence can be unlearned.nyxddd

Publication#W\ P}P# 103. The Washington Post"Publication" #:\ P}P# 06/03/97;
Edition: FINAL; Section: Editorial; Page A18

Headline#u\ P}P# Dealing With Disruptive Students Headline #:\ P}P#

THE PLAN, announced yesterday, of D.C. schools chief executive Julius Becton to create an alternative program for disruptive students has a familiar ring. It is an idea with quite an uncertain pedigree in the D.C. public school system. Here's a little history.

Former mayor Sharon Pratt Kelly gave the proposal something of a ride during her first year in office when she found the city caught up in problems of youth violence and what she described as "a war of values." In November 1991, the Kelly administration unveiled a multimillion-dollar plan to "take back our streets." She labeled her program "Children First" a term that has now been adopted by Gen.

Becton. A key feature of the Kelly package called for the establishment of a residential alternative school, where youths who exhibited destructive and antisocial behavior and their families would get special attention. The school would have a curriculum that included conflict-resolution, self-esteem building and job-seeking skills. Then- superintendent Franklin Smith cheered the idea, as did members of the D.C. Council and school activists. Somewhere along the way, however, the cheering stopped. Not much became of that phase of the plan.

Four years before, in 1987, the D.C. Board of Education had embraced the same notion. That board, like today's new school team, believed it necessary to get disruptive children enrolled in an alternative setting where they could still be educated. The school board went one giant step further by spending nearly \$1 million to open a new school for several hundred of the system's most disruptive students.

And guess what? The school existed on paper for months, but had no building. Once a building was found, it turned out that only about 50 students were referred there. By 1989 the alternative school was off the landscape by order of the school board, which said the idea was a flop.

It may well be that the idea of an alternative school never has been given a fair trial in the District. Clearly, the system needs to do something about chronic misbehavers who disrupt classes and make school attendance a nightmare for students and teachers alike. But if the system's poor track record on alternative schools is not to be repeated, Gen. Becton's staff must do its homework, including becoming familiar with the city's unfortunate history of dealing with this problem. Saying that the newschool administration is at the early stages and is considering all possible angles, Gen. Becton said, "We've got a concept." So did the others. It's what, if anything, comes after that counts.

Publication#W\ P}P# 104. The Dallas Morning News"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# Helping schools Headline #:\ P}P#Subhead#[\ P}P# Want to get involved? Here's what others did Subhead#:\ P}P#

Businesses and civic groups frequently say they would like to help improve public schools in Dallas and elsewhere. They just don't know where to begin. How can they make a difference?

Glad you asked. Here are a few examples of the substantial contributions companies are making to Dallas area schools. They saw a need and moved to fill it.

CompuCom chief executive officer Ed Anderson was looking for a way to contribute to the neighborhood surrounding his company's new corporate headquarters in North Dallas.

As a result, Preston Hollow Elementary School is receiving 100 desktop computers, extensive networking equipment, high-speed phone lines and technical support services. And some of CompuCom's contractors - including Killeen Management Systems, 3Com, Libert, Digi International, U.S. Robotics and ProCom - are providing discounted products and services to the school.

The Dallas Hotel Association, Communities in Schools and Family Gateway have formed the Student Community Partnership to help at-risk students finish high school and get jobs.

Students chosen for the program will receive work training skills, summer jobs and mentoring support.

Regional Health Supply Inc. treated 30 students from Sarah Zumwalt Middle School to a day of activities and dinner in San Antonio in mid-May. The students received the trips on the basis of how much they had improved their grades during the last year.

The Powell Chevrolet Oldsmobile dealership gave \$1,000 each to five graduating Dallas area seniors based on their outstanding Scholastic Assessment Test results.

Shermelia Roberson of South Oak Cliff High School, Daniel Sherbet of DeSoto High, Timothy Sonnier of Duncanville High, Frederick Lowery of Kimball High and Preston Griggs of Carter High will use the scholarship money to attend college in the fall.

If the public school systems in this area are going to continue to improve, this kind of commitment from businesses, organizations and individuals is a must.

We commend these fine examples of civic involvement and urge others to seek ways they can join the effort.

Publication#W\ P}P# 105. Sacramento Bee"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# Yes on U Headline #:\ P}P#

By now most everyone who has been paying attention has decided whether the Sacramento City Unified School District needs the \$225 million school repair and construction bond that appears as Measure U on today's special-election ballot.

The important task remaining is to go out and vote, one way or another.

In The Bee's judgment, the answer to the question of whether the bond is needed is unequivocally yes. However much the district may

be faulted for its mistakes of the past, the city's schoolchildren do not deserve to suffer indefinitely in shamefully decayed and inadequate facilities. A new and more responsive school board needs help to reform a struggling system, and Measure U could be a cornerstone.

Polls will be open from 7 a.m. to 8 p.m. Information on polling places can be obtained by calling the registrar's office at 875-6451.

Completed absentee ballots must be delivered before 8 p.m. to any polling place or the registrar's office.

Publication#W\ P}P# 106. Chicago Tribune"Publication" #: \ P}P#June 3, 1997

Headline#u\ P}P# AN EDUCATION IN POOR POLITICSHeadline #: \ P}P#
That's it?

Since every political leader in this state swore, promised and vowed that 1997 would be the year for education reform, everybody who had to listen to them might, at least, have expected something to result from all the hot air.

No, it turned out to be the year not for education reform but for one of the greatest political embarrassments seen in these parts in a long time. An embarrassment, in particular, for the Republican Party, whose members were scratching and clawing at each other like, well, like Democrats usually do. After that parody of political leadership they showed in Springfield over the weekend, here's what they left behind:

- A public education system that buries homeowners in huge property-tax bills because the state won't kick in enough money for decent schools.

- Children who get a substandard education because their schools don't have shopping malls and million-dollar homes to tap for property taxes.

And here's what those political leaders had a chance to do but didn't have the guts to do:

- Guarantee that every school, no matter how poor, will have the money to provide at least a minimally adequate education for each child.

- Radically change the state tax system to rely more on the reliable, equitable income tax and less on the property tax.

- Change the rules so the people who run the local schools have the power to hire the best teachers and get rid of the worst ones, and to use the money they have as efficiently as possible.

All those problems, and all those solutions, are still right where they were when the politicians started boasting that this was the year for education reform.

Everyone who watched the train wreck in Springfield has to be left puzzled and frustrated; everyone, that is, except the anti-tax zealots who were praying for just such an accident.

ddWhat went wrong? The real question is: Who went wrong? They all did, everybody who had their fingerprints on this. The chief culprits are House Minority Leader Lee Daniels, who pandered to the anti-tax crowd, and Senate President James "Pate" Philip, who single-handedly defeated a school reform plan that had a majority of support in the House and Senate and the backing of the governor.

ddThey owe an explanation. More to the point, they owe the state's schoolchildren another effort to make good on their promise. It's still

1997.nyxddd

Publication#W\ P}P# 107. Richmond TimesDispatch"Publication" #:\ P}P#June 3, 1997

Headline#u\ P}P# Optional Sex-Ed Headline #:\ P}P#

ddGovernor Allen's plan to make sex education (among other non-academic state mandates) a local option has drawn objections, as could be expected. Bills to do

the same have failed in the General Assembly in years past.

ddThe principal objections seem to be (1) sex-ed is important and necessary, and (2) the public supports it.

ddHmmm.

ddThe rise of sex education has largely paralleled the rise in teen sexual activity, teen pregnancy, and disease. (Monday's Washington Post carried an article

about a day-care program in a Prince William high school, where teens can drop off their babies to attend class.) Sex-ed

probably didn't cause such problems,

but it has not exactly won high marks for eradicating them, either.

ddWhat's more, if sex-ed is so popular (only 2 percent of parents pull their children from the instruction) then sex-ed proponents should

have no worries about

the local option " should they?nyxddd

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Daily Education News



Tuesday, June 3, 1997

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NATIONAL

1. The New York Times

06/03/97; Edition: Late Edition - Final; Section: Section B; Sports Desk; Page 12, Column 5

Bias in Scholarships Charged at 25 Colleges

By KEVIN M. GRAY

WASHINGTON, June 2 — A leading women's organization filed legal complaints today against 25 universities, charging that sexual discrimination has caused vast disparities between men and women in the awarding of athletic scholarship money.

The National Women's Law Center, a Washington-based group, contends that women receive barely one-third of the total available athletic scholarships.

The complaints, filed with the Department of Education's Office of Civil Rights, allege a violation of Title IX, the Federal mandate established in 1972 that prohibits sexual discrimination by public and private colleges receiving Federal funds. The Department of Education will review the complaint during the next 135 days.

The schools include Boston College, Boston University, Brigham Young, Duke and Vanderbilt.

While admitting that many colleges had made tremendous improvements in women's athletic programs since Title IX, Marcia D. Greenberger, the co-president

of the National Women's Law Center, said a "surprising and unacceptable number still do not meet the standards."

At some schools, Greenberger said, female athletes are receiving more than \$1,000 less in scholarship money each year than the average male athlete. According to the group, Vanderbilt has the widest disparity, at \$6,765. While 52 percent of the students at that school are women, and 41 percent of its athletes are women, just 31 percent of its scholarships are offered to women.

The numbers are based on public information that universities are required to provide under the Equity in Athletics Disclosure Act.

For years, the focus for Title IX advocates was to establish higher levels of participation in female athletic programs, in proportion to the total percentage of female enrollment in the student body. Title IX critics worried that progress might unfairly come at the expense of already established athletic programs for men.

Now, this action by the women's group reveals a more vulnerable point for

many colleges. Supporters are challenging college programs to both reward the appropriate percentage of scholarships to female athletes and continue to work to increase female participation. According to the group, only 11 schools comply with both aspects of the Federal mandate.

Many schools were reluctant to respond to today's findings.

In a statement, Boston University decried today's complaint as "inconsistent with the facts." The university said it had achieved the appropriate participation level and was working to increase scholarship money for women.

Earlier this year, advocates of proportionality were heartened when the Supreme Court refused to hear an appeal by Brown University in another case involving gender equity in collegiate athletics.

After the Brown decision, the National Collegiate Athletic Association released a study on gender equity that said many athletic programs were at least 10 years away from achieving total equality for female athletes. ■

2. The Washington Post

06/03/97; Edition: FINAL; Section: Sports; Page D01

Title IX Complaints Filed Against 25 Universities

By Amy Shipley

Washington Post Staff Writer

Twenty-five colleges and universities nationwide were named in separate sex discrimination complaints filed yesterday with the Department of Education's Office of Civil Rights.

The National Women's Law Center, a Washington-based nonprofit organization, filed the complaints, selecting 25 schools to represent the 25 years of Title IX, the law enacted in 1972 to prevent discrimination at federally funded institutions.

Boston University, Brigham Young, Duke, Colorado, Oregon, Vanderbilt and Wake Forest were among the schools targeted, as were three schools in

Virginia — Hampton, Liberty, William & Mary — and one in Maryland — Coppin State.

Officials from several of the 25 schools immediately disputed the law center's contention that they are not providing equal opportunity for their female athletes.

The Office of Civil Rights (OCR) will review the complaints within 135 days. If it finds that a school is not complying with Title IX, the school could lose all of its federal funding. But that penalty is so severe, schools not complying with Title IX usually negotiate a settlement with OCR officials that results in enhanced opportunities for female athletes. No school ever has lost its federal funding

because of noncompliance with Title IX.

One of the tests of compliance with Title IX is whether the percentage of women in a school's athlete population is substantially proportional to the percentage of women in its overall undergraduate population.

The National Women's Law Center selected the 25 schools for yesterday's complaints based on several criteria, including how the schools fared on that test and their allocation of athletic scholarship money. The center's statistics came from annual reports every college in the nation must compile under the federal Equity in Athletics Disclosure Act. The most recent reports cover the 1995-96 academic year.

"We are assuming these colleges and universities are aware of the problem," said Marcia D. Greenberger, co-president of the National Women's Law Center. "By filing complaints with the OCR first, we are allowing them the opportunity to get their house in order. . . . Coming into compliance with Title IX can be done in a number of different ways."

Boston University officials said in a statement that they have utilized one of those ways. They said the school underwent a Title IX compliance review by the OCR in 1994, and reached an agreement with the OCR to raise participation and scholarship levels for female athletes over a four-year period ending in 1998-99 — and has been complying with that agreement.

"The 'complaint' announced today is inconsistent with the facts, and it fails to recognize progress made" in accordance with that agreement, BU officials said in a statement.

Michael Schoenfeld, vice chancellor at Vanderbilt, said his school has increased its participation numbers during the 1996-97 school year. According to

statistics provided yesterday by the law center, Vanderbilt's overall student population in 1995-96 was 47 percent female and 41 percent of its athletes were female. Also, women received 31 percent of the athletic scholarship money awarded by the school. Schoenfeld said that during the 1996-97 school year, 47 percent of Vanderbilt's athletes were female.

"This does a disservice to the good work done by a lot of schools," Schoenfeld said of the Law Center's complaints to the OCR. "This puts people in a defensive position when, in fact, a lot of progress has been made. The simple and, we would argue, misleading way it is presented doesn't advance the issue."

Duke officials also released a statement in which they said: "While the university does not typically comment on legal matters, it is important to note that the university does not believe it is 'letting down' its women athletes. On the contrary, Duke University has made great strides."

SCHOOLS CITED

Schools cited by National Women's

Law Center for allegedly discriminating against female athletes:

Beth.-Cookman
Boston College
Boston U.
Bowling Green
Brigham Young
Colorado
Colorado State
Coppin State
Duke
Hampton U.
Liberty
Maine
New Hampshire
North Texas
Northeastern
Oregon
S. Carolina State
Texas-El Paso
Toledo
Tulsa
Utah State
Vanderbilt
Wake Forest
William & Mary
Wofford■

3. New York Newsday

June 3, 1997

Title IX Complaints Filed on 25 Schools

By Tanyanika Samuels.
WASHINGTON BUREAU

Washington - A women's rights group yesterday announced legal action to force 25 universities and colleges to comply with a 1972 law that calls for the equal distribution of scholarship dollars among male and female athletes.

The National Women's Law Center said female athletes were cheated out of more than \$5 million in scholarship money during the 1995-1996 academic year.

"Discrimination against young women is unfair to them and to our country . . . Female students have waited 25 years for equity at our nation's colleges and universities. They have waited long enough," said Marcia Greenberger, the center's co-president.

The center filed complaints with the Department of Education's Office of Civil Rights, saying that each of the 25 schools named failed to comply with Title IX of the Education Amendments, which prohibits sex discrimination in

institutions receiving federal funding. The group said the female athletes get disproportionately less scholarship money than their level of participation in varsity sports would justify.

In the complaint, Vanderbilt was cited as the most severe offender. Women make up 47 percent of the university's enrollment, and 41 percent of them participate in varsity sports. However, only 31 percent of the university's scholarship funds is allocated to female athletes, and male athletes get an average of \$6,765 more in funds.

Among the other schools named in the complaints: Boston University; Boston College; William&Mary; Duke; Colorado; Oregon; Texas-El Paso; and Utah State. None was from the tri-state area.

Michael Schoenfeld, vice chancellor for media relations at Vanderbilt, said while his school had some gaps, they were not as wide as the law center's numbers indicate.

"We're disappointed that these

numbers are being used in what we think is a very misleading way," Schoenfeld said.

The Office of Civil Rights has 135 days to dismiss the complaints or require the schools to comply with Title IX. If an institution refuses to comply, center officials plan to file a federal suit that could threaten the schools' federal funding. Greenberger said she is optimistic the center will not have to go that far.

Center officials hope that this action will serve as a wake-up call to other schools not included in the complaints, which were against only NCAA Division I schools.

The complaint comes just two months after the Supreme Court refused to review a ruling that Brown University had discriminated against female athletes under Title IX. Brown was required to increase the number of varsity team positions available to the school's female athletes.■

4. The Wall Street Journal

06/03/97

Colleges Accused of Bias Against Female Athletes

WASHINGTON (AP) — Twenty-five colleges and universities, including Vanderbilt, Duke, Boston College and Brigham Young, were accused yesterday of discriminating against women in awarding athletic scholarships.

The National Women's Law Center filed complaints with the Education Department's Office for Civil Rights accusing the schools of violating the 1972 law known as Title IX. The organization alleges that female athletes

receive just over one-third of the scholarship dollars nationwide.

If female athletes at the 25 schools received a fair share, meaning scholarship dollars more in line with female athletic participation, the center estimated, they would get \$5 million more.

Title IX, a federal law credited by many with changing the face of women's sports and influencing society's attitudes about women, bans discrimination in

education based on sex. All public and private colleges that receive federal money are covered by the law.

The Education Department will evaluate the complaints within 135 days. Center officials said they are prepared to file a lawsuit if no remedies are implemented.

Many school officials refused to comment, saying they had not heard about the complaint until contacted by reporters. ■

5. Los Angeles Times

* 06/03/97; Edition: Home Edition; Section: Sports; Sports Desk; Page C-3

25 Schools Accused of Gender Discrimination

From Staff and Wire Reports

Twenty-five colleges and universities, including Vanderbilt, Duke, Boston College and Brigham Young, were accused Monday of discriminating against women in awarding athletic scholarships.

The National Women's Law Center filed complaints with the Education Department's Office for Civil Rights, accusing the schools of violating the 1972 law known as Title IX. The organization alleges that female athletes receive just over one-third of the scholarship dollars nationwide.

If female athletes at the 25 schools received a fair share, meaning scholarship dollars more in line with female athletic participation, the center estimated, they would get \$5 million more.

Title IX, a federal law credited by many with changing the face of women's sports and influencing society's attitudes about women, bans discrimination in education based on sex. All public and private colleges that receive federal money are covered by the law.

The Education Department will evaluate the complaints within 135 days. Center officials said they are prepared to file a lawsuit if no remedies are implemented. Track and Field

A day after winning the title of "World's Fastest Man," Donovan Bailey

apologized for calling rival Michael Johnson a "coward" and a "chicken" after beating him in a 150-meter match race.

Johnson, the 200-meter world-record holder, pulled up lame about halfway through the race in Toronto. Bailey then criticized the American, all but accusing him of faking the injury to his left leg.

"I want to apologize to Michael Johnson," Bailey said in a statement. "Michael and I began this unique event as friends, but the build-up to the race has left the friendship strained.

"I have tremendous respect for Michael's athletic ability and I hope that the injury he sustained is not season-threatening. I wish him a speedy return to competition."

Mary Slaney doesn't intend to follow Butch Reynolds' route and seek a court order allowing her to compete in next week's U.S. Track and Field Championships, according to Richard Slaney, her husband.

Saturday, the International Amateur Athletic Federation suspended Slaney and two other U.S. athletes pending a hearing for suspected use of performance-enhancing substances. Slaney is entered in the 1,500 and 5,000 meters in the U.S. championships, which begin June 11 in Indianapolis. But USA Track & Field attorneys were considering whether to allow Slaney to run despite the IAAF ruling.

Frankie Fredericks won the 100

meters at an international track meet just north of Paris in 10.09 seconds.

World 1,500-meter record holder Qu Yunxia finished 10th in the Chinese national track and field championships and said she will retire. Pro football

The Washington Redskins signed Jamel Williams, one of their four fifth-round draft picks, to a three-year contract worth \$578,000. They also signed fourth-year offensive tackle Joe Patton to a one-year contract worth \$361,000.

The Cowboys opened their off-season workouts without wide receiver Michael Irvin, but signed free-agent receiver Anthony Miller.

Free-agent receivers Michael Timpson and Russell Copeland signed with the Philadelphia Eagles and tight end Jimmie Johnson also agreed to a contract.

Eric Metcalf of the San Diego Chargers strained his right hamstring Saturday during the "Run to Daylight" made-for-TV competition and won't be able to run during the team's mini-camp. Miscellany

The first two Big Ten basketball tournaments will be held in the United Center in Chicago. . . . Duke University Athletic Director Tom Butters underwent a quadruple bypass after suffering a heart attack in Maryland. . . . Tim Jankovich resigned as men's basketball coach at North Texas. ■

6. USA Today

June 3, 1997

Suits charge bias in women's sports

WASHINGTON - Complaints filed against 25 colleges and universities Monday accuse the schools of discriminating against women athletes in scholarship funding.

The complaints, filed with the Education Department by the National Women's Law Center, come under Title IX, the 1972 federal law that bans discrimination in education based on sex. The department has 135 days to respond.

"What this represents is moving now to the second part of Title IX, which is scholarships," says Donna Lopiano, executive director of the Women's Sports Foundation.

The center, using data from the Equity in Athletics Disclosure Act, focused on what it called the "worst" schools.

Among the 25 were Vanderbilt, Duke and Brigham Young universities as well as small institutions like Bethune-Cookman College in Daytona Beach, Fla., and Hampton University in Hampton, Va.

The center says the widest disparity was at Vanderbilt where female athletes receive \$6,765 less per scholarship each year. The average disparity was about

\$1,000.

But Michael Schoenfeld of Vanderbilt said the numbers are being used "in a very misleading way."

"If the 25 schools . . . awarded female athletes their fair share, young women at these schools would receive a total of \$5,076,615 more per year in scholarships," said Marcia Greenberger of the law center.

"I'll bet it sends at least 25 schools scrambling," said Patty Viverito of the NCAA Committee on Women's Athletics.

Many schools refused comment, but Brigham Young University's Brent Harker said its "objective has always been to be in compliance."

The law center's complaints come two months after the Supreme Court refused to free Brown University of rulings that it had discriminated against female athletes and ordered it to increase the number of varsity team positions available to females.

Schools accused by the National Women's Law Center of discriminating against female athletes: Bethune-Cookman College, Daytona

Beach, Fla.; Boston College, Chestnut Hill, Mass.; Boston University, Boston; Bowling Green State University, Bowling Green, Ohio; Brigham Young University, Provo, Utah; College of William and Mary, Williamsburg, Va.; Colorado State University, Fort Collins, Colo.; Coppin State College, Baltimore; Duke University, Durham, N.C.; Hampton University, Hampton, Va.; Liberty University, Lynchburg, Va.; Northeastern University, Boston; South Carolina State University, Orangeburg, S.C.; University of Colorado at Boulder; University of Maine at Orono; University of New Hampshire, Durham, N.H.; University of North Texas, Denton, Texas; University of Oregon, Eugene, Ore.; University of Texas at El Paso; University of Toledo, Toledo, Ohio; University of Tulsa, Tulsa, Okla.; Utah State University, Logan, Utah; Vanderbilt University, Nashville, Tenn.; Wake Forest University, Winston-Salem, N.C.; Wofford College, Spartanburg, S.C.

By The Associated Press and Joe Arace, USA TODAY ■

7. Richmond Times-Dispatch

June 3, 1997

Title IX suit cites 3 Va. universities

BY PETER HARDIN Times-Dispatch Washington Correspondent

WASHINGTON — A women's rights group yesterday filed federal complaints accusing three Virginia universities of sex discrimination in awarding athletic scholarships.

The National Women's Law Center named the College of William and Mary, Hampton University and Liberty University among 25 schools it accused of violating federal law by allocating disproportionately fewer athletic scholarship dollars to women.

An official at Hampton University said the complaint was unfair because it didn't take into account the school's recent efforts to increase athletic offerings and scholarship opportunities for women.

"We have a plan, and we are implementing the plan," said Dennis E. Thomas, Hampton's athletic director. The

Hampton's athletic director said last night the school has increased scholarship opportunities for women in

other Virginia schools had no immediate response.

The complaints were filed by the women's law center with the U.S. Department of Education under the 1972 Title IX law.

"Too few women or men know about the scholarship gap for our nation's daughters," Marcia D. Greenberger, co-president of the women's law center, said at a news conference.

For any school that receives federal money, Title IX bans discrimination in education based on gender.

"The time has come for each . . . of these schools to come into compliance with Title IX or lose the millions of taxpayer dollars they benefit from every year," Greenberger added.

At William and Mary, the group said, women comprised 47 percent of varsity volleyball, softball, basketball, track and field, and tennis. It plans to add women's golf during the 1997-1998 school year,

athletes in 1995-1996 but received 39 percent of \$2.4 million in athletic scholarship aid.

The average female athlete at William and Mary receives about 71 percent of the athletic scholarship aid a male counterpart receives, or an average of \$1,436 less per year, the group said.

At Hampton University, the group said, women received 30 percent of the school's \$1.5 million in athletic scholarship dollars during 1995-1996, although they comprised 40 percent of all varsity athletes.

The average female athlete at Hampton receives \$2,513 less in scholarships in one year than the average male athlete, or about 63 percent of the man's sum, the group said.

he said.

"We are implementing a plan to add more money and more teams for female

athletes," he said.

At Liberty, according to the law center, 32 percent of varsity athletes in 1995-1996 were women; they received 26 percent of \$1.6 million in athletic scholarship aid.

The average female athlete at Liberty gets about 75 percent of the athletic scholarship money a male counterpart receives, or an average of \$1,261 less per year, the group said.

Greenberger said many colleges and universities have brought themselves into compliance with Title IX since 1972, while a number of others have failed to comply.

The 25 schools targeted with sex

discrimination complaints "are especially out of step," she said.

If these schools awarded female athletes their fair share, the young women would receive \$5 million more in scholarships for just one year, she added.

In addition to examining treatment of female athletes for scholarship aid, Greenberger said, her group also looked at disparities between colleges' enrollment of women and the "the far fewer athletic opportunities they offer women students."

Other colleges named in sex discrimination complaints yesterday included Duke University in Durham, N.C., and Wake Forest University in

Winston-Salem, N.C.

The greatest scholarship disparity for an average female athlete was reported by the National Women's Law Center to exist at Vanderbilt University in Nashville, Tenn. It was calculated to be \$6,765 less than the average amount awarded a male athlete.

In April, a U.S. Supreme Court action on a Title IX matter was hailed as a victory for sexual equality. The court refused to free Brown University of rulings under Title IX that the Ivy League school discriminated against female athletes. ■

8. Denver Post

June 3, 1997

Complaint names CU, CSU for sex discrimination

Denver Post staff and wire reports

June 3 - WASHINGTON - This is not likely what the University of Colorado and Colorado State had in mind when they set their sights on the Top 25.

Both schools were among 25 colleges and universities accused of discrimination against women for the way they divide sports scholarships.

Citing the "scholarship gap," the National Women's Law Center filed a complaint Monday with the Education Department's Office for Civil Rights.

"Women and their families know about the wage gap," said Marcia Greenberger, the Center's co-president. "But too few women or men know about the scholarship gap for our nation's daughters." The allegations were filed under the 25-year-old Title IX law that forced schools - principally members of the National Collegiate Athletic Association - to give equal opportunity for women in sports. Gender equity long has been debated in college sports, but until now it generally has focused on levels of participation by women. Monday's action opens a new front in the debate, effectively arguing that schools must also reward women with levels of

scholarships financially comparable to that enjoyed by men.

The information used in the complaints includes data schools provided under the Equity in Athletics Disclosure Act, the center said. The Law Center complaint deals solely with scholarships.

CSU senior women's administrator Marsha Smeltzer said Monday night she had not seen the center's complaint.

But she suspected any scholarship disparity could be because there are inherently more women's scholarship equivalency sports (where scholarships are divided among athletes in sports such as track, softball and swimming) than "head count" programs such as football and men's and women's basketball.

"There's no doubt the way the NCAA has set up scholarships, there are more equivalency programs on the women's side than the men's," Smeltzer said. Basketball, volleyball and tennis are CSU's only women's head count sports. When combined, they don't equal an 85-man football squad.

Officials from CU were unavailable for comment Monday.

The average female athlete receives \$1,000 less per year in scholarships than the average male athlete, Greenberger said.

Vanderbilt had the highest gap from male to female scholarships at \$6,765, the center said. The school has a 52 percent female enrollment and 41 percent female athletic participation, but just 31 percent of its scholarships are available to female athletes, the complaint asserts.

Colorado State was a defendant a few years ago in a landmark Title IX suit that resulted a courtordered reinstatement of its softball program.

Under the law, the Department of Education now has 135 days to judge whether the 25 schools are in violation of Title IX and can then recommend changes, remedies and sanctions.

If remedies are not seen as satisfactory, a lawsuit to force redistribution of scholarship wealth or denial of federal funds to the schools would be an option, Greenberger said.

Denver Post sports writer Natalie Meisler contributed to this report. ■

9. Associated Press

06-03 6:11a

Group files complaint against 25 schools over female athletic scholarships

WASHINGTON (AP) - Twenty-five years after Title IX went into effect, 25 colleges and universities, including Vanderbilt, Duke, Wake Forest, Boston College and Brigham Young, have been accused of discriminating against female athletes.

The National Women's Law Center filed complaints Monday with the U.S. Department of Education's Office for Civil Rights accusing the schools of violating the 1972 law. The organization alleges that female athletes receive just over one-third of the scholarship dollars nationwide.

Title IX, a federal law credited by many with changing the face of women's sports and influencing society's attitudes about women, bans discrimination in education based on sex. All public and private colleges that receive federal money are covered by the law.

"Female students have waited 25 years for equity at our nation's colleges and universities," said Marcia D. Greenberger, co-president of the law center. "They have waited long enough."

The education department will

evaluate the complaints within 135 days.

Center officials said they are prepared to file a lawsuit if no remedies are implemented.

The information used in the complaints is data schools provide under the Equity in Athletics Disclosure Act, the center said.

Many school officials refused comment Monday, saying they had not heard about the complaint until contacted by reporters.

Brigham Young University spokesman Brent Harker said school officials had been "working" with the Office for Civil Rights.

"Our objective has always been to be in compliance," Harker said.

Michael Schoenfeld, vice chancellor for media relations at Vanderbilt, said while his school had some gaps, it was not as wide as the Law Center's numbers.

"We're disappointed that these numbers are being used in what we think is a very misleading way," Schoenfeld said, adding the data doesn't take into account athletes who participate in more than one sport.

The complaint comes just two months

after the U.S. Supreme Court refused to free Brown University of rulings that it had discriminated against female athletes under Title IX.

Brown was required to increase the number of varsity team positions available to the school's female athletes.

The Law Center complaint deals solely with scholarships.

The 25 public and private schools are NCAA Division I members.

Data found that on average the female athlete receives \$1,000 less per year in scholarships than the average male athlete, Greenberger said.

Vanderbilt had the highest gap in female scholarships at \$6,765, the center said. The school has a 52 percent female enrollment and 41 percent female athletic participation, but just 31 percent of its scholarships are available to female athletes, officials alleged.

Wake Forest had a \$3,655 gap while Boston University had a \$3,754 gap, the complaint alleges. Boston College and Brigham Young had \$1,792 and \$1,258 gaps, respectively, while Duke was cited with a \$2,603 gap. ■

10. Associated Press

06-03 1:49a

Group alleges 25 schools discriminate against female athletes

By JANELLE CARTER Associated Press Writer

WASHINGTON (AP) - Heather Whittaker knows all about federal laws protecting female athletes from discrimination. But the Brigham Young University volleyball player says her school hasn't violated any.

"No one has ever complained about there being a lack of scholarships in the women's department," said the senior, who did a class paper on the athletic department's compliance with federal discrimination laws. She is also on full scholarship at the Utah university.

The National Women's Law Center thinks differently.

The Washington-based center filed complaints Monday with the Education Department's office for civil rights accusing 25 colleges and universities,

The center found that on average the female athlete receives \$1,000 less per year in scholarships than the average male athlete, Greenberger said.

Vanderbilt had the highest gap in

including Vanderbilt, Duke, Wake Forest, Boston College and Brigham Young, of violating the 1972 law known as Title IX.

The organization alleges that female athletes receive just over one-third of the scholarship dollars nationwide. If scholarships for female athletes were more in line with participation, women at the 25 schools would get \$5 million more, the center estimated.

Title IX prohibits discrimination in education based on sex. All public and private colleges that receive federal money are covered by the law.

Unlike a recent Brown University case that dealt with participation opportunities for female athletes, the Law Center's complaint deals solely with scholarship opportunities.

The complaint comes as officials mark the 25th anniversary of the Title IX law female scholarships at \$6,765, the center said. Wake Forest had a \$3,655 gap while Boston University had a \$3,754 gap, the complaint alleges. Boston College and Brigham Young had \$1,792 and \$1,258

this month.

"Female students have waited 25 years for equity at our nation's colleges and universities," said Marcia Greenberger, co-president of the law center. "They have waited long enough."

The law requires that if 35 percent of the school's varsity athletes are women, then at the least, the school must award about the same proportion of its scholarships to them, Greenberger said.

The Education Department will evaluate the complaints within 135 days.

The information used in the complaints was data that schools provide under the Equity in Athletics Disclosure Act, the center said. Schools used in the complaint were chosen randomly to represent public and private schools as well as different regions.

gaps, respectively. Duke was cited as having a \$2,603 gap.

Boston University officials issued a statement calling the complaint "inconsistent with the facts."

Boston University reached an agreement in 1994 with the federal agency in which it agreed to increase participation of female athletes from 40 percent to 48 percent by the end of the 1998-99 academic year, school officials

said. It also agreed to increase athletic scholarships for women from 32 percent to 43.5 percent.

Joseph Alleva, associate director of athletics at Duke University, issued a statement saying the university did not

believe it was "letting down" its female athletes.

"On the contrary, Duke has made great strides," Alleva said. ■

11. Boston Globe

June 3, 1997

Sports scholarship bias alleged

Women shortchanged by colleges, group says in filing complaints

By Charity Vogel, Globe Staff, page B1

WASHINGTON - They've come a long way, but, according to a women's legal group monitoring how athletic scholarships are allocated, not far enough.

On the 25th anniversary of Title IX, the National Women's Law Center yesterday filed complaints of sex discrimination against 25 colleges and universities, including five in New England.

The schools neglected to provide equitable amounts of scholarship dollars to female athletes, the law center said.

The complaints, filed with the civil rights office of the US Department of Education and based on 1995 figures, say the schools should "come into compliance with Title IX or lose the millions of taxpayer dollars they benefit from every year," said Marcia D. Greenberger, co-president of the legal group.

The New England schools are Boston College, Boston University, Northeastern University, the University of Maine at Orono, and the University of New Hampshire.

"We think that all of these schools have serious and substantial problems. We would not say that they're necessarily the worst," Greenberger said.

Title IX, passed in 1972, bars sex discrimination by educational institutions that receive federal funds. The law was backed up by the recent Supreme Court decision requiring Brown University and other institutions to provide athletic programs for men and women in proportion to their enrollment numbers, or risk losing federal money because of noncompliance.

Greenberger said the list is not a ranking of the worst violators, but it is a

"When women are paid less, compared to a male worker, the answer is not to lower the wage of the male worker.

starting point.

"Boston University is giving the average female athlete \$3,754 less during one year alone than the average male athlete," Greenberger said.

While females constitute about 55 percent of the university's student body and about 45 percent of its varsity athletes, only about 32 percent of athletic scholarship dollars go to women athletes, according to the complaint.

At Boston College, Greenberger noted that women make up about 53 percent of the student body and 37 percent of varsity athletes, while receiving 31 percent of total athletic scholarship money. The yearly difference between male and female scholarships, on average, is \$1,792, the complaint stated.

At Northeastern University, women are 44 percent of the student body and 38 percent of varsity athletes, but receive only about 31 percent of athletic scholarship money, the complaint states. The scholarship gap at Northeastern is about \$1,970 per year.

At the University of New Hampshire, women make up 57 percent of the student body and 50 percent of varsity athletes, while receiving approximately 41 percent of athletic scholarship dollars, according to the complaint. The annual difference between average male and female scholarships is \$1,148.

At the University of Maine at Orono, where 47 percent of the student body and 40 percent of varsity athletes are female, women receive only 26 percent of athletic scholarship dollars, the complaint states. The scholarship gap comes to about \$1,991 per year for the average female student.

Both Boston and Northeastern universities said that because the answer is to raise the female worker's wage. We see it as the same thing here," she said. "The schools on

complaints are based on 2-year-old data they are not valid.

Boston University said it has increased female sports participation to 49 percent and its scholarship level for female athletes to 36 percent. Scholarship funding will increase to 43.5 percent by the 1998-1999 academic year, the school said.

Northeastern University is in the middle of a 5-year NCAA-approved plan to comply with Title IX, said spokeswoman Mary Breslauer. The plan includes an extra \$300,000 in next year's budget to fund women's programs and scholarships, which currently show a 43 percent participation level, she said.

According to Breslauer, female athletes at Northeastern currently receive 36 percent, not 31 percent, of total athletic scholarship dollars.

Boston College had no comment. Attempts to reach the University of New Hampshire were not successful.

Joe Carr, public affairs spokesman for the University of Maine, said that the school had no comment about the complaint, but he did say that women's athletic scholarship money had risen from 26 percent to nearly 33 percent. The school also instituted a long-term gender equity program in 1995, but Carr said results have been slow because the program is partially dependent on private finances.

Most colleges and universities included in the complaint showed a scholarship gap of between \$1,000 and \$3,000 per year.

In response to challenges that increasing scholarships for female athletes would reduce opportunities for male athletes, Greenberger offered an analogy.

this list have not exhausted the scholarships that they can give to women."

Greenberger said the complaints are a first step intended to give the colleges and universities "a chance to get their

houses in order" before further legal action is taken.

Globe correspondent Josh Trudell also

contributed to this report. ■

12. The Atlanta Journal-Constitution

June 3, 1997

Governor brushes off HOPE criticism

By Dick Pettys, The Associated Press

The governor brushed off criticism Monday that his HOPE scholarship program helps well-to-do students get a free college education at the expense of poorer students.

"These are just some think-tank elitists who make a living finding fault with anything," said Gov. Zell Miller. "They can keep criticizing this program, and I'll just keep giving a free college education to deserving Georgia students."

Miller was reacting to a Wall Street Journal report in which the state's policy of allowing rich and poor students an equal shot at HOPE scholarships came under fire from Thomas G. Mortenson, a senior scholar at the National Council of Educational Opportunity Associations, a federally funded think tank.

"If you're Bill Gates, you can qualify for HOPE and get free tuition," Mortenson told the newspaper. "In an area of deteriorating investment in public schools it's more important than ever to target aid of those who need it most."

HOPE scholarships are available to

any student who graduates from high school with a "B" average and maintains that average through college. The scholarships pay the full cost of tuition at Georgia's public colleges and include a \$100 per quarter book allowance.

Critics say the scholarships are unfair to low-income students because the state subtracts the value of any federal Pell grants they receive from their HOPE scholarships.

Pell grants generally are limited to students from low-to-moderate income levels and can be used for virtually any aspect of education-related expenses.

"HOPE tips the balance of aid too much in favor of the privileged," Larry Gladioux, executive director of the College Board, told The Wall Street Journal.

Miller said that, by deducting the value of Pell grants from the HOPE scholarship awards, the state has been able to finance scholarships for 19,000 more scholars.

"We're helping more students in

Georgia go to college than any other state," he said.

About 119,000 students now are receiving HOPE scholarships worth \$130 million a year. The money comes from the state lottery that Miller pushed into law. A dozen states are considering similar programs, and President Clinton is pushing a national program patterned loosely after the Georgia program.

Originally limited to students from families making less than \$66,000 and limited to the first two years of college, the scholarships eventually were opened to all students regardless of family income level and expanded to a full four years.

Glenn Newsome, the program's director, said the initial limits were designed to keep the program small while the state waited to see how much money rolled in from the lottery.

After the lottery was shown to be a bonanza, the limits were removed, he said. ■

13. The Christian Science Monitor

June 3, 1997

Next Clinton Focus: Healing Racial Rifts

Skip Thurman, Staff writer of The Christian Science Monitor

WASHINGTON — In coming weeks President Clinton hopes to prod the United States public into thinking deeply about one of the nation's greatest historic problems: racism.

Mr. Clinton is scheduled to unveil a major race initiative on June 14 in a San Diego speech. Though it involves talking, study, and idealism more than expensive new federal programs the administration is touting the plan as a centerpiece of the Clinton second term.

The goal is to try to ease racial tension and establish a sea change in American

In one sense, the race initiative has already begun. Last month Clinton formally apologized to survivors of the infamous Tuskegee experiment, a federal project in which hundreds of black men

tolerance for the next generation. Today's children think differently about the environment, pollution, and recycling than their parents did, after all. The legacy-minded president hopes that via the use of his chief-executive bully pulpit he can help effect a similar paradigm shift on racial attitudes.

"We need to depend on diversity and we need to focus on that as a strength," says deputy chief of staff Sylvia Mathews, who has been working on the plan with almost two dozen staffers for months.

went untreated for syphilis so doctors could study the progress of the disease.

Few specifics about the initiative have been made public. Overall, it's clear the plan focuses on generating a message

If the tolerance effort is to succeed, it needs to look to history and not just the next day's headlines, according to some observers with knowledge on the issue.

Clinton "should provide the nation with an authentic statement of where we are on race and provide a common vision of what racial and ethnic justice means in the 21st century," says Christopher Edley, a Harvard University law professor who served as an adviser on racial issues to Clinton in the first administration.

instead of creating a federal bureaucracy.

Taking the form of a blue ribbon commission, a high-profile racial summit, a series of town-hall meetings, or all of the above, the effort is designed to

identify racial divides. Then, using the bully pulpit, the president plans to therapeutically provoke, influence, and change.

Can US attitudes towards race - a problem since the founding of the republic - really be changed by such a jaw, jaw approach?

Charles Kamasaki thinks so. A senior vice president of La Raza, a Hispanic advocacy group, Mr. Kamasaki has been meeting with White House staffers as they construct their plan.

"There is nothing like having the bully pulpit of the president to stimulate dialogue and catalyze real discussion," he says.

Addressing a civil rights group recently, Kamasaki was challenged by someone in the audience who asked if an initiative based on mere rhetoric was Pollyannaish. He responded by pointing out dramatic changes in perceptions of sexual harassment in the years after the Anita Hill hearings. "Fifteen years ago people didn't take that issue very seriously, and there has been a major attitude shift based on the way leaders addressed it," he said.

CLINTON supporters claim the president has unique credentials to tackle this issue. Coming from Arkansas, backdrop to some of the nation's ugliest

racial unrest, he sees the issue - which he calls a "constant curse" - in personal terms. His early lessons on tolerance were absorbed watching his grandfather's treatment of black patrons in his Hope, Ark., grocery.

"I've known him all my life and his interest [in racial matters] is sincere and has been since he was a kid," says childhood friend Patty Criner.

More recently, the O.J. Simpson verdict further moved the president to act. "What has struck all Americans in the aftermath of the trial," Clinton said less than a week after the verdict, "is the apparent differences of perception of the same set of facts based on the race of American citizens."

Aides say his resolve to make race a major speaking point strengthened soon thereafter.

But some believe the race plan will be little more than a one-day story. Says one black presidential observer, "What did the administration do about the [recent] reports of minority academic enrollment going through the floor? Nothing."

The initiative could also be a hard sell to minorities, especially in the black community, who question whether Clinton is the one to usher in a new era of racial understanding.

"No way," says Gerald Reynolds,

president of the conservative Center for New Black Leadership. "President Clinton, civil rights groups, and reporters are talking about old battles - things are different," he says. Mr. Reynolds, who preaches a message of "pull yourself up by your bootstraps," believes that by the time the president filters a message through traditional civil rights groups and the media, it will not have the character needed to effect real change.

Discrimination, others say, is no longer the real problem in the black community. They point to high rates of incarceration, disintegrating families, and general victimization. "The traditional civil rights focus on preferential policies benefits blacks in the middle class. We need to focus on problems" of the underclass, says Reynolds.

But other black leaders disagree. "The president has the ability to move the country, and I hope the race initiative will be the articulation and the projection of that," says Rep. Danny Davis (D) of Illinois, a member of the Congressional Black Caucus.

Other groups are concerned the initiative will focus on black and white issues to the exclusion of other racial and ethnic groups. ■

14. The Christian Science Monitor

June 3, 1997

Adding Spice in a State The Melting Pot Missed

Katharine Biele, Special to The Christian Science Monitor

SALT LAKE CITY — Dan Thompson remembers walking into an upscale Salt Lake City elementary school and wondering how his children would fit in.

Like most of Utah, the class was a sea of white faces.

Dan's wife, Karen Chee Thompson, is a Pacific Islander from Hawaii. And while Dan is a Caucasian from Missouri, Karen says, "Our children ... would have definitely been in the minority."

But like a growing number of other diverse newcomers to this state long known for its racial and religious homogeneity, the Thompsons have found their own niche. Indeed, they reflect the subtle but significant cultural shift that is affecting everything here from state politics to restaurants.

"We have a lot of interest from out of state," says the Beacon Heights principal, Carol Lubomodrov. "Utah can be scary to people who don't know."

"When I came here, I would say that the stereotypical description - very white, very LDS [Latter-day Saints], and very homogenous - was absolutely an accurate description of the Salt Lake area," says Deeda Seed, a Salt Lake City councilwoman who came to the state from Chicago in 1980. "Perhaps because of the economy, that has changed. Without doing much, our city is becoming diverse, and I think in our next census, we'll see a dramatic change."

Certainly, many point to the state's 3 percent unemployment and a 5.5 percent job growth rate as Utah's primary attraction. The booming economy has helped lure major national businesses, not to mention the 2002 Winter Olympics, to Salt Lake City. But while these ventures bring cash and prestige to the state, they

Despite recent in-migrations of Pacific Islanders, ethnicity in Utah is still scant. A few high-profile minorities such as Duane Bourdeaux, the only

also bring more people of different races and backgrounds - creating new tensions and challenges as Utah struggles to meet the demands of a changing population.

The Thompsons had to seek out diversity, to consciously plan for it in their lives. They found it - at least as far as education goes - at Beacon Heights public elementary school. The school's literature boasts "a diversity of cultures, languages, and religions."

Students speak 24 languages there, and almost half of them opted into Beacon Heights through a school-choice program. In Salt Lake City, it's become almost fashionable to seek out ethnic diversity; for those just arriving in Utah, it is almost a necessity.

African-American to sit in the state legislature, help ease the all-white image, but the label has been slow to fade.

Utah's population remains less than 5

percent minority and even metropolitan Salt Lake City can count only 30 to 35 percent of its citizens as non-Mormon. This, coupled with a growing perception that Utah's incrementally increasing diversity has brought more crime, has been a concern for lawmakers. In fact, the Utah Legislature focused largely on gang crime and prison space in its 1997 session.

"People are afraid of change, and we're going to have to adapt," says Councilwoman Seed. "As a result of this fear, people are trying to attribute an increase in the crime rate to those other people who are moving in. I think it's a

result of our economic growth."

In response, Mr. Bourdeaux, born and raised in Utah, created Colors of Success, a prevention-intervention program for children from kindergarten through 12th grade, to combat stereotypes and prevent crime.

Many agree that the perceptions about crime and ethnicity are largely a fear of the unknown.

"When people of color are seen in numbers of more than one or two, they are often times classified by authorities as gangs," says the Rev. France Davis, an African-American Baptist pastor. "We have a major educational task."

Others are are joining in.

Dr. Lubomodrov is about to start a Cultural Wall depicting diversity at the school, and Seed wants to increase the numbers of city library books available in languages other than English.

University of Utah economist Thayne Robson believes a lot of the acclimation will happen all on its own.

"Some companies that tried to transfer their people in here found that they'd refuse to come. But most of the people who did come in talked about how friendly the people are, and what a great place this is to live," he says.

It happened to the Thompsons. ■

15. The Christian Science Monitor

June 3, 1997

Good Sportsmanship Declines on the Sidelines

Elizabeth Levitan Spaid, Staff writer of The Christian Science Monitor

ATLANTA — It was an all-American scene: A gaggle of eight-year-olds gamely giving it their best on a baseball diamond. Supportive families cheering as the kids rounded the bases.

But then an enraged mother leapt from the stands and started choking the teenage umpire over a call she didn't think was fair. Then the umpire's father came on the field and began arguing with her.

"The amazing thing was [the teams] weren't even keeping score," says John Ouellette recalling the recent incident. "And the saddest thing was there were 24 eight-year-olds looking at these adults acting totally crazy," says Mr. Ouellette.

This example may be an extreme, but parents and coaches involved in youth sports are all too familiar with parental tantrums. And observers like Ouellette, who oversees coaching for the American Youth Soccer Association, agree the intensity and frequency of the incidents is on the rise.

Now, however, leagues and schools are taking steps to maintain a semblance of etiquette on the sidelines.

* In Coming, Iowa, there's a zero-tolerance policy: Spectators who act out are barred from games for the season.

* In Roswell, Ga., the parks department has stopped keeping score in games for kids under 8.

* After a shooting incident last April "Ninety-nine percent of the people who administer sports for children have never been trained in how to do it, but they have responsibility for in some cases 500 kids," says Fred Engh, founder of the

between a coach and a parent, Clayton County, Ga., issued a conduct policy that allows an offender in a verbal or physical confrontation to be charged with criminal trespass.

* Last year, the American Youth Soccer Organization, the national group that oversees most youth soccer leagues, began requiring its coaches to be certified. They have to complete a program that teaches them to coach in a positive way and how to deal with parents. The coaches must also sign a code of ethics.

* A growing number of schools and parks departments give out handbooks or call meetings in which acceptable behavior for all involved in youth sports is outlined.

Certainly not all parents lose their tempers. But "while 98 percent of the parents involved are tremendous ... we spend the majority of our time concerned with the 2 percent who are out of control," says Ouellette.

And while kids and coaches sometimes lose their cool too, parents seem to be the most regular offenders.

"When you see evidence of poor sportsmanship in youth sports, it's usually coming from the adults," says Robert Malina, director of the Institute for the Study of Youth Sports at Michigan State University.

Observers cite at least three reasons for the rise in parental tempers:

National Youth Sports Coaches Association in West Palm Beach, Fla. His organization has trained more than 1 million coaches.

"Most coaches are volunteers - truck

* The number of children in nonschool sports programs such as Little League, soccer, and football has jumped from about 15 million in 1985 to 25 million today, prompting more parental involvement and perhaps more clashes.

* Parents often put tremendous pressure on their children to get sports scholarships, ratcheting up tension even in games between young kids.

* Professional sports have also fostered a greater emphasis on winning, often at the expense of good manners.

"To be a good sport seems to have lost its meaning," says Joe Eldridge, a soccer coach in West Virginia.

In Bob Brossman's case, there hasn't been any violence. But "there are certainly heated conversations," says the coach of his nine-year-old son's USA Hockey team north of Atlanta.

Parents have confronted him in regard to what position they want their kids to play and who they want their kids to play with. Some even use stop watches to make sure their children get the same amount of ice time as others. Mr. Brossman's wife has stopped going to games because parents began directing their complaints to her.

While parents often should know better, many observers say the responsibility to promote good sportsmanship must start with coaches.

drivers, accountants, housewives. We require certification for people who are electricians or plumbers. Isn't it amazing we don't require certification for someone who handles children?"

Jay Smither of Roswell, Ga., has been both parent and coach. Ten years ago, when he coached his son's baseball team, he and the kids were munching their snacks when a mother marched up, screamed at him and called him a "dummy" for a coaching decision he made.

In 1994, he remembers when a

policeman was called to break up a group of parents from opposing teams who yelled threats at each other. "I've witnessed behavior ranging from the bizarre to common rudeness," says Mr. Smither.

All this experience leads him to one conclusion: "The field is a classroom and should be respected as a classroom," he

says. "The problem comes from people whose idea of baseball is what they see in the Major Leagues, and now they have a child and they figure he's a little bitty Major League player," Smither continues. "But this is just a little game with guys who are going on to be lawyers and insurance brokers and all that." ■

16. TIME

June 9, 1997

GREAT XPECTATIONS

SLACKERS? HARDLY. THE SO-CALLED GENERATION X TURNS OUT TO BE FULL OF GO-GETTERS WHO ARE JUST DOING IT —BUT THEIR WAY

BY MARGOT HORNBLLOWER

Who would have thought the kids would start taking over so soon? Or that they would even want to? They were supposed to be slackers, cynics, drifters. But don't be fooled by their famous pose of repose. Lately, more and more of them are prowling tirelessly for the better deal, hunting down opportunities that will free them from the career imprisonment that confined their parents. They are flocking to technology start-ups, founding small businesses and even taking up causes — all in their own way. They are making waves on the Web, making movies in and out of Hollywood, making money, spending money. Slapped with the label Generation X, they've turned the tag into a badge of honor. They are X-citing, X-igent, X-pansive. They're the next big thing. Boomers, beware! It's payback time.

A few months ago, a prominent polling firm teamed up with a major advertising agency to undertake a comprehensive survey comparing three generations. They interviewed hundreds of twentysomethings from Big Sandy, Tenn., to Oak Lawn, Ill., to Riverside, Calif. They talked to scores of fortysomethings and sixtysomethings. Now, exclusively in TIME, the New American Dream study is ready for release. News flash! The youngsters are ambitious get-aheads —even more so than their parents or grandparents. They are confident, savvy and, the survey concludes with a measure of relief,

Today forecasters, salesmen and pundits —many the middle-age parents of perplexing offspring —are acknowledging that their first X rays of

materialistic. "Gen X is committed," enthuses J. Walker Smith, managing partner at the polling firm Yankelovich Partners. "Gen X is connected. Gen X craves success American-style."

So what happened to those lazy, listless baby busters who supposedly typified the new generation? Beavis and Butt-head were their icons; Beck's Loser was their song ("Savin' all your food stamps and burnin' down the trailer park"); Richard Linklater's Slacker, with its Austin, Texas, deadbeats, was their movie. This was the MTV generation: Net surfing, nihilistic nipple piercers whining about McJobs; latchkey legacies, fearful of commitment. Passive and powerless, they were content, it seemed, to party on in a Wayne's Netherworld, one with more antiheroes —Kurt Cobain, Dennis Rodman, the Menendez brothers —than role models. The label that stuck was from Douglas Coupland's 1991 novel, Generation X, a tale of languid youths musing over "mental ground zero —the location where one visualizes oneself during the dropping of the atomic bomb: frequently a shopping mall."

Whatever.

Albeit overshadowed by 78 million self-important boomers, the 45 million Xers born between 1965 and 1977 represent \$125 billion in annual purchasing power a year. And of late, reading their psyches has become less a genteel academic pastime than an extreme sport in which sneakermakers, the new generation were distorted. "The baby boomers of the media and marketing world were desperate to explain a generation they didn't

brewers and car manufacturers scramble for market share. Politicians trolling for votes, churches seeking converts, military services recruiting soldiers, moviemakers looking for viewers and magazines for readers: hardly a sliver of society is exempt from the need to understand and, indeed, cater to this generation. Yet Gen X has proved irritatingly contrarian. "The soul of Gen X is amorphous, intangible, elusive," says Richard Thau, 32, who heads the civic group Third Millennium. "That's why I like the term X: fill in the blanks."

So convincing were the early stereotypes that three years ago, Coca-Cola, targeting teens and Gen Xers, test-marketed a new drink called OK soda. The gray cans featured grim designs, including one of a doleful youth slumped outside two idle factories. Slogans on the cans read, "Don't be fooled into thinking there has to be a reason for everything" and "What's the point of OK soda? Well, what's the point of anything?" The nine-city campaign fizzled. And the company that a quarter-century ago had celebrated the baby boom with the jingle, "I'd like to teach the world to sing," killed the product. Meanwhile, a grunge-themed Subaru campaign that told viewers its cars were "like punk rock" fell flat, and Converse was surprised to find that Gen Xers were put off by a spot showing an All Star-shod youth spray-painting his name on a building.

understand, so they reduced Xers to a cartoon," says Adam Morgan, managing partner at TBWA Chiat/Day, the ad agency that collaborated with

Yankelovich. "It may be the most expensive marketing mistake in history." Last year the magazine *Who Cares* and the Center for Policy Alternatives, a Washington think tank, released a survey that showed 72% of 18-to-24-year-olds believe this generation "has an important voice, but no one seems to hear it." Asked how older generations viewed them, their top answers were "lazy," "confused" and "unfocused." Asked how they saw themselves, they replied "ambitious," "determined" and "independent."

XERS, BOOMERS, MATURES

A generation is forged through common experience. The cohort described as "matures," born from 1909 to 1945, was shaped by the Depression and World War II. "Boomers," born from 1946 to 1964, grew up in affluence: economic progress was assumed, freeing them to focus on idealism and personal growth. Young Xers, however, lurched through the recession of the early '80s, only to see the mid-decade glitz dissipate in the 1987 stock-market crash and the recession of 1990-91. Gen X could never presume success. In their new book *Rocking the Ages*, Yankelovich's Smith and his colleague Ann Clurman blame Xers' woes on their parents: "Forget what the idealistic boomers intended, Xers say, and look instead at what they actually did: divorce. Latchkey kids. Homelessness. Soaring national debt. Bankrupt Social Security. Holes in the ozone layer. Crack. Downsizing and layoffs. Urban deterioration. Gangs. Junk bonds..."

If twentysomethings entered the decade floundering in the job market, did they deserve to be labeled dazed and confused? They had come of age after the U.S. took what some economists call the great U-turn. Energy prices first soared in 1973, and workers' wages stagnated. Between 1979 and 1995, some 43 million jobs were lost through corporate downsizing. Newly created jobs paid less and offered fewer benefits. Sharp cutbacks in federal grants since 1981 mean that 1 of 3 students works and attends school at the same time. Says Paul Rogat Loeb, author of *Generation at the Crossroads*, a study of college students: "The issue today is finding a job—in a fragmented workplace—that will allow them to avoid being crushed by their loan payment."

While the economy is improving to the point that many of this year's college graduates have multiple job offers, the climate of the early '90s left its mark on

If mass protests are passe, a new

the generation. Sixty-one percent of Xers told Dream study pollsters, "Worrying about the future is a major source of stress"—far more so than for their parents or grandparents. More than three-quarters of Xers say, "No matter what I plan for the future, when I finally get there, it's always something different." Some opt out of the rat race. "What seems like apathetic hedonism actually represents a fairly informed bet," American Demographics columnist Marc Spiegler wrote recently. "Why put up with the cubicle world's woes when its promised delayed gratification is an ever more dicey proposition?" The slogan on Eddie Bauer's shopping bags puts it succinctly: "Never confuse having a career with having a life."

But rather than electing to tune in, turn on and drop out, Gen Xers are proving to be deeply competitive. Back when bumper stickers exhorted one to make love not war—in 1973, to be exact—only two-thirds of twentysomethings polled by Yankelovich agreed that "competition encourages excellence." Today 82% of their counterparts say, "I like to compete: it makes me perform better." The recent surge of extreme sports—from bungee jumping to sky surfing—is no accident. The hip slogan of the Gen X T shirt? NO FEAR. Indeed, adversity, far from discouraging youths, has given them a harder, even ruthless edge. Most believe "I have to take what I can get in this world because no one is going to give me anything." And 71% of Gen Xers—a higher percentage than their parents or grandparents—believe "In this world, sometimes you have to compromise your principles." Do they identify more with success or integrity? More than half choose success; only a third of their elders select it.

High-tech wunderkinder, such as Yahoo! Web-search founders Jerry Yang, 28, and David Filo, 31, are role models because of their affinity for risk and their entrepreneurial spirit. Some advertisers have caught on. Two years ago Prudential replaced its longtime slogan "Get a Piece of the Rock," with the more enterprising "Be Your Own Rock." As the Dream study describes it, this is the new "generation on the make." While interest in corporate careers is sliding, business schools have expanded their courses in entrepreneurialism. A recent University of Michigan study found that 25-to-34-year-olds are trying to start businesses at three times the rate of 35-to-55-year-olds. "Having your own business means not worrying about what personalized activism is growing.

some head guy in Dallas thinks," says Sky Eacrett, a Redlands, Calif., tile-store manager who dreams of striking out on his own. "No matter how much money you make for them, you are still just an x. And you can be x-ed off. With my own business, I could come in at 7 a.m. and leave at noon to play golf."

MATERIAL GIRLS AND BOYS

Voter participation is dropping in all age groups but in none so steeply as among 18-to-24-year-olds, less than a third of whom voted in last year's presidential election. A generation ago, in 1972, 42% of this group went to the polls. But those were the days when young people still believed they could change the world. In 1966, President Lyndon Johnson's poverty chief, Sargent Shriver, predicted the war on poverty would be won "in about 10 years." Today everyone knows better, and Gen X was molded during that learning process. "In the old days, politicians at least pretended to have principles," laments Beth Englander, 26, a former VISTA volunteer. "Now they're not ashamed to switch values just to get elected. Every time we hear of a new scandal, we're, like, 'Yup!'" she says with a shrug.

Although Xers tend to be more liberal and Democratic than the general population—53% voted for President Clinton, vs. 34% for Bob Dole—12 years of growing up under Reagan and Bush imbued them with a distrust of government. "The do-it-yourself, no-one-is-going-to-look-out-for-me-but-me spirit among Xers is a product of coming of age when that was the message coming from the Administration," says Mia von Sadovsky, 29, an ad-agency researcher. "We have hard-wired into us a different approach to getting things done." A survey by Third Millennium found that 53% of Gen Xers believe that the TV soap opera *General Hospital* will outlast Medicare. If permitted, 59% of Xers would opt out of Medicare and save on their own. Of any adult generation, they have the weakest attachment to political parties, and in 1992 Gen Xers cast a higher percentage of votes for Ross Perot than older adults did. "We have a libertarian streak," says Thau. "We grew up in a period with one instance of government malfeasance and ineptitude after another, from Watergate to Iran-contra to the explosion of the Challenger to Whitewater. We believe government can't be trusted to do anything right."

Grandiose is out; pragmatic is in. Asked

if "all products that pollute the environment should be banned," only a third of Xers agreed, vs. half of boomers. Self-righteousness has given way to situational ethics. Their parents fought attack dogs and fire hoses to desegregate lunch counters; now Xers struggle with ambiguous battles over affirmative action, where helping blacks and Hispanics arguably hurts Asians and whites. Xer activism is a chain Internet letter calling on friends to "Save Sesame Street" by E-mailing Congress about public-television funding. Or it is donating a few hours to transport meals to aids patients. Independent Sector, a Washington-based research group, found that 38% of 18-to-24-year-olds volunteered within the past year, along with more than half the 25-to-33-year-olds. Without a Vietnam War, the new generation is less polarized. "Young people today are not as struck by life's fragility," says John Gardner, head of the National Resource Center for the Freshman Year Experience at the University of South Carolina. "They're not thinking about thermonuclear Armageddon."

Burdened by college loans and facing a shifting job market, Gen X yearns for affluence. In that, it takes after its grandparents more than its parents. A generation ago, small was beautiful and materialism had fallen out of fashion. Only 31% of twentysomethings in 1973 agreed that money is "a very important personal value." Today 64% of Xers and matures say, "Material things, like what I drive and the house I live in, are really important to me." Only half of boomers feel that way. Fewer twentysomethings seek "a simpler life," and, strikingly, a third of them agree that "the only meaningful measure of success is money."

Alexander Astin, an education professor at the University of California, Los Angeles, who has monitored student values for three decades, attributes the change to television. Since childhood, this new generation of screenagers has been blitzed by advertising and glitzy programs, from Dallas and Dynasty to Beverly Hills 90210. "Kids in the '60s had nowhere near as much exposure to TV," Astin says. "TV's message is: You can be happy by having these products. The programming, often about rich and

Whether Xers stay home or strike out on their own, the generation gap yawns as wide as ever. Twentysomethings can paint a scathing portrait of their elders. "I think I was conceived on an acid trip," muses one Xer in the film Reality Bites.

powerful people, celebrates greed." Violence and graphic sexuality, once rare on the airwaves, became a staple of television and film just as Xers were moving through adolescence. Three-quarters of Xers describe themselves as heavy consumers of violence on television; only half of boomers and 20% of matures do.

While Gen Xers may be avid shoppers and dominate the market for designer jeans and expensive sneakers, they are as skeptical of the media as they are of politics. The hippest ads tap into their hostility toward hype. "Don't insult our intelligence," read one Nike magazine spread. "Tell us what it is. Tell us what it does. And don't play the national anthem while you do it." Sprite rocketed from seventh to fourth best-selling soft drink after scrapping its schmaltzy jingle, "I Like the Sprite in You," in 1994 in favor of the slogan "Image is nothing. Thirst is everything. Obey your thirst." Self-mockery is a mark of Xer sophistication, and thus a staple of any show—from David Letterman to Conan O'Brien—seeking twentysomething viewers. Might, a San Francisco-based Gen X magazine, features tongue-in-cheek tables of contents, as in "Pages 157-72: Unflattering Gossip About Owners of Companies That Won't Advertise with Us" or "Pages 161-168: Some Stuff We Didn't Fact Check."

Gen X is wary of packaged news, linear-plotted entertainment and happy endings. "Xers prefer to get their information unembellished," says Yankelovich's Smith. The hit TV show X-Files weaves in layered story lines and leaves questions unresolved. In MTV News Unfiltered, viewers call in story ideas and the network sends out video cameras for them to record their own segments. On last month's show, South Carolina's underground tattoo artists told of their efforts to legalize the practice of body art, and a 16-year-old Oregonian recounted her hard life as a single mother. "Generation X actively pursues the deflation of the ideal," says Karen Ritchie in her book, Marketing to Generation X. "No icon and certainly no commercial is safe from their [Xers'] irony, their sarcasm or their remote control. These are the tools with which Generation X keeps the world in perspective."

Another asks, "How can we repair all the damage we inherited?" Novelist Coupland, in a memorable essay in 1995, accused boomers, "pummeled by the recession and embarrassed by their own compromised '60s values," of

GEN O: FOR OPTIMISM?

Fragmentation and eclecticism are Gen X hallmarks. For starters, Xers are more racially diverse: only 70% call themselves white vs. 77% of boomers. Compared to a generation ago, nearly twice as many of today's twentysomethings—28%—agree "there is no single way to live." In this cohort, blacks, Hispanics, Asians and Native Americans assert their identity more than ever. And whites are more multicultural. Fair-haired dreadlocks are commonplace. Fashion designers knock off urban street trends rather than the other way around. Gay rights are assumed: the latest campus cause is discrimination against "transgendered persons." Body piercing has gone mainstream. As in the return of Hush Puppies and Star Trek: The Next Generation, Xer chic is often retroeclectic. "Compared to any other generation born in this century, theirs is less cohesive, its experiences wider, its ethnicity more polyglot and its culture more splintery," write historians William Strauss and Neil Howe in their new book, *The Fourth Turning*, a study of generational change. "Today's young adults define themselves by sheer divergence."

If boomers once boasted of never trusting anyone over 30, Xers have even more cause for disillusion. Between 1965 and 1977, the divorce rate doubled. More than 40% of today's young adults had spent time in a single-parent home by age 16. Did the psychic toll produce latch-key basket cases or self-reliant survivors? Undoubtedly, both. In their coupling habits, Gen X is the "youngest copulating and oldest marrying generation ever recorded," note Strauss and Howe. Since 1970 the average marriage age has crept up from 23 to 27 for men and from 21 to 25 for women. For many, it signals caution born of pain. "If I marry, I will never get divorced," says Angel Gambino, a University of Oregon law student whose parents split when she was three. Next year she plans to move back with her mother and sister, following another trend. Whether for economic or emotional reasons, 30% of men and women in their 20s live with their parents. "For me," Gambino says, "the American Dream is a stable family."

"transferring their collective darkness onto the group threatening to take their spotlight." Indeed, pollsters find that boomers are markedly more pessimistic than Xers. Fully 71% of boomers say, "If I had the chance to start over in life, I

would do things differently." Only 59% of Xers and matures agree. Likewise, while Xers see themselves more as life-long job hoppers than as company loyalists, they profess far more satisfaction with their work than their elders. "Boomers entered the marketplace years ago with high expectations," says Yankelovich's Smith. "And when they were disappointed, they thought the future looked bleak for Xers. So they portrayed them as a loser generation."

But today's twentysomethings have

learned to cope. They may be cynical about institutions, but they remain remarkably optimistic as individuals. At least half believe they will be better off financially than their parents. And an astonishing 96% of Gen Xers say, "I am very sure that one day I will get to where I want to be in life" —showing far more confidence than boomers did a generation ago. For all their ironic detachment, today's young adults embrace an American Dream —albeit one different from the vision their parents or

grandparents had.

For Gen X, the lyrics of Alanis Morissette's *Hand in My Pocket* defines the guarded hopefulness of the new generation:

I'm broke but I'm happy I'm poor but I'm kind... I'm lost but I'm hopeful baby
What it all comes down to Is that everything's gonna be fine, fine, fine I've got one hand in my pocket And the other one is giving a high five.

■

17. The Wall Street Journal

06/03/97 Page B1

Disney's Model School: No Cause to Celebrate

By Steve Stecklow

Staff Reporter of The Wall Street Journal

Walt Disney once said, "I'd love to be part of building a school of tomorrow." And that's how Walt Disney Co. envisioned the public school in Celebration, its idealized housing development on the grounds of Walt Disney World near Orlando, Fla. Brochures billed the Celebration School as "a unique public/private collaboration" that would serve "as a model for education into the next century."

But after its first year of operation, Disney has learned that creating a cutting-edge, model school is much easier said than done.

Six of Celebration's first 19 full-time instructors quit, and several others don't plan to return next fall. The school nurse left because the pay was so low: \$9,116 a year. The principal has resigned for personal reasons, and a replacement has yet to be named. Parents disappointed with the school have pulled out at least 21 of the original 170 students. Several of those families have sold their new homes and moved away.

"We came here as a family with a dream, and all we received was an educational nightmare," Rich Adams wrote to Disney's development unit upon leaving. Mr. Adams had retired as fire chief in Bethlehem, Pa., to move to Celebration with his two children. They were profiled in Disney's newspaper as happy buyers. But after nine weeks of school, they sold their house and returned to Pennsylvania. "My children not only did not progress in this school — they regressed," Mr. Adams wrote. "Not only in their academics but also their discipline."

Start-up problems are inevitable at any new school, especially one that attempts innovation. But experts who have observed Celebration say Disney created unrealistic expectations. Promises of a world-class K-12 public school were a key selling point for homes in the development; one flier includes testimonials from top educators nationwide. What's more, because of "the Disney name," says Lois Hetland, a Harvard University researcher who consulted for the school, parents "thought it was going to be the Magic Kingdom."

Creating an educational fantasyland is especially difficult on a public-school budget. As part of the Osceola County school district, the Celebration School gets no more money, per pupil, than any other in Florida's fastest-growing school district, about \$4,200 a year. Ultimately, Disney donated the land, developed the curriculum, gave \$17.3 million for capital and construction costs and pledged another \$5 million for "operating enhancements" over 10 years. But negotiations between Disney and the county dragged on so long that the school spent its first year in crowded, temporary quarters.

When classes started last August, 80 children in grades six through 12 studied together in an 800-square-foot room without chairs, tables or textbooks, according to the principal. Additional portable classrooms arrived a few weeks later, easing the crowding. The actual school campus, still under construction, will open in August, at which point the enrollment is scheduled to jump from 218 to 900 students. Many of the new students will be coming from less affluent and more ethnically-diverse

communities.

Harvard's Ms. Hetland, for one, anticipates some problems. "You barely have a core faculty to lead the new faculty into the future," she says.

Celebration had some difficulty attracting top teachers in the first place. Principal Bobbi Vogel says the school received several thousand inquiries about teaching positions. But many of those candidates lost interest once they learned the Osceola County pay scale: Teachers are paid between \$23,000 and \$44,000 a year, lower than in the Northeast and other parts of the country.

Many teachers were hired at the last minute and received little training in the school's methods, which integrate diverse subjects into broad, interdisciplinary themes. Some teachers also questioned whether subjects such as algebra could be integrated into themes such as government or community. The high-school math and science teachers quit before the first week was over, leaving teachers trained in other subjects to cover for them. "Everyone wore too many hats," says Nivia Vega, a language-arts teacher who says she may not return next year.

Some parents, meanwhile, think that Celebration's nontraditional teaching methods lack rigor. Students from several different grades are grouped together in classrooms without desks. They sit at small tables and work in teams, as do the teachers. Instead of letter grades, report cards contain evaluations like "not yet" or "achieving."

Literature for the school says it offers an "active, sometimes noisy, environment" with "students' curiosity helping shape the curriculum." Still,

some parents say the basics were missing. Mr. Adams, the retired fire

Ms. Vogel, the principal, says some parents didn't understand the school's "extremely progressive" style. "If you moved to this town thinking your kids were coming to a school like you went to, you can't be happy here," she says. Ms. Vogel herself is leaving next month to join her husband, a former Osceola County administrator who in November became a superintendent in another Florida district. She remains enthusiastic about the school.

Certainly, many parents, students and teachers believe the school has been a success. Its students recently outscored all others in the district in standardized reading tests in fourth, sixth, seventh and eighth grades, and in mathematics in sixth, seventh and eighth grades. There's a waiting list of 400 for next year's classes from families outside Celebration. "The people who bugged out really

chief, says his two children "didn't have any homework, nothing. They didn't have quick, I don't think they were giving it a fair chance," says Steven Braudt, a 14-year-old eighth grader. "It's going to get better as it goes on."

And Terry Wick, Disney's manager of education at Celebration, says the company is satisfied so far, given the "monumental task" of opening a new school in a brand new town. "Do we think the school has room to grow and improve? Absolutely," she says.

But disenchanted parents say they were led to expect a wonderful school from day one. "They told us the school was going to be up and running, that they had been planning this for years," says Roger Burton, a private investigator who sold his house and moved his family back to Illinois.

"Disney set this up to sell houses," charges Luba Bilentschuk, who removed her two children from the school and sold

any books, no spelling, no math."

her home in December, three months after moving in. Mrs. Bilentschuk was also disturbed by Disney's reaction when she and her family decided to move: The company offered help in selling the house and other incentives in return for a promise "not to disclose to any third party" their reasons for leaving. She refused.

Barbara Blake, a spokeswoman for Celebration Co., Disney's development unit, acknowledges that Disney made that offer to several families and says she "personally" feels it was a mistake. She also concedes that some sales representatives may have given home buyers information "which may not have been quite accurate." Still, she says the school's educational consultants have said it could take at least five years to determine whether the new educational methods are working. ■

18. All Things Considered (NPR)

May 29, 1997

Washington, DC Public Schools

LINDA WERTHEIMER Six months ago, a federally-appointed panel declared Washington DC's public schools system a disaster. It replaced the city's elected school board, fired the school superintendent and put retired Army General Julius Becton in charge. Becton has launched an ambitious reform program, but his efforts to weed out ineffective principals and teachers have created some new and bitter rivalries. NPR's Claudio Sanchez has been tracking the progress of reform at Abraham Lincoln Junior High School and he has this report

CLAUDIO SANCHEZ It was hard for teachers and administrators at Abraham Lincoln Junior High last

November to imagine how a federal takeover of the city's schools would make things better. But it was even harder at the time for veteran teachers like Jamie Wilson to imagine the situation at Lincoln to get even worse, as she sat in a classroom surrounded by empty bookshelves and broken-down furniture.

JAMIE WILSON, Lincoln teacher I have a room full of antiques as we're crossing this bridge to the twenty-first century. I believe that with principals and teachers working together, I believe we would then have a Xerox machine there would be textbooks sitting on my shelf -- textbooks that are meaningful to my students.

My students, when they go to the bathroom would have running water, they would have food that's edible, they would have heat in the classroom.

SANCHEZ In the months leading up to the takeover of the Washington DC Schools, five teachers at Lincoln were attacked with fire extinguishers; bulletin boards and trash-cans were set ablaze. Teachers blamed the principal. By the beginning of the school year, he was gone. But Lincoln was headed for another year of turmoil. The takeover, as far as Lincoln teachers were concerned, was a rescue operation. And the new man in charge, retired Army General Julius Becton, seemed believable.

Becton's promise to students, parents and teachers was simple.

JULIUS BECTON Our first priority is and always will be, children first. We will focus on getting material that children need and getting tools that the teachers need. Our goal is to build an environment that fosters success. Remember, children first. Failure is not an option. Thank you.

SANCHEZ At Lincoln, the change is noticeable. For the first time in memory, every returning student will go home this summer with a class schedule for next year. Textbooks were ordered in April, another first. This is a school that has had three different principals in four years, one of highest truancy rates and a dismal

MR. WATSON, Lincoln's principal You can't please everyone. And there are some people that want to see things done exactly as they wish and exactly as they anticipate. But actually, as the leader, I'm ultimately accountable for every decision made in this building. But the truth is, pretty much ninety percent of the staff is comfortable and satisfied and have expressed to me how much improvement they have seen, how they have enjoyed being in this school building this year, how they look forward to working with me.

academic record. Jamie Wilson agrees there have been improvements, but she has become bitterly opposed to many of the changes at Lincoln, and she resents that more teachers at Lincoln, as well as administrators under General Becton, aren't paying more attention to what's going on in her school.

WILSON And if the way we've been doing things, and if the union and if the contracts and if teachers in general stand in the way of school reform, I'm going to be on the opposite side. I mean, I'd say to them right now, which side are you on? I use the old labor expression, but what I'm talking about right now is, are you on the side of children or are you on the side of your paycheck?

SANCHEZ Some teachers at Lincoln say Watson is doing a great job. They credit him with building teacher morale and opening the school to parents, reducing violence amongst students, bringing music, art and even a gardening program in for kids. The reason the dispute at Lincoln is important is that there are a growing number of disputes like it. And they're putting one of Gen. Becton's major reform efforts to the test. Becton sees principals as the academic leaders of his administration and he admits he's more likely to side with

SANCHEZ Wilson says the system is still shuffling incompetent, tired or poorly-trained people around. Lincoln's acting principal says Wilson is a good example of someone who is in over his head and that students were suffering. Over half of the students at Lincoln, for example, don't speak English.

They are recent immigrants from Southeast Asia or Latin America, yet the school doesn't have enough teachers of English as a Second Language. Wilson has been banned from talking to reporters on school grounds, not because she's been critical of Lincoln's principal, but because she has done so publicly. Lincoln's principal, ?? Watson said he has made a few mistakes, but most of his teachers support him.

principals -- even weak ones -- if it helps strengthen their role in the system.

BECTON Teachers don't want the principal, it may well be that's the exact person we need there and we may have to move half the teachers. Now I'm not threatening that, I'm just saying that I have the authority to do that.

SANCHEZ Jamie Wilson, meanwhile, could face charges of insubordination. That's according to assistant superintendent Helena Jones, who was assigned by Gen. Becton to look into her

allegations.

HELENA JONES, assistant superintendent Any teacher on a staff, at Lincoln or any other school in the District of Columbia, who finds the time to investigate or interrogate or examine what a leader does in the building, is not spending enough time with the kids she serves. There is no reason why any teacher cannot express a concern about what goes on in a building. There's a way to do it, you have to do things professionally and you have to do things in such a way that you know you're doing those things for kids and not for yourself to empower yourself to the point where you can say, "I was

responsible for getting rid of a principal." That is not right.

SANCHEZ Jones has told Wilson her public accusations against Lincoln's principal must stop because she's hurting the school and she's hurting the students.

WILSON I have never done anything that would hurt the children of Lincoln. In fact, I have spend most of my time finding resources to help them in spite of the system, because the system hasn't been helping them. I go out to the community. I have been working to bring the community into the school, not because I want to bring in outside agitators, not because I want to

expose the dirty laundry, not because I want to throw bombs and most of all, not because I want to run the school.

SANCHEZ Wilson isn't sure if she's going to be back to Lincoln next year. The school, meanwhile, is bracing for another enormous change. The schools entire academic focus next fall will shift to an interdisciplinary approach; which means much longer classes, team teaching and very different grouping of students. Everyone, teachers and administrators, will need to be re-trained and the school's student population will jump from 500 to at least 700. I'm Claudio Sanchez, reporting.■

19. Business Week (international edition)

June 9, 1997

SCHOOLS: NO TIGER

Behind a roaring economy is a second-rate education system. The new government will face the tough chore of an overhaul

Pun Tin Chi pauses in a school hallway as students hustle by on their way to recess. They have to hurry, since they only get 15 minutes on the cramped playground. Pun, headmaster of the Tsui Lam school in Hong Kong's New Territories, wishes they had more time. But the sons and daughters of truck drivers and waitresses who live in the towering housing estate that looms over the school are part-timers. The children, well-scrubbed in their blue and white uniforms, don't even start school until 1 p m. Another school shares the building, with its students attending in the mornings. "Hong Kong looks so rich," sighs Pun. "But we always find we don't have enough money for education."

Hong Kong is a Tiger economy with a second-rate education system. Teachers, parents, politicians, and businessmen

agree that when the new government led by C.H. Tung takes over, it urgently needs to fix the schools. The problems run deep. Some 85% of primary school students attend part-time because there aren't enough school buildings. Among Asia's fiercely competitive schools, Hong Kong's students score lower in math and science than rivals in Singapore, South Korea, and Japan, although they do quite well compared with some large Western nations such as the U.S. In the universities, professors complain about students ill-prepared for higher education. And in the workforce, employers complain that graduates are poor in both English and Mandarin, the city's two languages of the future. One reason is that Hong Kong's colonial rulers put little value on educating the local population.

The new leaders promise change, vowing to turn Hong Kong into a 21st century high-tech hub for China. New schools, smaller classes, better teachers,

and computers are all on the agenda. Hong Kong's universities will seek the top students and professors from China and Southeast Asia, with local companies helping to pick up the tab. And they want graduate schools to work closely with local industry, providing the research and technology to take on high-tech powers around the world.

GROWING PRESSURE. There's a political side to this agenda, too. Once Hong Kong is again part of the Middle Kingdom, Tung and his team want students to identify with China. That means changing how textbooks explain subjects like the Opium War to give students more of a Chinese perspective. They also want better instruction on Chinese culture, literature, and values. "I'm not afraid of patriotic education," declares Antony K. Leung, Tung's education guru, who is angling for ways to make the Hong Kong workforce more competitive. Such changes will surely score points with Beijing's leaders.

But an education overhaul won't come cheap. While Beijing wants Tung to keep tight control over spending to keep taxes low and foreign reserves high, Hong Kongers are demanding that he loosen the purse strings for the schools. There will be growing pressure to dip into Hong Kong's massive foreign currency reserves to pay for better education. Hong Kong spends just \$4,158 per student, compared with the \$6,000 to \$9,000 per student spent in the West and Japan.

Reformers also are considering ways to improve students' language skills. The first plan is to change almost all secondary education from English to native Cantonese. Now, students are taught in Cantonese in primary school. Then they switch to English at the secondary level. The result is they master neither their lessons nor either language. "Their skills are low in Chinese as well as English," complains Marjorie Yang, chairwoman of garment supplier Esquel Enterprises, which employs 32,000 workers in factories around the world. "When I worry about the loss of Hong Kong's competitiveness, I worry about education."

BEST AND BRIGHTEST. With more public dollars going to elementary and secondary schools, Hong Kong wants its universities to reach out to business. One of the leaders is the City University of Hong Kong, a compact campus in the

center of crowded Kowloon. The three-year-old university has set up a holding company to cooperate with Hong Kong companies such as V-Tech, a computer and toy manufacturer. Professors and graduate students from the school's engineering departments are working on projects such as underwater robots, advanced wireless headphones, and transmission of closed-circuit TV pictures over telephone lines. Says Managing Director H.Y. Wong: "The university has to get involved in how to help society to be competitive."

Business-university cooperation will help further another of Tung's goals: turning Hong Kong into a hub for southern China. A key educator in the new campaign is City University's president, H.K. Chang, a Taiwan-born engineering professor who was recruited by Tung from the University of Pittsburgh. Chang says Hong Kong's universities should start forming research alliances with companies throughout southern China. Unlike Beijing or Shanghai, which have big, prestigious universities, Guangdong province is something of an educational backwater. The future, Chang says, should be a regional education system that knits both sides of the border.

Hong Kong's educators know that to really shine, they need to attract the brightest minds from China. Here, too,

they are enlisting business help. Hong Kong Baptist University has asked local corporations to provide scholarships for lower-income mainland students to study in Hong Kong. Understandably, on some campuses such talk is causing jitters. Patrick Wong, a 22-year-old engineering student at the University of Hong Kong, says he and his classmates are worried about their counterparts from across the border. "Those are great students," says Wong. "I'm afraid of this competition from China." Since many Hong Kong companies are keen to employ mainlanders, Wong says some recent graduates who can't find good jobs in Hong Kong are going in the other direction and heading to China.

Students may worry. But at Tsui Lam school, Headmaster Pun is hopeful that his school will benefit from the handover and the new political regime. By next year, his students will have four new classrooms and a library. Students may even get a break from the sweltering heat if the government allows Pun to install air conditioners. But there's a catch: Worried about high costs, the government won't pay for the electricity, forcing Pun to ask parents to foot the bill. The government may never be generous when it comes to education, says Pun. But at least it's a start.

By Bruce Einhorn in Hong Kong ■

20. Business Week

June 9, 1997

READIN', WRITIN', AND THE INTERNET

Schools need savvy to bring kids online: Here are a host of ways to get it

I was in elementary school when the launch of Sputnik set off a national panic over science education. Within months, fancy science equipment began pouring into our school. But no one bothered training the teachers to use it, and the gear ended up collecting dust.

The passion to give schools Internet access could lead to a similar sad end. Politicians, from President Clinton to Newt Gingrich, believe that getting on the Net is a good thing. Under the 1996 Telecommunications Act, the Federal Communications Commission is levying the equivalent of an annual \$2.25 billion

Fortunately, educators can take advantage of some well-established programs and promising experiments. One of the most interesting is Co-NECT

tax on business phone bills to subsidize access for schools and libraries.

CHIPPING IN. The trouble is, no one seems to know which of the myriad problems facing American education Internet access can solve. Student access to the World Wide Web is useful, but probably less so than access to a good library. Perusal of school-run Web sites suggests that most of them serve mainly to give kids a chance to design Web pages, a useful, but hardly critical, skill. There's little evidence that many schools are integrating the technology into curriculums or providing such basic Schools (co-nect.bbn.com), part of a galaxy of education reform projects organized by the Educational Commission of the States and its New

services as putting an activities calendar and homework assignments on the Net so that parents can check them from home.

One obvious reason is that school systems don't provide teachers and administrators with the new skills they need. A recent study by the Educational Testing Service found that only 15% of teachers had received even nine hours of training in educational technology. Billions of federal dollars will be wasted unless states and school districts do their part.

American Schools project. There are 38 Co-NECT schools in 7 states. To qualify, schools must link their computers on an internal network that in turn is connected

to the Internet. They also are expected to provide teachers with the training needed to carry out Co-NECT's broad educational reforms, which include keeping classes and teachers together for more than one year and intensive evaluation of student progress. It also provides such services as lesson plans for teachers and discussion groups for educators, and help in using networks to automate school-management chores. But the main factor that has limited participation is probably the cost, estimated by ECS at a minimum of \$55,000 per school per year.

These demands are simply too much for many schools. On a more modest scale, the Global SchoolNet Foundation (www.gsn.org) provides a clearinghouse of valuable information on the effective use of computers and the Internet. Among other services, GSN sponsors conferences and courses for teachers, distributes classroom projects, and, as GSN puts it, "provides training wheels"

for educators.

One school that appears to have made its network part of nearly every activity is New York's Dalton School (www.dalton.org). Of course, being a leading private school with more than \$5 million in technology grants helps enormously. But less well-endowed schools could study Dalton's Web pages for ideas, which include projects ranging from a simple science notebook for young students to an interactive tour of Dostoyevsky's *Crime and Punishment*.

Commercial products also can help schools use the Net effectively. For example, Mathview software from Waterloo Maple Inc., priced at \$99, gives teachers an easy way to create interactive math work sheets for posting to a Web site. Students, using a browser and a free plug-in program, can view the work sheets and can experiment by changing values and seeing what happens to equations or graphs.

KID-PROOF. NETschools (www.netschools.net), a Mountain View (Calif.) startup company, has more ambitious plans. For around \$1,200 per child, financed over five years, the company will provide schools with a complete network, including a custom, kid-proof Windows 95 laptop for each student and software to administer the system and automate school-management tasks, including testing, progress monitoring, and attendance.

Given the financial realities facing school districts, NETschools, which is in the midst of its first installation in El Paso, is unlikely to find a huge number of takers. But there are far less expensive ways, especially investing in teacher training, to make technology an effective part of education. Do you know of schools that are doing an exceptionally good—or exceptionally bad—job? Send me an E-mail message or a fax to let me know about it.

BY STEPHEN H. WILDSTROM ■

TRADE

21. LRP Publications

June 2, 1997

IDEA Will Still Provide Placement Options, Analyst Says

WASHINGTON, June 2 — The new special education law being readied for a signing ceremony at the White House on Wednesday would not limit schools' ability to provide alternative placements for children who are suspended long term or expelled, a Congressional Research Service (CRS) bill analyst says.

However, the new law would allow schools to cease educational services for students suspended for 10 days or less, according to Nancy Lee Jones, legislative attorney for CRS, the nonpartisan research arm of the legislative branch.

The issues have been a source of contention with the Virginia School Boards Association (VSBA), which wrote a letter to Virginia congressional delegates on May 13. In that letter, VSBA argued that the bill could require schools to provide a full array of special education services to students with disabilities, including those suspended or expelled from school.

The new law, H.R. 5, bars schools from ceasing educational services to students served under IDEA. Section 612(a)(1) says a state must ensure that "A free appropriate public education is available to all children with disabilities residing in the state between the ages of three and 21, inclusive, including children with disabilities who have been suspended or expelled from school."

VSBA voiced its concerns in the letter as the House and Senate were poised to vote on the measure. "The new language leaves even fewer options for educating these students when the behavior is not related to the disability because the education program and placement of a child is dictated by the child's Individualized Education Program (IEP)."

Both Virginia and the National School Boards Association are concerned that IEP language will restrict schools by forcing them to offer all the services spelled out in the document or risk lawsuits.

Not so, according to the CRS memo aimed at clarifying the issues. Jones researched the law and concluded that bill language codifies what the Education Department has been saying all along — that educational services must continue, and may be provided in the home, in an alternative school or in another setting.

The requirement for a free appropriate public education dictates placement, not the IEP, Jones said. "Although the bills passed do expand upon the current statutory provisions relating to the IEP, it would not limit the ability of the IEP team to change the IEP for 'other matters.' Thus, it would appear that an IEP team could change the child's IEP to reflect appropriate disciplinary procedures," she wrote.

The discipline provisions should be read as a whole, not in parts or sections, Jones said. Since the intent of the discipline language is to provide more flexibility to schools, the law should not be interpreted to contradict this purpose,

she said.

Jones points out that case law and legislative history of the bill also serve

When a student is suspended for 10 days or less, Jones says schools should look to the Supreme Court's interpretation of IDEA in *Honig v. Doe*, 484 U.S. 305 (1988). In that case, the court found that 10 day suspensions and providing a free and appropriate public education are not in conflict. Allowing

as interpretative aids. Statements in a committee report and made by a bill's sponsor can hold more weight than schools to suspend students for up to 10 days without educational services balances the interests of the child with the interests of the school to maintain a safe learning environment, the court said.

The report was requested by Rep. Robert Scott, D-Va., a staunch opponent of ceasing educational services to

hearing records or statements by other members.

students with disabilities. An aide for Scott said her boss has forwarded the memo to VSBA with a short letter attached, but is letting Jones' interpretation speak for itself. VSBA was not available for comment. ■

22. LRP Publications

June 2, 1997

Feds Order NYC to Cut Number of Minorities in Special Ed

WASHINGTON, June 2 — Federal officials have ordered the New York City Board of Education to cut the number of minority and limited English proficient (LEP) students in its special education programs.

The U.S. Department of Education's Office of Civil Rights (OCR) has been studying special education referrals in New York City schools for the last two years, said department spokesman Rodger Murphey. OCR has been reviewing student records and other relevant data, including policies and procedures for pre-referral, referral, evaluation and placement of students into the special education program.

Invoking Title VI of the Civil Rights Act of 1964 and Section 504 of the Americans With Disabilities Act, OCR says the school system must rectify problems or risk losing millions of dollars in federal special education funding. OCR did not issue findings of wrongdoing, but rather says there should be a concerted effort to correct problems.

Helen N. Whitney, director of the New York Office for Civil Rights, said about 73,000 of the 993,000 students in New York City Schools have been identified as learning disabled. Of these, 82 percent are black and Hispanic, and 20 percent are limited English proficient.

There are 16,800 students labeled seriously emotionally disturbed in the city schools, she said. Of those, 89 percent are black and Hispanic and 11 percent are limited English proficient.

The city also has 6,500 students identified as mentally retarded. Black and Hispanic students comprise 81 percent of this group, and 31 percent are limited English proficient.

Whitney said there is no benchmark for how many students in these special populations should be identified as disabled, but the agreement will work to ensure that students are appropriately placed.

About 73 percent of the students served by the city are black and Hispanic, she said. Nearly three quarters of the 120,000 students receiving special education are labeled "learning disabled," "seriously emotionally disturbed" or "mentally retarded." More than 83 percent of students in these three categories are black or Hispanic.

OCR also found evidence that schools with high numbers of white students often had a larger number of minorities in special education classes.

By signing a memorandum of understanding, schools chancellor Rudy Crew has agreed to implement a series of corrective measures which include: intervening earlier in the education of students with dragging performance to prevent special education placement; gathering statistics to show problems with particular schools; training parents to understand their rights and the educational options available to their children; and encouraging districts to establish prevention measures for at-risk students such as guidance counseling,

peer tutoring and conflict resolution.

Feds not only want referrals of minorities and LEP students to drop, but they also want New York City schools to reduce inappropriate and disproportionate placement of minority and LEP students in self-contained and other restrictive educational settings, according to the agreement. The national average for students in self-contained classrooms is about 20 percent, compared with 60 percent in New York City.

The board and the New York State Education Department have been ordered to propose changes in state funding laws to encourage appropriate placement of students in less restrictive settings without putting the city schools in danger of losing state funding.

Federal officials will be closely monitoring New York's efforts for the next three years.

"If the implementation of the (memorandum of understanding) is forestalled, OCR will immediately reopen the case and resume its compliance activities," Whitney said in the memorandum.

A Congressional push for better enforcement of such issues in the reauthorization of the Individuals with Disabilities Education Act (IDEA) was not a consideration in the agreement, Whitney said. "This was started long before any recent developments in Congress," she said. ■

23. Education Daily

June 3, 1997

WOMEN'S GROUP SAYS COLLEGES FUMBLE AID FOR FEMALES

A women's advocacy group yesterday fired a shotgun load of complaints with the Education Department, warning schools that they aren't doing enough for female athletes.

The National Women's Law Center (NWLC) in Washington, D.C., is accusing 25 colleges and universities nationwide of violating Title IX of the 1972 Education Amendments, which bars gender bias in federally funded education programs.

"Many others could have been on this list," Marcia Greenberger, NWLC co-president, said at a news briefing yesterday. "We urge institutions to evaluate their programs."

While a recent federal court decision on Title IX in athletics focused on the number of varsity positions offered to men and women, NWLC's complaints target student aid inequities, too.

Greenberger said the total imbalance of scholarships at the 25 schools is more

than \$5 million annually. The list includes such big-name sports programs as Boston College, Duke University and the University of Colorado.

The U.S. First Circuit Court of Appeals ruled last year in *Brown v. Cohen* (96-1321) that schools must offer women sports opportunities in proportion to their enrollment. The U.S. Supreme Court recently let stand that ruling (ED, April 22).

But the complaints filed yesterday with ED's Office for Civil Rights point to huge dollar disparities for male and female athletes.

For example, NWLC said Boston College's student body is 53 percent female, but women make up only 38 percent of the sports positions and receive only 31 percent of the athletic scholarship money.

A spokeswoman for Boston College said the school had no comment.

The biggest gap of athletic scholarship

dollars among the 25 schools is at Vanderbilt University, where NWLC said female athletes receive on average \$6,765 less per year than their male counterparts. A spokesman could not be reached for comment yesterday.

OCR last year clarified its rules for Title IX in athletics, saying schools can comply by offering women sports opportunities in "substantial proportion" to enrollment, by showing a history of expanding women's programs or by showing they are meeting women's interests (ED, Jan. 19, 1996.).

OCR spokesman Rodger Murphey said the department already is investigating some of the schools, but he couldn't say which ones. He said OCR will request data from the schools, schedule on-site visits and try to work out "early complaint resolutions" if OCR believes a complaint is accurate. —Dave Boyer■

24. Education Daily

June 3, 1997

DRAFT HOUSE BILL STRIVES FOR LESS THREATENING LANGUAGE

A House panel reworking the nation's vocational education law is carefully tweaking bill language to blunt criticism from conservative groups, while trying not to weaken its intention to better prepare students for work.

For example, the draft voc ed bill circulated by the House Early Childhood, Youth and Families Subcommittee last week would rename three-year voc ed blueprints states submit to the Education Department, calling them state "applications" rather than state "plans."

The proposed change is aimed at

stressing that states aren't required to take federal voc ed funds, while emphasizing that there is an opportunity to apply, said a voc ed lobbyist.

Conservative groups said the term "plan" may leads states to think they have to set up federal voc ed programs.

Following an attack by groups such as the Eagle Forum last year that derailed voc ed, the House is trying to appease some of their concerns early in the legislative process to ensure success this year.

For example, the draft bill also says

federal voc ed funds couldn't be used to require youths to pursue a specific career or to attain a skill certificate. And it stresses that students could change their course of training (ED, June 2).

H.R. 1385, a separate House job training bill, also contains provisions to ease conservative groups' concerns.

For instance, it says workforce development boards that would oversee local job training programs couldn't mandate school curriculum (ED, May 20). —Matthew Dembicki■

25. Education Daily

June 3, 1997

ED, NYC REACH AGREEMENT ON SPECIAL EDUCATION, RACE

After two years of negotiations with federal regulators, New York City schools Friday agreed to a plan for

reducing the disproportionate number of minority and limited-English-proficient (LEP) students they refer to special education.

Under threat of losing its federal special education funding, which is \$190 million for the entire state, New York City's Board of Education signed a "memorandum of understanding" with the U.S. Education Department that says the city will.

* Collect and analyze referral and placement information "to prevent inappropriate, disproportionate referral and restrictive placement of minority and limited-English-proficient students".

* Replicate or expand successful intervention models for students at risk of academic delays.

* Measure the academic outcomes of students in special education.

* Train parents about special education rights and procedures; and

* Include information on special education programs in schools' annual report cards.

ED's Office of Civil Rights will monitor implementation of the agreement for three years.

A National Issue

A new federal special education law President Clinton is expected to sign Wednesday will require all states to assess whether they are referring a

disproportionate number of minority children to special education, and to take corrective action when needed (ED, May 16).

Of 73,000 learning disabled students in New York, 82 percent are either black or Hispanic, whereas those groups make up 73 percent of the general school population, according to Steve Pereria, ED's chief civil rights attorney in New York.

Of 16,800 students identified as being severely emotionally disturbed, 89 percent are black or Hispanic, he added.

A panel of New York University (NYU) researchers reported last year that blacks were almost twice as likely as whites to be placed in restrictive special education classes, and that city educators often inaccurately labeled children as learning disabled (ED, Jan. 2, 1996).

ED says there are 120,000 special education students in New York City, where officials say 42.7 percent of the special education students are Hispanic, 36.6 percent are black, 15 percent are white, and 4.6 percent are Asian or some other race.

In the overall population of 1.1 million students, 34.6 percent are black, 34.5 percent are Hispanic, 17.1 percent are white, and 10.25 percent are Asian or some other race.

Dorothy Siegel, a data analyst and

member of the NYU team that compiled last year's report, said part of the city's special education problem is its evaluation system, which consumes valuable resources while poorly serving children.

"\$250 million is used [annually] of the evaluation and placement of children who may or may not be disabled into largely inappropriate settings," Siegel said in an interview.

Chiara Coletti, a spokeswoman for New York City's Board of Education, agreed. "There is an excess of bureaucratic effort and certainly an excess of funds being put into what seems sometimes to be a cottage industry," she said.

New York City Schools Chancellor Rudolph Crew proposed a special education reform plan last fall to decrease referrals "across the board," and undertake a school-by-school statistical evaluation of referrals.

Likewise, state officials have proposed implementing a placement-neutral funding formula for state special education funding in an attempt to reduce the incentive for educators to segregate disabled students in separate classes from their nondisabled peers (ED, April 10).
—William J.

Cahir■

26. Education Daily

June 3, 1997

DRAFT HOUSE VOC ED BILL WOULD PENALIZE STATES

A House proposal to rewrite the nation's vocational education law would penalize states that fail to meet self-crafted benchmarks.

Under a bill the House Early Childhood, Youth and Families Subcommittee released to lobbyists last week, the Education Department could withhold up to 10 percent of a state's As outlined in 1990 amendments, states must have a set of benchmarks that measure academic skills learning—such as how well students perform on reading tests—and a measure of job skill attainment or job placement.

States then must apply those measures to standards, such as requiring that 90 percent of voc ed students improve their reading scores between 10th and 11th grade.

Under a bill the House passed two

federal voc ed funds if it falls short on state-authored performance standards.

Seven-year-old amendments to the Carl D. Perkins Vocational and Applied Technology Education Act required states to write benchmarks by 1992, something all states eventually did (ED, Oct. 1, 1992). But the law doesn't punish states that fail to meet those measures.

years ago to merge dozens of vocational education and job training programs into state block grants, states failing to keep pace with their standards would have been required to receive technical help from either ED or the Labor Department (ED Supplement, Dec. 8, 1995).

House and Senate lawmakers wrote a compromise version of that plan that would have allowed ED or Labor to either provide technical help to states missing their goals, or cut federal funding

Under the House's draft bill, ED would distribute any money withheld to the states that meet their goals.

The department also would compile state-by-state comparisons of benchmarks, and states' progress in meeting them, for public review.

Measuring Academics

by 10 percent. That compromise bill never cleared either chamber, though, and House and Senate policymakers this year are working on new voc ed bills.

Too Much To Do

Although voc ed leaders acknowledge the provision stresses academic achievement, the looming penalties could simply encourage states to set easy-to-reach benchmarks, said Kimberly Kubiak, executive director of the National Association of State Directors

of Vocational Technical Education.

And the draft House bill doesn't mention giving a warning to states or providing federal technical assistance, she said.

It also doesn't address issues such as offering waivers to states hit by natural disasters, which may prompt school

closings and, in turn, affect their ability to meet their benchmarks, Kubiak said.

While the House is reauthorizing federal vocational education and job training in two separate bills, the Senate is expected to again propose a bill to consolidate voc ed and job training programs under one bill (ED, May 28).

The House subcommittee plans to hold a voc ed hearing Thursday. The Senate Labor and Human Resources Committee hasn't scheduled further hearings on voc ed. —Matthew Dembicki■

27. Chronicle of Higher Education -- Academe Today

June 3, 1997

California U. of Pa. Told to Reinstate Professor Fired for Not Raising Grades

By KIM STROSNIDER

A labor arbitrator has ordered the reinstatement of a former California University of Pennsylvania professor who said he was fired for refusing to raise students' grades.

The former professor, Bob Brown, taught in the counselor-education program in the university's graduate school until last spring. He claims that he was let go when he opposed attempts by the university's president, Angelo Armenti, Jr., to meddle in academic affairs.

A spokeswoman for the university, Beth Baxter, confirmed that Dr. Brown had been fired but said she could not say why. She also declined to discuss the arbitrator's ruling. "This is an ongoing personnel matter, and the university cannot comment at this time," she said.

Dr. Brown, a tenured professor who had taught at the university since 1969, said he was fired on his 58th birthday, May 9, 1996, on what he called "trumped up" charges of misconduct. He declined to discuss those charges but said that the arbitrator had found that the university lacked "just cause" to fire him. The arbitrator's ruling was issued on May 19 of this year. Such arbitration is called for in the faculty union's contract.

Dr. Brown said he believed that he

had been fired because he had defied orders from Dr. Armenti to give several students higher grades than they deserved. One of the students had missed 12 of 15 classes and had received an F. Dr. Brown said he had declined to change the grades and had been removed from teaching that course. He said he had been fired a short time later, after being told that "the president is angry with you." Dr. Brown said he thought that the president had wanted the grades changed because the students who failed had complained.

Ms. Baxter said neither the university nor Dr. Armenti would respond to those allegations.

Dr. Brown said his lawyer was still negotiating with the university on the financial compensation he will receive. He said that the arbitrator, Ira F. Jaffe, had ordered Dr. Brown to be rehired within 60 days and given a year's worth of back pay and benefits.

At California University, Dr. Brown said, "it's become an atmosphere that makes it very difficult to teach effectively. This is a victory for academic freedom, academic integrity, and academic standards."

C.R. Thomas, president of the faculty union, which is affiliated with the Association of Pennsylvania State College and University Faculties, said he

could not discuss the arbitrator's ruling because a related case, involving another professor who was fired last year, remains in arbitration.

However, Dr. Thomas said that a recent survey of faculty members backed up Dr. Brown's claims of a poor academic climate on the campus. He said that more than half of the 220 faculty members who responded to the survey said they felt that academic freedom on the campus was under assault. Three-quarters felt there was an atmosphere of distrust between faculty members and administrators. The response rate for the survey was about 69 per cent, according to one of the professors who drafted it.

Other faculty members denied, however, that a crisis exists.

Michael J. Slavin, president of the Faculty Senate, said he did not feel that the campus had a poor academic climate. "I don't see anybody being taken to the provost's office and told, 'You must change your grades,'" he said. He said there have been tensions on the campus as enrollment has declined and state aid has fallen. Dr. Armenti, he said, has "ruffled the feathers of several faculty members on campus because he is trying to make changes."

28. Chronicle of Higher Education -- Academe Today

June 3, 1997

Texas Governor to Sign Bill Barring Use of Lower GPA's to Admit Athletes

By PATRICK HEALY

Governor George W. Bush of Texas is expected to sign a bill shortly that would bar certain public universities from

giving athletes special treatment in admissions.

The Texas Legislature approved the measure over the weekend after its

sponsors agreed to changes that sharply reduced the potential effects of the bill.

Some public universities in Texas now admit athletes whose grades, class ranks,

and standardized-test scores are roughly on par with other applicants who are often rejected. Under the bill, universities would not be able to favor athletes over other students who had similar high-school grade-point averages. A university that uses grade-point averages as a criterion for admission would have to lower its required average for all applicants if it did so for athletes.

Officials at the Texas Higher Education Coordinating Board said Monday that they were uncertain about how the bill would affect the eight state universities that have competitive admissions standards.

Most of those institutions evaluate applicants on the basis of several criteria, primarily class ranks and standardized-test scores. Officials of the two leading state universities, the University of Texas at Austin and Texas A&M University, said they did not base their offers of admissions on applicants' grade-point averages.

But the University of Houston plans later this year to start evaluating applicants based in part on their grade-point averages. Ed Apodaca, the university's associate vice-president for enrollment management, said officials

there planned to study the bill but were not immediately concerned about its provisions.

The bill was largely a response to a federal appeals-court ruling last year that has led public universities in Texas to stop using affirmative action in admissions decisions. Lawmakers argued that without the bill, universities would continue to admit many minority athletes but would reject many minority applicants who lacked sports prowess.

"All Texas colleges and universities frequently lower their standards to allow athletes in," said State Representative Harold V. Dutton, Jr. "If they're going to do that for someone who can carry a football for 100 yards, they can do that for someone who'll carry books for four years."

The bill initially required students who received athletics scholarships to earn the same grade-point average as students who did not receive such scholarships. A more-recent version of the bill, which passed the Texas House of Representative last month, would have required universities to use the same minimum admissions criteria for all students, athletes and non-athletes alike.

The bill's sponsors saw the final

compromise as necessary to win support for the legislation in the Senate, where members had expressed concern that the House version would cripple the athletics programs at the University of Texas at Austin and Texas A&M. Officials of the two universities had complained that the House bill might keep many minority students out of college, and had indicated that the universities would be unable to field competitive teams without lowering their admissions standards for all applicants.

State Senator Royce West, a Democrat and prime sponsor of the bill, said he expected the legislation to lead all state universities to evaluate athletes and non-athletes in the same way. Whether universities admit it or not, Senator West argued, they all take grade-point averages into consideration.

"I find it ironic that some major institutions here boast about graduation rates of athletes who start college with poor academic records," Senator West said. "Why don't we give other students with poor academic records the same chance to succeed?"

A spokeswoman for Governor Bush, a Republican, said Monday that he planned to sign the bill. ■

29. Chronicle of Higher Education -- Academe Today

June 3, 1997

Title IX Complaint Charges 25 Colleges With Shortchanging Women's Sports

By JIM NAUGHTON and MARK FIORE

A women's-advocacy group opened a new front in the struggle over gender equity in intercollegiate athletics Monday. The National Women's Law Center filed a complaint with the U.S. Department of Education alleging that 25 colleges had violated federal law by awarding female athletes less

Before the complaint was filed, advocates for female athletes had concentrated their efforts on expanding the number of women's athletics teams and had devoted little attention to the discrepancy in athletics scholarships. As a result, many colleges have focused only on one aspect of complying with the law, said Deborah L. Brake, senior counsel at the center. "This is kind of a wake-up call," she said.

The Office for Civil Rights has the power to investigate complaints and to recommend halting the flow of federal

sports-related aid than their male counterparts.

The law center charged that female athletes received at least \$1,000 less per person than male athletes at each of the 25 institutions named in the complaint to the department's Office for Civil Rights.

Marcia D. Greenberger, co-president of the law center, said those discrepancies violated Title IX of the funds to institutions found in violation.

The institutions cited were Bethune-Cookman, Boston, Coppin State, and Wofford Colleges; Boston, Bowling Green State, Brigham Young, Colorado State, Duke, Hampton, Liberty, Northeastern, South Carolina State, Utah State, Vanderbilt, and Wake Forest Universities; the College of William and Mary; and the Universities of Colorado at Boulder, Maine at Orono, New Hampshire, North Texas, Oregon, Texas at El Paso, Toledo, and Tulsa. The law center issued a table enumerating how, in

Education Amendments of 1972, which prohibits sex discrimination at institutions that receive federal funds.

"Given that the vast majority of our nation's colleges and universities continue to severely limit athletic opportunities for female students, it is not asking for much to expect schools to be fair to the young women who do get a chance to play," she said. In its view, the institutions had violated the law.

The institutions are not necessarily those with the greatest differences between the proportion of female athletes and the proportion of athletics aid awarded to women, according to a recent survey by The Chronicle. Ms. Brake said that in choosing which universities to include, the group wanted to illustrate that the problem was not restricted to a particular geographic area or type of institution.

News of the complaint caught officials

at many of the institutions off guard. "We've done everything we can to work with anybody who's come in and wanted to play," said H. Hal Visick, associate general counsel at Brigham Young University.

Athletics-department officials at Northeastern University and the University of North Texas said they were carrying out plans that would bring their programs into compliance with Title IX in several years. Officials at Boston and Coppin State Colleges, the College of William and Mary, the Universities of Maine and Toledo, and Boston and Wake Forest Universities declined to comment until more information was available.

Some athletics officials questioned whether current National Collegiate Athletic Association rules would allow an institution to simultaneously increase the number of teams for women and achieve scholarship parity.

In Division I, the N.C.A.A. sponsors two types of sports: "head count" sports, in which every participant must receive a full scholarship, and "equivalency" sports, in which partial scholarships may be awarded. An institution that sponsors a full complement of men's head-count sports (football and basketball) in Division I-A can award 98 full scholarships in those sports. An institution that sponsors a full complement of women's head-count sports (basketball, gymnastics, tennis, and volleyball) can award 46 full scholarships in those sports.

An institution could theoretically make up its deficit in full scholarships for women by awarding only full scholarships in equivalency sports, officials said, but the scholarship limits in those sports are set so low (12 each, for example, in field hockey, lacrosse, and soccer) that fielding a team would be

almost impossible.

James E. Delany, commissioner of the Big Ten Conference, said one strategy for minimizing men's scholarship advantage would be for an institution to allow large numbers of walk-ons and to sponsor many equivalency sports for men. But he pointed out that such measures would create additional slots on teams for men and might move an institution out of compliance with a different aspect of Title IX.

As a group, the 305 Division I members of the N.C.A.A. have done better at maintaining scholarship parity than they have in creating opportunities for women to compete. According to the survey by The Chronicle, women account for 37 per cent of intercollegiate athletes and receive 38 per cent of sports-related aid.

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LOCAL

30. Philadelphia Inquirer

June 3, 1997

By Gilbert M. Gaul INQUIRER STAFF WRITER

EVER WONDER WHY A LIBRARY would fritter away some of its scant resources buying 10 copies of the latest novel by Danielle Steel?

It doesn't.

It rents them.

At least that's what many public libraries do.

Renting best-sellers saves money while ensuring that libraries have enough copies to satisfy readers of Steel, Tom Clancy, John Grisham, Mary Higgins Clark and Stephen King, among other popular authors.

Even with a steep discount, a new hardcover book may cost \$25 or more.

The Free Library has different rental plans for different branches, depending on use. Most of the rental books end up on the shelves of the Central Library at 1901 Vine St. It receives about 500 new rental books each month. Smaller branches receive anywhere from 10 to 170 books a month.

In addition to popular fiction, the library also rents some nonfiction (the O.J. Simpson books), biographies about contemporary figures (Howard Stern), popular cookbooks (Cooking in the Kitchen With Rosie), and a sizable number of books on tape.

"Books on tape have become

Renting generally costs half as much, librarians say, and there's the added benefit of not tying up limited shelf space. That space then can be used for "keepers," books with long-term literary or historical value.

Before rental plans became popular, small- and medium-sized libraries would have to get by with a copy or two of a best-seller. It wasn't - and in some cases, still isn't - unusual for a patron to wait months for a popular book.

Large libraries, on the other hand, might purchase multiple copies of best-sellers to meet the demand and cut down on waiting time. "But after the demand passed, we were left with 10 copies of Harold Robbins or Jacqueline incredibly popular. You can't have enough of them," said Fischer. "They're also very expensive."

The book-rental business is dominated by three vendors, the largest of which is the McNaughton Book Plan, a division of Brodart Co. in Williamsport, Pa. Last year, it shipped between 1.5 million and two million books to libraries across the United States, according to a Brodart official.

In general, libraries receive a set number of books each month until they reach a base level. Afterward, they receive additional books on a monthly basis, while recycling outdated books

Suzanne," said Mary Fischer, chief of the Collections Development Office for the Philadelphia Free Library. "This was a problem."

In 1995, the Free Library rented 32,268 books at a cost of nearly \$500,000, or an average of \$14.90 a book, Fischer said. "That's a deep discount. Plus, the books are processed and shipped directly to the library branches. They're shelf-ready," she said.

The 32,268 books represent a fraction of the Free Library's five-million-plus collection. But within individual branches, those books often account for 10 percent to 30 percent of circulation, attesting to the powerful, if ephemeral, drawing power of best-sellers.

back to the vendor. In some cases, libraries buy books at a steep discount at the end of the lease. The prices and length of leases vary. Books that are returned to vendors are sold to outlets and used-book stores.

Vendors say they can afford to rent books at a discount to libraries because they themselves get a sizable discount from publishers for buying in bulk.

"The question is how much trash do you want to have on your shelves," said Kathryn Stephanoff, director of the Allentown Public Library. "I think it's a question of balance. You want to both entertain and inspire. Rental plans allow

31. Baltimore Sun

June 3, 1997

Best and brightest are fiercely recruited

Education: Laptop computers, free parking and travel abroad are among the inducements colleges are offering top high school students.

By Mike Bowler
SUN STAFF

Joy Pansini went shopping for colleges this year and found the colleges shopping for her.

The 18-year-old senior at the Institute of Notre Dame applied to 11 schools, visited 10, gained admission to nine. All nine offered her scholarships and other inducements if she'd sign up:

From Virginia Tech, a laptop computer if she'd choose the Blacksburg, Va., school. An offer of free instrumental music lessons came from the University of Delaware. From the University of Maryland Baltimore County, the prospect of overseas study trips with like-minded honors students.

Pansini, who graduated from IND on Sunday, chose UMBC because the Catonsville university offered her the ultimate inducement: a full scholarship for four years, small honors classes taught by senior faculty and the opportunity to do serious research as an undergraduate.

She learned, Pansini said, that colleges can be like banks seeking depositors. If a set of dishes or an all-weather cooler might tip the balance in favor of opening an account, the prospect of a subsidized study trip to Ireland might tip the balance in favor of Anywhere University.

Higher education experts say more and more colleges and universities are courting bright students not only with merit scholarships that amount to sticker-price discounts, but with inducements such as those offered Pansini. And unlike the rules of the High-tech route

Laptop computers were a "fairly common offer" in his search for a college, said Aaron Bodoh-Creed, 17, one of the top graduates this spring from Howard County's Oakland Mills High School. Bodoh-Creed, a National Merit Finalist, turned down Cal Tech and Stanford, among others, to enter the honors program at the University of Maryland College Park.

Despite scholarship and loan offers

National Collegiate Athletic Association governing the recruitment of student athletes, practically anything is fair game in recruiting brains.

A lot to offer

There are other come-ons: Some schools waive application fees, pay campus meal costs and offer still-undecided high school seniors free tickets to athletic and cultural events and even free parking on campus.

Numerous schools, including the University of Maryland College Park, reward National Merit Finalists, the top 1 percent of high school graduates, with scholarships ranging from \$750 to \$2,000 (depending on need) in return for being the finalists' first choice. (The University of Alabama sweetened the pot this year with the offer of a laptop computer to Merit Finalists.)

One reason the bidding war is so fierce is that the ranks of high school graduates have decreased from 3 million in 1980 to 2.5 million this spring, according to the National Association of College and University Business Officers. And students are applying to more colleges — as many as 15 or 20 — in part because they are aware they can shop for the best deal.

But the biggest factor may be the serious entry of low-cost public schools in the bidding sweepstakes. "The competition for high-achieving students has always been intense, but with the public universities seriously pursuing the same students, it's incredibly intense," from several private schools with yearly costs of nearly \$30,000, Bodoh-Creed said, he grabbed at College Park's offer of "a free ride plus a little." His middle-income family, he said, is in that "unfortunate niche where we don't get a whole lot of scholarship aid, but we can't pay the whole bill, either."

California State University, Long Beach, using private funds, offers full scholarships to any California high school valedictorian.

said Kevin Coveney, vice president for admissions and enrollment management at Washington College on Maryland's Eastern Shore.

"What you're seeing is a lot more competition for a pool of students that hasn't expanded," said David Merkowitz, director of public affairs for the American Council on Education, higher education's umbrella trade group.

"Higher education is interested in quality, and that goes for public and private colleges, across the board. The publics are in there fighting now for the same students who used to go to the prestigious high-priced privates."

Washington College has countered the competition from public universities in Maryland and Delaware, among others, by offering \$10,000-a-year scholarships to high school members of the National Honor Society. Half of the freshman class has won such "Presidential Scholars" discounts, said Coveney. "The program is intended to help us compete to the broadest possible extent."

Winners of John Marshall Scholarships at Franklin and Marshall College in Lancaster, Pa., get a generous merit scholarship, a grant toward the purchase of a computer — and are eligible for up to \$3,000 for "travel and/or talent development."

"They can study classical ballet in Russia if they want," said an F&M spokeswoman.

"We get to them as early as we can," said the Long Beach president, Robert C. Maxson. "We go after them just like they were student athletes. We give them free parking and use of the library while they're seniors.

"For our biggest basketball game of the year, we invited 200 potential valedictorians and their parents, and at halftime we brought out the President's Scholars and introduced them one by one. We gave out 'Beach Scholars'

T-shirts in the school colors. I hate to use the word 'pamper,' but that's what we're doing. We're two years into this program, and our goal at the end of four years is to have 250 valedictorians studying on this campus."

Public colleges

There's some evidence, but it's still scanty, that inducements offered by low-cost public colleges are taking high-achieving students away from the ivy-walled private colleges to which they've traditionally flocked. Just more than half of Maryland's high-ability students chose independent, out-of-state schools last year, according to the state Higher Education Commission. The most common choices were Duke, Harvard, Massachusetts Institute of Technology, Stanford and Princeton.

But there are signs that College Park, UMBC and St. Mary's (officially designated an "honors college") are beginning to accumulate a critical mass of top scholars. William E. Kirwan, the

College Park president, said his school had 18 applicants for this fall's freshman class with 1,600 scores on the SAT, the highest score possible. A dozen are committed to attend, he said.

What worries some in higher education is that funds for merit scholarships and other inducements to bright students are being taken from programs intended for poor students. It's all too easy, according to critics, to replace a \$24,000 full-ride scholarship intended for a low-income student with three \$8,000 merit scholarships. Such a tactic helps meet enrollment goals, fills dormitories and improves the academic climate.

But John S. Toll, president of Washington College, said that's not how it works. Toll said Washington has increased aid to needy students, too, and some of them qualify for the \$10,000-a-year Washington Scholars program. "The result is that we've raised the average quality while maintaining the

minimum quality of our student body."

More discounting

Lucy Lapovsky, financial vice president at Goucher College, agreed that there is a lack of solid evidence that merit scholarships are hurting low-income students. "The two things we can say," she said, "are that the amount of discounting has increased terrifically, and colleges are being more strategic in how they discount their prices."

One thing is certain: In the near future, schools like Washington and Goucher are going to have to compete for the best and brightest with much less expensive public colleges and universities.

"Any public university interested in making a name for itself is going to be out there looking for bright students. We're going to get our share," said Susanna Finnell, president of the National Collegiate Honors Council and director of honors programs at Texas A&M University. ■

32. Baltimore Sun

June 3, 1997

External diploma program emphasizes 'life skills' instead of academics

By Elaine Tassy
SUN STAFF

Kristie L. Yingling Storms of Pasadena will graduate from high school tonight, having met all of her high school requirements — including balancing a checkbook, applying for a bank loan, writing out a set of street directions and sending letters to elected officials.

Seven years ago, Storms, 23, dropped out of Northeast Senior High School in Pasadena as a freshman. In November, she enrolled in the student-paced Maryland Adult External Diploma Program, which awards a diploma from "Maryland High School" for training in "life skills."

Storms, a nail technician at Hair Unlimited in Glen Burnie, is one of about 175 people in the Baltimore area who will graduate this year with external diplomas. She and others at least 18 years old paid \$75 to \$200 and passed ninth- or 10th-grade basic skills tests in reading, math and writing.

Then they completed five 30-page packets of assignments and fieldwork — each takes 15 to 20 hours. Sample work includes stapling labels to notebook paper, taping job advertisements clipped

No academics are required.

"We don't do any teaching in the program," said Ronna Nudelman, who directs the external diploma program in Anne Arundel and Howard counties, where 91 people will graduate this year.

Many of the external diploma candidates are older than the typical General Educational Development (GED) applicants and are often employed but looking for a way to get a better job. "With the GED, the skills that are tested are more academic" than are the skills the external diploma examines, Nudelman said.

from the newspaper and answering questions about emergencies and proper use of medicines. The packets instruct them to use a library and enter answers on blank forms.

Completion of the packets is supposed to demonstrate proficiency in "communication, computation, self-awareness, social awareness, consumer awareness, scientific awareness, occupational preparedness and technological awareness," according to a flier on the program. It takes about a

And, although almost 75 percent of people who get external diplomas report an increase in income thereafter, educators wonder whether it's fair to give them the same high school diploma as the one students earn after studying math, science, foreign language, history, English and other subjects six hours a day for four years.

Storms thinks it is.

"It didn't take a lot out of my time; it was something that my work would work around, and you get an actual high school diploma and a graduation, just like you were to graduate from school," she said. year.

Storms and her husband, Joseph, also 23, went together for a two- or three-hour meeting at Lindale-Brooklyn Park Middle School in Linthicum each week with a part-time assessor — not a licensed teacher — who checked their work for accuracy.

The external degree program is being run in 15 Maryland jurisdictions, including Baltimore and Howard, Baltimore, Anne Arundel and Carroll counties. About 10,000 people have

graduated in Maryland since the program began in 1979. A dozen other states and the District of Columbia have similar programs. The program, begun in 1979, is without state funding for this year. However, legislators have allocated \$281,070 for each of the next three years.

But the lack of academic work is a sticking point for educators and

full-fledged high school students.

"There needs to be enough rigor in a program to make it so that the person who receives it has earned it," said Gary D. Marx, spokesman for the American Association of School Administrators, a 15,000-member Arlington, Va.-based organization of school superintendents, administrators and principals. "You don't

want an external diploma to be a bargain basement diploma. You want to have it have real meaning."

The program has not proved to be a steppingstone to college education. Five years after completing the program, 1 percent of graduates had enrolled in four-year colleges. ■

33. Columbus Dispatch

June 2, 1997

Truants often hooked on crime

System seems powerless to keep them in school

By Mary Mogan Edwards and Tim Doulin Dispatch Staff Reporters

For schools wrestling with students who assault teachers and one another, children who play hooky may seem the least of their problems.

And in a state where more and more triggermen in coldblooded killings are too young to drive, truancy may seem a minor issue.

But across the country, people who deal with youth crime are finding a link to poor school attendance that schools and courts cannot afford to ignore.

Although the problem is acknowledged, truancy doesn't seem a high priority for either of those institutions in Franklin County.

Judge Dana Suzanne Prieis, who joined the county Juvenile Court in January, figures that more than 70 percent of youths charged with crimes have a history of skipping school.

"Truancy appears to be a very strong indicator of later criminal activity," Prieis said.

Ronald Huff, director of the School of Public Policy and Management at Ohio State University, said the act of playing hooky does not turn youths to crime. More likely, underlying problems are to blame — for the truancy and the crime.

"If I wanted to point to any one prevention effort, it wouldn't be drug and alcohol counseling," said McGee Brown, the lead juvenile judge in Franklin County. "It would be keeping these kids in school. I am just convinced that if we keep these kids in school they aren't going to be running around with guns and doing drugs and hurting people."

But in Columbus Public Schools, years of budget cuts have reduced the

"Truancy is not just a cause; it's also a symptom," Huff said. Children who skip school usually have failed academically or have problems at home, he said.

Research indicates, Huff said, that children who are truant are more likely to commit crimes.

"You need only look at the population incarcerated by the Department of Youth Services. A very large portion of that population has experienced academic failure and truancy," he said.

Truancy also appears to have a direct impact on the crime rate: Many cities reported a drop of 50 percent or more in shoplifting, daytime burglaries and other crimes in the wake of crackdowns on truants.

Virtually all of the youths accused of violent crimes whom Judge Yvette McGee Brown has bound over to adult court had poor school attendance, she said.

Among the most notable was Lamar Coleman, 16, one of three teen-agers accused of the September kidnapping and killing of Capital University student Anthony C. Kacir.

School records provided by the court number of school social workers — the people who investigate why children aren't in school — from 20 in the 1989-90 school year to nine this school year.

The latest cut eliminated three positions and virtually wiped out truant officers for middle and high schools. Principals in the district's 26 middle schools and 17 high schools now are responsible for filing truancy complaints with the court about

show that Coleman missed 89 of 180 school days during his seventh-grade year in Indianola Middle School. He failed a number of subjects but was promoted to the next grade. The next school year, he missed 149 days and failed every subject.

After he and his mother missed two scheduled hearings with school officials, Coleman was referred to the court's diversion program for unruly youths, and the family was referred to Franklin County Children Services. Coleman continued to miss school.

He was picked up and tried on a truancy charge May 29 of last year. But the case was closed, possibly because Coleman had become involved in more serious criminal offenses, court workers said.

He was promoted to ninth grade at Whetstone High School.

About a month into his freshman year last fall, Coleman, who rarely attended high school, was arrested in connection with Kacir's death. The Capital student was abducted while parking his car and fatally shot after being forced to withdraw \$200 from an automatic teller machine.

chronically absent students.

One school social worker presides over precourt conferences for all middle and high schools. Another is a court liaison who handles paperwork for the truancy-related cases the district files each year.

From a high of 1,000 truancy complaints in the 1993-94 school year, the number dropped to 454 for the 1995-96 school year. Through March of the current school year, 162 truancy

complaints were filed by Columbus schools.

The drop is the result of staff reductions, not a decline in truancy, said

Roger Dumaree, coordinator of the court's diversion program for unruly youths. "Some administrators do make the filings if they have the time," Dumaree said. "But that is just one more added responsibility. There is a lot of paperwork that goes with it."

The district focuses now on identifying chronically absent pupils in the lower grades and dealing with the family problems that often are behind poor attendance. Seven social workers cover Columbus' 92 elementary schools.

Lily Lay, court liaison for Columbus Public Schools, says she sees too few results from too many of her cases.

For most children who are found to be truant or neglected — the charge when a child is younger than 11 — the practice is to have Children Services ordered to supervise the family and encourage school attendance.

The most severe consequence the court can hand down — giving Children Services custody of the child — is rare and often proves ineffective because the agency frequently places such children with relatives who continue letting them skip school, Lay said.

"Sometimes the relative lives next door to the parents, and you know the kids are really living with the parents."

Children Services caseworkers, who handle 20 or more cases at a time, have a lot to juggle, agency Director John Saros said.

"We're dealing with some serious stuff, and getting back to school might not be top priority," he said. Caseworkers can't baby-sit every family, Saros said.

"Families' compliance can be fickle.

They improve, so you concentrate on something else. Then, when the problems crop up again, we've got a teacher saying, 'The caseworker disappeared on this one.'"

Lay knows the frustration of spending months on a case, only to see the poor attendance continue.

"Our kids don't seem to be threatened by the dispositions that are available," she said. "They know that not very much can happen to them."

Truancy is a status offense, meaning children are charged with the offense solely because they are not adults. Court workers say they have virtually no leverage over a child who doesn't go to school. Even repeat offenders can't be locked up.

"Our options, even if we find they have committed truancy, are to get them into some sort of social services program and order their parents to cooperate," McGee Brown said. "But there really is not the kind of leverage you would have over a child if they shoplifted or committed an assault."

McGee Brown stops short of suggesting that truancy be made a crime but says the notion is "something we as a community and the legislature may have to discuss."

"Do I want them to be labeled a juvenile delinquent because they don't go to school? No," McGee Brown said. "But I would like to have some ability to say, 'You will follow the court's orders or something will occur.'"

The lack of clout in dealing with truancy may be contributing to later delinquency, she said.

"When the court says, 'You will do this, this and this,' and the child sees the court doesn't have the ability to enforce that, that may make them not take the Juvenile Court quite as seriously as they

might otherwise."

Of the 1,154 truancy complaints filed last school year for all Franklin County districts, about 450 — 39 percent — were resolved successfully, Dumaree said.

"Maybe they go back to school or transfer to North Education Center (to seek a high school equivalency certificate) or quit school and go to work," he said. "But they were doing something productive."

The court also operates a truancy center for youths who are picked up by police on the streets or in public places during school hours. The center has enjoyed some success. Last year, the center received 1,028 children. Seventy-eight were repeat offenders and only 11 were picked up a third time, which resulted in truancy charges being filed with the court.

Those who are truant only are kept separate from the youths charged with crimes. Most were boys ages 13 to 15. Yet Jill Jackson, center coordinator, said she sees some who start out as truants move on to serious crimes.

"There is definitely a progression, but I would say that percentage is extremely small," Jackson said. Some say that may be because the children police pick up on the streets are not the hard-core truants.

"Kids are smart," said Nancy Catena, administrator of the court's protective services. "They will stay hidden. They won't surface where they can get caught."

Catena, too, says truancy can lead to more serious problems.

"When kids are on the streets, they are in trouble," she said. "If they are supposed to be in school, they start out shoplifting, and then it just escalates." ■

34. Philadelphia Inquirer

June 3, 1997

By Gilbert M. Gaul INQUIRER STAFF WRITER

IT IS A CHALLENGING JOURNEY that two dozen or so preschoolers in Pottsville make each week to attend story hour at their public library.

Up the grooved marble steps, which form a barrier to the disabled. Through the peeling door with the screen ripped from its moorings. Then down the dark steps to the cellar. Here, amid a clutter of wires and pipes dangling from the ceiling, is the children's library.

The concrete floor is cold. Space is

cramped. And the only toilet, a wooden stall without a lock, leaks badly.

Carol Orlick, the children's librarian, tries to keep a close eye on the bathroom. Adults aren't allowed downstairs without a child. "It's scary," she says. "As a public library, we have to open our doors to everyone. But there are a lot of wackos out there."

Then there's the huge concrete pipe that splits the children's library in two and leaves library director Nancy Smink shaking her head. "We're probably the only library in Pennsylvania with a

municipal sewer running through its basement," she says with a sigh. "It's kind of pathetic."

Pottsville is a symptom of a little-known but serious problem statewide.

Pennsylvania has one of the poorest, most meagerly equipped library systems in the nation, ranking behind such impoverished states as Alabama, Louisiana and West Virginia in key respects, an Inquirer analysis has found.

"We're in Pennsylvania, the Mississippi of the North," said Joseph

Lordi, director of the public library in Kennett Square. "Libraries are not a priority."

Consider:

Pennsylvania spends just \$14 per capita on libraries - well below the national average of \$19.93 and more than \$20 less than the leading state, New York. Even more alarming, it's losing ground. The state's 485 public libraries have fewer books, magazines and videos than those in all but a handful of states. Some small libraries rely on tattered hand-me-downs. They have fewer computers and CD-ROMs, and less free access to the Internet. They pay far lower salaries, and have fewer professional librarians and smaller staffs. Librarians with master's degrees and 20 years' experience in some cases barely earn minimum wage. Libraries are open fewer hours and are more likely to be old and need repair. Readers check out fewer books. Pennsylvania ranks near the bottom (41st) in per-capita circulation of books. Why does all this matter?

At a time when reading scores are dropping nationally, libraries help prop up schools. For many residents, they are the sole source of books, magazines and, increasingly, computers for the 60 percent of households that don't have them.

Studies show that students perform better on national reading tests in towns with strong libraries. Students who use the library score higher. For example, library use is one of the strongest factors in predicting verbal scores on SAT exams.

"It's ironic that while everyone is talking about the Information Age, Pennsylvania is still stuck in the Industrial Age in terms of its support for libraries," said Sherrill Franklin, president of the Avon Grove Library in Chester County.

Not all libraries are as bad off as Pottsville's, of course. Some are sparkling jewels, rich in books, videos and

"It's difficult not to think when we're putting all of this money into prisons, wouldn't it be nice to put some of those resources on the front end, on things like literacy?" said Richard Bowra, director of the Dauphin County Library System.

The funding issue has taken on greater urgency as libraries struggle to define themselves in the electronic era.

With demographic shifts, local taxpayer revolts, and new information technologies, libraries face daunting financial questions and unprecedented challenges to their traditional mission of promoting reading and literacy.

computers, with well-paid staffs and spacious buildings. Abington, Cheltenham, Lower Merion and Tredyffrin Townships, for example, can boast well-funded, well-used libraries.

But even in the Philadelphia suburbs, where facilities are better than most, there are poor, struggling libraries. For every Abington, there's a North Wales. For every Cheltenham, a Coatesville. For every Lower Merion, a Downingtown. For every Tredyffrin, an Avon Grove.

The Downingtown Public Library, for instance, is in a cramped, 197-year-old house with crumbling ceilings and peeling paint that once served as a way station on the Underground Railroad.

"We have a terrible leaking problem upstairs," said director Karen Miller, a part-time employee. "Hopefully, we'll get it settled soon, before the wall collapses."

Things could be worse, of course. The roof of the Braddock Carnegie Library in Allegheny County did collapse several years ago, causing extensive water damage to its collection. The historic library, one of the first built in America, was closed at the time. The reason: It was broke.

Inmates of Pennsylvania's 21 state prisons have far better library services than most law-abiding citizens. In 1994, taxpayers spent \$75.60 on library services for each of the 25,216 convicts. That was five times the amount spent per resident on libraries. Why the difference? Prison libraries are state-funded. Public libraries must go hat in hand to their communities.

While libraries in other states are booting up for the 21st century, Pennsylvania's are stuck with a state-aid formula straight out of the 19th century.

In the 1890s, Pittsburgh steel baron Andrew Carnegie helped finance a wave of library construction through matching funds. For each \$2 a community raised for a library, Carnegie contributed \$2.

Today, more than 100 years later,

The shift to computers, online information services, and costly electronic databases, in particular, is forcing libraries to rethink what they do.

Are they warehouses for books? Entertainment centers? Community centers? Should they offer e-mail and Internet accounts? If a patron can dial into the library by modem and reserve a book, is there any reason to visit? Will libraries still matter when people can get books on the Internet?

"I would say we're definitely in a period of transition," said John Brice, executive director of the Meadville

Pennsylvania still uses \$2 as its benchmark for aid.

The Pennsylvania legislature incorporated the \$2 figure into the Library Code in 1961, the year John F. Kennedy became president. Seven presidents and 36 years later, it's unchanged. Despite a fivefold increase in the cost of living, the legislature never required communities to raise more.

"This is pre-lunar funding we're talking about," said Barbara Webb, Chester County's library director, alluding to the 1969 moon landing.

To qualify for state aid, a library must raise at least \$2 per resident in the district from local sources - taxes, donations, proceeds from bake sales. Or it must receive tax support equal to one-half of a mill of local property values, a higher standard. Only 14 libraries met that alternative requirement in 1995 (the Philadelphia Free Library was one). Most opted for the lower \$2 standard, and 49 libraries didn't even meet that.

"We never raised the bar in Pennsylvania," said Mary Clare Zales, former director of library development with the State Library of Pennsylvania. "Libraries are still fighting to raise \$2 per capita. Once they get that \$2, the incentive to go beyond that is not present in the formula."

The state parceled out \$29 million in 1995, which accounted for 17 percent of all library spending. The aid is not calculated on a straight dollar-for-dollar match. Instead, the formula takes into account a complex set of factors, including the population a library serves, amount of local funds raised, whether a community is rich or poor.

By not requiring communities to raise more to qualify for state aid, the legislature, in effect, doomed public libraries in Pennsylvania to mediocrity, many librarians say. And that neglect could affect the future competitiveness of the state's workforce.

Public Library in Crawford County. "People are questioning everything."

THE OVERRIDING QUESTION is how to pay for the upgrading, which nationally is costing hundreds of millions of dollars. Here, it poses a unique problem.

Pennsylvania is different from states with strong library systems in two important ways. Most states mandate a minimum level of support that cities and communities must provide for their libraries or support them through county taxes. Pennsylvania does not mandate library funding.

Only two states support their libraries primarily with state tax dollars - Hawaii and Ohio. The others generally rely on local tax money, with the formula or amount usually set by state law.

New Jersey, for instance, requires communities to dedicate a property tax of at least one-third of a mill for libraries. (A mill is one-tenth of a cent, which is multiplied by the value of all taxable property in a community.)

Many other states also have regionalized library services, at a county or district level. This allows for more sharing and avoids duplication of services. Maryland and Ohio, for example, have strong county systems. Pennsylvania does not require regionalization, and only eight of its 67 counties - none of them in the Philadelphia area - have a tax dedicated for libraries.

In fact, state requirements for starting a library are minimal, so hundreds exist. Only four states - Illinois, Iowa, New York and Texas - have more public libraries than the 485 in Pennsylvania, but only Texas spends less.

"What we end up with is a lot of small, poorly funded libraries," said Mary Clare Zales, the former State Library development director who is now executive assistant to the state librarian.

On one level, Pennsylvanians appear to spend a lot on libraries - \$169 million in 1995, including \$29 million in state aid.

But the number is big because Pennsylvania is a big state, with a lot of libraries. The picture is also distorted by the fact that two of the 485 - the Philadelphia Free Library and the Carnegie Library of Pittsburgh - account for 40 percent of all spending, or more than \$68 million.

On a per-capita basis, a harsher picture emerges.

In 1994, the most recent national data available, Pennsylvania ranked 36th in per-capita spending, at \$14.05. (The national average was \$19.93.) Excluding Philadelphia and Pittsburgh, per-capita spending plummeted to \$10.10, or 47th

Were it not for a \$5,000 loan from 82-year-old library volunteer Dorothy Knight, the Honey Brook Community Library might well have closed in early 1996.

The tiny library in western Chester County, which resembles a one-story schoolhouse and has a hitching post for Amish who arrive by buggy, was so broke it couldn't pay the electric bill.

A fishbowl was placed on the counter for donations. Elementary school

nationally.

"The way Pennsylvania funds its libraries is a disgrace," said Sherrill Franklin of the Avon Grove Library. "Libraries are forced to beg for money. They're treated as charities, instead of important institutions that enrich communities."

The boroughs and townships have been less than charitable. In 1994, Pennsylvania ranked 49th nationally in local support of libraries, ahead of only West Virginia.

Librarians refer to the annual appeals they must make to local government boards as "the municipal beg." If they're lucky, townships may give them a few dollars. More often, it's pennies.

Pottsville, for example, serves as the county library for nearly 160,000 Schuylkill County residents, including 68,000 who don't have a local library. Yet it receives just \$40,000 from the county, or 25 cents a year per resident.

"It costs more to mail a first-class letter," said Smink, the Pottsville library director.

The library has received pledges from the community that will enable it to expand next year and move the children's library to decent quarters. But it isn't getting any more operating support from the towns and boroughs it serves - and that's a big problem, says Smink.

Including city and state aid, Pottsville spends about \$7 per capita on library operations - half the state average, in a state that's well below the national average. Twenty-three of the 36 boroughs and townships it serves contribute nothing.

In September 1994, Smink wrote the supervisors of those municipalities, reminding them that their residents were getting a free ride and that the library needed help.

"I never heard back from one of them," Smink said. "The silence was deafening."

SOME PENNSYLVANIA LIBRARIES are so cash-poor, they have operated without book budgets for years, depending on hand-me-downs from students sold candy and held a spaghetti dinner. Library hours and salaries were slashed, bills were deferred, the book budget was put on hold.

"A lot of people came up to us and said, 'How could we be having a crisis when we're funded by the state?' " recalled library director Cheryl Borja. "They had no idea how we were funded."

Local government support ranged from 46 cents to \$1.27 per resident. The

garage sales and nursing homes. Attics are a popular source of books.

"We're thankful for the donations," said acting director Harry Martini of the Coatesville Area Public Library, "but we get some really weird stuff in those boxes."

Last summer, as an employee was sorting through boxes of paperbacks donated by a farmer, she found a feather and an egg.

The library, the poorest in Chester County, has a book budget of \$20,000 - or 86 cents for each of its 24,061 residents. "It doesn't go very far," Martini said.

The Coatesville library serves 10 boroughs and townships. In 1995, support from them ranged from 18 cents per capita to \$1.32. "They're killing us," Martini said.

Local taxpayers did dig deep a few years ago to fund a new high school football stadium that cost more than \$1 million.

"I wonder how long it would take for this community to invest \$1 million in its library?" Martini asked wistfully.

Based on current funding levels: 22 years.

Municipal library support in the region ranges all over the map. The Free Library of Philadelphia received \$25.22 per capita from the city, a generous amount considering the city's fiscal plight. In Chester County, Tredyffrin got an average of \$39.86 from the two townships it serves, while Downingtown's support ran from 25 cents per capita to \$1.53.

"It's the same old story. There's never enough money," said Lucynn Ennis, director of the Lower Providence Community Library in Montgomery County.

The small library recently opened a new headquarters. But its operating budget of \$7.75 for each of the 19,000-plus residents isn't adequate. Said Ennis: "It's still less than a family meal at McDonald's."

operating budget for the year was just \$33,000. "It wasn't that we overspent," said Borja. "We just didn't have enough money."

Knight, a retired librarian, wrote the library a check for \$5,000, an interest-free loan. The Borough of Honey Brook then stepped forward with a \$5,000 loan. The library also obtained a bank loan, so it was able to stay open. It has repaid the loans.

Not that the library is out of the

woods. To stay open, it relies on volunteers. It is running out of space, and money for books - especially children's books - is still short.

Not long ago, Dorothy Knight wrote another check. While working on a project, she noticed that many paperbacks "were in horrible condition and nobody would read them." Some of her favorite authors, including Laura Ingalls Wilder and Marguerite Henry, were in short supply. She went out and bought the books herself.

"There are lots of worse ways of spending your money," she said. "The only problem is, I wish I had more money. . . ."

Library books are more likely to be outdated, or in poorer condition, than elsewhere. Some are crumbling, others held together by tape.

"There are books out there on Indians from when I was in school," said Barbara Webb, 50, the Chester County Library director. "It's embarrassing."

In 1994, the state ranked 41st in per-capita spending on books and library materials. That year, libraries spent \$1.79 per resident, \$1.17 below the national average.

As a share of library budgets, book spending in Pennsylvania has declined in the last two decades, to 13.9 percent in 1995 from 17.2 percent in 1975. Taking inflation and population growth into account, spending on books actually dropped by 17 percent.

IN ONE WAY OR ANOTHER, nearly every problem plaguing the state's libraries can be traced to its antiquated Library Code and funding formula. But the problems aren't limited to a shortage of cash. The formula gives rise to serious inequities. Item: Libraries have little recourse when communities don't contribute. Regardless of how little a community kicks in, the library must serve its residents if the town is in its state-designated service area. Many towns take advantage of this and enjoy a free ride. Item: There is no direct link between a community's ability to pay and the state aid it gets. Philadelphia, for example, ranks 25th in per-capita income among Pennsylvania counties but fourth

They support the efforts of local schools by providing books, assisting students with research, offering a quiet place to study, and exposing preschoolers to reading.

The issue of literacy and reading, especially reading problems among schoolchildren, is attracting national attention. In Pennsylvania, four of every 10 fourth graders are unable to read even

in local government support. Many wealthier counties and townships contribute much less. Nationally, Pennsylvania ranks 16th in per-capita income but 35th in library spending. Item: Districts designated by the state and counties, whose populations determine financial support, often don't accurately reflect the number of library users. Smaller libraries frequently are shortchanged.

Avon Grove is a good example.

The tiny library is in a 100-year-old former bakery, a brick storefront in the Chester County borough of West Grove. There are no parking spaces. The few aisles are overflowing. Paperbacks are stacked against the walls and on window sills.

The director's office is in a hallway cluttered with boxes. The bathroom is a closet with a bare bulb.

"The library is so highly used at some points that you can't even walk in here," said director Kim Ringer, a part-time employee. "For our population, we need a library four times what we have."

But there lies the dilemma. According to county figures, the library serves a population of 2,128 - the residents of West Grove. The amount of state and county funding is based in large part on that number.

The number is wrong, Avon Grove officials contend. And at least one county official does not disagree.

Ringer says the number of registered book borrowers exceeds 8,000 and that the library serves the entire Avon Grove School District, which covers seven municipalities with nearly 18,000 people.

"I have never understood how the state and county came up with that figure," said Ringer. "But it's not right. The area is growing at a tremendous rate. We can walk two blocks from the library and see new housing developments."

"If we moved to a location with a larger population, we would get more money, regardless of how many we served," said Sherrill Franklin, the library board president. "It's absurd."

Avon Grove and several other libraries are considering suing the county over these funding disparities.

basic materials, a 1994 survey found. That's about the national average, and the problem is growing.

President Clinton is proposing a five-year, \$2.7 billion program to create an army of volunteer reading tutors to go into the schools. But the proposal does not include money for public libraries.

A 1996 study by a University of Southern California professor, Jeff

Legally, if a library accepts any county money, it has to provide service to any county resident that walks through its doors. Avon Grove, a member of the Chester County Library System, gets about \$4,000 from the county and must provide service to anyone from the county.

The contracts between the county, which operates the system, and individual libraries were written in the 1960s and were based largely on local population. Thus, Tredyffrin, a larger, affluent community with strong local backing, in 1995 received \$70,527 in county aid while Avon Grove, with its tiny library and poor local support, received \$4,256.

"If you try to understand it from a logical standpoint, I don't think there is one," said Judy Keogh, an administrator with the Chester County Library. "Avon Grove is a very good example. A small borough is being used [to determine support], when in fact their service area is much larger."

As a result, Avon Grove, with a budget of only \$65,000, is shortchanged thousands of dollars each year.

THE IMPACT OF THE STATE's fragmented, undernourished library system is both direct and measurable: Pennsylvanians use their libraries less. In 1994, the state ranked 34th out of 42 states that reported data on library visits. On average, Pennsylvanians used the library three times a year, versus four nationally. They ask fewer reference questions. The number is about half the national average. Librarians say that's because they have to operate with smaller, busier staffs, don't have enough space for reference materials, or can't afford up-to-date materials.

They check out fewer library books. In 1994, the state ranked 39th in circulation of library books. Residents took out an average of 4.7 books a year, nearly two fewer than the national average - and 7.1 books fewer than residents of the leading state, Ohio.

Libraries play a critical, if little-understood, role in communities, researchers say.

McQuillan, found that public library use is one of the strongest factors in predicting verbal scores on SAT exams. Students who use the library more score higher.

That may help to explain the unimpressive verbal scores of Pennsylvania students on the college entrance exam. Those scores have dropped steadily for two decades and last

year were 30 points below the national average, which itself has plummeted.

Verbal scores in Maryland, Ohio and New Jersey, all states with stronger library systems, were higher. Library book circulation in those states also was higher.

In many communities, the library also serves as a village green where citizens meet and exchange ideas. The Northland Public Library, about 10 miles north of Pittsburgh, last year offered just under 1,600 classes and programs.

"We have seminars on how to do your

taxes. Entertainment programs. Programs for people interested in genealogy. We have a home-based business association that meets here," said director Laura Shelley. "That's part of our mission."

The library also serves as equalizer between society's haves and have-nots, said Kathryn Stephanoff, director of the Allentown Public Library.

"In fact, if I had to build a defense for a public library, it is my belief that there need be no 'intelligence have-nots' so long as we have a good public library," she said.

That's the main reason Stephanoff decided to spend money on free public access to the Internet. "I saw a technology growing that was readily available to people who could afford it, but totally unavailable to people who could not afford it."

"We're the last democratic place in society that serves all of the people all of the time," said Joseph Lordi of the Bayard Taylor Memorial Library in Kennett Square. "A library is truly the people's learning resource. When you forsake that, you are forsaking society."

35. Chicago Sun-Times

June 3, 1997

Survey says men lack knowledge of kids

BY YOCHI DREAZEN Staff Reporter

Fewer than half of Illinois fathers feel that they know enough about their children's lives, according to a survey that also found that women have a lower opinion of men's fathering skills than men do.

The survey, released Monday morning at the Thompson Center, was conducted by the nonprofit Illinois Fatherhood Initiative as part of its efforts to raise awareness of the importance of fatherhood and to encourage fathers to make themselves into suitable role models for their children.

Almost 70 percent of the 1,003 people questioned identified fathers' absences from their children's homes as "the most significant family problem facing America," while 59 percent said that today's fathers spend less time with their children than their fathers did with them.

"There's really very little good news in these results," said Joe Clark, who is closely involved with the initiative as executive director of the Illinois Family Institute.

Clark said past studies have found that children without fathers in the home are more likely to have social and psychological problems such as higher rates of suicide and substance abuse than children reared in traditional, two-parent households.

The survey's results were even worse for Chicago area fathers, with only 42 percent saying they know what is going on in their kids' lives, as opposed to 51 percent statewide.

On several questions on men's effectiveness as parents, women were more negative about men than men were about themselves. And barely half of either gender said men know what it takes to be a good father — 57 percent of

men and 51 percent of women said they do.

Initiative founder David Hirsch said it is common for Chicago fathers — especially within the African-American community — to live in different locations than their children, making it nearly impossible for them to monitor their kids' lives.

Hirsch added that he hoped the organization would help to connect fathers and children and keep "fatherhood on the calendar for more than one day a year."

The organization, which is privately funded, also sponsors statewide seminars designed to equip men to be better parents, and a father-of-the-year essay contest in Chicago's public and private schools.

■

36. The Miami Herald

June 3, 1997

Broward school officials challenge part of audit

By JACQUELINE CHARLES Herald Staff Writer

Citing too many students and not enough classrooms, Broward school officials say they will continue to move kids into buildings before they are completely finished.

That response and many others are part of a 23-page report from the school district to the state Auditor General's Office. The responses were recently published along with a final version of the Auditor General's 51-page report, which criticized the school district for

everything from lax procedures in its construction program to the accounting and record keeping departments.

Though many of the findings remain in the audit, a few minor changes were made in the final version, based on the school district's response, said Audit Director Dan Enfinger of the state Auditor's General Office.

Auditors first issued their criticisms in April and the school district was given 30 days to respond. Among their findings,

auditors cited the district's continued practice of accepting projects before they were completely finished, and not collecting thousands of dollars in penalties from builders who didn't finish their work on time.

While acknowledging in their response that the building program can be stronger — officials cited new construction contracts — district officials denied that they allowed builders to get off the hook.

Citing two examples, which were pointed out by auditors, officials said they did collect damages from builders. In both the cases of Olsen Middle and Village Elementary schools, officials noted, they deducted \$123,756 and \$9,000 respectively from the contractors' final payments.

However, in two other projects — Pines Middle and Pembroke Pines Elementary — officials concurred with auditors that they did not collect damages

from builders.

"The district decided not to seek liquidated damages on this project since we were able to move into the school and suffered no damages," officials responded in both instances.

But the school district's construction program wasn't the only thing criticized in the report, which is issued every three years. Auditors also listed myriad problems with the district's accounting department, pointing out things such as

salary overpayments and outstanding accounts. They also listed problems with equipment. It wasn't being kept track of properly, the report said.

In each instance, district officials cited new policies and procedures they say will prevent the problems from occurring in the future.

But Enfinger said time will tell.

"We won't know the outcome until the next audit is done," he said. ■

37. The Seattle Times

06/02/97; Edition: FINAL; Section: EAST; Page B3

BRIEFLY

KIRKLAND, SNOQUALMIE SCHOOLS WIN TOP AWARDS

EASTSIDE

Two Eastside schools are among the winners of the U.S. Department of Education's Blue Ribbon Schools award.

Kirkland's Juanita Elementary School,

in the Lake Washington School District, and Chief Kanim Middle School in the Snoqualmie School District, each received the distinction. The prestigious national award recognizes excellence in education, and is usually awarded to

several hundred schools nationwide.

Both schools will send representatives to Washington, D.C., this fall for a ceremony with President Clinton in the Rose Garden. ■

38. Pittsburgh Post-Gazette

06/02/97; Edition: SOONER; Section: STATE; Page A-1

SCHOOL REFORM MOVEMENT QUESTIONED

Series: RETHINKING OUR SCHOOLS

FRANK REEVES ; PETER J. SHELLY,
POST-GAZETTE HARRISBURG
CORRESPONDENT

The Urban League is one of 67 organizations or individuals - including community colleges, school districts and social service groups - that have received grants totaling \$1 million from the state Department of Education to plan charter schools. At Gov. Ridge's request, lawmakers have allocated \$1.4 million for charter school planning and start-up funds, but lawmakers have yet to approve a bill that would let parents, teachers and non-profit organizations design and operate these new-era public schools.

The Legislature's failure so far to approve a charter schools bill has left groups like the Urban League a bit nervous, if optimistic. "The fact that we don't have legislation to implement (our plan) means we won't be able to really nail down a few things," Dourado said.

And these few things are hardly inconsequential: Who will ultimately have the power to issue the charters? Will

If the Legislature takes action on a charter schools bill this month, few will follow its deliberations with greater the law require charter schools to admit students with special needs? What state mandates must these schools follow? How much can charter schools expect to receive in state and local tax dollars?

Without a budget, those planning charter schools are at a loss to determine how many teachers they can hire or what type of building they can afford to lease.

But even in the absence of legislative action, the Urban League is moving ahead with its plan. By September 1998, the group hopes to open an elementary school in Pittsburgh's East End that will serve children in kindergarten through third grade. The school will focus on math and science, stressing skills often lacking among inner-city poor children, Dourado said.

Charter schools are public schools paid for with local and state tax dollars. But they would be largely independent of the public districts in which they are

interest than the Urban League of Pittsburgh's Ramon Dourado.

situated once school organizers have obtained a charter from the local board. That charter is essentially a contract between the local board and school organizers. If organizers fail to meet its terms, such as high student achievement as measured by academic standards, the district board can revoke the charter.

Pennsylvania could soon join 26 states and the District of Columbia that permit establishment of charter schools. In 1991, Minnesota was the first state to adopt a charter schools bill. Since then, the number of charter schools nationwide has ballooned. As of January, there were 428 charter schools across the country, according to the U.S. Department of Education.

Charter schools proponents take such statistics as evidence that "the movement" - to use one a favorite phrase - is "sweeping" the country and "revolutionizing" public education.

But such faith in the power of education has often proven to be a two-edged sword. "It has helped to persuade (Americans) to create the most comprehensive system of public schooling in the world," write Stanford University education professors David Tyack and Larry Cuban in a recent work, "Tinkering Toward Utopia: A Century of Public School Reform."

"But overpromising has often led to disillusionment and to blaming the schools for not solving problems beyond their reach. More important, the utopian tradition of social reform through schooling has often diverted attention from more costly, politically controversial and difficult societal problems."

The charter schools "movement" has been embraced by liberals as well as conservatives; by a spectrum that includes both President Clinton and William Bennett, the Reagan-era U.S. education secretary. But to borrow a phrase that Pennsylvania School Boards Association spokesman Thomas Gentzel uses to describe his group's differences with Ridge over charter schools: "It's like a revival meeting. Everybody is under the same tent, but we're not all singing the same hymn."

The Pennsylvania School Reform Network, a Harrisburg-based coalition of educators, school officials and parents, sees charter schools as a means of improving public education "by providing models of innovation, creativity and greater parent and community participation. The big issue, as we see it, is how to set up charters so as to produce this result and to avoid possible pitfalls such as draining resources, talented students and

Gentzel, the state school boards association spokesman, said his group supports charter schools and wants to see the legislation passed. Nevertheless, the school boards still are particularly concerned about a provision that lets charter schools applicants appeal their rejection by a local school board.

The proposed legislation lets local school boards grant charters to potential applicants or revoke them once granted. But local boards wouldn't have the final say. Under the Ridge administration-backed bill before the Senate, a seven-member board appointed by the governor could overturn a local board's decision to deny a charter. This, the PSBA contends, would undermine local control over public schools unless there are restrictions on appeals board powers.

committed families from already-struggling schools."

Calling charter schools "a new form of public education . . . (that) will free schools from the uniformity and confines of top-down regulations and mandates," the Commonwealth Foundation for Policy Alternatives, a Harrisburg-based conservative think tank, offers a more politically driven vision.

"The focus of charter schools is not to create a few 'models' that can later be replicated in the public school system. Charter schools instead hope to foster competition and supply-side forces in the educational market place," a Commonwealth Foundation position paper asserts. "Competition for students will force schools to examine their operations and results in an effort to improve."

"The charter school innovation, therefore, is not just another education reform model; it is a new conception of how public enterprise is structured," the foundation declares. "Charter schools seek to redefine public education by who is being served rather than who provides the service. Consequently, this movement is like many privatization efforts that attempt to 'contract out' services in order to provide higher levels of efficiency and excellence."

The authors finally note: "Charter school legislation will also generate a fear among many educators that it will serve as a 'back door' for private school vouchers."

Ridge has long sought approval of a charter schools bill. He has said that charter schools, as well as tuition vouchers and statewide academic standards, are key to his effort to improve Pennsylvania public education.

But charter schools advocates contend that if the final decision is left to local boards alone, no charter schools would be created in Pennsylvania. In some states, such as Massachusetts, only the state Board of Education is empowered to grant or deny charters.

Hickok has said he thinks local boards "should retain primary authority over education, . . . but that an appeals process is needed to ensure that school boards are diligent" in reviewing charter schools applications. "There is a serious need for some type of relief if a school board, through malfeasance, denies a charter," he added.

Gentzel said the PSBA doesn't necessarily oppose an appeals board but is concerned that the legislation makes it "very easy for anyone turned down at the local level to go to Harrisburg" and win a

"Charter public schools put communities in charge by empowering parents, teachers and community leaders to create innovative, challenging educational opportunities for their children," the governor said in a statement Friday. "I call on the members of the General Assembly to make charter public schools a reality in Pennsylvania."

In 1995, the governor failed twice to persuade lawmakers to approve a voucher plan that would have given parents tax dollars to pay for tuition at the public, private or parochial school of their choice. Last year, Ridge came tantalizingly close to winning Senate approval of a charter schools bill.

Pennsylvania Education Secretary Eugene Hickok said he's optimistic that the Legislature will approve a charter schools bill before lawmakers start their summer recess later this month. The Senate Education Committee is scheduled to take up its version today.

What buoys Hickok's optimism is that the key players in the debate - the administration, the Pennsylvania School Boards Association and the state's largest teachers union, the Pennsylvania State Education Association - appear close to agreement on terms that all sides can live with.

PSEA President David Gondak said his organization will neither oppose nor support the charter schools bill pending in the Senate, although the union strongly objects to a provision that mandates state certification for only 75 percent of charter school teachers. But the PSEA stance means that the union won't rally its 140,000 members, including 95,000 public school teachers, to oppose the bill, Gondak said.

reversal. He said the bill should contain "a standard of review" describing the grounds on which the appeals board could overturn a local board decision. The only time the appeals board should reverse a local decision, Gentzel believes, is when the school directors acted arbitrarily and capriciously.

"As it stands now, the state appeals board can overturn for any reason at all. And we are dead-set against it," he said. "We want to see the bill limit the right of appeal."

The PSBA also wants appeals board members to be confirmed by the Senate. It wants to amend the bill to require that appeals board decisions be approved by at least five members, a "super majority."

In the Senate charter schools bill, the basic principle is that state and local tax money "follow" a student when he or she

transfers from a regular public school to a charter one. But funding remains a sticky issue between the Ridge administration and the school boards group.

For instance, if new charter schools attract hordes of students from private and parochial schools or from home schooling, the PSBA wants assurances that the state will be providing extra

money for them.

The Senate bill now provides only for "temporary financial assistance" if enrollment increases by more than 2 percent because of transfers from nonpublic schools. The PSBA contends that a 2 percent threshold is too high. Philadelphia school officials estimate that they'd spend \$27.7 million of their own

funds before that threshold is reached.

Hickok agrees that the threshold needs to be revised, but no compromise has been worked out yet.

Charter schools proponents take such statistics as evidence that "the movement" - to use a favorite phrase - is "sweeping" the country and "revolutionizing" public education. ■

39. The New Orleans Times-Picayune

05/31/97; Edition: THIRD; Section: NATIONAL; Page A1

AUDITOR SUING SCHOOLS, ALLEGING FRAUD UNEMPLOYMENT MONEY DISPUTED

By JEFFREY MEITRODT Staff writer

A long-simmering dispute between the chief internal auditor of the Orleans Parish public schools system and his bosses came closer to a full boil Friday when a \$21 million whistleblower lawsuit was unsealed by the federal government.

William Garibaldi, who was suspended as the Orleans Parish School Board's chief auditor more than a year ago, has accused the board of removing him after he and a co-worker uncovered a scheme to overcharge the U.S. Department of Education millions of dollars for unemployment insurance.

The other worker, former auditor Carlos Samuel, was fired in January 1996 on the recommendation of Superintendent Morris Holmes. School Board attorney Frank Endom said Samuel was fired because Holmes did not believe Samuel and Garibaldi had the evidence to back up their claims. Garibaldi, a 14-year employee, has tenure and cannot be fired without a board

So far, the government has sided with Garibaldi and Samuel. In December, the U.S. Department of Justice said its preliminary audit indicated the School Board had overcharged the Education Department by about \$2.5 million over five years.

Though the results of a final federal audit have not been released, Endom said the government's lawyers have not indicated a change in their position.

The lawsuit was filed last year, but the government doesn't reveal a whistleblower lawsuit until it investigates the claims and decides whether to join the suit.

The U.S. Department of Justice has

hearing, which has yet to take place. Samuel, on the job for 14 months, was on probation and did not have that protection.

Holmes declined to comment Friday on either personnel move.

In their suit against the School Board, filed in February 1996, Garibaldi and Samuel claim the board tried to reduce the amount it had to pay for unemployment insurance by deliberately overcharging the Education Department. The federal department pays unemployment insurance for those hired to work in federally financed programs.

Based on their 1995 audit of the program, Garibaldi and Samuel said the government should have paid no more than 14 percent of the annual premiums, or about \$135,000.

Instead, they said, the board billed the government for 96 percent of the costs, or \$931,000.

Further investigation showed the board had been overcharging the Education Department by a similar amount. The attorney declined to join the suit, but that doesn't mean it disagrees with the allegations, said New Orleans attorney William Wessel, who represents Garibaldi and Samuel.

"They pretty much verified what these two gentlemen have uncovered," Wessel said.

But Endom reads the legal tea leaves a different way: "I would state the inference is otherwise," he said.

The attorney handling the audit for the government did not return calls seeking comment Friday.

Despite staying out of the lawsuit, the government has a stake in the battle.

If Garibaldi and Samuel win their

margin for at least nine years, for a total of about \$6 million, Garibaldi said Friday.

Garibaldi said Holmes and his former supervisor, Chief Financial Officer James Henderson, responded to his findings by suspending him and firing Samuel. "They basically tried to cover things up," he said.

Henderson, who is on paid suspension on other charges, disputed those accusations. "There was never an attempt to cover up anything," he said.

Henderson said an audit by the board's outside accounting firm, KPMG Peat Marwick, shows the board was not overcharging the government.

Endom said the Education Department was supposed to pay a disproportionate share of the insurance costs because its employees were at greater risk of losing their jobs.

"Federal programs change from year to year," Endom said. "Different personnel are brought in for different jobs. That is why the risk is higher." lawsuit, the government would collect at least 70 percent of the judgment, Wessel said.

Under the federal whistleblower statute, the damages would amount to three times the sum the government lost, or \$18 million in this case, Wessel said.

He said the School Board also could be ordered to pay up to \$10,000 for each of the 300 "false bills" submitted to the government, for another \$3 million.

By law, Garibaldi and Samuel would be able to keep between 15 percent and 30 percent of the judgment, or \$3 million to \$6 million, Wessel said.

Holmes called the \$21 million damage claim "ridiculous." ■

40. The New Orleans Times-Picayune

05/31/97; Edition: KENNER; Section: METRO; Page B3

ST. BENILDE BOASTS A BLUE RIBBON

By ANAND VAISHNAV East Jefferson bureau

A year ago, administrators at St. Benilde School in Metairie began the arduous process of applying to be a Blue Ribbon School, a designation that would place it among the nation's top places of learning.

This week, their work paid off. St. Benilde was one of six schools in Louisiana and 262 schools in the country to win the prestigious Blue Ribbon from the U.S. Department of Education. Three schools in Orleans Parish, one in St. Bernard Parish and one in Caddo Parish also won the award.

Principal Cheryl Orillion, who has led the 670-student school for three years, attributes the award to the school's strong Catholic tradition and parental

involvement. The school was founded in 1968 by a group of nuns, she said.

"If you can imagine taking an academic institution and meshing it with a large extended family, that's St. Benilde," Orillion said. "It's a priority that children know their Catholic heritage and that they live it. That's the central focus."

The Blue Ribbon program has recognized more than 3,300 public and private schools since it began in 1982. Education Department officials examine the nominated schools' faculty, curriculum, student achievement, graduation rates and community involvement.

They also visit the school, pulling students randomly from class to ask their

opinion of the school and questioning parents and teachers. Some of St. Benilde's volunteers don't even have children at the school, administrators said.

"You don't ask children, parents, teachers, anybody in this school to help and are denied," Assistant Principal Linda Finley said. "They are so willing."

As soon as she found out St. Benilde had won the award, Orillion got on the public address system and read the letter. Cheers could be heard all over the school, but not for long.

"The whole school was screaming," Orillion said. "But like good St. Benilde children, they got very quiet." ■

41. Dayton Daily News

05/31/97; Edition: CITY; Section: METRO TODAY; Page 1B

EDUCATION - 2 AREA SCHOOLS WIN BLUE RIBBON

By Katherine Ullmer DAYTON DAILY NEWS

Two of 11 Blue Ribbon School Awards given to Ohio schools by the U.S. Department of Education this week went to schools in the Miami Valley.

The Centerville Kindergarten Village School and Fairbrook Elementary School in Beavercreek both received the award, given to schools for meeting local, state and national goals of excellence.

The Centerville school was cited for

its handling of all kindergarten classes, including special education students, for the district in one school. Fairbrook was recognized for conflict mediation, parental involvement and its inclusive educational program, according to Jim Vangrov, a spokesman for Rep. Tony Hall, D-Dayton, who visited the Centerville school Friday.

Pat Buckingham, the school's principal said, "We were excited about the award. You work hard and one day, someone

says what you're doing is very good."

Buckingham credits the "dedicated staff and wonderful community support" for the award.

Principal Linda Beaver at Fairbrook Elementary School said her staff and 650 students were thrilled with the award. The school tries to involve children in problem-solving and uses peer mediation for conflict resolution. "We also have a lot of parent involvement here," she said. ■

42. The Salt Lake Tribune

06/01/97Section: Nation-World; Page A17

Charter Schools Steer Clear of Elitism

By RICHARD WHITMIRE GANNETT NEWS SERVICE

WASHINGTON — About half of all the students in the nation's 428 charter schools are minorities, a new report on charter schools released by the Education Department says.

Early critics of charter schools worried that the schools would become elitist institutions.

"The answer, quite clearly, is no," said Joe Nathan, author of the recent

book, *Charter Schools*.

Charter schools — quasi-independent schools supported with public-school money — have an appeal to minority parents that voucher programs and magnet schools lack, Nathan said.

"Charter schools explicitly are not allowed to have admissions tests," said Nathan, director of the Center for School Change at the University of Minnesota.

Magnet schools, which usually have admissions tests, often end up enrolling a

disproportionate number of white students.

One reason charter schools have become popular with low-income parents, said Nathan, is that they are not allowed to charge additional tuition. Children using vouchers to attend private schools usually have to pay additional tuition.

"Charter schools provide public-school choice," Education Secretary Richard Riley said as he

released the report.

"Charter schools allow {parents} to get involved at the grass-roots level and help them mold the school in the best interests of the students and the community."

Richard Farias, who runs the Raul Yzaguirre School for Success in Houston, oversees a school serving 100 seventh- and eighth-grade Latino children.

"There's a definite outcry on behalf of the minority population that the public-school system has failed too many of our students," said Farias. "Parents and families are looking for something better."

In Texas, as elsewhere in the country, charter schools have been encouraged as a means of offering alternative schools to children who fail in traditional public schools.

"When you look at high-risk youth, you are looking at minority students," said Farias.

To President Clinton, charter schools are a political compromise that allows

him to advocate choice among public schools without betraying the teachers unions that helped re-elect him. The unions strongly oppose vouchers, which give public money to students attending private schools.

Clinton's new education budget calls for federal spending on charter schools to double to \$100 million in 1998.

Teachers unions have mixed attitudes about charter schools.

In state legislatures, the unions have fought to restrict charter-school legislation. On the local level, however, unions have assisted in launching some charter schools.

For example, the Houston Federation of Teachers helped Farias launch his school.

Says Sandra Feldman, president of the American Federation of Teachers, "Charter schools are not magic bullets. . . Merely setting people free to put together a school with few rules won't get anyone further down the road."

The Education Department report is

part of a four-year analysis of charter schools. Follow-up reports will look at how charter-school students are faring academically compared to their counterparts in traditional public schools.

Considering the surge in the number of schools, the charter school experiment has been remarkably free of controversy, education experts agree: One school in Los Angeles, Edutrain, had its charter revoked for financial mismanagement, and the principal of the Marcus Garvey Public Charter School in Washington, D.C., was charged with assault in an incident involving a newspaper reporter.

The biggest problems with charter schools include a lack of start-up capital, cash-flow problems and handling the paperwork arising from lengthy regulations.

Some districts also find charter schools more expensive than expected because they draw private-school children and home-schooled children back into public schools. ■

43. The New Orleans Times-Picayune

06/01/97; Edition: THIRD; Section: METRO; Page B1

N.O. SCIENCE SCHOOL GRADUATES THRILLED TO BE PROOF OF THEORY

By SARA SHIPLEY Staff writer

Joshua Jolla, 18, was admittedly a mediocre student when he began high school. "When I first started, I was making bad grades, C's and D's, sometimes an F," he said.

He wasn't the type of student you might expect to find at an advanced science and math academy stocked with high-tech lab equipment and staffed by professional scientists and mathematicians.

Then again, the New Orleans Science "I loved it," Jolla said. "To me, it was more individual help from teachers and more hands-on. You get to work with chemicals instead of just reading about it."

Not everyone in Jolla's class has been so successful. Of 115 students admitted to Science & Math's first freshman class four years ago, only 54 remained to collect certificates of completion. Many left because they didn't want to do the work, school leaders said, but officials hope more students in future classes will stay at it.

"We're still a work in progress," Principal Barbara MacPhee said.

& Mathematics High School isn't your average magnet school. The public school, partially financed by private grants, admits students based on their motivation, not their test scores.

The school, which graduated its first crop of seniors Friday, is testing its theory that average students can master math and science.

"In this country, we've subscribed to the principle that only the top 5 percent of kids are the ones who can become math and science Ph.D.'s," said Colby

The school was conceived in 1990 when Tulane pharmacology professor Paul Guth wrote a letter to the editor of The Times-Picayune, pleading for a school devoted to science and math. Dempsey, Southern University math professor Matthew Causey and dozens of other supporters joined forces to create the school.

The founders decided New Orleans didn't need another Benjamin Franklin High School, a magnet school that accepts only the top 5 percent of students. With the nation's math and science test scores consistently disappointing, they believed that average students

"Skip" Dempsey, a Tulane University neurosurgery researcher who helped found the school. "This is for the 'second tier' of kids."

Jolla is thrilled to be a part of the pioneer class. By his senior year, he had made the A-B honor roll and built bridges in his pre-engineering class. When he enrolls at Xavier University next spring to study engineering, he'll be the first person in his family to go to college.

desperately needed to be exposed to high-quality, lab-based science and math classes.

That's exactly the approach being called for by many national education leaders. When the United States scored below many industrialized nations on the Third International Mathematics and Science Study in 1996, the U.S. Department of Education said all students need more problem-solving experiences and less drill in the classroom.

Science & Math's 300 students spend their days doing experiments, and they're expected to complete one independent research project each year. All teachers

have degrees in math or science, and many have work experience outside the classroom.

"The way they're saying it should be, we're doing it," said Kris Pottharst, director of the Advocates for Science and Mathematics Education Inc. The group raises about \$300,000 a year, mostly from private foundations and corporate donations for equipment, teacher training and other expenses not covered by the public school system. "Who'd guess where? Here in New Orleans," Pottharst said.

There are about three dozen science and math specialty schools in the United States, including the famed Bronx High School of Science in New York. But most, if not all, of those schools require entrance tests.

Science & Math admits New Orleans public and private high school students who are curious about science and math, and are willing to work. Students must have at least a 1.6 grade point average on a 4-point scale and three letters of recommendation, and they are interviewed before admission, MacPhee said.

Students attend their home high school half a day and Science & Math the other half, sometimes spending hours on public buses to get to the school's campus near Delgado Community College.

The public school system pays for teacher salaries and a few books, but Science & Math is responsible for the rest, including rent for the wing it occupies at Louisiana Technical College.

The school has students from every high school in the city, MacPhee said. The student body is 91 percent African-American, 5 percent white, and 4 percent Asian and Hispanic. Despite stereotypes that girls don't excel in technical subjects, 65 percent of the students are female.

Science & Math has all the problems of a normal city high school, including

School administrators say the outlook seems good, but they're unwilling to render a verdict on the success of the school. For starters, MacPhee wants to strengthen the math program. Students tend to do better in science: 100 percent of graduating seniors passed the science

drug use, pregnancy and homelessness, MacPhee said. But the school's biggest challenge is teaching students academic skills they missed in lower grades.

"The habits they've acquired, the bad habits, are hard to break," said math teacher Tim Dilligan, who taught at Harvard before coming here. Dilligan said some students have lazy study habits or a lack of classroom social skills.

To make up for that, students are showered with tutoring opportunities after school, on weekends and during the summer. Those with low grades are required to get extra help.

Students have access to a full-time psychologist, plus occasional leadership-building activities such as challenge courses.

The school also provides opportunities to work in summer laboratories at such locations as the Audubon Zoo and Tulane University. Students went on a camping trip with the Sierra Club last year.

"You can't imagine this occurring at any other school," Dempsey said.

Such programs lend an air of enthusiasm to the school.

Sophomore Jamie Paul, 16, expertly dissected a cow's heart in class this year, explaining that the left ventricle is thicker because it pumps blood all the way to the feet. Paul, from Lawless High School, wants to become a nurse or a biology teacher.

"We actually touch hearts and frogs," she said. "I wish I could stay here all day."

Paul said she is an average student, spending four hours a night on homework to keep up. "After that, I'm in bed, with my notebook next to me," she said.

Valedictorian Christofer Ferguson, 19, said Science & Math was just as hard as Ben Franklin, his home high school, but in a different way. "It kind of prepared you to do your own research and learn to do things in different ways," he said.

Ferguson, who attended Montessori portion of the state-required graduation exam, but three did not pass the math part on their first try.

More than 65 percent of new graduates are going on to four-year colleges, compared with about 40 percent for the state.

schools as a child, said he also learned from being exposed to a wide variety of students. "It was kind of an eye-opening experience for me," he said. "In a lot of ways, it just showed me that everyone needs to help everyone out."

Many students whose home schools aren't so rosy say they like Science & Math because it's clean, disciplined, and the teachers always have time for questions. They have equipment most schools would envy, and they get to keep white lab coats printed with their names.

Most students say Science & Math is fun, but it is hard work too. Besides studying more than most of their peers, students miss friends or pep rallies at their home schools. Some long for the simplicity of a one-school schedule.

"It's just a lot longer day," said freshman Danielle Wright, 14.

But all the hassles are worth it to Kennedy High School sophomore Shenica Lutcher, 16, who had an internship in the pediatric intensive care unit at Children's Hospital last year. She said it was an opportunity she would not have had otherwise.

Science & Math, she said, is "not as nerdy as it seems."

The school even accepts some students who aren't planning on a math or science career. Wright, for example, wants to be a lawyer, but she said attending the school will look good on her resume. "We just have more advantages here," she said. "I know I'll appreciate it in the long run."

Teaching students to think and to consider careers they never thought of before are all part of the plan.

"The same critical thinking skills apply whether you're a biologist or a lawyer or a business administrator," said biology teacher Rob Wallace, who recently had his students identify bacteria using a video microscope.

"This first class took a chance on us, because we were an unknown," Guth said. "We're proud, but I think we're going to be prouder still."

For more information, contact the New Orleans Science & Mathematics High School at 483-4145. ■

44. Seattle Times

June 3, 1997

TOPS parents target class size

by Jolayne Houtz Seattle Times staff reporter

A debate over how to bring class sizes down at one of Seattle's top alternative schools has raised thorny questions about

equity, elitism and entrepreneurship in public schools.

TOPS, The Option Program at Seward in Seattle's Eastlake neighborhood, also is wrestling with proposals to reduce its class sizes, including a controversial one that calls for some parents to charge themselves, in essence, a monthly tuition.

The discussion at TOPS has parents and teachers asking why state lawmakers aren't doing more to reduce student-teacher ratios in Washington state, which has some of the highest in the nation.

The original tuition proposal is opposed by TOPS teachers and many parents, and even its backers admit the idea is unlikely to go forward.

But the notion struck a nerve at the school, generating debate and a number of counter-proposals still under discussion.

Staff and parents now are considering at least six plans to reduce class sizes - everything from using AmeriCorps volunteers to asking librarians and other instructional staff to be in classrooms part of the day. The school will hold an all-school meeting tonight at 7 to discuss the proposals.

The debate started this spring when a group of kindergarten parents suggested charging themselves a monthly tuition to cut first-grade class sizes in half next fall, raising concerns about how far a public school could go in raising private funds to supplement basic education.

Craig Dawson is the parent of an incoming first-grader. The idea that his

child will enter a class of about 28 students next fall prompted him to propose the controversial tuition plan, an extension of a similar program that brings class sizes down for TOPS kindergartners.

"The question is what's best for the kids and what product are you going to get at the end if you don't fund this," he said. "This is a way of making up a deficit where schools don't meet expectations."

Many parents pay for tutors and other academic extras, the plan's supporters note. "We want to privately invest in our children in the schools," said kindergarten parent Ronnimae Porras-Foye.

The idea led staff and some parents to worry about blurring the line between public and private schools.

"It is the primary purpose of public schools to promote social equity through education. . . . Attempts to bolster public programs with tuition interfere with the very essence of public education," according to a letter signed by the TOPS elementary staff in response to the tuition proposal.

Critics said the plan could hurt the school's diversity, both racial and economic. "I worry about who wouldn't choose TOPS thinking they would have to pay," kindergarten teacher Joan O'Connor said at a recent site council meeting.

Others worried about promoting a reputation TOPS has gained in the district for being elitist, a "private school within

the public schools."

O'Connor said reducing class sizes should be a statewide issue, not something addressed school by school. "The leadership of this district is letting the Legislature off the hook. . . . We've got to hold the state's feet to the fire."

The TOPS site council plans to vote later this month on how to proceed.

The discussion at TOPS is in keeping with the emphasis Superintendent John Stanford has placed on schools being more enterprising, said Joseph Olchefske, the district's chief financial officer.

Schools have some freedom in creating and paying for extra programs as long as parents aren't obligated to pay and those who don't pay aren't treated differently by their schools, he said.

Within those legal boundaries, schools are encouraged to raise funds privately, then make decisions within their communities about how to spend the money to enhance their programs, he said.

TOPS Principal Karen Kodama said she is trying to stay neutral, but the idea of smaller class sizes has universal appeal.

"Any educator you talk to is going to say, 'Yes, that's a good idea.' But the controversy is in how you fund it," she said.

Some of the ideas, such as using AmeriCorps volunteers, could be in place as soon as next fall if the site council approves. Others would require more work with the district and with state lawmakers. ■

45. The Miami Herald

June 3, 1997

Bible curriculum may become reality School board backs religious right

The school district could become Florida's first with Christian curriculum in public high schools.

Battle over the Bible divides Lee County

By TOM FIEDLER Herald Political Editor

FORT MYERS — If you searched for the point where things went wrong for Lee County's school system, you'd probably stop at the day when a disgruntled ex-teacher walked into Superintendent James Adams' office, pulled out a .38-caliber revolver and emptied the chamber at point-blank range.

The assailant then walked out into the

parking lot, reloaded, and shot himself.

"It's been turmoil ever since," said banker Charles K. Idelson, former chairman of the Lee County Foundation for Public Schools.

The aftermath of Adams' murder on Feb. 7, 1994, was traumatic enough for this fast-growing community of 375,000 on Florida's lower Gulf Coast. But his death also unleashed a political upheaval

that has divided the community ever since.

The all-Republican Lee County school board has swerved sharply right in the past two elections, resulting in a three-person majority embracing a conservative Christian platform.

If it survives a court challenge, this will be Florida's first county to implement a "Bible studies curriculum"

in its high schools that, among other things, presents the story of Adam and Eve as "universal history."

And because the new school board majority favors "basic education," Lee County is already the first to ban the use of calculators in primary-grade classrooms. One of the new members last week labeled several state and federal programs, including one encouraging schools to help non-college bound students learn workplace skills, as "positioning our country for socialism."

Those who have tried to stand in the majority's way — the superintendent who succeeded Adams as well as the school board's own lawyer — have been pushed aside. Many in the community's image-conscious business community are reacting with a mixture of ridicule and anger. A sampling:

No 'laughing matter'

"When I started putting together the 'What are they, nuts?' column for this month," wrote Wendy Harrison, editor of Gulf Coast Business magazine, "I realized it would be easy to fill this entire issue with comments about the Lee County School Board. Unfortunately, this tragic farce is not a laughing matter."

Parent, teacher and citizen groups have announced plans to field rival candidates in the 1998 elections, in the hope of breaking the majority's grip.

Conservative Lee County would seem an unusual place for a showdown between mainstream politics and the religious right. But school board politics

The battle over the Bible has already had two casualties. Superintendent Bobbie D'Alessandro, who took over after Adams' murder, opposed the curriculum. When the majority pushed her to move forward anyway, she told The Herald she determined to "come up with the best Bible curriculum in the country."

The board, however, saw that as a delaying tactic and, in forcing her dismissal, cited it as an example of non-cooperation. Similarly, board attorney Steven Butler resigned after concluding that the curriculum "plainly contravenes the Constitution."

The new majority also clashed with D'Alessandro in trying to ban calculators from county classrooms, arguing that they kept students from learning basic math skills. The superintendent argued that there was no evidence to support that belief.

She finally accepted a compromise of barring calculators in the early grades where teachers said they were only used "as play."

took a rightward turn last summer when lumber dealer Lanny Moore Sr. campaigned as the candidate of the Christian Coalition, the political group formed by televangelist Pat Robertson and run until recently by his protege, Ralph Reed. It was Reed who once declared that, given the choice, the Coalition would prefer to control the nation's school boards than the White House.

Moore won, in part by downplaying his religious views.

He joined retired school principal Doug Santini and businessman Bill Gross in forming a majority on the five-member board that wasted no time in trying to fulfill Ralph Reed's dream.

A focal point of the conflict so far has been their effort to establish Bible studies classes as electives in the county's high schools. They argue that such woes as drugs, violence and licentiousness among teens, as well as falling test scores, could be traced to U.S. Supreme Court decisions barring prayer in schools.

"My chart shows everything went South in 1963," Moore said.

The conservatives agreed to appoint a citizen's committee to develop a new curriculum for the high schools. But the committee quickly split into factions — a majority of religious conservatives pushing Bible studies on one side and a minority group questioning its purpose on the other.

The final plan, which is to be offered in the fall, is heavy on biblical history Buyout accepted

Ultimately, D'Alessandro's resistance to the new agenda marked her for extinction. Board Chairman Doug Santini drew up a list of 37 instances where he said she had fallen short of expectations — including her refusal to hire some of his friends — and demanded her resignation.

Three months later, despite an outpouring of community support, D'Alessandro accepted a contract buyout. She said her decision to leave came only because she thought it was the best way to end the turmoil.

"I felt I had an obligation to the kids," she said.

An uneasy cease-fire has settled on the county while the board searches for yet another superintendent. When Board Chairman Santini was asked about the controversy last week, he brushed the question aside.

"All that's behind us," he said. "We're moving forward now."

For many in the community, however, things won't move forward enough until

from a fundamentalist Christian perspective. A course outline presents several versions of creation without mentioning evolution, for example. One exercise argues that it was possible for Noah's Ark to hold a pair of every living species on Earth with space to spare.

Teaching 'creationism'

Some critics of the program believe its real purpose is to introduce "creationism" — the belief that supports the biblical version of mankind as opposed to evolution — into the schools under the guise of teaching the Bible as history or literature.

Eva Friedman, a member of the citizen's committee who opposed the final curriculum, was among those who signed a minority report.

"I would be more comfortable if they were going to teach a comparative religion class in the upper levels. But that's not what they're talking about," she said. "They're talking about teaching a specific Christian dogma rather than comparative religion."

Another critic, the Rev. Terry Wimberley, said he was initially sympathetic to the course idea.

"In an era where kids are using drugs or teachers are being killed, parents are right to wonder how it can hurt to inject some morality and a sense of values in the schools," he said. "But the issue is the Constitution. If the Bible curriculum goes in, the county will get sued, it'll spend a lot of money it doesn't have and it will lose."

the arrival of Election Day 1998.

Retired Army Gen. James Dozier, a local hero who gained national fame for enduring torture at the hands of Italian terrorists, is emerging as the leader of the business group determined to restore normalcy to the school system. His reasons are both personal and civic, he said in an interview.

In last year's election, Dozier had backed Moore, the Christian Coalition candidate, but only after Moore promised him that he would separate his religious views from his office.

"We fluffed it," Dozier said of that endorsement. "Now the ball is in our court to set it right."

Restoring order

Dozier heads the education committee of a 20-year-old group called the Business Persons United Political Action Committee, or BUPAC. Its mission, he said, will be to recruit and support candidates who can replace what he termed "a dysfunctional bunch."

Said Wimberley: "This whole thing has probably energized more groups that

couldn't agree on anything else to come together."

Many outside the school system believe there is more at stake than restoring order to school board meetings and blocking the intrusion of religious

dogma into classrooms. If the schools are in turmoil, all Lee County suffers, they say.

Said Annette Goodman, executive director of the Lee County Jewish Federation: "People who are considering

coming into this area will look very carefully at what is happening to our schools and at our school board and they'll weigh the pluses and minuses.

"At this point, I'm afraid the minuses have become very heavy."■

46. Chicago Tribune

June 3, 1997

FAILED SCHOOL-FUNDING PLAN BECOMES CAMPAIGN FODDER

By Rick Pearson, Tribune Staff Writer
Dateline: SPRINGFIELD

The only declared Democratic candidate for governor waited only a few hours after the legislature left town to show up and bash Republican Gov. Jim Edgar over his failure to get a school-funding reform bill through the General Assembly.

And U.S. Rep. Glenn Poshard (D-Ill.) said Monday that if he were governor, he wouldn't be afraid of sitting down with individual legislators to trade off support for pet projects in return for votes to change education funding.

Poshard used the Senate Republican refusal to consider Edgar's \$1.6 billion tax-swapping plan for funding schools before adjournment Sunday as a platform to criticize the GOP governor's management style.

He compared Edgar's style as that of business executive instead of a

But Edgar spokesman Eric Robinson cited comments by Democratic House Speaker Michael Madigan of Chicago, who said the governor "did everything he could on this issue."

"We think this analysis means more than one from a Democrat who wasn't even around," Robinson said.

governmental leader seeking compromise.

Poshard said he generally supported Edgar's plan, which counted upon a 25 percent income-tax increase to provide \$900 million in property-tax relief and \$614 million in new dollars for schools.

But Poshard, a southern Illinois congressman and a former state senator, said he would not propose his own education-funding reform program before the Democratic gubernatorial primary in March, where he could be competing against a host of other candidates.

A decade ago, however, Poshard joined with a GOP senator to co-sponsor a bill to boost the state income tax by 80 percent in exchange for eliminating the educational operating tax for schools from the property tax.

The bill never advanced from the Senate Revenue Committee, which was then controlled by Democrats.

In Chicago, meanwhile, city schools chief Paul Vallas defended a portion of the failed school-reform legislation that would have boosted state funding of retired Chicago teacher pensions.

Vallas said he worked with all legislative leaders on the plan and Republicans cannot claim they were

Although Edgar has made no decision on whether to seek a third term, aides to the GOP governor said they were surprised that Poshard would suggest cutting secret political deals to advance the education of children.

Poshard said Edgar waited too long in attempting to cultivate reluctant Republicans to support the education-funding proposal and did little to convince suburban lawmakers and voters that a tax hike was needed.

"I think you've got to be in those suburbs. You've got to help people in those suburbs see that it's not 'our children versus their children,'" Poshard said.

And, he said a governor should sit down with lawmakers "long in advance of when you need that person's support, and help them to understand and to see what trades can be made."

surprised it was in the bill. He said GOP Senate President James "Pate" Philip of Wood Dale was reverting to "anti-Chicago" attacks to cover the Senate's failure to consider school reform.■

47. St. Louis Post-Dispatch

June 3, 1997

Learning To Help

Schools Link Graduation To Community Service

By Carolyn Bower Of The Post-Dispatch Staff

AS MANY STUDENTS DROVE home to sleep after exams in the last few days, Aaron Loehr, a senior at Pattonville High School, headed to St. Charles to finish building a playground at one of the branches of the St. Louis Crisis Nursery.

Loehr, 18, has volunteered at least 860 hours in high school. He helped at his former school, Carrollton Elementary. He made wooden toys in shop class. He wrote and obtained \$800 in grants to purchase and build a playground for the

crisis nursery, which serves children, ages birth to 9, who are homeless or who have family emergencies.

When 360 seniors graduate Friday, Loehr and 114 other students will wear purple honor cords to indicate service of

more than 100 hours.

This is the first year a senior has had to complete 50 hours of community service to graduate from Pattonville High School. Although community service requirements at private and parochial schools are routine, Pattonville is the only public high school in St. Louis County with a graduation requirement of service.

Other county school districts such as Kirkwood, Parkway and Rockwood require some community service associated with specific courses. Maryland is the only state to require community service of its students before they can graduate. The requirement took effect this year.

President Bill Clinton has urged other states to follow Maryland's lead.

In St. Louis, seniors at Metro High School have to complete 60 hours of service for every year they attend high school to graduate. Principal Betty Wheeler said the requirement had never kept a student from graduating, although one had gotten a diploma late.

In Pattonville, no senior will fail to graduate only because of failure to fulfill the community service requirement, although about half of the 15 students who failed to complete academic requirements to graduate also still need more community service. Students will have a chance to complete the service in projects this summer.

Just three months ago, about 140 seniors - more than a third of the class -

were working to complete their required community service.

Karen Norris, coordinator of the volunteer program at the school, said that school officials adopted the requirement as a way for students to give back to the community. She said students learned how social and environmental problems are faced and how to apply lessons from the classroom to real life. She said they also found their individual volunteer strengths, such as organization skills, writing skills or construction ability.

Service included building, tutoring, outdoor work and helping at nursing homes or day-care centers.

In Lynn Martin's community service classes at Eureka High School in the Rockwood district, about four dozen seniors volunteered much more than the 25 hours they each promised to do outside of class.

Students helped at the Shriners Hospital for Children, the Salvation Army and area nursing homes. They made coloring books and colored with Alzheimer's patients. They wrote 15 books about things such as epilepsy, divorce, cystic fibrosis, blindness and amputation for Ridge Meadows Elementary School and made and dressed life-size dolls that counselors at the school can use to discuss those subjects.

They painted homes, stained decks and did yard work. They taught students at Eureka Elementary School about neighborhoods, streets, addresses, safety and friendship. They made hundreds of

Easter baskets for area needy families and raised money to buy food or clothing. One day, seniors collected \$600 for a student and his brother who lost all their clothes in a fire.

Martin, also an English teacher, said projects come to her by the dozens, and students decide where to help. Martin said students apply to participate in the community service class. She prefers it that way. She said as much or more learning takes place in community service than in subjects such as English, science or social studies.

Pam Passwater, a teacher for the Special School District who teaches children too sick to attend school, said the Eureka students had gone beyond typical community service:

"A lot of people collect for national organizations, but these kids get down and dirty for the community. They take care of their own."

Loehr, from Pattonville, won a \$750 scholarship from EDS Co. and a \$1,000 scholarship from Target for his community service. He also was named one of six Missouri Outstanding Young Citizens for his service. That award is sponsored by the Corporation for National Community Service, the Missouri Department of Elementary and Secondary Education and Harmon Industries.

Loehr wants to continue community service next year at the University of Missouri at Rolla, where he plans to study civil engineering. ■

48. San Diego Union-Tribune

June 3, 1997

Unz pursues initiative to ban bilingual education

By Ed Mendel STAFF WRITER

The initiative creates the potential for the third racially divisive ballot measure in as many election years — following Proposition 187 to withhold services from illegal immigrants in 1994 and Proposition 209 to ban affirmative action last year.

Unz has enlisted a Latina co-sponsor, Gloria Matta Tuchman of Santa Ana, and has included a provision in the initiative that would pump an additional \$50 million a year into adult English-language instruction.

Unz, who received 34 percent of the vote in his 1994 primary race against Gov. Pete Wilson, said many Latinos are concerned that bilingual education is slowing the learning of English.

"As liberals and Democrats start

getting involved, I think it will become clear that we are talking about a unifying not a divisive issue," said Unz, a resident of Palo Alto, and founder of a computer software firm. But state GOP chairman Michael Schroeder, who personally opposes bilingual education, said he fears that the initiative will raise another controversy as the party tries to broaden its base by reaching out to minorities.

"The Democrats will certainly run out there and say this is just another example of Hispanic-bashing and that they hate people who speak Spanish," said Schroeder. "It's not true. It's not a party-sponsored initiative."

An attorney for the Mexican-Attorney Legal Defense and Educational Fund said it's not clear yet whether the issue of

bilingual education will stir passions like the initiatives on illegal immigration and affirmative action, both of which have been at least temporarily blocked in court.

"It's really early," said Thomas Saenz, a MALDEF attorney. "It's another one of those propositions subject to a great deal of confusion, and it's not something that people have had a great deal of information about."

However, Saenz said, he is concerned that the Unz initiative requires instruction in English, eliminating other options. He also said that Tuchman was connected in the past with U.S. English, a group whose founder made controversial statements about limiting Latino immigration.

"That suggests to me there is

something else going on here other than perhaps the best educational interest of the students," said Saenz.

Unz said Tuchman was named woman of the year by the League of United Latin American Citizens. He said he was prompted to sponsor the initiative by a report last year of Latino parents in Los Angeles protesting the failure of bilingual education.

"There is a significant number of children in California who have been in the public school system for a number of years, starting in kindergarten, who still do not speak English," said Unz, who plans to help finance the initiative drive but is looking for additional financial support.

Last year, only 6.5 percent of the students in bilingual education made the transition into regular English-speaking

classes, according to the state Department of Education.

Unz said the initiative requires that students be taught in English, unless the parents request otherwise. Currently, students with limited English proficiency, 1.3 million or 23 percent of all California students, are eligible to receive bilingual education in their native language.

Unz said the initiative calls for "sheltered English immersion" instruction from teachers trained to handle students who do not speak English. He said the teachers use English, supplemented by pictures and gestures.

While federal courts have blocked other initiatives, Unz said he is confident there is no constitutional basis for requiring bilingual education.

The state law authorizing bilingual education expired in 1987. The program

continues to operate under old guidelines, having received \$318 million in state funds last year.

Sen. Dede Alpert, D-Coronado, said her attempts to reauthorize a reformed program have been blocked for the last three years by both the supporters and opponents of bilingual education.

"Both groups object to this more moderate approach, which calls for more accountability and flexibility," said Alpert.

Unz said his initiative will break the legislative deadlock. He said he plans to put the initiative on the June ballot next year to avoid creating a partisan issue in the November election.

The initiative was submitted to the attorney general last month. Unz said he hopes to receive authorization to begin gathering signatures by July 1. ■

49. San Francisco Chronicle

June 3, 1997

Teacher Union Sues Livermore District

Suit says principal stifled discussion over curriculum

Lori Olszewski, Chronicle East Bay Bureau, page A13

The state's largest teachers union alleges the Livermore school district violated teachers' free speech rights when a principal told them they could not talk to parents about a new way to teach math.

According to the union, four teachers at East Avenue had proposed a new math curriculum under principal Michael Hazelhofer, who is no longer at the school, that would have stopped grouping sixth-grade math students according to ability.

Ability grouping has caused controversy across the nation because some see it as "tracking" that labels students, limiting their educational opportunities. Supporters believe that some grouping is necessary to effectively teach subjects that require sequential knowledge, such as making sure students understand fractions before they tackle algebra.

"The announcement of the new curriculum started a robust public debate," the union said in its lawsuit. That

The California Teachers Association filed a suit in U.S. District Court in San Francisco on Thursday against the Livermore Valley Joint Unified School District, alleging the First Amendment violation that stemmed from incidents in included opposition by three senior math teachers at East Avenue: Lorraine Immel, chairwoman of the math department and a plaintiff in the suit, Claudia Aviccola and Dianne Foster.

In the wake of the debate, the principal scheduled a town hall meeting for May 15, 1996, to discuss educational issues at the school, including math. The three teachers gave parents at a school open house an information packet that they planned to distribute at the town meeting. The principal then told the teachers they could not speak at the meeting because they had given out the packets, according to the suit.

Mahdesian also placed letters of reprimand in the personnel files of the three teachers, the suit said.

"The principal encouraged teachers to

spring 1996 at the East Avenue Middle School. Livermore schools Superintendent Joyce Mahdesian said yesterday that she had not seen the suit and would not comment.

be in the debate, but when he didn't like the content, he slapped them down," said Joseph Colton, attorney for the California Teachers Association.

The principal also had previously sent e-mail to all teachers telling them that "any letter (sent) home to parents must first be approved by site administration," which the union contends was prior restraint in violation of teachers' First Amendment rights.

"The CTA sees this as a serious First Amendment issue," Colton said. "People were reprimanded for exercising their free speech rights."

While the school district would not comment on the suit, a spokesman said East Avenue continues to group sixth-grade math students according to ability. ■

50. Associated Press

06-03 5:14a

Studies show education reform working well

MOREHEAD, Ky. (AP) - Two new studies indicate that the Kentucky Education Reform Act is working the way it should.

Writing portfolios help students who go on to college and those in lower grades are doing well in grammar, the studies reported.

A Morehead State University teacher, who surveyed nearly 1,400 students and their teachers, concluded that the writing done in high school portfolios helped students who went on to college.

The second study, conducted by the state's assessment contractor, found that punctuation and spelling are not declining among fourth-graders, as some KERA opponents have argued.

Kathryn Mincey, assistant professor of English at MSU, said her continuing study of college freshmen and their teachers suggests that portfolio experience has honed the writing skills of those who went on to college.

Freshman writing teachers found

overall improvement in student understanding of the writing process. Today's students also communicate better when aiming writing at a specific audience for a specific purpose, they said.

Ms. Mincey said 63 percent of students described portfolios as useful learning tools - not distractions to learning. She added that 73 percent believed their writing abilities were improved. And 68 percent of the faculty said student knowledge of the writing process and comfort with writing had improved.

Results of the studies were reported Monday in The Daily Independent of Ashland.

"Contrary to some popular opinion, we've seen freshmen writers fairly evenly holding their own or improving in basic skills," Ms. Mincey said.

Barbara Nicholls, dean of the Ashland Community College arts department, said teachers there have drawn similar conclusions.

"Writing skills are improving, based

on what I see and what other teachers are saying," she said. "It's evident the students we're getting now are more experienced in writing than in the past."

The fourth-grade study, conducted in part by Advanced Systems in Measurement and Evaluation Inc., concluded that writing mechanics skills are rising across the state.

"Results of the study do not support a conclusion that capitalization, spelling, punctuation and subject-verb agreement are declining among Kentucky's fourth-graders," it stated.

The study involved examination of 300 random responses given by fourth-graders in 1993 and 1996. The study's administrators said spelling improved significantly while other writing skills declined only slightly - not enough to be statistically meaningful.

Boys showed marked improvement and clarity improved for both genders. "At the same time, students wrote longer responses and used more complex writing structures," the study said. ■

51. Associated Press

06-03 6:10a

Outlook for children bleak despite healthy economy, group says

By ANN BANCROFT Associated Press Writer

SACRAMENTO (AP) - Despite a rosy economy, California's children are getting poorer, and nearly a million children face severe poverty under welfare reform, an advocacy group says.

"There has been both private and public abandonment of children over the past eight years," said Robert Fellmeth, director of the Children's Advocacy Institute, a non-profit research and advocacy group at the University of San Diego School of Law.

Even with new spending proposed for child care and other programs, Gov. Pete Wilson's budget for 1997-98 proposes that California taxpayers spend less of their personal income on programs to support children than they did at the height of the recession, the group charged Monday.

At the same time, unwed birth rates and absent fathers who fail to pay child support are pushing more children into households where income is below the poverty line, the group's report found.

"Children are being caught in this sandwich," Fellmeth said, where public policy makers are punishing individuals who fail to take responsibility for children by cutting public aid to children.

The group recommended closing tax loopholes for the wealthy, implementing tax cuts for the poor, setting up a system of housing vouchers for welfare recipients who look for work but can't find it, and unspecified tax increases to pay for computers in schools, a massive parenting education campaign and health insurance for all children.

Wilson spokeswoman Lisa Kalustian said the group's assertions that the governor's budget shortchanges children are "pretty ludicrous."

"Everywhere you look, it's about kids," she said. "The governor's not going to let children be on the street - he never has."

In a 400-page document examining the state budget adjusted for inflation and population, the group found:

- The median income of married couples is more than four times that of single mothers with children. At the same

time, the 2.4 million absent fathers tracked by district attorneys' offices for back child support pay an average of \$16.80 per month per child in support.

- California has cut general fund spending as a percentage of personal income by almost \$10 billion since 1989.

- Since 1980, California's child poverty rate has grown more than five times faster than in the rest of the nation, with 27.1 percent of the state's children living in poverty in 1996.

The study also estimated that only 118,000 current welfare recipients will be able to find jobs, leaving nearly 499,000 families with nearly a million children to survive on family incomes below \$500 per month, less than 50 percent of the federal poverty line.

Fellmeth said the Democrats' welfare proposals were nearly as bad, but would take longer to achieve the same dismal results.

"There are jobs, there are training programs," countered Kalustian. "We're not going to have millions of kids on the street - it's just isn't going to happen." ■

52. Associated Press

06-03 6:12a

Higher Education Vote

By LESLIE ZGANJAR Associated Press Writer

BATON ROUGE, La. (AP) - Gov. Mike Foster's bill to give the Board of Regents more authority over public colleges and universities passed easily - but not until House members made sure the bill won't cost lawmakers any power.

The only fuss Monday was about a portion of the bill that would have allowed Regents to set priorities for higher education construction projects. That power has always been vested with the Legislature. The House decided to keep it that way.

"This is a separation-of-powers issue," said Rep. John Alario, noting that the governor appoints members of Regents. "You and I are in charge of the purse strings. We ought not give up that authority. We ought to have checks and balances."

The House voted 82-16 for his amendment, and then approved the bill. But representatives balked at having their power removed.

Alario agreed that Regents should make recommendations and that the Legislature ought to consider those suggestions, "but our hands ought not be

88-6. The Senate has already passed the bill, but it must now go back to the upper chamber for approval of the House change.

The measure is Foster's answer to a single board to govern all colleges and universities. He proposed a true single board concept last year, but that met with stiff opposition, mostly from the Southern University Board of Supervisors.

Southern officials said they believed their power would be diminished under a single board plan.

To keep everybody happy, Foster's bill keeps the four management boards for higher education but gives more power to Regents. Regents would determine the role, scope and missions of institutions, and also have to sign off on the hiring of university presidents.

"This more clearly gives the role of supervisory management to the Board of Regents," said Rep. Jimmy Long, tied," he said.

He said Regents has 15 members, so eight members could get together and dictate which projects will be pushed.

"You and I ought to at least be referees," Alario said.

D-Natchitoches, who handled the bill for Foster.

The management boards - Southern, the LSU Board of Supervisors, Board of Supervisors, and the Board of Trustees, which oversees the smaller, regional schools - would have representation on Regents' committees.

The only debate generated in the House was over the provision giving Regents the power to decide which construction projects on college campuses take priority. The Legislature could not tinker with the Regents' list.

Long urged his colleagues to reject Alario's amendment. He said Regents should determine what the needs of higher education are, not legislators fighting to get projects for their home districts.

"You would take projects not even considered by Regents and put them in the bill," he said.

"The governor make recommendations last year that we put in because he considered them priorities," said Rep. Everett Doerge, D-Minden. "We should have that leeway." ■

53. Associated Press

06-03 6:14a

House-Senate compromise stumbles over vouchers

CONCORD, N.H. (AP) - Vouchers that would pave the way for low-income families to send their children to private kindergartens are becoming a roadblock to a budget compromise between the House and the Senate.

Sen. Jim Rubens, R-Etna, and Gov. Jeanne Shaheen remained on opposite sides on the voucher question Monday as committee of conference members worked to resolve their differences.

Senate Republicans want to provide \$1,000 vouchers to parents whose incomes are 200 percent of the poverty level. The aid is meant to help them send their children to private kindergartens if their districts do not adopt a public or private district-wide program.

But Gov. Jeanne Shaheen and House Democrats oppose the plan. They want to give \$1,000 per 5-year-old to all school

districts regardless of whether they have public kindergarten.

Shaheen's plan also allows districts to contract with private kindergartens and receive \$1,000-per-pupil, but only if the providers are approved by the state Department of Education.

The members of the committee will meet again Tuesday and chair Donnalee Lozeau, R-Nashua, said she wants to reach a compromise, even if it means working into the night.

A GOP source close to the committee told the Union Leader that vouchers are likely to make it into the final budget package.

"There is work being done on a compromise that leaves vouchers in the package. There is more support for them on the committee than the governor's office wishes there were."

But a Democratic source said there is

little, if any, sentiment on the committee to retain vouchers.

It is unlikely a plan that includes vouchers could emerge with the necessary unanimous approval from the committee of conference.

To see that happen, the Republicans who control the House and Senate must replace the committee's two Democratic members, Rep. Peter Burling of Cornish and Sen. Sylvia Larsen of Concord, who, like Shaheen, oppose vouchers.

And Shaheen aide Judy Reardon said the governor still plans to veto any voucher-oriented kindergarten plan.

"The insider talk is that the governor wins by vetoing something that doesn't sit well with her. But if the House and Senate reach an agreement, and she vetoes it, she is the one who says 'no' to kindergarten," Rubens said.

Rubens called the voucher component

a "safety net" that comes closer than the Shaheen plan to making kindergarten available to all children.

"Is our intent to create public

kindergarten or is it our intent to see to it that children are able to receive a kindergarten education? Ultimately, there are going to be some districts, no matter

what we do, that are not going to put kindergarten in place," said Sen. Edward Gordon, R-Bristol. ■

54. Associated Press

06-03 6:40a

Board considers canceling more majors at state colleges

By BRIAN MELLEY Associated Press Writer

BOSTON (AP) - The world of academia is learning that the forces of the marketplace are in some cases stronger than the forces of physics.

Faced with dwindling enrollment in numerous majors at state and community colleges, the Board of Higher Education is using supply and demand to define what is taught across the state.

The board is meeting today to vote on a proposal to eliminate 14 degree programs - including physics programs at three schools - that have plummeted in popularity.

"You can't offer everything to everybody," said board chancellor

The undergraduate chemistry programs at Fitchburg, Framingham and Worcester state colleges will all be studied by an outside panel to determine if they should remain.

At Framingham State, the bachelor's degree in food science will be swallowed by the chemistry department. The resulting concoction will be the chemistry and food science program.

Two other science programs will be placed on probation for a year to see if they can attract more students.

Some of the schools are battling the latest elimination plan.

Bridgewater State pointed out that it awarded an average of 4.5 physics degrees annually since 1990, compared to 4.2 nationally.

Like many of the state colleges, the school's mission is to train teachers. Gutting the program would jeopardize

Stanley Koplik.

If the proposal is accepted, the master's history program at Bridgewater State College will be history. And Worcester State College can bid adieu to students majoring in French. Westfield State College can say "Adios" to Spanish majors.

"At Westfield State College it's such a small department," said Richelle Chesmore, a recent graduate with a Spanish diploma. "I got so much attention."

And that's just the problem. What's good for students like Chesmore is bad for the 29-campus state higher education system, Koplik said.

The chancellor said the plan is not intended to save the state money, but to that charge at Bridgewater State, home to the Science Educators Hall of Fame.

"If we do not have a physics major and we cannot prepare teachers to teach physics, we are letting down all the kids who are in need of qualified science teachers," said Ann Lydecker, provost at Bridgewater State.

If the board ends up eliminating the 14 programs today, none of the teachers or students in the programs will be immediately affected.

Students already enrolled in targeted programs will be able to graduate before the program is scrapped. And faculty will teach some of the same courses, but new students won't be able to major in that field of study.

"The short term is that full-time faculty here will not lose their jobs immediately," Lydecker said. "If enrollments are not there in particular

concentrate resources in areas that have a "critical mass" of students. Each of the programs targeted had fewer than five graduates a year since 1993.

"You're not talking about 100 students," Koplik said. "You're talking about places that graduate fewer than five a year, and some places one or two. Again, this is out of 12,000 degrees."

Six months ago, the board proposed eliminating 39 low-enrollment programs at state-run colleges. Nine of the schools agreed to cut 15 programs; the rest appealed to be spared.

Of the two dozen remaining programs, the board has decided to let five, such as mathematics at North Adams State College, continue because they presented compelling cases.

classes, then they would replace visiting lecturers who are teaching courses in that department."

But to some teachers like Raymond Ourand, a French and German professor at Westfield State, the proposal seems shortsighted.

He said many of the students at the school can't go far away to "do the Joe College thing" and must rely on a local state college.

"I think to an extent it is a popularity contest," Ourand said. "But the decision seems to be made by people who don't seem to know what a college is supposed to do.

"It seems that a college is a wonderful opportunity," he said. "To cut out portions of that is really to handicap the institution." ■

55. Associated Press

06-03 8:29a

Alcorn supervisors donate computers to students

CORINTH, Miss. (AP) - Students in Alcorn County will be able to hone their computer skills on equipment originally intended for use in NASA's advanced solid rocket motor program.

The equipment from an office

complex at the Yellow Creek industrial park became state property when Mississippi acquired ownership of the former federally owned site. Yellow Creek, which is being developed as an industrial park, was recently named Tri-State Commerce Park.

Supervisor Lamar Fields, a member of the Tri-State Commerce Park Commission, said 20 computers are being donated to each of the counties represented on the commission. The hardware is valued at about \$5,000, Fields said.

The Alcorn Board of Supervisors Monday voted to give 10 computers each

to the Alcorn County and Corinth city school districts.■

56. Associated Press

06-03 6:02a

Former dropout finds motivation in Georgia, now heading for college

VALDOSTA, Ga. (AP) - Michael T. Johnson is heading to Valdosta State University this fall, dreaming of a math degree and possibly becoming a teacher.

It's quite a change for the young man from St. Augustine, Fla., who dropped out of school there in the middle of his junior year.

He found renewed interest in school when he transferred to Georgia Christian school at Dasher, just south of Valdosta in south Georgia.

"I just didn't fit into that environment and there was nothing there to motivate me," Johnson said of his school experience in his hometown. "It was just such a big school."

He drifted out of the St. Augustine

"I definitely missed him," Johnson said. "But now I have a lot of close friends and I like being here. I like being in Valdosta as a whole. It's more laid-back here than it was in St.

system two days before midterm exams during the spring quarter of his junior year. His gifted classification was changed to that of a dropout.

One of his friends had left school shortly before Johnson did and headed to Dasher to live with his grandparents and attend Georgia Christian. Johnson had wanted to go with him, but his parents didn't agree.

Moving would mean Johnson would be forced to live on his own. It would be up to him to take care of himself, prepare himself for school each day and keep himself motivated.

"Near the end of that summer, I had gotten into a little trouble," Johnson said. "And, actually, my parents pushed me toward my final decision."

Augustine and I'm more involved with my church and my community. I really like that."

Johnson will walk with other class members during Georgia Christian's

Knowing he could make it through school if he tried, Johnson made the decision to leave home at the age of 17. He moved into a trailer with his friend, facing his toughest challenge - repeating his junior year in a new school with a new attitude.

"Coming back to school and getting back into the habit of doing the work was the hardest thing for me," Johnson said.

He successfully finished that junior year, became active in the Interact Club and the track team and quickly grew accustomed to the lifestyle found in a small, close-knit community.

His friend graduated and Johnson was left to face his senior year alone in Dasher.

graduation this evening and will have the college prep notation on the diploma he receives. His parents and his friend have traveled from St. Augustine to watch the last few steps of a long walk.■

57. Associated Press

06-03 0:46a

Study shows some juvenile facilities lacking in teachers

RICHMOND (AP) - Virginia is violating requirements for staffing half of its 18 juvenile detention centers with teachers, a new study shows.

Mark I. Soler, a youth advocate, said the Virginia Department of Education bases its funding for youth centers on a facility's designed capacity - not on actual population.

Most of the centers are over capacity, he said.

"An insufficient number of teachers makes it difficult if not impossible for detention centers to provide appropriate educational services to children who need the most assistance," said Soler, president of the Youth Law Center in Washington.

State records show nine of the 18 state-run detention centers are not meeting the required one teacher for every 12 students. At the Crater home,

for example, the teacher-student ratio last year ranged from 1-to-21 to 1-to-29, he said.

Richard T. La Pointe, state superintendent of public instruction, said the Department of Education - the agency responsible for teaching youths in detention homes - is concerned about the issue and is looking into the matter.

He said he met with representatives of the Youth Law Center and the Virginia Poverty Law Center in Richmond to explore solutions to the problem. But La Pointe also said he couldn't comment on the accuracy of the study.

Youth detention centers are used to hold juveniles awaiting trial. As of last week, state records showed 18 homes held 838 juveniles.

Juveniles sentenced to prison are usually sent to one of seven state juvenile

correction centers, which hold about 1,200 individuals.

Soler said overcrowding in the juvenile detention centers leads to congested classes, shortened school days or split teaching shifts. The homes reportedly lacking in teaching staff were Roanoke, New River Valley, Rappahannock, Prince William, Henrico, Tidewater, Newport News, Crater and Chesterfield.

The study used data obtained under the Freedom of Information Act from the Department of Education and the Department of Juvenile Justice.

"An adequate educational program with a sufficient number of teachers is what any parents want for their child. The state should not shortchange those youth who need the most assistance," Soler said.■

58. The Dallas Morning News

June 3, 1997

Gonzalez reassigning 153 administrators

About a dozen high schools will get new leaders in reshuffling at DISD

By Nora Lopez / The Dallas Morning News

In a sweeping move aimed at bringing accountability to Dallas schools, Superintendent Yvonne Gonzalez will reassign more than 150 administrators, including sending some back to the classroom.

The moves, sources said, include the demotion of former chief of staff Shirley Ison-Newsome to principal. About a dozen high schools will get new principals.

The reassignments include 77 principals, 58 assistant principals and 18 deans of instruction, district officials said. The reassignments will impact about 60 percent of the district's high schools and middle schools and 30 percent of elementary schools.

Some principals will be demoted to When Dr. Gonzalez became superintendent in January, black protesters demanded that she not demote Ms. Ison-Newsome. Instead, Dr. Gonzalez reassigned her to area superintendent and created a new associate superintendent of school and accountability. She assigned Robert Payton, an African-American, to the post, making him the No. 2 officer in the district. Mr. Brew said Dr. Gonzalez asked him not to talk to the media about possible reassignments but added, "I'm very excited."

Mr. Brew will become an area superintendent, sources said.

The administrative moves follow a May memo in which Dr. Gonzalez put principals and other administrators on notice that she planned major changes.

"Those persons who are not performing will be demoted or reassigned and those persons who are performing well will receive appropriate recognition," she said in the May 14 memo.

Some parents and administrators already knew that several high schools would have new principals because of earlier announced promotions. Those included Sunset, Hillcrest, Woodrow Wilson and Bryan Adams. Principals at Lincoln and Booker T. Washington High School for Visual and Performing Arts retired or resigned.

The district also is naming principals for eight new schools opening next year.

assistant principals and several assistant principals will be sent back to the classroom.

"It's time for action, not words or promises," Dr. Gonzalez said of the staff changes Monday. "I'm looking for ethical leadership and visionary leaders. I'm being extremely selective about where principals end up being assigned."

Dr. Gonzalez began calling administrators to her office on Monday, where she personally told them of their new assignments. She said she expects to complete the reassignments by late Tuesday and declined to release any names until all of those affected had been personally notified.

But sources said Ms. Ison-Newsome will become the new principal at Carter

Those changes will produce a domino effect with new principals being named to schools losing principals. Some deans of instruction and assistant principals will be moving into those posts.

News of the administrative shake-up spread quickly throughout the district on Monday, prompting concern and glee.

"We're delighted to have a superintendent who is willing to bite the bullet and do what is necessary to help schools succeed," said Harley Hiscox, president of the Alliance of Dallas Educators. "She's moved to get rid of bad teachers, and now she's moving to get rid of bad principals."

Dr. Ewell, who spent nearly 20 years as a Dallas schools administrator, called the moves "ambitious."

"I certainly don't remember ever having so many changes," she said. "But the hard question is, 'What difference is it going to make?' That's a question that time, work and observation will answer."

Trustee Roxan Staff, whose district had nine moves including a principal for a new elementary school, said parents are generally pleased with the changes.

"Nothing was shocking or surprising. The parents will be happy," Ms. Staff said, declining to elaborate.

Two high school principals in Ms. Staff's district - Eduardo Torres at Woodrow Wilson and Linda Isaacks at Hillcrest - were promoted to district superintendents jobs. They will oversee about 30 schools each.

High School, replacing Joseph Brew, the longtime popular administrator. Ms. Ison-Newsome could not be reached for comment.

Trustee Yvonne Ewell, a supporter of Ms. Ison-Newsome's, said she had not been informed of Ms. Ison-Newsome's reassignment.

"I haven't heard that, but I find it unbelievable," Dr. Ewell said. "Shirley is very capable in this district or any other. I don't know what this means." Last June, then-Superintendent Chad Woolery promoted Ms. Ison-Newsome to chief of staff, largely to appease African-American leaders' requests for a high-ranking black counterpart to Dr. Gonzalez, who is Hispanic and was deputy superintendent at the time.

New trustee Ron Price said that he did not attend Dr. Gonzalez's briefing Monday morning on the staff changes.

He said, however, that he was particularly pleased with the decision to promote Earl A. Jones, the principal of Florence Middle School, to the helm of Lincoln High School. Mr. Jones will replace Napoloen Lewis, who retired last month after 17 years as Lincoln principal.

Mr. Price recalled Mr. Jones' handling of a worried school community in 1995 after a 16-year-old Florence student carrying a loaded pistol trapped at least a dozen classmates for more than an hour before surrendering to police.

"That showed he knows how to work with our children and handle controversy," Mr. Price said. "He knows how to get things done."

Trustee Lynda McDow said the reassignment of principals is always difficult for the community, particularly when the principals are beloved.

"I lost a few good people," Ms. McDow said. "It kills me. But I support her appointments because I support the standards for excellence that she has set."

Rosemont Elementary School principal Tracie Fraley was reassigned to Alex W. Spence Middle School. Cynthia Billman, dean of instruction at Sunset High School, will become the new principal at Rosemont.

Rosemont PTA president Kelly Lawson said she was not pleased with Ms. Fraley's reassignment.

"We have been able to bring families back to Rosemont because of Tracie," Ms. Lawson said. "She has strengthened our core curriculum, our test scores are phenomenal and she's been able to bring some great teachers to the school. Now we have to convince people that this new principal will keep things going."

Trustee Jose Plata said he supported the changes made by Dr. Gonzalez.

"I know some people will be shell-shocked, such as the parents at Rosemont Elementary who don't want to

lose their principal, but parents must have faith in the superintendent that these are good changes," Mr. Plata said.

Outgoing Carter PTA president Ronald Jones said he was sad to lose Mr. Brew, the popular Carter principal. When district officials tried to reassign Mr. Brew to Townview Center last year in order to calm racial unrest at the supermagnet school, his students staged a walkout.

"My heart goes out for him," said Mr. Jones. "But I've always told Brew that if

we were going to lose him, that I hoped it would be to a position where he could better serve all of the district. I'm happy for him."

Mr. Brew's promotion was lauded by Mr. Hiscox.

"He's very popular and he has done a good job with a tough school," Mr. Hiscox said. "He deserves it."

Staff writer Alexei Barrionuevo contributed to this report. ■

59. Detroit Free Press

June 3, 1997

Scoring error found in state writing tests

BY PEGGY WALSH-SARNECKI Free Press Education Writer

A computer glitch that incorrectly tabulated writing scores on the 1997 High School Proficiency Test sent officials in 153 of Michigan's 649 high schools scrambling to make corrections Monday, before students graduate or leave school.

School officials were dismayed, especially after they had worked to help students improve, Dennis Casanovas, curriculum coordinator in charge of testing, said Monday.

The corrected count bumped East Detroit up to 17.1 percent — not as good as school officials had hoped, but better than the earlier report. Now the district is scrambling to update seniors' records before Saturday's graduation ceremony.

At Chelsea High School, the correction meant 55.9 percent of the students earned writing endorsements — a big improvement from the 35.6 percent first reported. Last year, almost 50 percent of the students earned the endorsements, said Principal Ron Mead.

The problem was caused when a computer programming error double-counted two of the three sections of the writing test, Peggy Dutcher, assessment consultant for the Michigan Department of Education testing office, said Monday. It was unclear Monday why only some schools' scores were counted in error.

The error was discovered after several school districts questioned big drops in writing scores despite increases in the three other subjects tested — reading,

for the summer.

But there was good news for most of the schools: Corrected reports show that more of the nearly 25,000 students affected earned writing endorsements.

The error delayed reporting of statewide results for the test until Thursday. Originally, results were to be mathematics and science. Only writing scores were affected by the error.

The company scoring the tests will pay the cost of correcting the problem, Dutcher said.

Representatives of National Computer Systems of Iowa City, Iowa, which computes the scores for the high school proficiency and Michigan Educational Assessment Program tests, did not return several telephone calls seeking comment Monday. It is in its second year of a three-year contract, worth \$4 million this year, with the Department of Education. There were no reported problems with scoring last year's tests.

All students in each affected high school will get a new report on the writing portion of the 1997 test, but there was no word on when the corrected student reports will be sent.

The state will not revoke the endorsements from any students erroneously awarded the endorsement as a result of the scoring error, Department of Education officials said.

This is the second computer problem affecting this year's test. Late last month, the state canceled its report on how many students earned endorsements by retaking the tests after the wrong formula was

released today.

One of the districts affected is East Detroit, where officials were first told the percentage of East Detroit High School students earning writing endorsements dropped to 11 percent, down 15 percentage points from last year.

used to calculate percentages, resulting in students being counted more than once, Dutcher said.

This is the second year for the proficiency test. Students are scored proficient, novice or not-yet-novice. Only those who earn a proficient score receive state endorsements on their diplomas.

Students have complained about the length of the test — it takes 11 hours over several days to administer — and its value beyond the school system. School officials have complained about not getting enough feedback to help them improve student scores. Parents have worried about how less-than-proficient scores would affect their child's chances at entering college or landing a job.

The state Legislature recently placed a moratorium on using the "novice" designation on diplomas.

State officials said writing reports will also change in these metro Detroit districts: Clawson, Detroit, Fraser, Fowlerville, Howell, Huron Valley, Lake Orion, L'Anse Creuse, Livonia, Richmond, South Lake, South Redford, Taylor, Trenton, Warren Woods and Wayne Westland. ■

60. Associated Press

06-03 1:17a.

Price tag for education grows as special session

progresses

By E.N. SMITH Associated Press Writer
CHEYENNE, Wyo. (AP) - The price tag for education continues to grow, as legislators in the Wyoming House continue to add amendments to a plan to overhaul the way the state finances education.

Both the House and Senate have been debating mirror versions of the reform bill during a special session convened to fulfill a state Supreme Court order to offer uniform, high-quality education. Both chambers advanced the bill to third and final reading, which could come as early as today.

Under the formula proposed by the bill, 18 of the state's 49 school districts would lose funding compared to the 1995-96 school year.

The formula would require the state to spend about \$42.6 million more per year on education than current levels. The anticipated cost stood at \$44.8 million before Monday's amendments.

Rep. Eli Bebout, R-Riverton, was able

As the bill was written, schools would have had to report reserve holdings to the state so it could be counted against state funding. But Hageman convinced legislators to allow schools to keep this

to convince lawmakers to adopt a \$1 million-plan to ensure that districts won't lose state funding in the next two years.

Bebout also succeeded in adding an amendment designed to allow schools to keep 50 percent of its interest earnings.

Both successful amendments were scaled-back versions of amendments that failed Saturday.

He also succeeded in adding an amendment that would allow counties and cities to keep recreational fees currently being levied.

"That money would have been offset against their revenues (by the bill), so we took it and left it the way it is (currently)," Bebout said. "It's working and I think it's something that we should leave like that until we get further down the road, maybe never change it."

Another amendment that passed once it was watered-down would add \$7 million dollars to the reform plan in an attempt to encourage smaller class sizes.

A similar amendment that failed during the first day of the special session year's reserve accounts.

"I guess it could distort the equity, since some districts have built up larger reserves," he said. "But this is such an uncertain time for school districts. They

attempted to mandate minimum and maximum class sizes, which the majority said would infringe on local control.

But Monday, "a kinder, gentler approach" to reducing class sizes passed on a 31-29 roll call vote.

Opponent Rep. Tom Rardin, R-Laramie, said simply encouraging schools to reduce class size will not ensure "we're getting any bang for our buck."

Rep. Rick Tempest, R-Casper, also spoke against the proposal, saying it would not result in smaller classes and makes no provision for generating an additional \$7 million dollars in associated costs.

Another measure added was intended to benefit schools with reserve accounts.

Rep. Jim Hageman, R-Fort Laramie, said schools that have been careful with their money can use those accounts for innovative programs outside the core curriculum.

really don't know how it's all going to work and how it's going to affect them." ■

61. The Dallas Morning News

June 3, 1997

School choice leads education legislation

Bill permits more charter campuses, eases transfers

By Terrence Stutz / The Dallas Morning News

AUSTIN - Giving Texas parents and their children more freedom to select schools was the hallmark of the Legislature's education initiatives this year.

It took most of the session to hammer out a school choice proposal, which will expand the state's charter school program and enhance the right of students to transfer away from low-performing campuses.

Along the way, legislators also fine-tuned the state's 2-year-old zero-tolerance student discipline law and approved a pay raise for teachers who are at the bottom of the salary scale.

Higher education saw passage of measure aimed at mitigating a federal appeals court decision that banned

affirmative action at state colleges and universities.

The bill would require that students graduating in the top 10 percent of their class automatically be admitted to any university with a selective admissions policy. Institutions could expand that figure to the top 25 percent.

Supporters said the measure should help minority students gain admission to the University of Texas at Austin, Texas A&M University and other top state schools, which have been forced to quit considering race in accepting students.

"The message is, 'We want you to come to our universities.' We care about our [minority] students, and the doors are still open to them," said House Higher Education Chairwoman Irma Rangel,

D-Kingsville.

Other higher-education bills approved by the Legislature would require periodic reviews of professors with tenure and a standardized core curriculum for colleges and universities that would make it easier for students to transfer between institutions.

Legislative leaders had indicated there would not be a large number of bills this year because of the massive education law passed in 1995.

The most intense debate centered on school choice proposals. One plan that would have allowed some students to attend private schools using state-backed vouchers to pay tuition was narrowly defeated on the House floor.

Lawmakers did pass a bill that would

authorize at least 100 new independent charter schools across Texas and allow nearly 800,000 students to transfer to a better public school.

"This legislation gives tremendous choice to parents and students who are unhappy with the status quo to try something different and better, whether by moving to a different public school or starting their own charter school," said Gov. George W. Bush, who supported the measure.

Although lawmakers limited the number of "open enrollment" charter schools to 20 in the 1995 reform law, there has been intense interest in expanding the program. The Texas Education Agency recently reported that it has 370 applications for charters that cannot be acted on.

The schools are publicly funded, exempt from most state regulations - such as class-size limits - and may enroll students regardless of where they reside.

The legislation also would allow an unlimited number of charter schools for students at risk of dropping out.

The other major school choice initiative would allow nearly 800,000

students at an estimated 1,150 low-performing campuses to transfer to a better school under the Public Education Grant program.

The student transfer program was created two years ago by the Legislature, but it faltered because of lack of publicity and resistance by school districts in accepting the students.

To boost participation, the bill would require that parents be notified several months before the new school year that their children are eligible for the program. School districts also would for the first time receive financial incentives to accept the students.

On another issue, the Legislature adopted a bill that would allow the expulsion of students for all misdemeanor drug and alcohol offenses. The measure also is designed to ensure due process for students removed from class for misbehavior.

Legislators also considered an overhaul of the state's share-the-wealth school finance plan, which requires high-wealth districts to share their property tax revenues to equalize funding.

Those plans died when the House and Senate could not agree on legislation to cut school property taxes and boost the state's share of funding for education.

The Legislature did agree to end the long-running debate about where state funds from the Texas Lottery should go.

A bill slightly reducing school property taxes for homeowners contains a provision that would dedicate all future state revenues from the lottery to education. Supporters of the move cited public opinion polls showing that most Texans want the lottery to help pay for schools.

Even sponsors acknowledged the shift will not mean any extra dollars for public schools. Education already receives nearly 60 percent of lottery revenue because it gets that much of the state's general revenue fund, into which all lottery money now goes.

State budget writers say that if all lottery earnings are shifted to education, they simply will transfer the same amount of general revenue away. The net result is the same level of funding for education. ■

62. Associated Press

06-03 1:30a

Single parents on AFDC make it through college

YANKTON, S.D. (AP) - Seven area women who graduated from college with help from the Aid to Families with Dependent Children program are proof that education should be a component of welfare reform, an activist said.

South Dakota lawmakers made a mistake when they failed to keep education a major focus of welfare reform measures passed in Pierre this year, Jeanne Koster, director of the South Dakota Peace and Justice Center, said.

She spoke at a ceremony over the weekend that honored six women from Vermillion and one from Yankton who used AFDC to help obtain college degrees.

"The 1997 legislature has de-emphasized the educational track of this welfare program, with the exception of one year of vocational training,"

Koster said. "Today, we are happy to celebrate the educational achievements of these women, but sad that the door to this opportunity for others is closing behind them."

Rep. Garry Moore, D-Yankton, said he planned to launch an effort next year to reinstate the educational requirements for the assistance program, to be known as the Temporary Assistance to Needy Families program.

"We had the statistics to show that the program pays for itself and works for those who use it," he said. "The biggest thing will be to educate the public and legislators about how the education emphasis can benefit those in the program."

Koster said that the SDPJC has been working with the Children's Defense Network in Washington, D.C. to reopen the education track.

"Working with CDN, we have identified three different scenarios through which reinstatement would be possible," she said. "We are going to develop a plan to reinstate the education track into the assistance program."

Meanwhile, Dr. Lisa Haag Mofle, of Yankton, told graduates that participating in the AFDC program was what she needed to get her life on track.

"Without this program, I would still be waiting tables and cleaning houses," she said. "With these minimum wage jobs, I couldn't have ever offered my family more than poverty."

Mofle said few people, including her caseworker, had faith in her.

"There are so many stereotypes about people on welfare being lazy and taking advantage of the system. It got to where I didn't tell any of my fellow students what my situation really was." ■

63. Associated Press

06-03 2:40a

Democrats' budget proposes more money for UConn,

Sheff programs

HARTFORD, Conn. (AP) - The Democrats' proposal for the two-year state budget would spend millions more on the education of children from 3-year-olds to college students.

The budget proposes keeping higher education budgets the same as last year, but anticipates saving \$3.3 million the first year and \$3.5 million the second year as professors and staff take early retirement and are replaced by lower-paid colleagues, said Rep. Denise Merrill, D-Mansfield, who sits on both the Appropriations and Education Committees.

The budget rejects the governor's plan to consolidate Charter Oak State College into the Connecticut State University system.

To address the Sheff vs. O'Neill school desegregation decision, the Democrats propose spending well above what the governor wanted, \$37 million, and what the Appropriations Committee approved, \$65 million.

Added to the Appropriations budget is \$900,000 each year to expand a school choice program beyond Hartford and \$400,000 for "Lighthouse Schools" that offer specialized studies to draw suburban students into the cities, Merrill said.

Appropriations had originally rejected the school choice funding, saying it would have benefited wealthy suburbs at the expense of cash-strapped cities. Merrill said this proposal uses state money, instead of transferring funds from cities to suburbs.

Also, the budget increases money for early childhood education for 3- to 5-year-olds, which has been seen as a key way to help urban children do well in school.

About \$12 million would be spent over two years out of money from the federal government to implement "welfare-to-work" programs. Children whose parents have left the welfare rolls for work would get some day care and some early childhood education through this money, she said.

The budget in addition proposes spending almost \$30 million in state funds over two years for early childhood education - \$7.7 million more than Appropriations had projected. ■

64. Associated Press

06-03 2:46a

UW students learning in the real world, serving others

SEATTLE (AP) - More and more these days, college students are going beyond the lab or the lecture hall and learning some of their lessons in the real world.

Hundreds of students at the University of Washington and other area colleges are earning course credits with volunteerism, called "service learning."

For example, Barney Gill, a 22-year-old UW zoology major, replanted a wetland - Bellevue's Mercer Slough Park - for "Chemistry Service Learning."

"It wasn't just some experience that I read out of a textbook," Gill said of the project he planned all quarter. "It was actually hands-on implementing a project and seeing it done, which is an experience a lot of students don't get."

The course was created five years ago by senior UW lecturer Deborah Wiegand to encourage science students to tutor or get involved in environmental projects.

Such work makes students "much more interested in what they're learning," Wiegand says.

The UW is one of 520 schools in Campus Compact, a national coalition of college and university presidents founded in 1985 to encourage community service. The organization estimates that 74 percent of its member schools offer service learning.

The UW offered 22 courses with a service learning component this year.

"It's not just about service. It really is about allowing students to be educated in a more holistic way," said Kim Johnson Bogart, director of the Edward E. Carlson Center, the UW's public service office.

This quarter, Travis White and five other students organized a park cleanup and revegetation project for a course called "Community and Environmental Planning 120." Working with a nonprofit group called TREEmendous, White coordinated with Seattle's parks department and passed out fliers to rally volunteer support for last Saturday's cleanup project in West Seattle's Fairmount Park.

White, a 21-year-old architecture and landscape architecture major, will give an in-class presentation this week and then write a final paper.

"We're supposed to take what we're learning in the class and what we've been doing with the community service and integrate it in this final project," White said.

"I think it has helped me deal with more of the practical planning issues and to see how the community works on environmental planning."

In 1994, the Carlson Center received a two-year federal grant to make service learning part of an entire department, rather than leaving it to individual

professors. The geography department was selected, and offered service learning in 11 courses this year, up from three last year.

Victoria Lawson, a geography professor who specializes in Latin America, was one of the first to participate. She wanted her students to be exposed to the realities of poverty, hunger and homelessness.

"I could see the power of the students being confronted with some of the issues I was discussing in a very human way," Lawson said. "It sort of hits them in the face, and then they're forced to grapple with it on a gut level."

The volunteer work has to make sense in the context of the course, she noted.

"It is not easy to integrate ground-level, experiential, powerful learning with intellectual learning. It's not good to just add service learning and stir," Lawson said.

Andria Roeber, a junior majoring in Latin American studies, chose to work for Green Guatemala, an all-volunteer organization working to improve the economic, agricultural and political lives of people in that Central American nation.

"After a while papers get really boring, we're doing so many all the time," said Roeber, 27. "This is more hands on."

Classmate Angelyn Frazer is working for the Northwest Immigrants Rights

Project, a non-profit organization trying to provide legal advice for those grappling with immigration and welfare reform legislation.

"I know it's going to take me further, just having that knowledge," said Frazier, 30, who is considering studying immigration law. "I could walk into a law office probably in the next month and say, 'You need some help in

immigration?'"

At Seattle University, service learning is part of 25 undergraduate courses. Last fall, 170 students put in 2,100 hours of service.

"It's part of our educational vision," said Mark Long, coordinator at the Roman Catholic school's volunteer center. "It's also part of the vision of what our students should be like after they've

completed their time here."

Seattle Pacific University, a Christian school, also integrates service into its mission. Every year, SPU students perform 20,000 hours of community service in the Seattle area, and 120 students work outside the United States, said John van Keppel, associate director of campus ministries. ■

65. The Dallas Morning News

June 3, 1997

Diversity on campus addressed in session

Bills were response to Hopwood decision

By Sylvia Moreno / The Dallas Morning News

AUSTIN - For the first time in recent history, lawmakers said, they made it their business to dictate college admissions policies to ensure diverse campuses across Texas.

This was the session, say some

The case, known for lead plaintiff Cheryl Hopwood, set the scene for legislative efforts this session to preserve standing for minorities, not only in higher education but also in state hiring and contracting.

Faced with the legal ban on using race- and ethnicity-based methods to promote diversity, legislators sought to devise creative - and legal - ways to ensure that colleges reach out to minority students.

The answer to the conundrum was embodied in the "Top 10 percent" bill sponsored by Rep. Irma Rangel, D-Kingsville, and Sen. Royce West, D-Dallas.

Under the measure, already signed into law by Gov. George W. Bush, the state's public colleges and universities will have to offer admission to any Texas high school applicant who graduates in the top 10 percent of his or her class. Colleges may opt to offer automatic admission to students in the top 25 percent of their classes.

Under the bill, students other than those who qualify for automatic admission will be selected based on "race-neutral" criteria that include a

legislators, that will be known simply as "post-Hopwood" - the buzz phrase conjuring up the federal court ruling that banned the affirmative action admissions policy at the University of Texas Law School.

student's socioeconomic background, leadership potential, parents' education level and the student's extracurricular activities, including jobs held during school to support the family.

"I think that that bill can be useful," said Al Kauffman, a senior attorney for the Mexican-American Legal Defense and Educational Fund. "But it's going to take a lot of work to continue to monitor the universities."

A second, more controversial, admissions bill aimed at "leveling the playing field" for minority students made it out of the Legislature over the weekend. The bill has been sent to Mr. Bush, but his office has said the governor is undecided on whether to sign it.

That measure would require public colleges and universities to apply the same grade point average admissions standard to all students.

The bill, written by Rep. Ron Wilson, D-Houston, was filed in response to the Hopwood decision, which halted minority recruiting - except for that of athletes, who are often admitted to UT and Texas A&M, for instance, on the basis of athletic prowess rather than academic skills.

That decision was subsequently interpreted by Attorney General Dan Morales to apply to all affirmative action policies at all public colleges and universities.

The bill crystalized the issue of race in the legislative debate, forcing an emotional soliloquy by one Houston legislator over whether Texas' top schools value minority students more for their running ability or vertical leaps than for their academic potential.

Neither of the admissions bills, however, deals with entrance standards for graduate or professional schools.

The Legislature also passed a bill requiring the Texas Higher Education Coordinating Board to monitor minority admissions, scholarships and graduation rates at state colleges and universities in the wake of the Hopwood decision. The bill was sent last week to Mr. Bush, whose spokeswoman said Monday that he was still considering it.

The session also opened with a clear message from the Republican-controlled Senate that state-endorsed minority contracting and minority hiring programs were in jeopardy this year.

In the end, the goals set in the budget six years ago to promote state agencies' hiring of minority members and to increase minority participation in state-issued contracts remained intact. ■

66. Associated Press

06-03 3:07a

Governor to ask Legislature to create boarding school

b

ST. PAUL (AP) - Gov. Arne Carlson said he plans to ask the 1998 Legislature

for money to create a boarding school for adolescents who need to get away from their home environments.

"We need to open up more kinds of schools. We need specialty schools, boutique schools," Carlson said.

Carlson made his comments Monday after a tour of Totem Town, a juvenile correctional facility in St. Paul operated by Ramsey County.

Carlson's concept of a boarding school would not be a correctional facility and

would not be operated by the state Department of Corrections, said Janet Entzel, assistant commissioner for the Corrections Department.

As envisioned, it would provide structured living and learning on a year-round basis for adolescents. Some might be referred by the courts, but not as part of a penalty or punishment. The boarding school also could be an alternative to foster care for some children, Ms. Entzel said. No site has

been determined.

The governor said the boarding school could be established as a charter school, an independently organized school, which operates free of many state educational constraints.

Carlson has repeatedly criticized what he considers a monolithic public school system that differs little from district to district. ■

67. Detroit Free Press

June 3, 1997

Police to reward kids for being good

BY LOUIS S. CLOTMAN Free Press Staff Writer

This summer 7-Eleven is breaking the ice between kids and cops.

Starting this week, 33

The initiative, called Operation Chill, rewards kids for good deeds while trying to foster a positive relationship with officers.

"There's always the perception that police officers are arresting and ticketing. Officers are compassionate too," Farmington Hills Police Chief William Dwyer said Monday.

"This is an effort to bring the community closer to the police

law-enforcement agencies in southeast Michigan will be launching a massive manhunt for kids who perform random acts of goodness — from wearing a helmet while in-line skating to picking up department and the police department closer to the community."

Mark Parrinello, a crime prevention officer with the Adrian Police Department, couldn't be more excited.

"Our officers are all for it," he said Monday. "This will give kids a chance to interact with officers in a positive way instead of seeing them after something negative happens."

Operation Chill was masterminded by

litter, wearing a seat belt or getting involved in community events or projects.

Their reward: a coupon for a 12-ounce Slurpee from 7-Eleven.

the 7-Eleven chain, which is known for its trademark Slurpee, a semifrozen carbonated drink. Officers plan to give out 36,000 Slurpee coupons throughout the summer.

"Slurpees are good for everyone, from age 2 to 102," said Rick Fernandez, loss prevention manager for 7-Eleven's Greater Midwest Division. ■

68. Associated Press

06-03 3:18a

Poshard backs Edgar's idea but says leadership needed

By RAY LONG AP Political Writer

SPRINGFIELD, Ill. (AP) - A governor can manage and a governor can lead, and what Illinois needs is a leader on education issues, said Glenn Poshard, a Democratic candidate who wants the job.

"You can't just manage it," Poshard said Monday. "There's difference between management and leadership."

As part of an education overhaul, Gov. Jim Edgar proposed raising the income tax 25 percent, cutting property taxes and pumping more money into schools. But the General Assembly adjourned over the weekend without passing the governor's plan.

Poshard, a congressman from Marion, made the comments as he announced the support of a group of 125 labor leaders

and unions throughout Illinois.

Eric Robinson, Edgar's spokesman, defended the governor's efforts to overhaul school funding, pointing to Democratic House Speaker Michael Madigan's praise for Edgar's endeavor.

Madigan's "analysis ought to mean more than one coming from someone who wasn't even around," Robinson said.

Poshard said he backed Edgar's idea and compared it to a similar bill he failed to push through the Legislature a decade ago.

But Poshard contended a governor has to sit down with lawmakers, mayors and people throughout the state to see if he can help them in unrelated matters in exchange for their help when he needs it on an issue.

"That's the nature of our business,"

Poshard said. "It may be the greater need for people in the suburbs has something to do with who knows? Environment, infrastructure, whatever."

The Edgar plan passed the House, largely because Madigan's Democrats supplied most of the votes.

But Edgar could not convince Senate President James "Pate" Philip, a DuPage County Republican, to put the governor's education overhaul up for a vote in the full Senate. The measure died in a Republican-controlled Senate committee.

In turn, Senate Republicans passed their own proposal that would have added \$455 million for schools and raised taxes on cigarettes and telephone bills. House Democrats killed that in a committee. ■

69. Los Angeles Times

* 06/03/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

School Plans Class in Sign Language Education: Trustees on Thursday will consider proposal for pilot program at Thousand Oaks High. More than 30 students have already signed up.

By KATE FOLMAR
TIMES STAFF WRITER

THOUSAND OAKS — Ventura County's foreign language menu for high schoolers offers a steady diet of the staples—Spanish and French—with a smattering of German classes.

Now Thousand Oaks High School is ready to serve up more exotic foreign language fare: American Sign Language. The school is poised to become among the first in the county to offer an ASL

Students are curious about deaf life and culture. Talking with one's hands is fun. Sign language fills foreign language requirements for Cal State and University of California schools. And job opportunities for fluent "speakers" of sign language are plentiful.

"It's a great idea," said Ventura County Supt. of Schools Charles Weis. "ASL is a valuable tool in a variety of settings."

ASL speakers find work as translators and as teachers of autistic and developmentally disabled youngsters, according to Michelle Morrissey, a community client advisor with the Greater Los Angeles Council on Deafness.

In Los Angeles County alone, there are from 750,000 to 1 million deaf and hard-of-hearing people, Morrissey said.

"You could be a translator or work in deaf advocacy, of course," she said. "Or you could specialize in deaf and hard-of-hearing clients as a doctor, a psychologist or a real estate agent.

class, with a proposal before Conejo Valley Unified School District trustees Thursday.

The proposed pilot program is the brainchild of Marty Crawford Hoffmeier, an English teacher at Thousand Oaks High who learned ASL in college.

Students have already shown they want the program, she said.

A sign language club that met at lunchtime regularly attracted 30 to 60 students. And even though the pilot class has yet to receive school board approval, There's a need out there."

Hoffmeier's proposal would offer the class as an elective for sophomores, juniors and seniors through the foreign languages department. Hoffmeier has yet to find funding for textbooks but said she is hopeful about grant possibilities.

In the class, students would learn ASL vocabulary, syntax, storytelling and the visual skills to understand the signs of others. By learning songs, practicing a sign language job interview and listening to guest speakers, pupils should come away from the introductory level course with an understanding of deaf culture.

Whenever possible, Hoffmeier said, students would sign with deaf people.

"A bunch of hearing people signing to each other in a room is like living in a bottle," she said. "You have to have some exposure to the deaf culture."

That exposure shouldn't be hard to come by in eastern Ventura County—both Moorpark College and Oxnard College have programs catering to deaf students. And in the San Fernando

32 students have signed up for the fall offering. The proposal will get its second and final hearing before the school board June 19.

"I think teenagers are enthusiastic and tend to be inclusive," Hoffmeier said. "They're relational creatures. Signing to them is a way to reach out to a new bunch of folks."

American Sign Language holds more allure as well, she said.

Valley, CSUN is home to a Deaf Studies Department and the National Center on Deafness.

Or, if students want to practice their ASL with other novices, they can chat with Rio Mesa High students, who also have access to sign language classes. Some Conejo Valley Unified School District trustees are waiting to hear Hoffmeier's pitch before deciding whether to approve the class. A supporter of the idea is trustee Elaine McKearn, whose 12-year-old daughter has Down's syndrome and learned sign language as her first language.

"I think it would be a great addition to our school district," she said. "I would even like to take the class."

The concept is appealing, said Charles Eklund, the director of secondary education.

"It's a high-interest course with lots of opportunities," Eklund said. "I think students will take the class."■

70. The Orlando Sentinel

June 3, 1997

Vote by teachers deflates plans for Windy Ridge switch to charter

By Catherine Hinman of The Sentinel Staff

In a close vote, Windy Ridge Elementary School teachers have killed a

plan that would have made the southwest Orange County school the first public

school in the state to convert to a charter. The Windy Ridge charter proposal

was approved by the Orange County School Board only a month ago. But the contract that was negotiated then between district officials and school representatives — an agreement that would have given Windy Ridge some autonomy from the public school system — had to gain final approval from parents and teachers.

When the votes were tallied Monday at the office of an Orlando accounting firm, teachers who didn't want the charter outnumbered those who did 22 to 19. Six teachers did not vote.

The teachers' vote was in contrast to that of Windy Ridge parents, 189 of who voted for the charter and 27 against it. However, only 36 percent of the 605 Windy Ridge parent households voted.

Nancy Borkes, chairman of the Windy Ridge Community Charter School board, said teachers ultimately were swayed against the bold move by the issue of job security. In granting the charter, district officials agreed to give teachers at Windy Ridge a special leave of absence that would have maintained their salary and retirement status if they wanted to return to regular district employment at another School Board attorney Frank Kruppenbacher, said the district went beyond what the law required in granting the teachers leave.

"The law is really poorly written," he said. "The legislation just didn't deal with the reality of how public education works."

school.

But their tenure at the Windy Ridge charter school would not have counted if they went to another Orange County school, which would have made them more vulnerable to layoffs or "involuntary transfers" to other schools. Also, teachers on annual contracts could not earn long-term professional service contracts with the district — traditionally given after three years of service — in their time at Windy Ridge.

"The big problem is the teachers wanted to consider themselves Orange County teachers and the district did not," Borkes said. "I think that is the basic element of the problem."

A charter school is a public school that has been freed to operate without the constraints of many state and district regulations. While 30 or more such schools may open around the state this fall — including two in Orange County — all until Windy Ridge were small startup schools.

In Florida, Windy Ridge promised to test on a large scale the legislative promise that charter schools could spark more innovative teaching practices and

Both district and school officials said the arduous and sometimes contentious negotiations were not wasted. Deputy Superintendent Bob Williams said the district would continue to work with Windy Ridge to achieve the vision it set out in its charter proposal, including the addition of a middle school.

school services.

But what Windy Ridge officials had envisioned for their students under the charter already had been curtailed under the contract Orange County offered. Under that agreement, the county would have retained financial and policy oversight over Windy Ridge.

Negotiators for Windy Ridge settled for the contract as a first step. But last week teacher seniority became a pivotal issue during a meeting at which teachers were told that the district's position was not negotiable.

Cliff McInturff, president of the Orange County Classroom Teacher's Association, was not surprised at Monday's vote.

"The district was viewing these teachers as if they were not even in the county," he said. "The interpretation the district had of the law made it difficult for experienced teachers to want to make that choice because they would lose if they wanted to come back."

McInturff thinks that the district purposefully took a conservative view of the state law that created charter schools.

As it would have this fall under a charter, Windy Ridge Elementary may still be able to add sixth grade this fall.

"Windy Ridge has been a catalyst for change," Williams said, "and they can continue to do that under the umbrella of Orange County." ■

71. Los Angeles Times

* 06/03/97; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-1

Campus Planners Told to Put Academics First Education: Cal State trustee says the foundation of the hoped-for university at the state hospital site should be a strong curriculum.

By FRED ALVAREZ
TIMES STAFF WRITER

A Cal State University trustee said Monday that efforts to convert Camarillo State Hospital into a four-year college should focus more on building a solid academic program rather than money-making ventures to finance the school well into the next century.

During a meeting to review the development of Ventura County's first public university, planners said they were exploring ways to expand the size of the school so it could handle more than 3,000

students after the year 2005.

One idea was to swap a university-owned lemon orchard near Central Avenue for 280 acres south of Camarillo that could be leased or developed.

But while planners were in the middle of a presentation on that proposal, trustee William D. Campbell piped up, suggesting that they were getting ahead of themselves.

Campbell told planners they should be paying more attention to fashioning an academic plan that would help get the

Ventura County campus off the ground and set it apart from others in the state.

"I think we really need to back into this with a strong academic program," said Campbell, adding that he favors retaining the Camarillo lemon orchard for academic-related uses.

"It really needs to be a comprehensive plan to be effective and get political support," Campbell said. "I don't think you should be spending so much effort . . . figuring out how to shuffle land around like we're playing Monopoly."

Taking a cue from Campbell, Cal

State planners said their focus now is likely to shift somewhat.

While conceding that they need to focus on an academic plan to launch the university, they cautioned that they needed to keep an eye on long-term finances.

"I don't think this is an issue that will go away," said Richard West, Cal State's senior vice chancellor for finances.

As it stands, planners have suggested that the state hospital could not be converted into a university unless nearly the entire campus was dedicated to a range of income-generating ventures.

Those include the creation of a sprawling retirement community on the outskirts of the site and an aggressive leasing program that initially would put most of the sprawling campus in the hands of private businesses.

By the year 2005, those and other projects would generate an estimated \$6.1 million a year, enough to renovate buildings to handle 3,000 students.

But Cal State planners had been aiming beyond that, knowing they will need to raise more cash to continue to expand the college and its student population.

"I think this may take the pressure off us from a financial perspective," said Mary Stephens, executive project manager for the developing campus. "I think what they've told us is not to ignore any options, but that [development] should not be the prime focus, it should not drive the planning process."

What's driving the process now is time. Cal State officials will meet with trustees throughout the summer to provide progress reports.

And they hope to come before the full board, perhaps as early as September, to lay out the entire plan to convert the mental hospital into a university.

With so much attention being paid to the tricky finances, some trustees are worried that a larger message is being lost in the process.

Ventura County is the largest county in the state without a four-year public university. And while the county has had a college campus on the drawing board for three decades, it has been unable to turn the concept into a reality.

"We need to look at what the potential demand is in Ventura County," said trustee Jim Considine. "I feel that need has kind of gotten lost with the focus on the physical plant and lots of other things." ■

72. New York Newsday

June 3, 1997

Pataki's Prep School Daughter

By Michael Slackman. ALBANY BUREAU CHIEF

Albany - Less than a week after Gov. George Pataki boasted of his support for public education saying, "My kids go to excellent public schools in this state," his daughter graduated from a selective prep school in Massachusetts.

Though Pataki said the main reason he did not move his family into the governor's mansion was so his children would not have to change schools, aides confirmed yesterday that shortly after his 1994 election his daughter Emily enrolled at Deerfield Academy and spent her junior and senior years there.

"It was a family decision," said Pataki press secretary Michael McKeon. "He has three [other] kids in public schools. What's the point?"

Sunday, along with a grandnephew of former President George Bush and the daughter of New Jersey Gov. Christine Todd Whitman, Emily Pataki graduated from the \$22,700-a-year preparatory school situated on 250 acres in Deerfield, Mass. She plans to attend Yale, her father's alma mater, in the fall.

Pataki's aides say the governor made no effort to conceal his daughter's enrollment in the out-of-state boarding school. But her attendance only became publicly known when Bush gave the commencement speech and Massachusetts news reports matter-of-factly noted the governor was there.

Just last week, Pataki unveiled a controversial education plan that would allow for creation of independent,

tax-supported schools chartered by the state. Asked if the effort signaled his concern that public schools were ineffective, Pataki said: "It is a very sincere effort to improve a public education at all levels . . . We have some excellent public schools in this state. My kids go to excellent public schools in this state. But we always have to look to be better."

While Pataki's attendance at the Deerfield commencement was not included on his public schedule, his director of public relations, Zenia Mucha, said there had been no attempt to keep Emily's enrollment under wraps. "She wanted to go to Deerfield. It's something she wanted to do," Mucha said. ■

73. Los Angeles Times

* 06/03/97; Edition: Home Edition; Section: Metro Desk; Page A-3

College Bill Had Lots of Support, but No Votes Assembly: Democratic panel kills GOP lawmaker's savings plan, which had bipartisan backing. He calls it politics; others cite stiff competition for funds.

By JENIFER WARREN

TIMES STAFF WRITER
SACRAMENTO — A week ago,

nobody around here would have bet against Assembly Bill 13. But

sometimes, bad things happen to good legislation.

Such was the case Friday, when AB 13—a modest proposal to create a state-run, tax-free savings program for parents of college-bound kids—hit a wall and exploded like an overripe tomato.

The bill's fate has left its author dazed and disgusted. Assemblyman Brooks Firestone, a Republican from Santa Barbara County, can't understand how his most popular piece of legislation could wind up on the capital junk heap of 1997.

"It's a shame," he said Monday. "This bill deserves to live. It has a lot of friends."

Or so it seemed.

Earlier this year, AB 13 triggered a love fest as lawmakers lined up like woozy suitors to add their names to the bill. In the end, 50 co-authors signed on—liberal Democrats and conservative Republicans alike—and the bill sailed.

"You have to balance the good ideas with the finite pool of resources," said Assembly Majority Leader Antonio Villaraigosa (D-Los Angeles), another co-author who put the skids on the bill. "The idea [of AB 13] is one I support—that's why I put my name on it. But given other pressures, it's not a top priority this year."

To be sure, the Appropriations Committee was faced with far more requests for money than its members could afford. By one preliminary estimate, the committee had \$8 billion worth of proposals before it this year—and sent less than \$200 million worth of bills to the Assembly floor.

Firestone understands that the competition for dollars is fierce—especially for a member of the minority party—but he insists that when it comes to AB 13, the fiscal argument doesn't hold up. True, his program—dubbed

through two committees without encountering a single whitecap of dissent.

But on Friday, in Room 4202 of the Capitol, AB 13 appeared before the powerful Assembly Appropriations Committee. And there, with nary a word of debate, the bill's silky slide through the Legislature ended, as all 13 of the committee's Democrats gave it the thumbs down.

All of this might seem humdrum, if not for one odd wrinkle: Among the Democrats opposing the bill were five co-authors, including one—Speaker Pro Tem Sheila Kuehl of Santa Monica—who had sent out a news release in April extolling its merits.

"As the cost of a college education increases," Kuehl's release said, programs like Firestone's "become more and more important for California families."

How could such support have withered so? Were partisan politics to Scholarshare—required start-up funding of \$1.1 million, but he proposed to repay that amount from earnings from the Scholarshare program once it was in business.

"Scholarshare is designed to be self-supporting," Firestone said. "This was absolutely not going to be a drain on the general fund."

Though the picture is bleak for AB 13, Firestone says he has not given up. On Monday, he made a motion to have his bill heard on the Assembly floor. That motion requires a majority of votes and is a longshot at best, Firestone said.

Should that tactic fail, Firestone may try another option—persuading a Democrat to take over the Scholarshare bill as leading author. Perhaps then, he said, Democrats would consider the legislation a high priority this year.

"If that's what it takes, we may do it," Firestone said.

blame? Had Democrats smothered AB 13 to ding Firestone, a likely Republican candidate for lieutenant governor in 1998?

Firestone and his backers think they smell a rat: "This would not be the first time," the assemblyman said, "that politics inhibited good policy."

But the Democrats who tanked the bill insist that there is no such agenda at work. Firestone, a moderate Republican, is "a very agreeable type," said Assemblyman Don Perata (D-Alameda), and "we don't wish him ill at all."

"No, no," agreed Assemblyman Mike Machado (D-Linden), another co-author who withdrew his support of AB 13 in the end. "It's not a personal thing."

Instead, these and other Democrats said, it was money—or a lack of it—that did in AB 13. With a limited amount of money to spend, they said, some bills simply didn't make the cut.

Scholarshare—modeled after programs in other states—would pool parents' investments in a government-run savings plan, allowing them to obtain a higher rate of return than an individual could. Families could invest at whatever level they choose, and their earnings would be federally tax-free and subject to state income tax only when the money is withdrawn to pay for college.

A competing proposal is pending in the state Senate. Sponsored by Sen. Tom Hayden (D-Los Angeles), the bill aims to allow parents to entirely prepay their children's college tuition—locking in tomorrow's education at today's rates.

But Hayden's bill has one problem—an opponent in Gov. Pete Wilson, who considers the plan risky. Wilson has vetoed Hayden's bill once, and there is no indication that he feels any warmer about the concept now. ■

74. Boston Globe

June 2, 1997

Some on Hill say teachers' union ad uses praise as feint

By Don Aucoin, Globe Staff, page B2

There is an almost paternal pride in the narrator's voice as he ticks off the glories of the 1993 Education Reform Act: the higher academic standards, the smaller class sizes, the tougher teacher-certification requirements.

In a radio commercial being broadcast daily across the state, the narrator booming assures listeners that the education overhaul law is "a billion-dollar investment that's getting

results ... better public schools."

Proud sponsors of the message? The Massachusetts Teachers Association.

Among some on Beacon Hill who recall the teachers' union battle against major elements of the Education Reform Act, including tougher versions of some of the measures cited in the commercials, the timing of the ads is arousing suspicions. The Legislature is poised to vote soon on whether to allow an

increase in the number of charter schools - publicly funded, privately operated schools that the MTA bitterly opposes.

In recent weeks, the MTA has vigorously lobbied lawmakers to vote against an increase in the number of charter schools. Now, in what some believe is a further bid to torpedo those schools, the MTA is spending big money to trumpet the successes of a law about which it once harbored deep reservations.

"They're doing this now because they want to say ed reform is working, so let's not go to charter schools," said Senate Republican leader Brian P. Lees of East Longmeadow. Agreed Mark Roosevelt, the 1994 Democratic nominee for governor and a sponsor of the Education Reform Act who wrangled constantly with the MTA: "It's preemptive, seemingly aimed at charters."

Others, including a leading Cabinet official in the Weld administration, contend that the MTA is trying to deflect attention away from growing questions about whether \$1 billion in education overhaul money has been wisely spent. The Globe reported recently that money earmarked for education overhaul had been squandered in the Lawrence school system.

"For the past several months, there's been a growing concern about the return Senate President Thomas F. Birmingham, Democrat of Chelsea, who cosponsored the Education Reform Act with Roosevelt, recalled that while the MTA supported the overall goal of education overhaul, "there are elements of the act that they resisted, kicking and

on the investment," said Charles D. Baker Jr., state secretary of Administration and Finance. "I would think if you've been one of the primary beneficiaries of that investment, you might prefer to comment on it this way," referring to the glowing accounts of education overhaul in the ads.

Massachusetts Teachers Association president Melanie Kasparian insisted the ads are "not designed to block charter schools," though she reiterated the union's opposition to such schools. Kasparian said the MTA merely wants lawmakers to "think about the successes of ed reform." She noted that despite reservations about some aspects of the bill, the MTA did eventually support the Education Reform Act.

Kasparian, who declined to disclose the cost of the ad campaign, said that one commercial's derisive reference to screaming." Birmingham said the MTA continued to gripe about it "without telling of the good news even after it passed."

One particularly contentious issue was that of teacher certification requirements, which Birmingham said he was surprised

schemes such as turning schools into boot camps or "really far-out temples of learning" is not directed at charter schools, which often take an innovative approach to education.

"There have been incredible successes with ed reform," Kasparian said, pointing to the opening of full-day kindergarten in the town of Orange, updated curriculum materials in Holyoke, and the hiring of 118 more teachers in Fall River. "The goal of the ads is for people to start realizing that."

But others who watched the combative union in action during deliberations over education overhaul suspect a different agenda.

"They fought viciously the reform elements of the bill," recalled Steven Wilson, a former policy adviser to Weld.

to hear about in the ad. He welcomed the ad as an overdue effort to tell some of the "good news" about education overhaul.

A union of 78,000 members, the Massachusetts Teachers Association represents teachers in all but a handful of the state's communities. ■

75. Chicago Tribune

June 2, 1997

HOW SCHOOL-FUNDING BILL FELL

EDGAR, LAWMAKERS MISCALCULATED

By Rick Pearson, Tribune Staff Writer
SPRINGFIELD

When the gavel sounded the adjournment of the General Assembly's spring session early Sunday morning, it also pounded home the fact that Gov. Jim Edgar's plan for a radical overhaul of public school funding had died.

"A golden opportunity has been missed, and it's truly a shame," the governor bitterly lamented.

In reality, however, Edgar's \$1.6 billion plan to swap a 25 percent increase in personal income taxes for property-tax relief and new dollars for local schools had perished a week earlier.

It was then that rank-and-file lawmakers headed home from the Capitol for the long Memorial Day weekend, grasping copies of what they had believed to be Edgar's legacy-seeking legislation and eagerly seeking some feedback from the voters.

But while they were gone, Edgar aides slipped into the plan a provision requiring

the state to contribute an extra \$8 million a year to the pension fund of retired Chicago Public School teachers.

The move to surreptitiously help the Democratic-beholden teachers and Chicago real-estate taxpayers who are supposed to be on the hook for pension funding served only to maximize the distrust between the GOP governor and Republican legislative leaders from the suburbs.

Now, with lawmakers not scheduled to return to Springfield until Oct. 16, Edgar is being forced to regroup, for political and policy reasons, on the most important initiative in his six years as governor.

What about a special legislative session over the summer? Perhaps, if anyone among the legislative leadership actually wants to cut a school-funding reform deal with the governor.

"The governor certainly hasn't given

up on this issue," said Edgar spokesman Thomas Hardy. "I think his intent is, at some point this coming week, to meet with his senior staff and others concerned about education-funding reform to devise a strategy for where they will go next."

In retrospect, the reasons Edgar failed in the General Assembly came down to a combination of misguided legislative strategy by the governor and bad assumptions all around by Edgar, Republican Senate President James "Pate" Philip of Wood Dale and House GOP leader Lee Daniels of Elmhurst.

In the meantime, Democratic House Speaker Michael Madigan of Chicago, Edgar's chief legislative ally, achieved the principle goal of the veteran Southwest Side Democrat in the spring session.

Madigan believes he has effectively decapitated Edgar as a force for GOP candidates in the legislative campaigns

that will determine control of the General Assembly in 1998 by fracturing Illinois Republicans along a fault line built upon the prospect of an income-tax increase for schools.

Madigan's handiwork concluded the session, leaving Edgar accusing Philip of acting like a dictator, Philip believing the governor would make a fine candidate for the U.S. Senate and Republicans, in general, in a state of chaos.

"I'm very, very sad that the governor's education bill was not called for a vote in the Senate. It's a tragedy. It should not have happened," Madigan said as he exited the Capitol.

In the end, there was plenty of blame to toss around, with virtually all of it falling upon Republicans who believed they knew one another, and how to play the political game, better than they did.

Edgar's strategy involved drawing out Republican leaders in the House and Senate also decided to lock up their caucuses against Edgar's plan, believing it to be a negotiating position that could force the governor into a compromise.

While they lined up like musketeers chanting, "All for one and one for all," they also ended up falling on their swords when there was no second chance to vote

lawmakers on the issue until the very last moment, choosing to unveil his proposal on May 23, which was to have been the last day of the spring session.

He then tried to leave the General Assembly with the impression that his was a take-it-or-leave-it plan on the overriding issue of the session.

But in the Illinois legislature, history dictates that almost everything of a controversial nature must die once, only to be resurrected in the form of a compromise agreed upon by the legislative leadership. Compromise, however, was something in which Edgar was not very interested.

Edgar also wrongly believed that House approval of the plan would ultimately force Philip, known for his flexibility on controversial issues, to buckle eventually and call the measure for a vote. Philip, however, merely on school funding.

Ultimately, Philip thought he could approach the governor much in the way he had been used to dealing with Edgar's predecessor, James Thompson, on major issues. Thompson would lose, schmooze and then cut a deal with him.

And Edgar in many ways thought he was Thompson, believing he was giving

buckled up his Republican senators.

And the governor peppered his proposal with such things as the Chicago teacher pension funds, a limited school-repair program and job reforms agreed upon with teacher unions that he had to know Republican lawmakers were all but certain to reject.

But Republican lawmakers made their own missteps.

Philip assumed, foremost, that the plan would never pass the House. Then, Philip made the mistake of thinking that Edgar, faced with Senate Republican resistance to an income-tax increase, would settle for a smaller, face-saving compromise.

Indeed, Senate Republicans had drawn up proposals for smaller income-tax increases that they thought could be negotiated if they could ever get back to the bargaining table.

Philip and the General Assembly a plan that bestowed the governor's high personal popularity in the polls onto individual legislators.

"There isn't a lot of communication or work on some of these issues," Philip acknowledged after dissatisfied lawmakers went home. ■

76. Philadelphia Inquirer

June 3, 1997

By Gilbert M. Gaul INQUIRER STAFF WRITER

AS SOON AS THE CARNEGIE Library of Pittsburgh wired its children's department with 20 new high-powered computers last year, Dallas Clautice noticed that her job changed.

Instead of planning story hours or cataloging books, the director of the children's department found herself wrestling with frozen computer screens, haggling with teenagers who wanted to print out 25 pages of Mortal Kombat codes, and policing pint-sized kids wandering aimlessly down the Internet.

A surprising number of those children couldn't read, let alone construct a successful Internet search. They would put in the word shark, often misspelled, and get 2,000 hits. Mystified, they'd begin clicking randomly, sometimes ending up at the home page for the San Jose Sharks, a professional hockey team.

Bad searches were only the half of it. It didn't take teenagers long to find the pornography scattered across the World Wide Web. "I have a file I call the gross file," Clautice said. "It's filled with the really sleazy, awful stuff - and those are only the pages they left behind."

Once, she came upon a 10-year-old boy chatting online with an inmate at a state prison. "I told him, 'Please be careful. Don't give anyone your name!'"

"When you have 20 computers, seven printers and nine CD-ROMs, you're just going in seven different directions," Clautice said. "It's been a very stressful time."

Stressful? Try chaotic, raucous and, yes, at times even wonderful.

As society's repositories for books, public libraries are at ground zero in the Information Revolution. But the transition to the digital age has not been easy.

Not the least of the challenges and questions confronting them: Are computers and Internet access undercutting libraries' traditional mission of promoting reading and literacy? Librarians say it's too early to tell. But they note that circulation of reading material is falling at some libraries that have gone high-tech. Nationally, circulation has dropped the last two years.

"It wouldn't surprise me if that's an impact of the new technology," said Mary Jo Lynch, head of research for the

American Library Association. "What libraries are saying to us is, we may need a new way of measuring what we're doing."

For more than a century, libraries have been the unchallenged leaders in dispensing information. Now the sweep of digital technologies, with ever-more-powerful computers and software, is raising profound questions about that role.

"Libraries in the Middle Ages were repositories of information. But now when the power brokers of information talk about the Information Age, they don't seem to mention libraries," said Kathy Kneiss, head of reference services for the Allentown Public Library.

If a student can search the vast resources of the World Wide Web from home or school, why bother sloughing through stacks of books at the library?

"I think the whole Information Revolution, information highway, is a parade, and we want to be leading the parade instead of watching it go by," said Richard Bowra, director of the Dauphin County Library System.

Libraries are responding aggressively to the challenge, spending millions of

dollars buying computers, databases and software, setting up regional electronic networks, and creating home pages with access to an array of digital information.

Bookshelves crowded with hefty encyclopedias, medical dictionaries and business indexes are giving way to CD-ROMs. Card catalogs are being replaced by computer terminals that patrons can dial into from home to reserve a book.

Banks of high-speed computers with Internet hookups are being added for patrons who want to do research, check out the movie listings, or send e-mail to a friend.

THE RUSH TO TECHNOLOGY has created a schism within some libraries between those favoring the shift in resources and others calling for a reality check.

A larger issue is the hefty price tag. Adding a computer and modem, Internet hookup, CD-ROMs and reference software can easily run into thousands of dollars. For a large library, like the Free Library of Philadelphia or the Carnegie Library of Pittsburgh, it can be millions.

And those are just the up-front costs. Libraries also have to pay for the added expense of printer paper, computer disks, ink-jet cartridges, training, upgrading to more powerful computers, replacing software, and buying ever-faster modems.

"You don't really think about the fact that you're going to have to upgrade your hardware every few years," said Allentown's Kathy Kneiss. "Plus, there's the [telephone] line charges, subscriptions and services. All of those things are hidden costs."

And the new electronic resources aren't replacing printed materials, as many had expected. "It's not a case where we can drop one form of technology for another," said Nancy Smink, director of the Pottsville Public Library. "Even with the electronic resources, there is still the demand for print. It's been very costly for libraries."

In Pennsylvania, which has one of the poorest library systems in the nation, all of these problems are compounded. Many public libraries are short of books and reference materials and are staffed by poorly paid employees. Sometimes, money just isn't there for computers.

"We want them. We want them badly. But we can't afford them," said Ed Shanahan, director of the Monongahela Area Library in Washington County, in the far western part of the state. The small library has a budget of \$54,000 - or \$3.12 for each of the 17,287 residents it

Librarians who support the shift see computers revolutionizing the way they do business.

"With the Internet, it no longer matters if you are a tiny library out in western Chester County or a big district library like us. It levels the playing field by opening this great big world," said Barbara Webb, director of the Chester County Library in Exton.

Webb's library has five computers with free Internet access for the public. Under a project being developed, when patrons look up a title in the electronic catalog they will also get a list of related Web sites.

Clautice sees "wonderful possibilities" in the technology, especially when she's able to help a child find something not available in print. "At least once a day we have a wonderful serves.

Another critical issue is training. Many small libraries depend on part-time staff and volunteers, who don't have time for training. Others don't have the resources to provide training and lack employees with the technical skills needed to install and maintain computers.

"I have more computers than I know what to do with," said Harry Martini, pointing to a clutter of unopened boxes in his office at the Coatesville Area Public Library. Most of the computers had been donated.

During a reporter's visit last year, the acting director was waiting for a volunteer to set up the computers. Martini was thankful for the help but frustrated by the delay. The lone computer that was functioning didn't have a drive for CD-ROMs, so the dozen encyclopedias, databases and other CD programs he had were on a shelf, unused.

Finally, four months later, a group from West Chester University installed three of the computers. Another machine was added in the children's library. The library went online two days before Christmas.

Training consisted of a single session at the university. Who handles the inevitable glitches? Martini relies on two staffers who have developed some expertise on their computers at home and has contracted with a vendor to deal with more serious problems.

"It kills us," he said of the extra costs. "We already had a tight budget. We just ratcheted it tighter one notch."

For some libraries, there is help. Under a \$750,000 program funded by Bell Atlantic called Online at PA Libraries, up to 300 libraries could receive grants for computer hardware and

thing happen."

But she and other librarians worry about the impact on reading. And they're concerned about the quality of much of the information available online.

"What scares me is, it's a little like Oprah. You get these so-called experts who are really quoting a nice little lady's opinion about something," said Laura Shelley, director of the Northland Public Library near Pittsburgh. "An awful lot of the Internet is like that, opinion, and there is a need for a library to sort that out."

The rapid transition to digital library services poses other problems. Some are as mundane as whether to set time limits on Internet searches. The crush of patrons has forced many libraries to institute limits. But it's hard to be part of the global village when you have only 15 or 30 minutes online.

software, including Internet access.

Locally, the William Penn Foundation recently earmarked \$7.2 million for children's services at the Free Library of Philadelphia. The money will be spent to buy high-speed multimedia computers for the main library and its branches. An additional \$3 million will be reserved for future upgrades.

Officials at the Free Library hope the new technology will help revitalize neighborhood branches. Through its home page (<http://www.library.phila.gov>), library patrons can click onto the Internet and access a special site for students. They can also pull up an array of research materials, including magazine articles, job listings, and indexes of city and government services.

Officials are closely monitoring the impact. Initially, circulation of books dropped at the first eight libraries to go online.

"We don't want to be Kinko's, where people come in and just copy things," said Barbara Ickes, a library executive. "We have to market to them what a library is, in addition to being a resume-updating service."

AT 1 O'CLOCK ON A THURSDAY afternoon, several dozen patrons are huddled around a bank of 20 computer terminals in the main reading room of the Carnegie Library of Pittsburgh.

Across the room, a string quartet is playing to a small but attentive lunchtime crowd. The music forms a soothing backdrop as the patrons click away, searching the electronic catalog, aptly named Caroline (Carnegie On Line), or browsing a Web page of Pittsburgh-area resources.

The comforting mood is deceiving.

Behind this mask of civility and culture, an electronic firestorm is sweeping through the ornate facility, one of Pennsylvania's largest and best-funded libraries.

"The role of the library is changing," says Dan Iddings, an executive overseeing the shift. "We no longer see ourself as just a warehouse for printed things. We're becoming a kind of access point for materials that are in electronic form."

The Carnegie Library has 75 high-speed multimedia computers. From those workstations, patrons can access the Internet and World Wide Web, download research, print out magazine articles, and scroll selected Web pages, including the Three Rivers Free Net (<http://trfn.clpgh.org>), a local network with information on schools, government, cultural institutions and nonprofit groups.

They can review local job openings,

Soon these electronic resources will be expanding. The Carnegie Library is part of a locally funded effort to link all 40 public libraries in Allegheny County. As of January, 800 computers with Internet access had been installed in 39 libraries. An additional 300 were available for staff.

Says Iddings: "With a modem at home or from one of the workstations here, you will be able to search the catalog of any library in the county."

DOWN THE HALL FROM THE MAIN reading room, Dallas Clautice is circling the bank of computers in the children's department. A wry woman with short, cropped hair, she maneuvers her way in and out of the computers like a teacher checking a student's work.

Clautice, who has been at the Carnegie nine years, sees great potential in the computers. "We know the possibilities are there," she says.

But so far it's mostly just that - possibilities. The actual experience has been disconcerting, she says.

Children seem to be using the computers primarily for play. They come in to download games from Web pages, look at television and movie pages, and visit the Sega and Nintendo Web sites, which are accessible through a special kids' home page posted by the library.

"We didn't do that," Clautice says with a shrug. "Youth Services did that. It's advertising."

Molly Kinney, Carnegie's youth services coordinator, offered a different opinion of the popular game sites.

"The mission of the Carnegie Library is to provide not only for the educational but also for the recreational needs,"

order tickets for the symphony or a sports event, join a chat group, send an e-mail, get help with homework problems, or search the catalogs of the Carnegie's 19 branches.

"When we set out to plan this system, the whole idea was to provide access from a single point within the library to a whole variety of electronic resources," says Iddings. "Instead of delivering a book to a patron, we are opening up a world of information."

Patrons with home computers can dial into the library catalog and reserve a book, or connect to a text-based version of the Internet. Iddings is reluctant to provide a graphical interface, such as Netscape, because that would place the library in competition with commercial Internet providers that charge for their services.

A small number of libraries nationally do sell Internet accounts. But the practice Kinney said. "Sega and Nintendo are recreational. It's junk food for the mind. That's why we put those kinds of things on there."

To be sure, the computers in the children's department are busy. Children and their parents print out reams of pictures, game codes and music lyrics daily.

"We went through 2,000 pages the other Friday when the kids were off school," Clautice says. Among the most popular subjects: Disney figures, lyrics from deceased rapper Tupac Shakur and the rap group Bone Thugs-N-Harmony, Kurt Cobain's suicide note, pictures of Madonna, and the ever-popular pornography.

"It's hard to police," says Clautice. The library is buying software to restrict access to commercial pornography sites. "But it's imperfect. A lot of the worse stuff is put up there by college kids."

Unlike most libraries, the Carnegie allows patrons to chat online. This sometimes results in bizarre situations. Once Clautice observed eight teenagers sit down at the computers, enter the same chat room, and start talking to each other online. "They were sitting there right next to each other, holding a virtual conversation," she says.

The computers have had a dramatic impact on staff. Patrons require a lot more help. Extra librarians are needed to walk the floor. And questions seem to take longer to answer. "A computer question often leads to another question, and then another," Clautice says.

Less clear is the long-term impact on circulation of printed materials. Circulation declined by 10 percent in

is controversial.

The Salem (Ore.) Public Library came under attack in 1995 by local providers for selling low-cost Internet accounts. The Chamber of Commerce said the library had no more right to sell Internet connections than it did to sell CDs or videos. Ultimately, the library was allowed to keep its low-cost accounts, but had to limit what could be accessed.

The shift to electronic resources has helped to expand the Carnegie Library's reference services, Iddings says. It is now able to access resources from universities and local groups that weren't available in print. The computers are fast and easier to use, he says.

For example, they now can access the works of Shakespeare electronically. "We can do a keyword search on a word like blood and get all of the references across his whole set of works. That can be extremely useful," Iddings says.

May 1996, the month after the computers were installed.

Equally troubling: Membership in the summer reading program for children increased, but the number of books checked out was down. "It pains me to say that, but they were down," Clautice says.

"We know libraries are busier than ever, but circulation is going down. People are coming into libraries for reasons other than books and research," said Mary Clare Zales, an administrator with the State Library.

The American Library Association's Mary Jo Lynch suggested that librarians have to look at other measures, including number of visits and reference questions, to gauge how well libraries are doing. "New standards will have to be developed for electronic activities," she said.

MEANTIME, SOME LIBRARIANS ARE concerned about the effect on reading. They question how much reading actually takes place online and whether the nature of that reading, which tends to be in short bursts, is different from the sustained effort of reading a book.

They worry, too, about children who appear to respond more readily to images than words.

"I think your general person is more interested in things that are graphical and have pictures than in something that involves reading," said Martina Eddy, manager of the Wadsworth Branch of the Free Library of Philadelphia.

"At this point, you still need traditional literacy. You have to understand the alphabet to work that

keyboard. And you have to type things in to get things back," said Allentown's Kathy Kneiss. "But now, as everything's beginning to be point-and-click graphics, you're losing that traditional reading necessity. You don't even have to know how to spell."

That may mean that we're shifting from one form of literacy, the written word, to another, images. Videos, for example, now account for as much as 25 percent of circulation at some libraries.

"We can't keep them on the shelf," said Joseph Lordi of the Bayard Taylor Memorial Library in Kennett Square, who reluctantly added videos last year. "We never had them. It's not our prime function. But there was a great demand."

At the Downingtown Public Library, there are 16 rows of videos, including such titles as *Grumpy Old Men*, *The Firm* and *Wayne's World*. Down the same wall, there's an area titled "Classics." It contains four rows of generally old and threadbare books, including a few bound

together with tape.

"It's kind of a sad commentary, I guess," said director Karen Miller. "We're hoping people will be taking books out, as well as videos."

"It may be, as we make the change to a more technological and more graphical culture, there may be new definitions of literacy," said Eddy. "I personally hope that the culture of reading and literacy won't get trashed in the process."

A handful of librarians foresee a time when even books are in digital form. In this era of virtual libraries, patrons will dial into the library to download an electronic copy of a book.

"If I'm looking to read the latest novel, all I have to do is plug in my book," said Dauphin County's Richard Bowra. "Then, there's no need to go to the physical place."

Most librarians don't foresee a virtual library anytime soon. The biggest problem is technology. Reading more than 1,000 words on computer screens is

hard, because of glare, type size, and the need to scroll.

"My personal philosophy is, nothing will ever replace the hardbound book," said Kim Ringer of the Avon Grove Library. "You can't cozy up to a computer at night."

"Current book technology came into existence about 1860-1870. It probably won't become irrelevant for the next 20 to 30 years," said John Brice, director of the Meadville Public Library. "But we have to be staking out our future roles right now."

It's a matter of balance, said Brice, whose library in Crawford County includes nearly 20 computers but more than 65,000 books.

"We use computers when computers can do a better job, when it's better or faster," Brice said. "But there are still a lot of times when print is better, easier and quicker. I look at the technologies as complementing each other. I think that's the key." ■

COMMENTARY

77. Kansas City Star

June 3, 1997

Confronting the costs of racial preference

By E. THOMAS MCCLANAHAN

President Clinton's response to the controversy over affirmative action was to "mend it, not end it," but his reforms mainly continued the status quo. Meanwhile, the Republican leadership in Congress has decided to leave the incendiary matter of race for the indefinite future.

The debate may be stalled in Washington, but elsewhere it continues, as in the spring issue of *The Public Interest*. In an article entitled "How to Mend Affirmative Action" economist Glenn Loury offers a position more nuanced than that of other black critics of preferential policies.

Loury is opposed to preference, yet neither does he endorse what he calls "color-blind absolutism." Instead, he calls on employers and universities to increase black participation through "developmental" rather than "preferential" approaches - providing extra help to black students and workers, who would then be expected to meet the same standards as whites.

This strategy, he says, "takes seriously the fact of differential

performance and seeks to reverse it directly, rather than trying to hide from that fact by setting a different threshold of expectation for the performance of blacks."

A thoroughly color-blind approach, Loury argues, is inappropriate because group performance is based on the availability of educational opportunity, connections and other group legacies - what Loury calls "social capital." For historical reasons, he says, the development of black social capital has lagged that of whites.

Developmental affirmative action might work this way. If the problem is thin black representation in the fields of math and science, then an appropriate strategy would emphasize summer workshops, curriculum development at black colleges or the financing of research assistantships. If the problem is too few government contracts won by black-owned companies, then one approach would be to provide management assistance for black entrepreneurs. Black business owners, however, must then compete on an equal

basis.

The most compelling aspect of Loury's argument, however, is his withering diagnosis of the damage done by racial preference. Preferential policies, he says, lower the public perception of black people generally, undermine the incentive of black workers to develop their skills and sometimes create self-fulfilling prophecies of lower performances.

"This argument does not presume that blacks are less capable than whites," Loury explains, "it is based on the fact that an individual's need to make use of his abilities is undermined when that individual is patronized by the employer or the admissions committee."

Further, he reminds us that the current state of race relations is fundamentally contradictory. Middle-class blacks are encouraged to seek "equality" through preference, which is justified, Loury writes, by "calling attention to their own limited achievements ..."

Blacks from privileged backgrounds "now routinely engage in a kind of exhibitionism of non-achievement,

mournfully citing the higher success rates of whites in one endeavor or another in order to gain leverage for their advocacy on behalf of preferential treatment."

Those caught in this dynamic are flattering whites who are in a position to control access to desirable positions, "while exhibiting their own weakness."

Loury is largely silent about where his argument might lead in terms of public policy. Despite his disdain for "color-blind absolutists," implicit in his model is a more racially neutral government stance, since his prescription calls for equal standards regardless of race. Then there's the issue of "developmental" aid. Should it be required by government, or left to companies and colleges? Loury doesn't say.

Even so, if policymakers began

thinking in Loury's terms, that would represent progress.

He frames the underlying issue correctly: It is a matter of capital. Racial disparities exist not only because of demographic and cultural differences (groups with a lower average age tend to make less because their members have less work experience), but also because it is not always easy to "give" another person the basic elements of human capital - education, determination and a belief that effort will win rewards.

No one, for example, is "given" a job. The first step in employment is not the hiring decision, but the would-be worker's determination to make himself useful. Loury's model attempts to make more social capital available for those willing to take that first step, while eliminating the subtle corruption of

preference.

While his remedy seems fuzzy, he is devastating on the costs of failing to move beyond the existing co-dependency, which has black people cast as perpetual victims and white elites playing the part of benevolent patrons. Black people have been victimized. The grievance is real. But they are on the horns of a dilemma. The role of victim may elicit pity and compassion, but this is an incoherent strategy for fostering respect.

The costs are considerable, and Loury puts them in starkly personal terms: "The thought that my sons would come to see themselves as presumptively disadvantaged because of their race," he concludes, "is unbearable to me."

McClanahan is a member of The Star's Editorial Board. ■

78. The New York Times

06/03/97; Edition: Late Edition - Final; Section: Section A; Editorial Desk; Page 23, Column 2

Overeducated and Underpaid

By Thomas Geoghegan

CHICAGO — It may be a good year in the job market for new college graduates, but in the 1990's a surprising number of them have found that a B.A. is not all that it's cracked up to be.

Median income for a college graduate, of course, is still much higher than median income for a high school graduate. But the median income of recent college graduates fell in the first half of the 1990's, according to the Economic Policy Institute, a Washington research group.

Through most of this decade, the percentage of college graduates in "non-college jobs" has been remarkably high. At least one in five employed B.A.'s was in a non-college job, according to a 1994 survey by the Bureau of Labor Statistics, the latest such study available.

Supply and demand apply even to college graduates. Yet many New Democrats, including President Clinton, seem to tout college as the answer to our scandalous income inequality.

This is at least part of the reason for President Clinton's proposed \$1,500 tax credit — he wants to make the first two years of college "universal." The President has also proposed a \$5,000 tax deduction for college education or job training.

Is this the Big Idea of Neo-Liberalism: Draft all of us into college?

Of course, college tuition is absurdly

high. There should be more opportunity and more college aid for the less well off. But we won't slow our rising inequality just by jamming more and more kids into college.

First, a college degree is no guarantee of anything. The median annual income of Americans in the work force with no more than a B.A. degree barely nicked \$34,000 last year. And the thing about median income is that a whole lot of college graduates make less. Besides, if America doubles or triples the supply of B.A.'s, this might lower the median income.

Second, if kids go to college because high school jobs are so terrible, they may end up with these jobs anyway. If one in five employed B.A.'s is already in a non-college job, just what would happen if there's a doubling of the percentage of college graduates now in the work force, a figure that now stands at about 20 percent? What does the Bureau of Labor Statistics define as a college job?

Manager of a Blockbuster video store? Yes.

Assistant manager of Blockbuster? Maybe.

Legal secretary? Can be.

Police officer? Perhaps.

Claims adjuster? Maybe.

In many such occupations, a "college job" is just one where the boss prefers to hire someone with a college degree, and someone with a B.A. in fact takes the job. Willy Loman's job would today be called

a college job. In the 1990's it comes with the territory.

Then there are the real non-college jobs. There are B.A.'s selling ties at big downtown department stores. Now some college graduates do this voluntarily. But many have no choice. A study financed by the MacArthur Foundation found that 9.2 percent of the working poor in Chicago have B.A.'s.

True enough, holding a non-college job is a temporary condition for some. But the Bureau of Labor Statistics found that the percentage of B.A.'s in non-college jobs is high in all age groups.

It's true that B.A.'s may have a shot at some of the best non-college jobs. But is that slight advantage worth the high cost of tuition (even with the Clinton tax credit)? In the end, "universal college" could end up as a kind of surcharge for the same "Dilbert"-type or sub-"Dilbert" jobs that workers would have gotten anyway.

Shouldn't the United States be making non-college jobs more attractive, by making non-college work better paid — through union power and collective bargaining?

We forget that in the 1970's, before union busting, the income of high school graduates generally rose as fast as the pay of those with college degrees. Indeed, when college graduates went to work in the 1970's, college income began to wobble.

Why? Plain supply and demand. Richard Freeman, a noted labor economist at Harvard, even wrote a book in 1976 called "The Overeducated American."

True, once unions collapsed in the 1980's, the income of college graduates rose much faster than high school graduates'. But that was far from true in other countries. In Germany and the Netherlands, for example, the gap between college graduates' income and the pay of high school graduates actually decreased over the same period. And in many developed countries, like Japan and France, there was little or no increase in the gap.

It's true that if I were advising an 18-year-old, I would say go to college. But "universal college" is no universal panacea. What makes sense for one 18-year-old will not necessarily raise the

The best way to open "college to all" is to start raising the wages of working people who never went to college. In the 1950's and 1960's, working-class kids

income of the whole country.

The fallacy here is pointed out by Douglas Huff in his classic, "How to Lie With Statistics," a book some college freshman have to read. One of Mr. Huff's favorite examples is the relation between college education and income: Does college really raise income, he asks, or is it just a way we "sort out" who gets the jobs that would be there by and large anyway?

Oh, but it's different now, some people say, because of:

The global economy. The more B.A.'s, the more foreign capital comes here. But if that's true, why hasn't foreign capital dried up the glut by now?

Of course we need some B.A.'s in a global economy. But are Germany and Japan building auto plants here because of the college graduates in South Carolina? No, they want a location in the United States because we're a big market. were able to attend college in part because their parents made union wages, and could pay for their tuition.

It was good enough for our Golden

(It's our own fault that we let foreign companies play one state off another with low wages and tax breaks. A national policy of collective bargaining would help prevent this.)

Technology. It's hard to believe that there has been a true "technology revolution" that requires all of us to go to college. If so, what was it? More computers? Kids in grade school can now surf the Internet. Indeed, it's odd to talk about a "revolution" that supposedly occurred in the 1980's when American productivity growth was so insipid then.

Yes, the rise in college tuition is a scandal and a barrier to many young people who really want to pursue Homer and calculus and not MTV. But college will never be a macroeconomic fix for the stagnation of Middle America, which still has not seen a raise.

Age. Why isn't it good enough now?

About the Author: Thomas Geoghegan, a labor lawyer, is the author of "Which Side Are You On?" ■

79. Los Angeles Times

June 1, 1997

At Last, a UC Admissions Plan That Rewards Merit

By GEOFFREY TAYLOR GIBBS

Sometimes the simplest solutions are the most revolutionary. As legislators and University of California administrators work to preserve access to the university system in the Proposition 209 era, a new approach to achieving ethnic balance is gaining support. A number of policy-makers have recently proposed that UC admission should be guaranteed to the top-ranking graduates of each of California's 844 high schools. Because the high schools' student populations are diverse —some rich, some poor, some overwhelmingly Anglo, some overwhelmingly African American, Latino or Asian American —their top graduates will reflect that diversity. If this principle is adopted, not only will both sides of the affirmative-action debate have to face up to the fallacies of their positions, but also everyone with a stake in public education will have to evaluate where California's schools and universities are heading and what they should stand for.

Of the many proposals embodying this principle, the one with the best chance of implementation would offer automatic UC admission to the top 4% of each high school's graduates.

Neither this plan nor the others can

accurately be called "affirmative action," as that term has come to be understood. Nevertheless, affirmative-action critics, while seeing some merit in the proposals, are skeptical. UC Regent Ward Connerly, for example, has warned that "if we stack the deck so we get so many students from South-Central Los Angeles and so many from Compton High, there is a question whether it is giving preferential treatment." Such treatment, Connerly contends, would violate Proposition 209.

Connerly and similarly minded critics of affirmative action have always insisted that "merit" should be the overriding, if not the sole, criteria for determining access to jobs and higher education. And their idea of merit has always been inseparably related to a particular vision of "fairness." Which is why it will be instructive to watch their reaction to a principle that, on its face, seeks to reward merit and promote fairness.

After all, reserving UC slots for the top 4% of the students at each of the state's high schools is purely merit-driven. These students compete with classmates who generally share socioeconomic backgrounds and enjoy similar access to educational resources. If they excel, their reward will be admission

to one of UC's nine campuses. If they fall short, they can't insist they didn't get a fair chance.

The principle would undoubtedly slightly favor students at schools such as Compton High, where only 1% of graduating students currently attend UC, over students at wealthier, higher-achieving schools such as Beverly Hills High, where more than 20% of each class registers at UC campuses. But isn't fairness asking each student to do the best he or she can under the circumstances, and rewarding those who succeed? Notably, even the 4%-admissions plan would only fill one-third of the slots in the UC's freshman class, (primarily with Anglos and Asian Americans), leaving two-thirds open to competition among all graduating seniors.

Some will claim that the best students at some of the state's weaker high schools do not have what it takes to become productive UC students. But that presumption was recently challenged by the man ultimately responsible for turning out productive UC graduates, UC President Richard C. Atkinson. "If you are saying that, in a large high school, the top four people in every hundred aren't

UC eligible, I think they are."

The simple notions of merit and fairness embedded in these new proposals will almost certainly cause problems for some affirmative-action supporters, who will be forced to make a hard trade-off between political correctness and practical outcomes.

One of the practical effects of affirmative action in college admissions has been to lower the admissions bar for African American and Latino students. At any given multiethnic high school in California, an Anglo senior might need, at a minimum, a 3.7 grade-point average to get into the college of his choice. On the other hand, previous admission data

Implementing the plan would also put on display the academic talents of the top 4% of each of California's high schools, along with the strengths and weaknesses of the high schools that produced them. Many already suspect that the results will reveal that we do not truly have a public

at the same college might show that his African American and Latino classmates could expect to be admitted with, for example, a GPA of only 3.2. Few educators, parents or even students themselves would deny that if you set lower expectations for children, the likely result will be lower achievement.

From a strict historical perspective, it may not be "fair" to ignore centuries of relative disadvantage and demand that African American and Latino students compete straight-up with their Anglo classmates. From a practical perspective, however, implementing a uniform standard at schools where all students share similar economic backgrounds education "system" but instead a multitiered education apparatus, in which unequal funding and preparation produce some of the world's best students but also some with virtually no useful skills. The ultimate impact of the 4%-admission plan, then, will be to squarely put a

might spur African American and Latino academic achievement. Those who would insist otherwise will have to argue that black and brown students are inherently less intelligent and hard-working than their white and yellow counterparts.

Finally, the 4%-admission plan should spark a much-needed debate on the nature of public education, both at the high school and university levels. The focus will likely be both on UC's mission and on how access to the benefits of a UC education should be allocated. Should it be offered equally to all the state's 18-year-olds, or disproportionately to the already favored few?

difficult set of education issues before the Legislature and UC administrators with a clarity never seen before.

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Geoffrey Taylor Gibbs Is an Attorney ■

80. Roll Call

June 2, 1997

Pennsylvania Avenue

Congress Shouldn't Scrap Flawed Budget Deal, It Should Fix It

By Morton M. Kondracke

The more you look at the "historic" Clinton-GOP balanced-budget deal, the weaker it appears. But that doesn't mean it should be scrapped, as its harshest critics demand. Instead, it should be fixed.

Critics on the left and the right are correct about the deal's flaws, but it's better than no deal at all, and surely better than 1995-style budget warfare. Some of what's wrong can be repaired now and the rest, later — but soon.

For instance, the agreement assures funding to fulfill Bill Clinton's legacy as the "education President," but the money is badly skewed to middle-class suburbanites sending kids to college, not to improving elementary and secondary education.

That can be fixed, as the "New Democrat" Progressive Policy Institute recommends in a forthcoming report, by reducing tax credits for college tuition from \$35 billion to \$15 billion over five years and using the remaining \$20 billion to improve grade and high schools.

The budget agreement presently calls for a substantial \$4.3 billion increase this year for K-12 education — Goals 2000

education standards, technology upgrades, child literacy and apprenticeship programs — and Pell Grants for poor college students. Over five years, though, the increase totals only \$6.8 billion.

That's a pittance compared with the \$35 billion for tuition tax deductions and credits, which go only to families with incomes large enough to endure a tax burden.

Given the tendency of colleges to hike costs when new money is available, Clinton's tax breaks may actually put college out of reach for poor families — exacerbating growing income inequality in the country.

Besides shifting money to K-12 programs, where it also can benefit minorities hurt by reduced affirmative action opportunities, the PPI report recommends targeting tax credits to students attending in-state public universities as a means of creating competition among colleges and keeping costs down.

More generally, right-wing critics like Sen. Phil Gramm (R-Texas) are correct in saying that the budget agreement doesn't

deal with the nation's long-term, baby-boom retirement burden, is based on rosy economic predictions, and postpones most spending cuts to 2000.

At the same time, liberal critics like House Minority Leader Dick Gephardt (D-Mo) are correct in saying that tax cuts contemplated by the budget deal, especially capital gains rate cuts and indexing, will primarily benefit rich people and will blow the deficit wide open in the second decade of the 21st century.

A study by the liberal Center for Budget and Policy Priorities indicates that revenue losses under the deal would rise from \$85 billion over five years, to \$250 billion over ten, to \$650 billion over 20 years, with rich people reaping the biggest benefits.

As a result of all these flaws, Gramm and Gephardt both denounced the deal, and a minority composed of liberals and right-wingers voted against it.

A less-ideological critic, former Congressional Budget Office chief Robert Reischauer of the Brookings Institution, said he would have voted against the deal, too, because its

combination of tax cuts and no entitlement curbs will create a massive deficit after 2010.

According to the Congressional Budget Office, if no changes are made in Social Security, Medicare, and other federal programs, the federal deficit will rise from the current 2 percent of GDP to a whopping 17 percent in 2030 and 30 percent in 2040. Adding tax cuts of \$650 billion or more to the bill would mean federal bankruptcy in the next century.

So, the budget deal contains the seeds of horrible class divisions and national economic catastrophe. But does that mean it should be thrown out, which Congress could do by voting down the budget reconciliation package beginning markups this week?

No, it doesn't. The budget deal is still

a significant political achievement, demonstrating that Republicans and Democrats can work together to address national problems.

Everyone should realize that the budget deal really is just a momentary paper fix that needs to be constantly improved through further bipartisan negotiations, beginning now.

Besides education funding, Republicans and the Administration need to start working out long-term Medicare reforms for inclusion in this year's reconciliation bill.

By next year, they should strive to create a Medicare system resembling the Federal Employees Health Benefit Plan, which gives federal workers a fixed health benefit and a wide choice of insurance plans to spend it on.

Also, there needs to be a major fight this year over tax law so that Republicans do not use the opening afforded by the budget deal — a \$250 billion ten-year window — to drive through changes that will bust the budget and lavish riches on the wealthy for evermore.

President Clinton says he will resist budget-busting tax changes, but he'll be strongly tempted to pocket this year's deal, get credit for "balancing the budget" while expanding education aid, and leave the consequences to his successors.

That would be a mistake. He can still add "generational equity" to his legacy by launching Medicare and Social Security reform, even though it's politically difficult. Republicans who join him will share in the glory. ■

81. Philadelphia Inquirer

June 3, 1997

Voters set agenda for N.J. race: Schools, insurance, environment

By Chris Satullo Deputy Editorial Page Editor

They sat in a circle, munching cookies, chewing over the issues.

They were a little older, a little whiter, a little more left of center than the New Jersey electorate as a whole — but perhaps a fair sample of the group that reliably turns out to vote in Camden, Burlington and Gloucester Counties.

They were the South Jersey residents who took part in the three Citizen Voices forums sponsored by the Inquirer Editorial Board in late May. These sessions — held in Cherry Hill, Cinnaminson and Woodbury — initiated our experiment in political conversation around the New Jersey governor's race. It will continue through the summer, to the Nov. 4 election and beyond.

In two hours of discussion about their lives, their worries, their dreams for their home state, the forum participants moved from a stiff formality to a joshing camaraderie. Out of their idiosyncratic perceptions, they sketched a group portrait of the issues facing New Jersey as it elects a governor — beginning with today's primary.

In its broad outlines, that portrait isn't all that surprising.

The issue of education (and its evil twin, property taxes) dominated the discussions. That's hardly a surprise in a state gripped by the tension between

Gov. Whitman's quest to reduce the state income tax and its Supreme Court's insistence that the state do more to fund public schools equitably.

Whitman's tax-cutting had its supporters, but the idea of increasing the schools' reliance on the property tax had just about none.

Some pained comments about how rising property taxes afflict those on fixed incomes were familiar. But what was notable was how often folks took the critique a step further, pointing with concern to the way property taxes stoke generational tensions within a community, turning retirees and parents of school-age children into combatants. The lament on property taxes wasn't just, "They're hurting my pocketbook." It was: "They're tearing apart my community."

Sometimes what wasn't said was intriguing. Hardly anyone in these mostly suburban, mostly middle-class groups cited crime as a pressing personal issue, and surprisingly few mentioned job creation.

In all three forums, the environment — land use planning, protecting oceans and beaches, making polluters pay — was picked as a top-of-the-list issue, but without provoking the disagreements other topics did.

Auto insurance, the talk radio obsession of the moment in New Jersey,

was on many minds. Few, however, saw any swift, master-stroke solutions to New Jersey's highest-in-the-nation rates. Strikingly, citizen after citizen linked auto insurance with another hot-button issue — political reform. To many, it's naive to expect lawmakers who grub for contributions among lawyers, doctors and insurance companies to approve populist cures for high rates.

Each forum included a discussion of the tenor of political campaigning, which I came to call the "peasants with pitchforks" segment. Gracious senior citizens would splutter with anger over the way campaigns are run and paid for (though a few mavericks found the rough-and-tumble status quo just grand).

"Ugly . . . wasteful . . . manipulative . . . disrespectful . . . negative . . . shooting at lowest common denominator . . . half-truths . . . sickening." Those were among the words people used to describe politics as usual.

The same voices that expressed moving devotion to democracy's ideals would drip with cynicism when speaking of how money fuels and dictates the political process. Many citizens called sweeping political reform a prerequisite for useful solutions on other issues.

What shape would that reform take? Some citizens favor initiative and referendum, to push power to the grassroots. The citizens puzzled over how

to balance their desire to curb the cost of elections against the constitutional problems of spending limits.

One idea was universally hailed, though: requiring the businesses that broadcast over the public's airwaves to offer significant free television time to candidates. And the citizens gave clear directions on how candidates should use that time:

Talk directly to us. No slick production numbers, no surrogates. If you've got something bad to say about the other guy, say it yourself. But mostly, tell us what you'll do if we elect you.

By and large, forum participants told us they enjoyed the evening and were grateful to be heard. But they wanted to know what use would be made of the

discussions and where Citizen Voices is headed.

Good questions.

The plan is to distill the lists of vital issues generated at the forums into a framework for more detailed, intense issues discussion in the fall campaign. Over the summer, we'll work to craft that framework with the Citizen Voices and our consulting experts on civic deliberation from the Center for School Study Councils at the University of Pennsylvania.

Another intriguing task is to create online forums for sustained citizen conversation on New Jersey issues at Philadelphia Newspapers' Web site, phillynews.com. If you have Web access, check out the [New Jersey politics/Citizen](#)

Voices page on the site. If not, contact us; we're making arrangements with libraries in New Jersey to provide free access to project participants.

Also over the summer, we'll work to recruit more participants, looking to make the group as diverse as South Jersey itself.

In the fall, more Citizen Voices forums will be held, with two goals — enriching the public dialogue and bringing candidates into direct contact with the engaged, informed voters whom the project attracts.

If you wish to take part, it's not too late. Check out the Web site for an online registration form, or call the Citizen Voices hotline at 215-854-5956. ■

82. Minnesota Star - Tribune

June 3, 1997

Counterpoint: ESL students need more aid, not less

Robert Reed

Thank you for your May 24 two-page spread, "The language challenge," highlighting both the burgeoning growth of students who speak little or no English and the paucity of resources (primarily monetary) to address their language needs.

Next year the Minneapolis School District will have 25 percent more English as a Second Language (ESL) students; ironically, financial resources per pupil decreased.

The administration has laudable intentions when it proclaims in the District Improvement Agenda that it is dedicated to "eliminating the gap" between students of color and white students. Yet the figures tell a different story. Instead of increasing funding to meet the new demands, the administration slashed ESL budgets. Although the dollar amount is higher, the actual per pupil allocation for next year is 35 percent less than for this school year. ESL students are invariably students of color and their test scores and basic skills will plummet further until this policy is reversed.

Already before the cuts, ESL classes in Minneapolis were overflowing, forcing teachers to triage students. Hundreds of students were getting significantly less service than what is needed, severely restricting their opportunities for English language development.

The law, according to the Office of Civil Rights, states that ESL programs "must have a reasonable chance of success." Now, neither the programs nor the students have a reasonable chance of success. Many students will not even receive the service to which they are legally entitled. Already at risk, their chances of success are further diminished.

How can the school administration expect to boost student achievement when it decreases its per pupil funding for ESL students? The administration, the new superintendent, the school board, the Legislature and especially our so-called "education governor" need to take their heads out of the sand and squarely address this issue, which only promises to get worse as immigration mounts. Funding and resources for immigrant children need to dramatically increase. The K-12 bill increasing aid for ESL students (now under consideration) is insufficient but a step in the right direction.

Gov. Arne Carlson, help the neediest: Sign the bill!

It is wiser and cheaper to put the money now on the front end than to deal with the consequences of myopic policy — delinquency, chronic unemployment and welfare, for those who have failed to assimilate into American culture.

Minneapolis voters overwhelmingly passed the referendum last fall increasing

their property taxes to reduce class sizes. Minnesotans are a generous people. I believe the public will think it is just as important to facilitate English acquisition for new immigrants who have come to America in hope of a better future. ESL and bilingual classes, especially for those students illiterate in their native language, are essential for successful integration into "our foreign culture."

We are blessed in our state with firsthand opportunities for students to learn about the rich cultural diversity around them and to learn world languages. Bilingualism carries cognitive, social and economic advantages. If we can at least help immigrant children over the language hurdle, many of them will outperform those who already are native speakers of English.

Perhaps remembering our own immigrant roots will help us be more generous. Unless we are Native American, all of us came from foreign soils. If our own ancestors could speak, I think they would urge us to extend a helping hand to all newcomers. We cannot afford the long-term costs to society of doing otherwise. Linguistically and culturally diverse children, their parents, their teachers, and perhaps even our own ancestors urge us to do the right thing.

— Robert Reed, Minneapolis. ESL teacher, North Star Elementary School. ■

83. Kansas City Star

June 3, 1997

Becoming one with class of '99

By LEWIS W. DIUGUID Columnist

Beatrice McKindra told me before class let out Friday that sometimes she forgot that I had taken a seat with her students at Washington High School.

My goal since 1995 was to sit with the class of 1999 so often that the students and teachers would forget I was there. I hadn't given myself this labor-intensive assignment to write columns only on gifted young people, award-winning class projects and teen troubles.

Freshman English teacher Alice Bennett helped me pry it open when she dared me to take a seat with her students in 1995-96. Bennett was brave to accept me as a long-term visitor.

So was McKindra in 1996-97.

Washington High School students and administrators took big risks, too. So did the Kansas City, Kan., School District, Board of Education and The Kansas City Star. None of them knew what, if any, good would come of the heavy time investment the teachers, students and I were making in this unprecedented project.

Every one of us had to trust in the good intentions of one another. We found that our collective investment in the process called education paid off in priceless learning experiences and new friendships.

McKindra's sophomore English

I wanted to record the day-to-day process of education. It's what many students seem to hide from parents with one-word answers such as "nothing" when asked, "What went on at school today?"

It's what overwhelmed teachers and administrators often are too tired to communicate to the public. But what's up in schools is what people seem to want to know the most.

students told me before school ended that they planned to work this summer, play in sports leagues, attend academic camps on college campuses or take driver's education.

McKindra's kids took turns on Wednesday and Friday signing a yearbook I had purchased. Many, like Kevin Bilberry, wrote, "I really look forward to your return next year."

I can't wait to go back to Washington in the fall, find a brave new teacher and continue to learn from that instructor and the class of 1999. I plan to stay with the students through graduation.

One new thing I've noted is this: Where a student sits seems to reflect what that kid may learn. When I was a high school student, from 1969 to 1973, I always sat in the front of the class — partly because of seating by the alphabetical order of last names and

They've made that clear in the hundreds of letters, e-mail, voice mail and phone calls I've received about this project. Friends and strangers also stop me on the street wanting to know more about Washington High School.

People across the area have said these columns have opened a window for them into the massive, multibillion-dollar skyscraper called public education so they can see inside.

partly out of habit.

Picking up what the teacher said was my only interest back then. But at Washington High, I've sat at or near the back so I could get a journalist's panoramic view of the teacher's actions and students' reactions and distractions.

The view from the back is so different from the front.

I see what I missed in students being engaged or disinterested in a class. But I worry now about kids who — because of seating by alphabetical order or habit — drift to desks in the back and disappear. These young people will probably catch all of the distractions and face an increased chance of missing the teacher's lessons from the front.

I don't think anyone wants that kind of education for our children. ■

84. San Diego Union-Tribune

June 3, 1997

Deciding a major university's mission

By Richard Madsen

UCSD faculty members are now in the process of sending in their mail ballots for a vote on whether to establish a charter school on the campus. Although a majority of the Academic Senate's Representative Assembly voted in favor of the proposal, there remains considerable skepticism among many faculty, and the outcome of the final vote is uncertain.

There have been literally hundreds of pages of detailed evaluations submitted by both proponents and opponents. Beneath all the details — and often obscured by them — are two different visions of the university's role in our society.

The visions offer different understandings of the identity of the university, different conceptions of the nature of its responsibilities to its surrounding communities, and therefore different assessments of the amount of risk that should be taken in response. Some professors adhere more or less exclusively to one or other vision, others waver between the two.

Both visions see the university as an elite institution. One vision is of an upward-looking elite that depends for its status on national and international institutions — on the professional associations that bestow honors for excellence and the funding agencies that

give out money for cutting-edge research.

Both the honors and the money are getting more scarce these days in an era of shrinking budgets and a glut of Ph.D.s. As competition intensifies, this upward-looking vision emphasizes the need for faculty and researchers to protect themselves from local distractions.

Don't encumber ourselves with messy, local, social problems for which there are at best imperfect solutions. Focus on what we know we can do best. Make ourselves ever more lean and competitive in a grueling struggle for academic pre-eminence in a national and international arena.

People with this vision agree with the goals of the charter school, but they think that its implementation poses too many risks. They worry about its effectiveness and its costs. They are not sure that the university has the necessary expertise to make it successful. They are concerned about the costs at a time when the campus is having to make painful cuts in its library budget. In an insecure world, they are afraid of taking on new risks.

The other vision is of an elite that looks both upward and downward. While recognizing the university's need to demonstrate excellence on a global stage, it sees its fate as grounded ultimately in the prosperity and goodwill of its community, such that its true success can only be achieved with and for the community. They note that in this current

A new vision is needed. The vote on the charter school is an important moment in the search for such a vision.

era of transition, the university cannot simply take for granted its public support.

It will be able to rely on such support only if it earns a broad-based public trust, only if the public sees itself as an active stakeholder in the university. To earn this support would require assuming some risk, getting enmeshed in some of the uncomfortable problems of our city, in the conviction that we can be a truly good institution only if we are a part of a hopeful community.

People inspired by such a vision would argue that, for all its risk, establishing a charter school is better than doing nothing, that, while there is no guarantee of success, the university has as much expertise as any institution for dealing with the messy problems involved, and that the money can be

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found somewhere.

The first vision stood the university in good stead during the Cold War, when it benefited from massive amounts of funding from the government and major foundations for the sake of developing the scientific and social scientific expertise necessary to assure national security.

In this period of transition after the Cold War, however, the university has to find a new justification for public support. The greatest problems of our society are now internal and local — poverty, alienation, despair. A university that does not provide moral leadership and practical help in alleviating such problems will not earn its keep and will not receive public support.

and "The Good Society" (Knopf). ■

85. San Francisco Chronicle

June 3, 1997

Gonna Take A Mathematical Journey

DEBRA J. SAUNDERS, page A13

I ADMIT IT. I haven't even seen copies of "Math Trailblazers: A Mathematical Journey Using Science and Language Arts" — a kindergarten through third grade math series just approved by the California Curriculum Commission. It's conceivable this is a good series. It's also conceivable that parents should be a little suspicious when a publisher chooses to sell a math series by touting its "language arts" and "journeys" — for children, no less, at the age when they can soak up math facts like sponges.

Or, be very suspicious.

That was the reaction of Assemblyman Steve Baldwin, R-El Cajon. Baldwin perused the trailblazing texts and found them to be "trendy" in their use of everyday experiences to introduce children to math theories.

Baldwin, who was on the Curriculum Commission, would have voted against the math series — but he never had the chance. Democratic Speaker Cruz Bustamante pulled him from commission just before it voted to approve the trailblazing series and four others.

Ron Gray, a spokesman for Bustamante, said that Baldwin was taken off the commission because he's a Republican. That's what speakers do, fill appointments with fellow partisans.

Although in this case, Bustamante hasn't named a replacement yet. (Baldwin also fears that the Assembly's attempted rerouting of \$41 million of the \$52 million Governor Wilson had slotted for teacher phonics training to fund pet Demo projects is a sign that Dems want to subvert the basics-first movement.)

Also approved by the commission were Dale Seymour's "Connected Mathematics" (grades 6-7) and "Investigations in Number, Data and Space" (1,2,5), "Prentice Hall Middle School Math: Tools for Success" (6-8), and Encyclopaedia Britannica's "Mathematics in Context" for fifth graders.

Baldwin would have voted no, because, "The only criteria used was whether the texts conform to our wacko frameworks." As readers of this column know, the 1992 new-new math framework has a cult-like commitment to making children write about math, work in groups to confab about math, discover algorithms personally without direct instruction from their teachers, explore the multicultural aspects of math and feel darn good about math. Unfortunately, that framework was either indifferent to or hostile to the notion that maybe students should learn to calculate accurately and even memorize basic facts

in early grades. What next? There are two pieces of good news. First, the state school board must approve what the Curriculum Commission recommended and this school board no longer feels like playing the rubber stamp. Board member extraordinaire Janet Nicholas is taking a look at all five series. Her complaint: "The Curriculum Commission, in reviewing the texts, does not even consider whether the materials are based on confirmed, current research. In other words, 'Do they work with children in classrooms?'"

(For trendy educrats, the question of what works is a no-brainer. We will make it work. Unfortunately, kids don't always play along.)

The other good news is that next year, a new math framework should be approved and should be more sensible. Which suggests the board ought to reject trendy math series and wait for the next crop of texts.

The board shouldn't let the educrat commission mimic Russians who, as they ended their invasion of Afghanistan, left behind bombs that looked like shiny, new toys. Just because their trend may be on the way out, that doesn't mean the new-new mathers should be allowed to leave behind nasty parting gifts. ■

86. Houston Chronicle

June 3, 1997

Anti-quota crusades bear useful fruit

By CLARENCE PAGE, Tribune Media Services Inc.

WASHINGTON — Critics call Texas' new state university admissions law a sneaky backdoor way to get around last year's federal court ban on admissions based on race.

Of course, they're right. That's the beauty of it. In fact, other states may have a lot to learn from it.

They might learn that the national

But it won't be that simple. This year a panel of sociologists advising Texas' education commissioner predicted substituting income or other socioeconomic factors would just about cut current black and Latino enrollment in half.

The problem is that, yes, there are a lot of poor, struggling white and Asian people, too. In fact, numerically there are quite a few more poor white people than poor black people in America, although you'd never guess it from watching most television newscasts.

So, unable to use race as a factor in admissions, Texas, at the urging of black state legislators, plans something else. It will, in effect, use local geography as a factor instead.

Signed on May 20 by Gov. George W. Bush, the new law requires state universities to admit all applicants who graduated at the top 10 percent of their Texas high school class. Once those spots are filled, universities can use other race-neutral factors such as academic records, socioeconomic status, linguistic abilities and family background to determine other student admissions.

The beauty in the new law is the way it takes one of this country's worst social tragedies, its racially segregated neighborhoods, and uses it to create a

backlash against affirmative action does not have to lead to the resegregation of colleges and universities. Instead, it could lead to programs that do a better job of helping students of all races who need help the most.

The U.S. Supreme Court has upheld a lower court's determination that colleges in Texas, Louisiana and Mississippi — college applicant pool that reflects the state's racial, ethnic and economic diversity.

Since most public school students in Texas — and just about every other state — go to school mostly with others of their same race (recent Harvard studies show public schools are more racially segregated than they have been since 1967), the new policy is expected to expand opportunities for minority students.

That's fair. Substituting geography for race is no less fair than, say, basing public school funding on local property taxes, a system that funnels the least resources to those who need help the most.

The losers are those who push standardized tests like the Scholastic Aptitude Test and American College Test as the central, if not sole, criteria to determine college admissions. Good riddance, say those who accuse such tests of cultural bias.

Maybe they are. But I think that charges misses a larger the point. If the tests are culturally biased, they are biased in favor of standards that colleges and the rest of mainstream society have set for success. The problem is not the test. The problem is how poorly too many otherwise bright and talented youngsters

and probably more to come — can no longer use race as a factor in deciding admissions.

Many reformers, liberal and conservative alike, presumed at the time that minority enrollments still could be maintained by switching to using need, instead of race, as admission criteria.

are prepared to take the tests.

For many, that problem is one of social and geographic isolation. In theory, at least, Texas' new admissions policy should reduce the isolation by rewarding top performers regardless of school or neighborhood. Suddenly the ghetto student is valued as much as the affluent suburban student. Middle-class parents might even fight to get their kids into ghetto schools, instead of struggling to get them out.

But, for that to happen, schools need more than a simple shift from racial preferences to geographic preferences in state university admissions. They also need to produce black and Latino graduates whose basic cognitive skills are ready to compete at the mainstream college level.

To meet that challenge, another affirmative action battleground, the University of California, is proposing a multimillion-dollar effort to mentor students in some of the state's poorest school districts. Even Ward Connerly, the black conservative University of California regent who led last year's successful Proposition 209 ballot campaign to outlaw racial preferences, favors such outreach efforts.

So do I. So should you. ■

87. Boston Globe

June 3, 1997

Umass is too casual about students breaking laws

By Jeff Jacoby, Globe Columnist

When the chancellor of the University of Massachusetts at Amherst walked into a meeting on Beacon Hill last Wednesday, he expected to pacify state legislators irked by his failure to discipline lawbreakers on the state's largest public campus. By the time he

walked out 90 minutes later, David K. Scott had done more to infuriate the Legislature than any UMass official in memory. Beacon Hill has traditionally allowed UMass-Amherst to be run as its chancellor sees fit. After Scott's performance last week, that hands-off

policy may be changing.

It's about time.

UMass-Amherst may be the most lawless college campus in America. UMass administrators are almost certainly the most spineless. Illegal invasions and building takeovers have

become common occurrences at the university. The weeklong occupation of the Goodell Administration Building in March - which crippled the audio-visual department, delayed graduate applications, and disrupted the controller's office - was only the latest act of criminal trespass at a school where criminal trespass has grown routine.

At least 25 times since 1972, offices at UMass-Amherst have been stormed and occupied, usually by radical student groups with extremist demands. Over time the demands have changed - from the expulsion of military recruiters (1975) to the preservation of coed bathrooms (1981) to explicit racial quotas

The university ombudsman followed up Crosson's Orwellian memo with one of his own, hailing the invasion as "fundamentally educational in nature" and urging instructors to grant "soft responses" to the students who were involved.

All of this was too much for state Representative Dennis Murphy, a Springfield Democrat. In a bristling letter to Scott, he suggested that instead of negotiating with students who take over buildings, UMass ought to suspend them and revoke their financial aid. Scott replied diplomatically, agreeing "that a firm line must be taken" and offering to meet with Murphy.

But it wasn't only Murphy who was aroused. When Scott arrived on Wednesday, 36 legislators and staff members were waiting for him - and 71 new signatures had been added to Murphy's letter.

For an hour and a half, the chancellor

in admissions, hiring, and funding (1988, 1992, 1996, 1997). What hasn't changed is the university's response: The lawbreakers are almost never disciplined, and their demands are nearly always met.

It is hard to know which is worse: the fact that UMass administrators routinely give in to the campus militants, or that they do it with such obsequiousness. Year after year, takeover after takeover, UMass-Amherst bends over backward to appease the demonstrators.

When Chancellor Henry Koffler's office was occupied for three days in 1980 (by protesters demanding more Spanish programming on the UMass radio station), he promised that no one was grilled on his handling of the Goodell takeover. "I would do things differently now," he said at several points. Murphy asked him if he endorsed the provost's opinion that building occupations make good "learning opportunities" - an opinion that Murphy called "the most idiotic expression of educational theory I've ever heard." Scott said he didn't.

Yet his disdain for those in the room was palpable. He said UMass would review its rules for handling illegal takeovers - but when asked to consult with the Legislature before finalizing any new policy, he bluntly refused. The chancellor's demeanor "was very aloof," Murphy recalled. "His tone seemed to be: Have your say, but nothing's going to change."

What especially galled legislators was Scott's casual view of student lawbreaking. "He told us that it happened in the '30s and the '60s and

would be penalized. When 200 students barricaded themselves inside the New Africa House in 1988, Chancellor Joseph Duffy brought them a fruit basket. But the height of appeasement was reached during the Goodell occupation in March, when UMass provost Patricia Crosson actually applauded the trespassers for breaking the law.

"University education is about freedom of expression and the balance between civil disobedience and the enforcement of laws and policies," she wrote to the faculty. "Though unplanned and disruptive, these activities do provide learning opportunities for our students."

now in the '90s, and we should just accept it as a normal part of the academic cycle," said Representative Jacqueline Lewis of Bridgewater. "He kept telling us it was part of the student culture."

Of course, the vast majority of UMass students don't storm buildings or engage in illegal violence. It is scandalous that those who do are pampered instead of punished. Even more scandalous is that the Legislature has never interfered.

Perhaps now it will.

"We provide an extraordinary amount of money to UMass," House Speaker Thomas Finneran said on Friday. "For some reason, the administrators there have a very complacent attitude about letting students take over buildings and not resisting. This is public property. The taxpayers paid for those buildings. Do they think the Legislature is just going to sit back and watch?"■

88. The Washington Post

06/03/97; Edition: FINAL; Section: OP-ED; Page A19

Is America Finally Going Color-Blind?

By James K. Glassman

"I have a dream," said the Rev. Martin Luther King Jr., "that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

On the steps of the Lincoln Memorial 34 years ago, King argued eloquently for a color-blind society — one in which Americans would not be denied jobs or admission to school or access to public places just because they were black.

But in the years since King spoke those words, instead of doing all they could to demolish distinctions of race, government agencies have emphasized

them, over and over. No wonder divisions between races remain; it's a miracle they're not wider.

Now, at last, things are changing. There's mounting evidence that the days of counting by race may be numbered.

Two trends are accelerating simultaneously — one social, one legal. The first is that more and more blacks are marrying whites, and the lines between the races are fading. The second is that underpinnings of affirmative action — or reverse discrimination in favor of blacks and against whites — are crumbling.

In 1993 one in eight African American marriages included a white spouse, and since 1970 the number of children in

homes with a mother and father of different races has quadrupled. Douglas Besharov of the American Enterprise Institute says mixed-race kids may be "the best hope for the future of American race relations."

The trend could lead, as Jim Sleeper writes in *Harper's*, to the most pleasing result of all: "the implosion of the identity of blackness — and, with it, of whiteness."

The Office of Management and Budget will soon decide whether to recommend a "multiracial" box on government forms. And Rep. Tom Petri (R-Wis.) has introduced legislation he calls the "Tiger Woods Bill" to require

such a check-off in the next Census.

Woods, the sensational young golfer, considers himself multiracial. He told Oprah Winfrey, "Growing up, I came up with this name: I'm 'Cablinasian' " — since his heritage is one-eighth Caucasian, one-fourth black, one-eighth American Indian, one-fourth Chinese and one-fourth Thai.

In this rich stew, he is not much different from other Americans; nearly all of us are gloriously mixed and the better for it, genetically and culturally. We should be celebrating the beauty of each melange. Instead, the tyranny of government racial policies forces us to define ourselves as white, black,

But the main effect of the multiracial check-off is that it will doom affirmative action, already on the run. Last month, law schools in Texas and California, which have just barred race as a consideration in admissions, reported a sharp decline in the number of blacks and Hispanics they were accepting into next year's classes.

The UCLA School of Law, for instance, accepted only 21 African American applicants, down from 104 last year. While these figures are sad, they're also refreshing. Ward Connerly, a black member of the University of California board of Regents, welcomed them as the public unmasking of an "artificially engineered system of preferences that has been propping up diversity. . . . If we

Hispanic or Asian. The purpose may be benign (to track the progress of minorities) but the effect is vicious (to reinforce strict racial identity, the way segregationists did).

If a "multiracial" box becomes an option, I will likely check it off myself (my Russian forebears surely mixed with all sorts out on the steppes). More logically, Robert George, who is black and an aide to Speaker Newt Gingrich, says, "Has the time come to dispense with the boxes altogether?" At any rate, the new box will mark the beginning of the end for the the whole delicate and ridiculous architecture of race-counting.

And don't the political beneficiaries of really want to help those black and Latino kids, we will give them some tough love and get them channeled into being able to compete."

Connerly led the successful fight for the California Civil Rights Initiative, which bans discrimination by state agencies — including the admissions system that moved blacks and Latinos ahead of whites and Asians who scored higher.

Just last week, a federal judge ruled that an effort by the Arlington (Va.) School Board to achieve racial diversity was unconstitutional because it discriminated by race. Applicants to the popular Arlington Traditional School were assigned numbers in a random lottery, but the board decided to bump 11

the current system know it! Rep. Maxine Waters (D-Calif.) and other members of the Congressional Black Caucus are in a panic. Letting people opt out of traditional race categories "just blurs everything," she says. "I don't think [people who want a multiracial option] are making the connection about how it could affect how they're represented, or who's being an advocate for them when they get mistreated."

Gee, maybe they don't want to be represented as blacks or Hispanics or Asians but as Americans or Californians or Angelenos.

white kids who had won in favor of blacks. The judge said no.

Meanwhile, the Clinton administration is hustling to craft new rules to preserve affirmative action in contracting, despite new court decisions that severely limit the practice. The president also wants to launch a "national discussion about race" this month. But he can't keep ducking the big question that King posed and Connerly echoes.

"On the one hand," said Connerly, a man of guts and principle, "there are those who say that race matters, that we have to use race to get beyond race. Then, there are those of us who believe, as President Kennedy said in 1963, 'Race has no place in American life or law.' "

It's time to choose. ■

89. Roll Call (policy briefing)

June 2, 1997

President's Plan Helps Relieve the 'Tuition Squeeze'

Promoting 'America Reads' and Revisiting the Construction Initiative Should Be Education Priorities

By Richard Riley

More than any other issue before President Clinton and Congress, education is riding "the Big Mo" — momentum. Since President Clinton proclaimed education to be his top priority for his second term, several bipartisan actions have produced groundbreaking developments that will benefit America's schools and children.

* Congress reauthorized the Individuals with Disabilities Education Act — a move that resolved longstanding, sensitive disputes regarding how best to serve children with special needs.

* The Federal Communications

Commission voted to give schools and libraries discounted access fees for telecommunications services to help make the Internet and other online materials available in the classroom.

* The budget agreement reached by Congress and the White House includes plans to provide \$35 billion in higher education-related tax relief to help America's students and families pay for college, as well as important investments in discretionary appropriations for K-12 education.

Each of those actions represents a breakthrough on those issues. Further, during my tour of Congressional hearings

this spring, I was greatly impressed by the broad and bipartisan agreement among Members in both chambers on the priorities regarding how best to improve education. The President's commitment to challenging academic standards; strengthening reading achievement; expanding public school choice; ensuring safe, disciplined, and drug-free schools; getting useful technology into America's classrooms; improving the quality of teaching; and enhancing access to post-secondary education is shared by nearly everyone.

As we seek agreement on several critical spending and tax items and

reauthorization of the Higher Education Act, we must continue to put students first and leave politics at the schoolhouse door.

One of our central challenges is helping low- and middle-income families meet the rising costs of college. More than ever before, a person's education attainment is the strongest predictor of his or her economic prospects. A typical college graduate earns 50 percent more than a high school graduate and more than twice that of a high school dropout. Since the best jobs of the information age require at least some education beyond high school, it is in the national interest to help people invest in themselves through education.

The President's fiscal 1998 spending plan offers a comprehensive approach to

There are sound economic reasons for targeting middle-class tax relief in the form of a higher education-related tax cut. Throughout the industrial age, America used the tax code to stimulate private-sector investment in plants and equipment. As our economy becomes increasingly knowledge-based, the tax code can and should be used to make such capital investments in our people.

A complement to those proposals will be our plan for reauthorization of the Higher Education Act. After consulting with Congress and the higher education community, we are in the final stages of developing our proposals around four broad principles: (1) access to higher education, which we view as opportunity with responsibility; (2) the support of effective teaching, high standards, and high achievement; (3) simplified program delivery and improved management; and (4) improved outreach to potential students with stronger links among elementary and secondary education, post-secondary education, and employers. We anticipate presenting these proposals to Congress and the public shortly.

In other areas, we have several tightly focused initiatives that tackle some of the most fundamental challenges in American education.

First and foremost on that list is the President's "America Reads Challenge," an initiative that will be aided by the Department of Education but carried out at the grassroots level. The goal of the challenge is to help children read well and independently by the end of the third grade.

Why is mastery of this most basic of basics so critical at that point in a child's education? Research shows that children who cannot meet that standard are less

this issue while staying within the constraints of a balanced budget. For the financially neediest students, the plan provides significantly larger Pell Grants and more college work-study jobs. For middle-income students, it gives new relief in the form of college-related tax cuts — a tax credit called the Hope Scholarship (patterned after a successful program in Georgia) and a tuition tax deduction.

A 29 percent increase to the Pell program — upping its annual budget from \$5.9 billion to \$7.6 billion — will enable us to help low-income students in several ways. The neediest students will see the size of the maximum Pell award grow from \$2,700 to \$3,000, and more than 890,000 others will see their assistance grow by an average of \$800. likely to succeed in school and are more are likely to drop out. That's what is so disturbing about the fact that 40 percent of American fourth-graders scored below the basic proficiency level on the 1994 National Assessment of Education Progress test. The America Reads Challenge can help to lay the foundation that enables millions of young Americans to lead a fulfilling life in the 21st century.

The President's plan for America Reads will support the work of 25,000 reading specialists and volunteer coordinators across the nation. Their task will be to train and organize one million volunteer tutors nationwide — including parents, teachers, college work-study students, corporate partners, and others — to serve in the Reading Corps. These tutors will work with teachers and librarians to help children who need extra, individualized help by providing them with after-school, weekend, and summer tutoring.

America Reads is a \$2.75 billion commitment over five years to support local communities and organizations, as well as national and regional efforts. The crux of these efforts will focus on enlisting and training tutors for the Reading Corps. Another component, called Parents as First Teachers, will support programs that assist parents in helping their children learn to read. Such programs put a strong emphasis on helping children before they enter school — a period that the latest research on the brain tells us is vital to the development of a child's cognitive skills.

America Reads will supplement our primary efforts to support education excellence for disadvantaged children. We seek increased investment in Title I, the core federal investment in the teaching of basic skills, to direct more

Further, revisions in the formula used to determine Pell eligibility will provide grants to an additional 218,000 students.

America's middle class needs help, as well, to deal with what I call "the tuition squeeze." These families earn too much to qualify for aid awarded on the basis of financial need but too little to pay tuition costs out of pocket. We believe that a family earning \$40,000 or \$50,000 while trying to pay for college (for children or adult students) should benefit from the kind of middle-class tax relief that Democrats and Republicans agree is warranted. Families in this income range are taking on increasingly higher levels of debt to pay college costs, and this kind of targeted tax relief can go a long way toward easing their reliance on loans.

resources to communities and schools with the highest concentration of children from low-income families. A greater commitment to Even Start would expand local family literacy programs that combine early childhood education for pre-schoolers with instruction in basic literacy skills for their parents. Support for bilingual education would give students who speak a language other than English the extra help that they need to learn to read English.

How do we know whether our children are meeting challenging academic standards? Meaningful assessments are a key element to a quality education. They let parents know that their students have mastered essential skills. To that end, President Clinton has proposed the development of voluntary national tests in reading and math so that parents, teachers, and students will know how well students perform in relation to world-class standards. We believe that these tests should be administered at critical junctures in a child's education — fourth grade in reading and eighth grade in mathematics. This will be the first time that rigorous tests of reading and math skills will be tied to national standards.

Although the budget agreement does not include funding for the President's school construction initiative, this pressing issue should be revisited given the current circumstances. The need for help is clear — with the number of K-12 students at an all-time high and growing annually, 6,000 new schools need to be built in the next decade to meet the demand for space. In schools across the country, classes are meeting in closets, alcoves, and other spaces never meant to hold a class. If we expect our children to meet to high standards, we must ensure

that they can assemble in an environment that is conducive to learning.

Before discussing pending appropriations items, I want to address one issue that I hope we can put behind us — the erroneous and misleading claim that there are 788 federal education programs. This line is used to suggest that our current investment in education is excessive, but a cursory examination of the list shows that most of the programs have nothing to do with America's schools. The list includes programs that support scientific research in areas of national concern (including the environment, energy, and biomedical science), programs that provide broad assistance in areas like food and nutrition or road building, and programs that provide specialized professional training. Do we really want to eliminate the FBI Academy? Or training programs for

* Our after-school initiative would help launch as many as 1,000 after-school programs to give families a safe place to extend learning beyond the school day.

Finally, a vital part of helping our children learn more is ensuring that their teachers are challenged and supported in ways that help them do their job better. Expansion of the Eisenhower Professional Development State Grants provides support in an area that local schools often cannot afford, and provides opportunities for teachers to learn from

air-traffic controllers? Let's get past these divisive tactics and focus on more constructive endeavors.

At the Department of Education, we are committed to quality control. By working with Congress to do away with programs that are no longer necessary, we have eliminated more than 40 programs since the Clinton Administration took office, and we propose to end or consolidate ten more in our fiscal 1998 budget. These steps have produced a more efficient and effective department.

The President's 1998 budget proposes a number of investments in targeted areas to support states and communities that are using standards of excellence in an effort to improve their schools.

* The Technology Literacy Challenge Fund helps rural and inner-city schools develop links to the Internet and equips their peers and update their teaching methods. Support for the National Board for Professional Teaching Standards will speed up the development of standards and assessments in more than 30 teaching fields, and it will enable teachers to go through the rigorous National Board evaluation process — an important step in identifying and rewarding master teachers.

President John Kennedy once observed that our progress as a nation can be no swifter than our progress in education. America's families are

teachers with the skills they need to integrate computers into their classroom instruction.

* Expansion of the Goals 2000 program would permit grants to an estimated 16,000 schools, one-third more than the 12,000 schools now receiving such assistance.

* Investment in school-to-work opportunities (evenly divided between the Departments of Education and Labor) would help all 50 states to fully implement their strategies for preparing students for careers and further education.

* A broader commitment to charter schools will promote innovation and provide critical startup funds for as many as 1,100 new schools created by teachers, parents, and community members who want to develop new and effective means of teaching and learning.

committed to doing what it takes to raise education achievement for all Americans to the levels needed for success in the 21st century. We have enjoyed great success in recent months in this area, and it is my fervent hope that we can continue to set aside politics and come together — Democrats, Republicans, and Independents alike — for the sake of America's children.

Richard Riley is the Secretary of Education. ■

90. Roll Call (policy briefing)

June 2, 1997

Target Education Dollars to Schools, Not Bureaucrats

"We cannot ask the American people to spend more on education until we do a better job with the money we've got now."

— President Clinton to the National Governors' Association, March 1996

By Rep. Pete Hoekstra

There is no question that education is one of the biggest issues on the collective mind of Americans. A week does not go by these days without some major speech or report about the state of education in America. Most everyone seems to agree that something must be done to improve the quality of education in our country. The problem is, no one seems to agree on what to do about it.

There are thousands of schools around America — both public and private — that are succeeding. Although they often differ in their approaches, they all have

one thing in common: They focus on children rather than bureaucracy.

Members of my subcommittee and I have had the opportunity to visit schools in California, New York, Arizona, Georgia, Wisconsin, Michigan, and, most recently, Ohio, Kentucky, and Arkansas, to look at what works and what doesn't work in education in our country. Interestingly, some of the most successful schools we visited are located in the toughest, most crime-ridden neighborhoods. Academic achievement in most of these schools has little

relationship to income, race, or the amount of money spent.

The House Education and the Workforce Committee currently is engaged in a yearlong study of the federal government's involvement in education. The project, titled "Education at a Crossroads," is intended to look at what works and what is wasted in federal education programs. Part of this project involves going around the country to hear from educators, parents, students, and other community leaders about education programs in their areas and how they

relate to the federal effort.

Among the many successful schools we have visited are Vaughn Learning Center, a public charter school in the Los Angeles area, and Cornerstone School, a private, faith-based school in Detroit. These schools demonstrate that dedicated parents and teachers and a lack of bureaucracy lead to thriving, learning students. They show that there is no direct relationship between the amount of money spent and test scores of students.

Why are they succeeding? Our investigation has found four common traits that we find every time we study a successful school:

* Basic academics: Reading, writing, and math are taught as the foundation of lifelong learning and high achievement for our children.

* Parental involvement: Schools thrive

Spending taxpayers' dollars is serious business, regardless of the intent of that spending. Shouldn't we require the same accountability from education programs that we do from other sectors of the government? If the Pentagon paid billions of dollars for a new fighter jet that had a failure rate of 50 percent, Congress and the public would be justly outraged and demand answers. Certainly we wouldn't consider spending more money on the project until we were assured that the problems had been fixed.

Yet, when it comes to education, we often throw accountability out the window simply because it is for education. No questions asked. Many of our schools are failing 50 percent or more of their students, and that is entirely unacceptable.

While everyone agrees that something must be done about the state of education in America, there are two different visions of how to address the problem. One vision puts bureaucracy first, moving responsibility and resources to the bureaucracy in Washington, DC. The other vision puts children first, empowering parents and teachers who know the names of each child in their classrooms and understand their needs. We must choose which vision to pursue.

There is an almost irresistible temptation to look to Washington for solutions to problems. In 1979, the Department of Education was created out of the old Department of Health, Education, and Welfare to consolidate and refocus federal education efforts as a national priority. Eighteen years later, it has failed to achieve this goal. The Washington education bureaucracy has become a maze of more than 760

when parents are integrated into the learning process and are viewed as partners in decision-making and direction-setting.

* Dollars to the classroom, not the bureaucracy: Almost 30 cents of every federal education dollar is lost in a maze of bureaucracy and never makes it to the classroom. Successful schools spend less time on paperwork and more time on homework.

* Safe and disciplined schools: Learning cannot take place in a chaotic environment. Successful schools empower teachers and administrators to do what is necessary to secure a safe and peaceful learning atmosphere.

It is focusing on the basics — not simply pouring more money into a failing system — that appears to work. Nothing is more important to preserving freedom programs, spanning 40 different federal agencies — just one of which is the Department of Education — at a cost of nearly \$100 billion per year. What do we have to show for it? Declining test scores and lower student achievement, parents who are concerned their children aren't being taught the basics, and general dissatisfaction with education in America.

Has this mushrooming bureaucracy improved education? The demonstrable answer is no. One-half of all adult Americans are functionally illiterate. Fifty-six percent of college freshmen need some kind of remedial education. More than 60 percent of high school seniors cannot read at a proficient level. Kids are not safe at school. The top concern of teachers is not gum chewing or note passing, but rather personal safety.

In light of these facts, you would think President Clinton would want to streamline and focus the federal education bureaucracy instead of expanding it. Actually, as the quote at the top of this article indicates, even the President recognizes that something must be done. But in the heat of the campaign, the President could not resist promising more federal intervention.

The facts remain. The education bureaucracy is a costly, wasteful maze of duplicative and inefficient programs. It is not coordinated by any one person in the federal government. In fact, in testimony before Congress, neither the Secretary of Education nor the Secretary of the Treasury had any idea how many federal education programs there are, or who is responsible for their effectiveness.

Of course, this did not stop the

and creating a brighter future for our children than a good education. Yet education in America is at a crossroads today because we are failing to provide a high-quality education to a large number of children.

One reason for the breakdown of the system is that Congress has been unwilling to judge the impact of the money we already spend on education. The term "third rail" is used too often in this town, but it seems that education spending is another one of those topics that has become undebatable.

The conventional wisdom is that more education spending is good regardless of how it is spent, and those who wish to scrutinize education expenditures and results are anti-education and anti-kids. These are conclusions that we must re-evaluate.

Administration from requesting an additional \$55 billion to be spent on more federal programs, the President's statement notwithstanding.

Apparently, President Clinton's vision is an excessively bureaucratic education system in which Washington bureaucrats build local schools, decide what technology to put in classrooms, certify teachers, develop curricula and tests, teach children about sex and drugs, tutor them after school, and provide them with midnight basketball.

Of course, each of these programs requires another bureaucrat in Washington, who must write the rules and regulations for what food the children may eat, or what computers they must use, or what construction workers must be paid, or what stories the children may read. Other than that, the President believes in local and parental control in education.

It is foolish to put more money into a failed system. Successful education must be child-centered. Resources must be directed to teachers who know the names and needs of each child. This is a vision for education that is already a reality in thousands of schools across America. By focusing on what works — empowering parents and teachers and driving decision-making and resources to the state and local level — this vision of world-class education can be a reality for all American children.

Rep. Pete Hoekstra (R-Mich) is the chairman of the Education and the Workforce subcommittee on oversight and investigations and is also a member of the Budget Committee. ■

91. Roll Call (policy briefing)

June 2, 1997

Taxpayer-Funded Scholarships Can Deliver America's Neediest Students From Failing Systems

By Rep. Frank Riggs

Rarely do special-interest groups claiming to lobby for the rights of children or "average people" find themselves more at odds with their usual backers than over the issue of school choice.

Left-leaning organizations from the NAACP to the politically potent teachers' unions have fought every attempt to give parents any type of choice in where their children can attend school.

This flies in the face of recent Gallup polls, which show that up to 80 percent

Consider this: In 1990, the Rand Corporation estimated that only 25 percent of New York City's public school students graduate and that only 16 percent take the SAT college entrance exam. The small elite in the neighborhood public schools that did take the SAT in 1990 averaged a combined 642 out of a possible 1600, and those in magnet schools (a form of public school choice) scored little better, averaging only 715.

By contrast, the Catholic schools in New York graduate 95 percent of their students and 75 percent take the SAT — with an average score of 815.

A 1993 New York State Department of Education report showed that Catholic schools with demographics similar to public schools outscored them by 17 percent in third-grade reading, by 10 percent in third-grade math, by 6 percent in fifth-grade writing, and by 11 percent in sixth-grade math.

Catholic schools in the inner cities tend to be more, not less, integrated across lines of race and ethnicity. Now, in New York, they are poised to challenge the public-school monopoly by reminding us that the neediest kids are educable — and that spending extravagantly isn't the answer.

Recently, the Education and the Workforce subcommittee on oversight and investigations held a field hearing at Cardinal Hayes High School in the Bronx. We heard an extraordinary outpouring of interest in and support for school choice and privately funded scholarships from poor parents whose children are trapped in the Big Apple's failing public schools.

of the minority population support the right of parents to choose among competing schools for the education that best suits their children.

Despite this overwhelming support, the teachers' lobby, the White House, the NAACP, and many other traditionally left-leaning special-interest groups oppose Congressional plans that would give taxpayer-funded scholarships to low-income parents whose children attend failing public schools.

In America's poorest inner-city Little wonder that the demand among poor parents for an innovative private-school choice scholarship program is so great. The program was undertaken after Cardinal John O'Connor offered to educate 1,000 of New York City's lowest performing students in the Catholic schools. Mayor Rudolph Giuliani (R) agreed to the offer but, because of the church/state issues, sought private-sector support to fund the initiative.

The scholarship program has five basic elements:

- * The scholarships will cover up to \$1,400 in annual tuition costs and are guaranteed for three years.

- * The scholarships are need-based.

- * Scholarships will go to 1,300 students this year.

- * Students must currently attend a New York City public school and be entering grades one through five in September 1997.

- * Students will be selected by lottery this month with preference given to students in the city's lowest-performing schools, based on a ranking by the New York City Board of Education.

Parents receiving the scholarship will be allowed to select any public or private school, religious or non-sectarian, that is recognized by the state of New York.

Some 23,000 families have applied for these 1,300 scholarships. The massive number of families applying for the scholarships is viewed widely as a vote of "no confidence" in the New York City public school system.

Dr. Rudy Crew, chancellor of New York City Schools, acknowledged that parents "want schools of high quality.

schools, children are far more likely to exhibit low levels of achievement and are more likely to drop out of school than their peers from other areas. For the poorest of children in the poorest of America's neighborhoods, school choice is an idea whose time has come. Parents whose children are in danger of becoming yet another statistic on the "lost generation" scorecard feel school choice can't come soon enough.

And they are going to use any consumer mechanism to access them. It pushes us to really move as aggressively as we can in creating good schools throughout the city so parents do not have to look at other schools."

Peter Flannigan, a respected New York City businessman who spearheaded the effort to raise the private funds for the School Choice Scholarships Foundation, perhaps put it best: "When schools are accountable to parents and students who have the freedom to choose where they wish to be educated, they will become good schools. If they do not meet the demands of parents and schools, they will and should close. The price of failure should not be, as it now is, more money, more attention, and more students. The price of failure should be a closed school."

The alternative to a stagnant monopoly is competition. When a monopoly faces real competition, it always reacts by improving itself. As Flannigan puts it, "The argument that vouchers would destroy the public school system is entirely false. Vouchers would save the public school system. When enough children are given the opportunity to leave the system because it does not meet their and their parents' needs, the system will reform itself.... Competition will only come about when parents and students are free to choose the schools that they think are best able to educate them."

This theory dates back to 1955, when Nobel economist Milton Friedman first proposed using vouchers to break the government's near-monopoly on education and subject schools to

competition.

Put simply, competition means choice. That choice can be provided through intra-district magnet schools, inter-district transfer agreements, decentralized and deregulated (public) charter schools, and, most importantly, through scholarships (vouchers) and tuition tax credits. Choice also means more accountability and better education results, including increased parental involvement and higher pupil achievement.

If we want grassroots improvement of our schools, we must change the education paradigm by shifting the focus from the providers of education to the consumers of education. That is why such strange policy bedfellows as William Galston, President Clinton's former domestic policy adviser, and Diane Ravitch, President Bush's Assistant Secretary of Education, have joined forces to support federal taxpayer funds for demonstration projects on school choice that include religious schools.

They applaud the charter-school

Every reasonable approach must be tried. Galston and Ravitch rightly argue for "a national demonstration program involving poor children in no fewer than ten hard-pressed urban school districts for a period of no less than five years, with carefully designed monitoring and evaluation plans."

I introduced a federal school choice demonstration bill in 1995 with Rep. Dave Weldon (R) of Florida.

This year, a school choice component is a major feature of the bipartisan American Community Renewal Act, sponsored by Republican Reps. J.C. Watts of Oklahoma and Jim Talent of Missouri, and by Democratic Rep. Floyd Flake of New York.

Two questions about voucher programs remain unanswered: Do vouchers motivate public schools to do better to stay competitive? Do poor students attending lousy public schools benefit through improved education achievement?

experiment under way in 26 states, the District of Columbia, and Puerto Rico that allows new or existing public schools to function independently, free of most regulations. Additionally, the recent report, "Reclaiming a Nation at Risk," finds that decentralization and site-based management are the keys to education reform and improvement of our schools. The early evidence suggests that public schools can compete with the best private schools if they are deregulated.

However, Galston and Ravitch, writing in the Washington Post on Dec. 16, 1996, conclude: "For the poor children — those most at risk of failure — even stronger measures have to be tried. We cannot afford to write-off another generation of urban school children.... It's time to put ideology and politics aside and put our children first."

They note that Milwaukee and Cleveland have passed laws creating means-tested scholarships with which poor parents can send their children to any school of their choice. Evaluations of the five-year-old Milwaukee choice

The only way to develop the hard evidence needed to show that parental choice will indeed improve education performance is to allow a serious experiment to proceed. The Talent/Watts/Flake proposal or a bill like my Low-Income School Choice Demonstration Act from the last Congress would do just that.

I am absolutely convinced that vouchers empower parents and foster competition and innovation. One of the reasons some special interests are so strongly opposed is that we have created these monolithic education bureaucracies across the country that, in many cases, absolutely resist school choice and have no desire to compete.

If you can introduce choice and competition into the education marketplace, it leads to more parental involvement, higher parental satisfaction, and greater pupil achievement. If we can ever create a large enough experiment, we will then be able to demonstrate this

program show choice students do better and parents are more satisfied.

According to an editorial in the New York Times, after three years, students who chose private schools scored 5 percentage points higher on math achievement tests. After four years, the gap widened to almost 11 percent. Reading scores moved in the same direction, though differences were less pronounced.

The Times opined: "[T]he Milwaukee data should serve notice on the teachers' union — large, urban districts everywhere — that if schools do not improve quickly, vouchers could become irresistible."

One experiment in Milwaukee doesn't prove much by itself, but it does warrant further experiments around the country. That's why the results of the School Choice Scholarships Foundation in New York City will be watched closely by school-choice proponents and education policy decision-makers.

link.

For now, I would propose the idea of extending public school choice by creating more charter schools. Twenty-three states, including my own, have charter school laws on the books.

The President called for a 100 percent increase in federal taxpayer funding for the start-up of charter schools in his State of the Union message and his budget proposal to Congress. When my subcommittee addresses the President's proposals, I would like to attach a large demonstration project in the use of vouchers. The bottom line on vouchers is that we have never used them long enough to know whether they really do improve education performance. It's time to give choice a chance.

Rep. Frank Riggs (R-Calif) is the chairman of the Education and the Workforce subcommittee on early childhood, youth, and families. ■

92. Roll Call (policy briefing)

June 2, 1997

Charter Schools: 'New Dem' Reform of Choice

By Sen. John Breaux

The quality of American public education frustrates many parents, teachers, and students. That's why more and more parents are finding ways to send their children to private schools or

are moving out of inner-city school districts. And the political debate going on in Washington concerning public school education does not always offer new and innovative solutions.

Some on the left argue that the problem is too little money, although per-pupil expenditures have gone up over the last two decades. And some on the right claim the problem is a stifling

bureaucracy, teachers' unions, and politicized school administrators. The truth probably involves all of these concerns, and more.

Sometimes, public school systems need more money. Sometimes, local politics interferes with the goal of educating children. And sometimes, top-heavy bureaucracies hurt accountability and suffocate innovation. These problems are not new. What has been missing is a "break the mold" way of tackling our growing education concerns.

We need a progressive strategy to rebuild our public schools that focuses on ways to bring the consumers of public education back to the table. Schools and educators must assume accountability for success and for failure. They must have flexibility from the bureaucracy. And parents must have a choice of where they send their children so they have a reason to invest their time and energy in their

The charter generally gives teachers complete control of their schools' budgets, staffing, teaching methods, and curriculum. And the schools themselves are freed from many of the education regulations and restrictions of state and local school boards in exchange for conducting performance reviews.

Charter schools are primarily creatures of state law. The regulations and restrictions are waived depending on each state's authorizing legislation. Some examples of the kinds of autonomy granted to charter schools are in staffing and budget decisions, curricula, class sizes, length of school days, the school calendar, and textbooks. And charter schools are not exempt from health, safety, and civil rights laws.

Public Support

Charter schools are public schools, supported by public money. They are freed, however, from most district and state regulations, providing flexibility and independence.

Charter schools are open to all students. They cannot charge tuition or fees or have any religious affiliation. Public funds finance charter schools, with the per-pupil state funding following a student in a charter school.

In many states, K-12 financing systems use individual student counts as the main way to distribute state or federal aid. In some states, like Louisiana, charter schools by law receive the full state and local per-pupil average, contingent on local school board sponsorship. In others, state law guarantees charter schools only a minimum percentage of state or local

schools.

The leading progressive experiment in public schooling today is the charter-school movement. This is an idea that the Progressive Policy Institute, the research arm of the Democratic Leadership Council (DLC), developed. As a former DLC chairman and longtime supporter of its New Democrat ideals, I support expansion of charter schools nationwide.

In fact, in my home state of Louisiana, the state House of Representatives recently passed legislation to expand our pilot charter-school program to 42 schools — to communities that are willing to try this new and innovative approach to educating their children.

I believe expansion of charter schools will speed up the rate of change. And, finally, people, in addition to the local school boards, will try different forms of public education and encourage innovation in teaching and learning. revenues. An individual school's funding is based on its enrollment.

In Louisiana, lawmakers have moved cautiously in the experiment of charter schools, starting in 1995 with a limited pilot program that allowed only eight of the state's 66 school districts to participate. And, so far, only three charter schools have opened, because getting them up and running does take time, energy, and perseverance.

Organizers must persuade local school boards to approve their applications. And although the law allows charter schools to receive the same per-pupil funding that other public schools receive, start-up money is not included.

Charter schools, which agree to meet state performance standards in exchange for greater flexibility in making their own rules, have to pay for construction, textbooks, and teacher training before they open. They rarely get state money until they open their doors to students.

The Department of Education, under its Public Charter Schools Program, has limited funds to provide discretionary grants to states for start-up costs. States allocate those funds to the charter schools.

Charter-school founders — often groups of teachers or parents, or small, non-profit organizations — often suffer from cash-flow problems when they start. Most states do not give them money until they have enrolled students, and, like traditional public schools, they are forced to wait a month or two into the school year before they get their state-aid checks. Most districts have adjusted their bookkeeping to deal with the built-in

What Are Charter Schools?

Charter schools provide an alternative to a traditional public school education. They offer greater choice to students and parents. And one of the reasons charter schools are such a promising educational tool is that they are accountable for their results.

These public schools operate under a "charter" that spells out instructional, financial, and management plans, as well as the school's education objectives and how to measure them. A charter usually lasts five years, at the end of which it is renewed if, and only if, the school has reached previously agreed-upon goals. That way, public authorities retain final say over charter schools. With a binding charter to a public agency, a combination of administrators, teachers, parents, and others governs the school. If the school produces the promised results, its charter is renewed.

cash-flow problems, but that job is harder for a brand-new school.

Accountability

Today, more than half of all states, including Louisiana, have enacted charter-school legislation. In 1991, Minnesota passed the nation's first charter-school legislation. Since then, more than 400 charters have been issued nationwide.

A charter school must follow the outcome-based performance model outlined in its charter. If the school doesn't produce the promised results, its charter is not renewed.

Charter schools introduce a measure of competition into the public education system. Traditional public schools either improve with the introduction of charter schools or lose students to them. In the words of an ardent supporter, "Teachers trade away regulation for results and bureaucracy for accountability."

And the charter schools' make-up must mirror the school district, which includes abiding by any federal desegregation court orders. A charter confers on a school a license to provide a different kind of public education to children who want it, not to violate the Constitution or federal law.

Higher Standards

By providing an alternative, charter schools promote positive competition. They provide an incentive for public schools to improve, while keeping students and tax dollars in the public system. And charter schools offer another opportunity for students who may not have done well in a regular public school.

This alternative was demonstrated in a

recent letter to the editor from a mother in the New Orleans area. She wrote the New Orleans Times-Picayune newspaper, and said that "it was out of frustration that I have decided to pursue the organization of a charter school in New Orleans."

She said she was worried about the academic achievement of her seventh-grader, who was neither a gifted nor a learning-impaired student, but rather an average student whose learning was suffering at a middle school with large classes that lacked "individualized attention and had low academic expectation."

This New Orleans mother concluded her letter by urging all parents and educators who are similarly frustrated with the current system to write their state legislators and ask them to pass charter-school legislation "to make true reform of our public schools possible."

Commitment to Public Education

Charter-school advocates and organizers like myself are committed to the public school system as an effective

They are not the end-all and be-all of education reform, but they have enormous potential for good. They provide many crucial elements now missing from too many public schools — accountability, flexibility for innovation, and incentive for parental involvement.

They have the power to alter for the

way to educate all of America's children.

The unique fit between universal parental concern with the public school system and the strengths of the charter school model have made charter schools the fastest growing education reform in the country today.

The reason for this is that charter schools are good for education and for our children. The benefits are twofold: Better schools are created, which in turn creates pressure on existing schools to improve in order to compete for students.

Mainstream and Special Needs

Most charter schools serve a cross-section of the student population. But a good number address the special needs of at-risk students, such as teen mothers and the hearing impaired.

Other charter schools typically offer integrated curricula that stress mastery of the "basics" and modern technology, while some even offer increased learning opportunities.

Ongoing Concerns

Last September, the charter-school movement marked its fourth birthday. Better what traditional public schools are doing, and they can serve as "demonstration projects" for the best ideas that American educators have. Without more charter schools, I'm afraid that more parents and their children will continue to flee the public school system.

Unlike some on the right, we progressives believe public education is

Two issues have come forward after several years of having charter schools up and running.

First, I believe it would be useful to have solid information on how these charter schools are performing. For example, charter schools in California, Colorado, and Minnesota have been operating long enough to provide some early evidence of student achievement. Positive evidence would help persuade state legislatures to lift their caps on the number of charter schools allowed in the state and permit more to open.

Second, we need to consider ways to address the crushing costs of starting a charter school. Generally, state funds don't start going to charter schools until they are up and running. It's time we invest some venture capital in the future of charter schools — and our children's education.

The Charter School Alternative

Charter schools are a tangible, achievable piece of the progressive, New Democrat agenda for revitalizing our nation's public schools.

worth saving. Unlike some on the left, we believe saving it will require some sweeping change.

If the measures of public disenchantment are accurate, most Americans are on the progressives' side — and the side of charter schools.

Sen. John Breaux (D-La) is the Chief Deputy Minority Whip. ■

93. Roll Call (policy briefing)

June 2, 1997

Uneasy Truce Between Direct and Private Student Loans Threatens Improvements

By Sen. James Jeffords

Gen. George Patton advised, "Don't fight a battle if you don't gain anything by winning." His words ring true today and serve as a warning as Congress again begins the process of re-examining the two competing federal student loan programs.

Whether or not one program "wins" is neither the relevant nor the appropriate question. The relevant question is how to make both programs strong, effective, and efficient for our nation's students. Little can be gained by engaging in a destructive battle just for the sake of declaring a winner. I'm afraid, however, that not all the parties have agreed to this cease-fire.

In 1992, Congress authorized the

Federal Direct Student Loan Program (FDSLPL). Under the direct loan program, the federal government — not a private lender — lends money directly to schools to be provided to eligible student loan borrowers. The program is operated and managed by the Department of Education. As opposed to the direct loan program, the private sector provides the loan capital in the Federal Family Education Loan Program (FFELP), but the federal government is on the hook to cover most of the costs if a borrower defaults.

Clinton Administration officials and some Members of Congress saw the federal direct loan program eventually becoming a total replacement for what

they considered a costly, complicated, and corpulent private-sector loan program. Others saw direct lending as a new government bureaucracy doomed to be less efficient and more costly than a privately run program.

Still others, and I consider myself among this group, saw direct lending as a trial, designed to introduce some necessary competition into the student-loan monopoly. That competition would lead to lower costs and better services for borrowers and the government, the ultimate guarantor of both programs.

Since 1992, both loan programs have had their successes. Roughly 35 percent of total student loan volume is now

handled by the FDSLPL. Institutions that participate report satisfaction with its central features and are relieved not to have to deal with numerous lenders and guarantee agencies. Still, many more schools have opted to remain with FFELP, reporting that they, too, see significant strides made by the private loan industry.

Few can argue that the creation of the direct lending program has led to changes in the private loan sector that would not otherwise have occurred. The mere existence and threat of another major player in the game forced many in the private sector to improve their service and cut costs to students. For example, the Vermont Student Assistance Corporation, my state guarantee agency and state lender for the FFELP program, offers students a one percent lower interest rate than is available in the FDSLPL. That alone has saved Vermont students hundreds of thousands of dollars a year.

At the same time, the Department of Education's conduct in running the direct loan program has been so chaotic that the Labor and Human Resources Committee felt it necessary to hold a hearing on May 15 devoted solely to the department's administration of the direct loan program and the student-aid delivery system. Hundreds of millions of dollars later, the department continues to experience major operating problems. It has come under intense scrutiny by its own Inspector General and by the General Accounting Office. Admittedly, the task of managing student-loan data systems is a difficult one. Nevertheless, if federal funds are not being accounted for, it is critical that changes be made to the program.

Unfortunately, because the truce between both programs remains so uneasy, department officials are unwilling to admit to mistakes and allow Congress to help correct the problems. Evidence of this attitude was seen in the conflicting testimony presented by the Administration and by the GAO about the difficulties in managing the program.

In addition to lower interest rates, many of these agencies — which, candidly, should have thought of these customer-friendly changes sooner — are cutting costs to students in other ways as well. The Illinois agency provides discounts on aid to students who perform community service. California reduces interest rates by 2 percent for students who make their loan payments on time. The agency realized that it would save administrative costs if it had to send out fewer reminders to late payers and had fewer loan defaults, so it put together a program to pass the savings on to its customers — the students.

Getting to this point has not been easy or satisfying. Between the 1992 amendments and today, a fierce war has been waged between the FDSLPL and FFELP. Discussions about whether one or both loan programs would continue dominated budget negotiations in 1995, and after much debate and discussion, a truce was achieved between the two. This bickering only serves to frustrate and, in the end, doesn't do anything to improve services to students and institutions.

All interested parties must understand that, for the sake of students, true competition must exist between both programs. It is disturbing to hear some institutional representatives argue that the borrower benefits which certain FFELP organizations are offering are unfair and should be curtailed. At a time when many of us in Congress are concerned with disturbingly high college costs, those who represent postsecondary institutions should not be arguing to take away benefits that lower the cost of going to college. These arguments appear to be wolves in sheep's clothing, attempting to steal a feature from FFELP that direct lending either is unwilling or unable to offer.

True competition does not mean a plain vanilla wrapper. If the Ben and Jerry's ice cream company in my home state of Vermont were forced to offer only one, non-descript flavor, I dare say

combatants.

But can that truce be sustained? In this year's budget proposal, the Administration proposed crippling cuts in the guaranteed loan program. Of the \$4.6 billion in suggested cuts, \$4 billion came from the private sector and only \$600 million from the direct loan program. That, to me, doesn't suggest an even-handed approach.

Meanwhile, the \$600 million proposed to be cut comes from a bloated administrative account, the funding level of which had been established in 1993 in anticipation of direct lending consuming 60 percent of the market for student loans. With direct-loan volume in 1998 projected to be half of that amount, one would assume that there is a great deal of excess in the Education Department's administrative account. Unfortunately, little of that excess has been offered up by the Administration in the balanced budget debate.

it would go out of business and the world would be deprived of Cherry Garcia, Phish Food, and Rainforest Crunch. If the loan programs could not offer product differentiation, both FFELP and the FDSLPL would lose their edge and student and parent borrowers would be deprived of benefits that could save them thousands of dollars.

As Congress moves through both reconciliation and reauthorization, both programs should be treated equitably, and neither side in this debate should try to inflict either a knock-out blow or death by a thousand cuts. My goal, when we are done, is to position both programs to be healthy competitors and not to artificially prop up one program that is not well run, does not offer borrower benefits, and cannot learn to economize in a costly world. Then, maybe we can have real peace and not a phony imitation.

Sen. James Jeffords (R-Vt) is the chairman of the Labor and Human Resources Committee. ■

94. Roll Call (policy briefing)

June 2, 1997

Direct Loans Are Simpler, Faster, and Better for Students

By Rep. William Clay

In less than three years of operation, the Department of Education's Federal

Direct Student Loan Program already accounts for one-third of the total

student-loan volume. Few new businesses can boast this kind of market

share in such a short period of time.

The direct loan program won this significant percentage of the student-loan business because it provides a simpler, faster, and more efficient way to get loans to students. USA Today reported last year that the program's "simplicity has proved hugely popular at colleges across the country."

Each year, more colleges join the program. Today, more than 1,200 campuses, representing more than 1.5 million students, participate in the direct loan program.

Direct Lending Is a Success

Prior to direct lending, schools and borrowers had no choice but to deal with a vast network of middlemen — including more than 7,000 lenders, over 50 guarantee agencies and 44 secondary markets, and dozens of loan servicers. Few students, parents, and colleges could navigate this bureaucratic maze of loan origination, servicing, and collection services.

Students complained that their loans

Both proponents and opponents of direct lending agree that the competition created by the Direct Student Loan Program has improved service by some FFELP lenders and guarantee agencies.

Last March, the president of Macalester College in New Jersey, a noted expert on higher education, remarked that "banks and guarantee agencies are alert to the fact that they're working in a competitive environment... It's important to keep the direct lending program, even though my own college is not currently a participant."

FFELP Is Inefficient

The General Accounting Office has repeatedly criticized the FFELP program because "nearly all the risk of financial losses from loan defaults" is assumed by the federal government. In 1992, the GAO found that "traditional business incentives do not govern the Department of Education's relationship with guarantee agencies." It noted that the department had reimbursed the guarantee agencies for about 99 percent of the \$3.6 billion in default claims paid to lenders.

The GAO has also noted that the complex array of lenders and guarantee agencies under the FFELP program makes it impossible to audit them, thus inviting fraud and abuse. The GAO has concluded that direct lending would improve program accountability.

Guarantee agencies have also been cited by the GAO for diverting reserve funds to pay for facilities, furniture, computers, and exorbitant salaries. This March, the Baltimore Sun reported that

were sold and resold, or contracted out to servicing agencies, sometimes without notice. Colleges received loan funds from different lenders at different times, often with different forms and policies. Delays, errors, and confusion dominated loan processing. Compounding the confusion, colleges also had to deal with multiple guarantee agencies, each with its own procedures and forms.

With direct lending, students get their loan proceeds directly from their schools, usually much faster than through a lender. Upon graduation, borrowers are provided more flexible repayment options that take into account their post-college income. Borrowers only deal with one loan servicer.

Direct lending has made loan administration easier for schools. Loan approvals are given by the Department of Education electronically, often in one day. Recently, Barbara Tornow, the chief student aid officer at Boston University, stated in testimony before the Senate Labor and Human Resources Committee USA Group, a non-profit guarantee agency, paid its top executive a lavish compensation package worth more than \$1 million. The USA headquarters, valued at more than \$30 million, reported profits of more than \$100 million for 1995. As a student-loan middleman, the guarantee agency incurs little risk, but rakes in millions of dollars through substantial federal government subsidies.

Despite competitive pressures, the inefficiency in the FFELP is perpetuated by special interests. Student loans continue to be a no-risk venture for banks. If there is a default, lenders are reimbursed 98 percent by the federal government. Lenders are also reimbursed interest on loans — not at the 5 percent it costs to borrow — but at a rate of 3.1 percent above the government rate.

My good friend, former Illinois Sen. Paul Simon (D), sharply criticized this process for establishing the program's federal subsidy on the Senate floor last year: "Why do we pay banks 3.1 percent over the Treasury rate? Not because of any market competition that led to the price. Not because of any study by economists, but it is what the lobbyists said the industry could live with."

Competitive pressures have induced some lenders to engage in predatory pricing. For example, lenders have provided select students a discount on loan origination fees or a reduction of interest rates.

The Direct Student Loan Program is not authorized to provide discounts. The funds for discounting are not generated

that direct lending was "easier and more efficient" and resulted in a "significant improvement in service to students."

Conversely, under the Federal Family Education Loan Program (FFELP), she complained, poor service by lenders and guarantee agencies delayed student checks, and these entities "had varying degrees of competence and interest in service."

A survey of FFELP and direct lending schools completed earlier this year by Macro International reported that more than 60 percent of direct-lending schools were "very satisfied" with their program, compared with only 25 percent for FFELP schools.

For those schools that participate in both programs, direct-lending is strongly preferred by schools and borrowers. Of the \$9.8 billion in loan volume by schools in both programs for the 1996-97 school year, \$8.6 billion, or 89 percent, was in direct loans, versus \$1.2 billion, or 11 percent, for the FFELP program.

by the efficient operation of private lenders; they come from the overly generous federal cost allowance provided to all lenders, irrespective of their performance.

This practice undermines the student aid program's commitment to provide equal benefits to all students based on financial need. A federal aid program should offer a Columbia University student the same percentage discount it offers a student at Washington University or Dade County Community College.

FFELP Needs Reform

Unlike the FFELP program, the Direct Student Loan Program chooses contractors based on performance. No contractor is given a flat-rate payment, irrespective of performance. President Clinton's fiscal 1998 budget proposes a number of FFELP reform measures that would curtail the cache of entitlements for lenders and guarantee agencies. The measures would reward those participants that provide high-quality services to students and schools and penalize those that do not. Most importantly, the measures strengthen the relationship between the actual cost of providing services and the amount paid by taxpayers.

For example, the federal government pays guarantee agencies 27 percent of any defaulted loan they collect. This is a clear disincentive for agencies to prevent defaults. President Clinton, over the objection of special interests, proposed in his budget to reduce that amount to 18 percent to reflect the true collection costs

to the guarantee agencies.

Other budget provisions would reduce the cost allowance for lenders that is currently built into the interest subsidy, take back agency reserves by establishing a performance-based contractual relationship with the Department of Education, and increase risk-sharing for lenders so they have a greater incentive to prevent defaults.

President Clinton's budget also includes a number of measures that would allow the direct loan and FFELP programs to compete with each other more fairly.

Student origination fees would be cut in half, benefiting students and minimizing the opportunity for discriminatory discounting. FFELP lenders would be given more flexibility in designing repayment plans and allow borrowers to use a variety of repayment options after graduation. Automatic payments to guarantee agencies for

pre-claims assistance to lenders would be replaced by performance-based payments linked to success in bringing delinquent loans current.

Finally, the President's proposals would create a level playing field for real competition between the two loan programs. If we can ensure equivalent ground rules for both programs, families will have real, open competition and genuine choices.

Direct Lending Saves Taxpayers Money

The desirability of making the student aid program more cost efficient has always been a major advantage of the Direct Student Loan Program. In 1992, the GAO predicted that the program could "save billions" if properly implemented. The Department of Education calculates that for each \$1,000 loaned, the federal government subsidizes the FFELP program by \$110, compared with only \$55 for the direct

loan program.

In the fiscal 1996 budget resolution, Republicans rigged the budget scoring rules to mask savings by the direct loan program. It singled out the direct loan program to be scored using special rules that unfairly inflated its cost compared with the cost of the FFELP program. An independent scoring rule analysis recently demonstrated a substantial savings by moving to direct lending.

As Congress begins consideration of the Higher Education Act reauthorization, I am hopeful that we can avoid a bitter partisan fight over the Direct Student Loan Program. This will help us to focus all our attention on the vital task of making higher education more accessible and affordable for all Americans.

Rep. William Clay (D-Mo) is the ranking member of the Education and the Workforce Committee. ■

95. Roll Call (policy briefing)

June 2, 1997

Imagine Having a Mortgage Without a House

Out-of-Control College Tuition Leaves Students With Debt That Threatens a Successful National Economy

By Rep. Bill Goodling and Rep. Buck McKeon

When it comes to higher education, Members of Congress, college presidents, students, and parents all share common goals. These goals include: making college affordable, making student aid simple and understandable, and ensuring that academic quality is the top priority.

How many parents do we all know who at this time of the year sit at the kitchen table with their son or daughter about to graduate from high school, eyeing the family budget and agonizing over how to pay for the upcoming college years?

It's probably more hardworking Americans than we would like to admit. There is no question about it — the price of a college education at many institutions has skyrocketed at alarming rates. Many parents and students are right to fear that a college education, and perhaps even the American dream, may not be available to them.

This year, Congress will update and improve the Higher Education Act, which provides student loans, grants, and other federal financial aid to about one out of every two college students. The federal

government will provide in excess of \$35 billion in federal student aid this year. State governments, institutions, and various philanthropic organizations will contribute vast sums toward higher education. And yet, many parents and students still tell us that they cannot afford to pay for college — even if they have been planning and saving for 18 years!

Over the last three years, the maximum Pell Grant awarded to low-income students has increased to its highest level in history, and college work-study funding has increased by 35 percent. Student loans are and will remain available to all who need them.

But are taxpayer subsidies the only means available to make college affordable for capable students? Or can the federal government, state governments, and college presidents across the country work together to find solutions to keep tuition prices at a reasonable level?

Since the early 1980s, the price of going to college has spiraled upward at a rate of two to three times the rate of

inflation every year. According to a report released recently by the General Accounting Office, between the school years of 1980-81 and 1994-95, tuition at four-year public colleges and universities increased by 234 percent, while median household income rose only 82 percent, and the Consumer Price Index rose only 74 percent. Simply put, college prices have increased almost three times faster than family incomes.

To make matters worse, there is also a growing concern about the quality of the education that is being purchased — that perhaps parents and students are paying more, and getting less for their "investment." Financial incentives favoring research over teaching have led to professors spending little time in the classroom, and students are increasingly spending time in large and impersonal class settings.

Still, there are colleges out there that are a good buy, and there are college presidents dedicated to keeping a quality postsecondary education affordable. One example is York College of Pennsylvania, which provides a high

quality education at roughly half the price of other private colleges and universities in the area.

York College does this by following fiscal and education policies designed to provide the highest quality at a moderate price. For instance, York College has stayed debt free, eliminating the need to spend scarce revenues on interest payments and debt servicing. York College also maintains its scholarship endowment fund at a level suitable to fund all of its institutional scholarships and aid awards. This allows it to avoid the common practice of "tuition discounting," by which students and parents from middle-income families are expected to foot some of the bills for others.

At the same time, York College has kept its administrative staff lean and insists that faculty members spend 12 to 15 hours per week in the classroom or lab. These common-sense practices have allowed it to remain affordable. But,

The Cost of Higher Education Review Act of 1997 establishes a bipartisan commission consisting of seven members — to be selected from experts in higher education administration, economics, business, and business cost reduction programs. The commission will be appointed by the House and Senate leadership and the Secretary of Education.

This panel will function for six months and will issue its report within four months of its inception. Findings of the commission are intended to be used as Congress works to update and improve the Higher Education Act later this year so that college can be a reasonable and achievable goal for more of our nation's young people.

We hear nearly as many reasons for tuition increases as there are types of schools and institutions. We read almost weekly the horror stories in the press. While there is a lot of information out there on college costs, no one can provide definitive explanations for what is happening, and students are caught in the middle. This commission is needed to help us sort the myths from the facts and find hard and fast answers to our

some would ask, how much has this hurt the quality of a York education? Certainly you can't get a top-notch education for less than \$10,000 per year? And therein lies part of the problem.

People actually believe that a quality education should cost roughly as much as the gross national product of a small developing country. The fact is that York College, at about half the price of most similar schools, was rated by US News & World Report as being in the top 20 percent of regional liberal arts colleges for program quality.

Now, we're not arguing that the York model could or should be applied to every college across the country. But what is working in York might serve as a model for some schools, and that information needs to be readily available.

As we prepare to update and improve the Higher Education Act, the House Education and the Workforce Committee will be called upon to make recommendations for legislation to the questions:

* Why are prices so high, and why have they increased so much faster than the rate of inflation?

* What are colleges doing to control their costs and, therefore, the price charged to students?

* Can some of these innovative practices be instituted across the country and serve as models for other colleges and universities?

* What role should Congress and the Administration play when it comes to college prices?

* Could the Administration reduce the regulatory burden faced by institutions of higher learning enough to significantly impact tuition?

Answers to these questions are critical not just to students, parents, and college presidents who might want to keep tuition low, but quite possibly to the future of our nation and our global competitiveness. If our children are saddled with a lifetime of taxes to pay for our generation's excesses, and in addition must pay off college debt the likes of which most of us could never imagine just 15 years ago — something akin to having a mortgage without the house —

full House based on our determinations as to the effectiveness of the existing programs as well as the need to address specific problem areas.

The committee has been conducting hearings all across the country, and one consistent theme from parents and students is the reality that paying for college is a huge financial burden, and that for some, college is simply out of reach even though they have worked very hard for the opportunity to earn a college degree their entire lives. These are not the poorest of the poor. They are middle-income Americans, and they are struggling.

On May 13 of this year, the House unanimously passed legislation introduced by Rep. Buck McKeon (R-Calif), which was reported by the Education and the Workforce Committee, that would establish a commission to find out why the price of a college education has become so ridiculously high.

then how can they expect to have a successful economy?

As a college education becomes more and more important to being successful in our society, we must help ensure it is accessible to the average American who can make the grade and wants to go to college.

We share the concerns of students and parents that college costs are rising so rapidly. Students, parents, and taxpayers are having trouble keeping pace, and the American Dream of a better life for one's children could be in jeopardy.

Students — as well as their parents (and not to mention the nation's taxpayers) are working longer and harder and going deeper into debt to foot the bill for college. If we are to keep this trend from becoming unsustainable, we must act in a serious, thoughtful manner and give colleges, the Administration, and Congress the tools to keep college affordable.

Rep. Bill Goodling (R-Pa) is chairman of the Education and the Workforce Committee. Rep. Buck McKeon (R-Calif) is chairman of its subcommittee on postsecondary education, training, and lifelong learning. ■

96. Roll Call (policy briefing)

June 2, 1997

The Bell Is Sounding for School Choice:

DC Example Shows Why Support for It Is Growing Inside Congress

By Sen. Dan Coats

There is a simple, unavoidable fact at the center of the school-choice debate. When education collapses, it is generally not middle-class children who suffer. Their parents have already chosen private schools or exercised the commonplace school choice of moving to desirable suburbs with working schools. This leaves low-income, particularly African-American, children in violent, dysfunctional institutions with little pretense of learning.

So we are left with situations like the Philadelphia school system, in which just 6 percent of the city's high school students test competent in reading. That means 94 percent of children are being defrauded. And, understandably, 75 percent of African-Americans in Philadelphia favor a voucher system to allow parents a choice of schools.

School choice, in circumstances like these, is not an attack on public schools, which clearly must be fixed, not abolished. It is not an attack on teachers, who often perform heroically in an atmosphere of constant crisis. It is a

There is also a growing consensus for school choice in Congress, rooted in a sense of equity and a sense of desperation. In February 1996, during the passage of the 1996 DC appropriations bill, 56 Senators voted in support of the DC scholarship program for low-income students. Tragically, this program, which would have benefited 5,000 of our nation's most needy students, was blocked by the threat of Democratic filibuster.

The DC schools have not improved since the defeat of this critical scholarship program. Rather, the schools are so bad that the DC Control Board fired Superintendent Franklin Smith, stripped control of the schools from the DC Board of Education, and installed a new chief executive and superintendent, retired Army Gen. Julius Becton Jr.

Perhaps Becton can turn the DC school system around. But I am not willing to tell a family who fears for the safety of its child that it should wait and give Becton five or ten years to test his approaches, especially because changes have been promised by five new superintendents in the last 15 years.

In February of this year, the Washington Post ran a five-part series on the DC school system, chronicling its complete breakdown: a school system in which jobs for bureaucrats are more important than providing textbooks; a school system that employs almost two

recognition that the futures of children are being sacrificed while we debate long-term, structural education reform.

And it's not just children's futures that are being threatened, but sometimes their lives, in hallways and playgrounds occupied by gangs and abandoned by indifferent, inertial education bureaucracies.

School choice is the one reform effort that does not take valuable time to put in place. This is one reform that tells parents that their children matter now, at this moment. It says to a family: You will no longer be asked to wait while the politicians campaign, the education experts study, and the schools promise reform.

There is no doubt that school choice is seen as a controversial reform option. But the truth is that it is only controversial to those individuals whose children are not consigned to a violent or underperforming public school.

Consider one instructive fact: While education unions oppose school choice, many inner-city public school teachers times more central office administrators than the national average, despite a decreasing student population and a shortage of qualified teachers and principals.

Many of the District's 152 schools are in a state of terrible disrepair. Students and teachers contend with leaking roofs, bitterly cold classrooms, and thousands of fire code violations. Yet, in 1996, the DC Board of Education allocated \$1.4 million for its own use, an amount far greater than that spent by neighboring counties, and \$200,000 more than is spent by the Chicago school system, which is five times larger.

Unfortunately, these problems of infrastructure are minor concerns compared with violence and basic education failure. Violence in the schools is at an all-time high — both student on student, and student on teacher — even as the violent-crime rate in the country as a whole drops.

And stories of academic mediocrity have become so common that they have lost their power to shock. Why is there no public outcry that the DC school district, which spends the most per pupil of any district in the country, has the nation's lowest reported scores on the National Assessment of Education Progress exams? Where is the outrage that only 35 percent of students are reading at grade level?

Students are routinely promoted

regularly practice school choice by sending their children to schools other than those in which they teach. They are, in fact, two to three times more likely than other parents to send their children to private schools.

For instance, in Milwaukee and Cleveland, more than 50 percent of public school teachers send their own children to private schools. Yet the National Education Association (NEA) is committed to ending programs in these cities that enable poor parents to send their children to the same private schools attended by the children of public school teachers.

This is an issue of survival for our nation's poorest students — it is not a Republican issue, nor is it an approach that Democrats have always opposed. The Milwaukee and Cleveland school-choice programs, the only ones of their kind, were not started by Republicans. They were started by parents fed up with the schools their children were compelled to attend.

regardless of whether they have progressed in their studies, and they graduate from the school system with little to show for their 12 years of schooling. Eighty-five percent of DC public school graduates who enter the University of the District of Columbia need two years of remedial education before beginning their course work toward degrees.

And more than half of all graduates who took the US Armed Forces Qualification Test in 1994 failed. This last statistic is particularly troubling because it blocks a traditional escape route for the economically disadvantaged.

We are asking poor, inner-city children and their parents to tolerate circumstances that most middle-class and affluent Americans would not tolerate for one moment. Why should these families have to suffer violence and the lack of education opportunities for another week, let alone the years that Becton himself admits it will be before reform has any effect?

But those of us concerned about this issue face an obstacle. No one seems outraged enough about the betrayal of these children by indifferent adults to make major changes. Not suburban whites, who are often satisfied with their schools. Not many Democrats, who are blindly obedient to teachers unions. Not many Republicans, who have different

political constituencies than these kids and their parents.

But an attempt is being made to end this conspiracy of complacency. A coalition of Republicans and Democrats in both houses of Congress plans to introduce a bill that provides scholarships for low-income students in the District of Columbia to enable them to attend the public or private school of their choice or to receive tutoring assistance.

This would be the single, most practical, immediate, and effective way to help actual children, with flesh and blood and futures, rather than saluting some political agenda.

It is inconceivable that anyone in good

conscience could condemn low-income children to attend schools that not only fail to educate them but also cannot even assure their personal safety. Some of our public schools have become wastelands of violence and despair. We cannot begin to imagine the fears of a mother who is forced to send her child through barbed wire and metal detectors into a combat zone masquerading as an education institution.

The introduction and ultimate passage of this bill will signal a fundamental shift in priorities. It would indicate to parents all across America that we care about their children more than we care about maintaining the status quo, that we

understand the depth of the problem in our nation's public schools, and that we are finally willing to address it.

Opponents of this bill should carefully consider what they would do if they had a child assigned to a school where physical attacks, robberies, and drug sales are rampant. Low-income parents, who face this circumstance every day, deserve a voice and a choice. We will begin in the District of Columbia, but we should not end until every child is in a safe and effective school.

Sen. Dan Coats (R-Ind) is the chairman of the Labor and Human Resources subcommittee on children and families. ■

97. Roll Call (policy briefing)

June 2, 1997

Paying the Price for a College Education

Tax Breaks and Increased Grants Help Send Poorer Students to School, But Debt Still Limits Career Choices

By Sen. Edward Kennedy

What the nation does tomorrow depends on how we prepare today. America's strength in the next century depends heavily on the investments we are making now and will be making in the years ahead. Education is at the heart of a wise investment strategy at every level of government — federal, state, and local.

The federal government cannot do the job alone. A shared commitment needs to be made involving parents and students, teachers and administrators, public and private schools and colleges, and federal, state, and local governments. The current budget plan strengthens the federal investment in education, and it is a necessary step. But far more needs to be done.

In higher education, expanding access to college is essential. Every qualified student across the country needs to know that a college education is within reach. Yet higher education today is becoming increasingly stratified by income level. Students from low-income families do not attend college at the same rate as those from high-income families, and when they do, they often stop at an associate's degree.

President Clinton's proposal for tax credits and tax deductions for higher education will help reduce this gap, but it is far from enough.

In elementary and secondary

education, we must work with local communities to improve quality and accountability in public schools, to rebuild crumbling public schools, to prepare teachers for the 21st century, and to provide adequate technology to classrooms across the country.

The federal government should give its strong support to state and local efforts to set high academic standards. There should be clear definitions of what students should know and be able to do. By defining specific goals for learning, states and communities can better identify what classroom tools to use, what information to test and how to test it, and help all students meet the standards.

A balanced budget is important for the nation's future economy. But as we meet the challenge of balancing the budget by 2002, we must also ensure that federal aid to education does not suffer.

Federal support for colleges and universities has helped to foster extraordinary growth over the past half-century. The great developments in knowledge and research, the end of the Cold War, and much of the economic growth of the last 50 years rest on the extraordinary education base.

The federal government's first major investment in higher education was with the G.I. bill. The economic payoff of that investment is well known. According to a

1988 staff analysis for the Joint Economic Committee, for every dollar the government invested in education under the G.I. bill, the nation received as much as \$12.50 in benefits.

We can build on these successes. Higher education has never been more important. The Bureau of Labor Statistics projects that three-fifths of all the jobs that will be created between 1992 and 2005 will require education beyond high school.

Although students are seeking higher education in record numbers, higher education is becoming increasingly stratified. In 1994, nearly 90 percent of 18-year-olds in the highest quarter of family incomes attended college, while only about 60 percent of those from the lowest quarter of family incomes went to college.

Even among low-income students who went to college, more of them stopped at the associate's degree level, forgoing the higher-income jobs that require a bachelor's degree. Only 8 percent of students at the lowest income level completed a bachelor's degree by age 24, while 79 percent of the highest income students did.

The President's initiatives incorporated in the budget plan will do more to make college affordable for needy students. The increase of \$300 in the Pell Grant maximum for fiscal 1998 will bring the

maximum grant per student to \$3,000, but even that level is far from sufficient in the era of rising college costs.

In the 15-year period between the 1980-81 school year and the 1995-96 school year, tuition at four-year public colleges and universities increased by 256 percent. The HOPE tax credit and the \$10,000 tuition tax deduction, the principal education investments in the President's plan, will help large numbers of families meet these rising costs.

One of the most serious current problems is the heavy debt burden plaguing college graduates. In 1975, student aid was 80 percent grants and 20 percent loans. Now, the ratio is 20 percent grants and 80 percent loans. Too many students today choose not to attend

Currently, ten million students and one in every four schools do not have sufficient computers to meet their needs. Only 14 percent of all classrooms are connected to the Internet. Technology is transforming research and learning, and schools and teachers need help to meet this challenge.

Local school districts cannot meet these challenges alone. The federal government can help by providing seed money for school repair and construction, by supporting better training for teachers, and by financing technology for the classrooms.

The Telecommunications Act of 1996 offers a novel approach for investing in such technology. Under the act, telecommunications companies will provide discounts of up to 90 percent to schools and libraries on telecommunications services, Internet access, and internal wiring. This

college at all for fear of accumulating large debts. These burdens raise the additional concern that students will limit their choice of careers to high-paying occupations in order to ease the repayment of their debt.

It is the nation's loss if college graduates are reluctant to choose careers in teaching or public service because of the burden of their college loans. A major concern of Congress in the coming months should be the development of more effective ways to address this serious problem.

On the elementary and secondary levels, the need for greater investment is overwhelming. The nation's public schools are crumbling. They face enormous problems of physical decay. public-private partnership will enable many more schools to make a fundamental commitment to technology at an affordable cost, while the companies, for their part, build a base of customers and skilled workers for the future.

Without federal leadership, technology will separate schools even more starkly into haves and have-nots. We must not allow public education to fail in its historic promise of providing opportunity for all, rich and poor alike.

The federal government can and should continue to support state and local efforts to set high academic standards and make schools accountable for improved student performance. The President's proposal for a voluntary national test is a helpful incentive for states and communities that want more information about trends in student achievement and about their comparative performance.

Fourteen million children in one-third of the nation's schools learn in substandard school buildings. Half the nation's schools have at least one unsatisfactory environmental condition.

Demographics will only make the problem worse. This year, kindergarten through 12th grade enrollment hit an all-time high, and it will continue to rise.

Teachers need more training, too. A quarter of teachers do not have a major or even a minor in the main subject that they teach. Half of all teachers have little or no experience using technology in the classroom. Greater efforts must be made both to improve initial teacher training and to help teachers already in the classrooms.

If we are genuinely committed to excellence in education, all children should have the opportunity to learn in schools that meet high academic standards. If a balanced-budget plan fails to keep these basic goals in sight, the entire nation will suffer.

The debate in Congress in the months ahead will give Republicans and Democrats alike a chance to reaffirm our commitment to education and revitalize it for the future. If we continue to shortchange our schools and colleges, no long-term balanced budget can offset the long-run damage to the country's future.

A balanced budget that gives education its due will make the nation prosper. The American people understand that fundamental point, and Congress needs to understand it, too.

Sen. Edward Kennedy (D-Mass) is the ranking member of the Labor and Human Resources Committee. ■

98. Roll Call (policy briefing)

June 2, 1997

New Investment in Education Infrastructure Necessary to Provide Effective Places of Learning

By Rep. Ellen Tauscher

During my 14 years on Wall Street, we had a common saying: "If you want to invest money, get the most you can for every dollar you put in." When it comes to investing in our nation's schools, I believe the same principle needs to apply.

It is a sad fact that across our nation we have 19th-century schools for 21st-century students. To most Americans, especially in a time of almost unprecedented growth, this equation simply does not add up. Shouldn't our

priorities as a nation include building the necessary infrastructure to ensure that our children will be able to compete in an increasingly competitive 21st-century economy?

The fact that many of our schools are deteriorating before our eyes and that many of our school districts lack the space to house students due to increasing numbers and mandated class-size reductions are problems that we cannot continue to ignore.

As the General Accounting Office stated recently, our schools are in need of a whopping \$112 billion to repair or upgrade America's education infrastructure. If we don't start investing in our school infrastructure immediately, we will end up paying a much higher price down the road for graduating students who will not be adequately prepared to compete in an increasingly competitive economy. We need creative ways, in the age of shrinking budgets, to

find the necessary dollars to start rebuilding our education infrastructure.

Children and families are expecting schools to be safe and effective places of learning. Instead, our nation's kids are faced with temporary trailer-classrooms, toilets that don't flush, computer wiring that can't link to the Internet, and roofs that don't keep the rain out of classrooms. This is a terrible legacy for the richest nation on earth to be leaving to the future leaders of the 21st century.

In my own state of California, as in many places around the country, the infrastructure problems are only getting

A state infrastructure bank, like a private bank, needs equity capital to get started. After the initial infusion of capital, the money is recycled through the bank, financing more projects without taking any more money from the Treasury. Just as importantly, with SIBs, school districts could avoid bond-market pressures to borrow more than they actually need, which can often make a project unacceptable to local voters. The basic structure of the bank will eliminate any fights over pork and put the focus only on fixing our schools.

Specifically, SIBs will be created with federal seed money and will offer a flexible menu of loan and credit enhancement assistance, terms, and maturities, such as low-interest loans, bond financing security, loan guarantees, or credit support for financing projects — all of which will allow local school districts to save taxpayer dollars. This funding would not be used like traditional grant programs. As loans are repaid, the SIBs' funds would be replenished, and the banks could make new loans or loan guarantees for other education infrastructure projects.

The State Infrastructure Banks for Schools Act is based loosely on the Administration-proposed and Congressionally backed State Infrastructure Banks for Transportation Act, which passed during the 104th Congress as part of the National Highway System Bill. The idea is very similar to the very successful State Revolving Funds (SRFs) that have been used for the last decade to finance Clean Water Act projects; without SRFs, many of the mandated improvements to local water

worse. In California alone, 61 percent of our schools are more than 40 years old, and public school enrollment is expected to exceed six million students by the turn of the century. Yet large numbers of students are already being educated in temporary buildings. As states around the nation adopt mandated class-size reductions, as was recently done in California, more classroom space will be needed. At the beginning of the current California school session, the state already had 1.3 million students in grades one through three who will require an astonishing 6,500 additional classrooms and sewage systems may not have been completed due to prohibitive financing costs to local governments.

My proposal would authorize \$250 million per year for five years to initially fund the various SIBs. While \$1.25 billion alone will not come close to solving all of the infrastructure problems facing our nation's schools, the State Infrastructure Banks for Schools Act is a modest attempt to leverage more dollars to meet some of the urgent needs for school infrastructure funding. Under this legislation, each state will offer a 25 percent match to all leveraged loans. If the program proves to be as successful as other revolving loan programs, it could be expanded.

What also makes the idea of SIBs so appealing is that they would save local taxpayers' money by allowing communities to avoid the pressures of the bond market, which often force communities to borrow more than they really need. Typically, the bond amount includes fees and other administrative costs associated with the bond market that would not come with the SIB. In addition, often it is not profitable for the bond market to approve loans for many small projects. As a result, localities are often forced to request bigger loans for bigger projects, and then the local taxpayers refuse to approve the bond measures.

More often than not, when citizens are voting on bond measures, they are voting for an amount that is significantly more than the cost of the facility repair. School districts across the country have been confronted with this problem all too frequently. By supporting this proposal,

to meet class-size reduction mandates.

These are among the reasons why I have introduced the State Infrastructure Banks for Schools Act of 1997. This legislation would create infrastructure banks to provide loan and credit options that would help finance locally supported education projects. The use of State Infrastructure Banks (SIBs) will set up a model to provide much-needed financial assistance to local districts to rebuild, repair, or replace their current facilities. This legislation is intended as a complement to — not a replacement for — other school-funding initiatives.

we would not only be wisely utilizing limited federal funds, but we would also be saving local taxpayers money otherwise spent on inflated bond requests, fees, and other costs associated with the for-profit market.

In addition, state infrastructure banks are insulated to a great degree from the political process. Instead of relying on the traditional appropriations process that necessarily results in Members of Congress fighting for limited funding for their own districts, this program avoids the battle over specific earmarks by leaving the decision up to the banks.

If we are ever going to solve our huge backlog of needed improvements to our nation's education infrastructure, we are going to have to develop new and innovative ways of solving these problems. The use of state infrastructure banks are an ideal solution for an increasingly budget-conscience Congress.

With \$112 billion of education upgrades needed, this proposal is one of several first steps that can be made toward addressing this overwhelming issue. This is a modest, common-sense, and cost-effective proposal that would benefit the entire nation.

Congress needs to start finding new and innovative ways of financing the construction, modernization, and upkeep of our schools. In the end, we all get more funding for our schools while at the same time making good use of constituents' valuable tax dollars.

Rep. Ellen Tauscher (D-Calif) is a member of the Transportation and Infrastructure Committee. ■

99. Roll Call (policy briefing)

June 2, 1997

Republicans Really Are a Pro-Education Party

But Things Got Off to a Rocky Start, Writes Rep. Castle, With Proposals to 'Abolish,' 'Eliminate,' and 'Cut'

By Rep. Michael N. Castle

John Dewey once said that education is not preparation for life; education is life itself. It is the core of everything we do and the foundation of a satisfying life.

As a nation, we must recognize that the road to economic growth and prosperity is paved by solid investments in quality education, job training, and providing true opportunities for our citizens. We should be doing all we can at all levels of government to ensure that we provide the best education possible to our nation's children and young people.

To date, our success has been mixed.

In my view, things got off to a rocky start last Congress on education because Republicans did not advance an education agenda that many Americans perceived as pro-education. Most of the proposals began with the words "abolish," "eliminate," or "cut." Thus, Americans were left with the impression that Republicans wanted to eliminate the federal role in education.

Lost in the rhetoric and heated debate was the vision of education that Republicans had — sending more dollars back to local schools with fewer strings, and enhancing the control and involvement of local educators, teachers, and parents. The message that Americans got was that Republicans did not think education was important.

A number of Republicans believed that the focus on eliminating the Department of Education and disproportionately reducing funding for various education programs was misguided. In fact, some of my Republican colleagues and I opposed the fiscal 1996 Labor-HHS-Education appropriations bill and later worked to restore \$2.6 billion in education funding. But even we were being reactive rather than proactive. I think it is important that Republicans develop and articulate a positive vision of where we want education to be.

After learning from last Congress, Republicans in the 105th Congress have given considerable thought to how they envision education working, and I think the Education and the Workforce Committee has done an excellent job in this area, with the "Education at a Crossroads" initiative, as one example.

Some of my own thoughts, which I believe are shared by most of the other members of the Republican Tuesday Group are:

While on the one hand we have world-class universities and the students in them, on the other, according to a recent US News & World Report article, more than half of our college graduates cannot read a bus schedule and are unable to figure out how much change they should get back after paying \$3 for a \$1.95 sandwich and a 60-cent bowl of soup. Given the enormous sums of money spent to educate our nation's youth from kindergarten through high school and post-secondary education, this outcome is not only astonishing but also

* I want schools that adequately educate and prepare our children for the 21st century. American students should be world-class students in math, science, and technology. All students should be educated in accordance with high standards and should be challenged intellectually.

* I want schools that are actively supported by parents and community leaders. Schools should encourage parental involvement by actively engaging parents and families in a partnership to support the academic work of children at home and share education decision-making at schools. Schools should be held accountable to local communities for their success and their stewardship of public dollars.

* I want safe schools that have the resources they need to succeed. The federal government can assist states and local schools in keeping drug dealers and firearms out of school yards and promoting physical safety in the classroom. The federal government can also help schools meet important unmet needs, such as educating disadvantaged or disabled children.

* I want schools that are free to educate students without the burden of costly and unnecessary federal regulation and paperwork.

* I want a focused and efficient Department of Education — one that articulates a national vision for our country, that acts as a clearinghouse of education programs, that collects and disseminates data about education in America and education programs, and that holds states and local schools accountable for waste, fraud, and abuse.

What can and should we be doing at the federal level to help achieve these goals?

The answer to this question seems to

alarming.

I think we all learned from the last election how strongly the American people feel about education — ensuring that kids are learning the basics and are prepared to enter the work force. A quality education is the surest ticket to a brighter future, and I believe that the federal government does have a legitimate role to play in enhancing educational opportunity and quality for our nation's young people.

have as many possibilities as there are Members of Congress. My own view is that the federal role is necessarily limited but important. Teachers (with the support and cooperation of parents), not administrators, not state or federal bureaucrats, not Members of Congress, do the real and important work of transferring knowledge to our children. Teachers know which methods work for their students, what their needs are, and what their strengths are. Thus, activity at the federal level, which is needed but is also far removed from where real learning takes place, simply cannot and should not micromanage teaching or programs at the local level.

However there are legitimate roles for the federal government. Prior to enactment of the Individuals with Disabilities Education Act, for example, many disabled children were shut out of local public schools. The federal government helped open doors for these students and provided modest support to local schools to educate them.

In my view, it is clear that the federal government also plays a role in helping schools educate poor and disadvantaged children who presently get assistance through the Title I program.

But the federal government can also play an important role in supporting education reform efforts, and, for example, can advance voluntary, national standards and assessments. These standards are not a dictate from Washington, but instead are a benchmark so states can compare and measure up to see how their students are performing. The advantage of tests that can be compared across schools, districts, and states is that schools can see how their students perform relative to other schools. This can help them determine which programs and curricula are

effective. In addition, students receive clear and accurate information about their achievement.

A 1994 Department of Education study found that students in poverty-stricken schools who receive mostly A's in English read only as well as C and D students in affluent schools. Students are better served if their weaknesses are identified early and turned into strengths. It harms students in the long run if they believe they have mastered material and skills that in actuality they haven't, particularly if they go on to higher education.

I also think that the federal government can be helpful in providing a national vision of education, of initiating a dialogue with states and schools about where we want our children to be in comparison with the knowledge level of children from other countries. Can we learn anything from what other countries

Robert Frost once said that education is hanging around until you've caught on. I hope that all of us, Members of Congress, parents, teachers, the media, and community and religious leaders

are doing?

As a former governor, I understand well the view that education is primarily a state and local responsibility. But as a participant in President Bush's Education Summit in Charlottesville in 1989, I understand that it will take a collective effort, on all levels of government, to help students gain the skills they need to excel in life and on the job. And looking at the dollars and the results, it is clear that we have a long way to go.

Part of the reason for our mixed results in education is that this is no longer the United States in which many of us grew up. Education does not, after all, exist in a vacuum. From youth violence to teen pregnancy, children today are plagued by a number of pressures and issues that were very rare as recently as 30 years ago.

Confrontations with such societal pressures affect kids, their ability to have caught on that we must work together at what is important in this country: educating our kids so that they have the tools to fulfill their potential.

Rep. Michael N. Castle (R-Del) is a

learn, and ultimately their ability to succeed in life. Issues such as youth violence and teen pregnancy have rippling effects — not only do they scar the life of the young person, but that of everyone close to him or her, and the greater society, as well.

Every governor in the country is struggling with these issues, and the federal government may have a role in assisting these efforts and stepping up efforts to help states cope with the prevalence of drugs and alcohol, teen smoking, child abuse, and teen pregnancies.

There is no easy answer to what we need to do to ensure that this country's youth learn more and learns better. But one thing is clear: We can be a proactive force in this country for helping our kids learn, deal, and cope — not just with learning the ABCs but preparing them for life.

member of the Education and the Workforce Committee and co-chair of the House Republican Tuesday Group. ■

100. Roll Call (policy briefing)

June 2, 1997

A Gen Xer's Case for a Federal Role in Education

By Rep. Harold E. Ford Jr.

As we approach the end of the 20th century, this nation, and my generation in particular, faces enormous challenges if we hope to maintain our economic preeminence throughout the next century.

Over the last 100 years, we confronted many obstacles to progress, domestic and foreign, including four major wars, the Depression, and the civil rights movement. As a result of our strength, resolve, and vision, we matured and prospered in the face of these challenges. Having laid its claim to the 20th century like no other nation, America has become the economic, political, and military leader of the world. Today, however, we are at a crossroads.

As we stand on the brink of a new millennium, we must ask ourselves an important question: Is this nation prepared to lay its claim upon the 21st century in the same way it did the 20th century?

In my view, the answer to this question ultimately will depend upon our ability to educate all Americans for the challenges that await in the technology-driven and skills-dependent global marketplace of tomorrow.

Anything less and our economic and social stability will be threatened by the growing tension and division between those who have been educated and are prepared to compete in the world economy and those who have been left behind.

The notion that education is critical to our nation's future success and prosperity is incontrovertible. Educators, parents, business leaders, and elected officials across America all agree that in order for us to compete in the next century, we must develop a more highly skilled and educated workforce.

For example, the Hudson Institute, a well-respected, non-partisan think tank, recently concluded in "Workforce 2020: Work and Workers in the 21st Century" that "the fastest growing jobs require much higher math, language, and reasoning capabilities...while slowly growing jobs require less."

The institute's findings are reinforced by a US News & World Report article that found that "[i]n 1993, the average male college graduate's income was 89 percent higher than the average male high school graduate's [and that] the gap

between them is twice what it was in the late 1970s because the economy became more focused on information-driven industries."

These fundamental changes are reflected by the fact that last year alone, according to Business Week, 33 percent of the growth in our gross domestic product came from the high-technology sector of the economy.

It seems clear, then, that the debate here in Washington is not over whether there is a need to improve our education system, but rather what role the federal government should play in this process.

Unlike many of my colleagues, I believe that there is room for national leadership at all levels — kindergarten through post-graduate — of our educational system. At the same time, however, I realize that the federal government cannot and should not be expected to supplant the primary role that states play in educating our young people.

For this reason, I applaud the education initiatives of the President and many of my colleagues. Expanding Pell Grants, increasing funding for Head

Start, offering education tax deductions and credits for families and students while working to control the rising costs of higher education — a motivating force behind our creation of the Cost of Higher Education Commission — are just a few illustrations of effective national leadership on education. Nevertheless, we can and must do more.

Traditionally, the argument against national leadership, particularly in elementary and secondary education, is that these matters have fallen — and therefore should remain — within the province of the states.

However, when our nation's schools are crumbling and young people across America are being deprived of a meaningful chance to learn, tradition

Showing national leadership on crime, but not education, sends a disturbing and ultimately counterproductive message to our young people. In good conscience, I cannot tell those of my generation that we have the resources and political will at the federal level to build more prisons, but not enough money or political will to ensure that our children can attend elementary, middle, and high schools with clean, safe, and computer-accessible classrooms.

For those who doubt whether the messages we send young people have an impact, I point to the Pyramid Academy, an alternative school in my district that serves teen mothers and young people with behavioral problems. The students at Pyramid come from a world of obstacles. Many have been thrown off-track by poor choices or a lack of direction. As its name symbolizes, Pyramid Academy is giving these young men and women the

alone cannot and should not justify limiting the role of the federal government in helping to address these issues. In fact, in other areas, we have shown a willingness to provide national leadership when a problem becomes too great for the states to confront alone.

For example, several weeks ago, we debated and passed the Juvenile Justice Act, a bill that will allow states to try violent offenders as young as 13 years old in our adult criminal justice system. In support of the Juvenile Justice Act, Rep. Bill McCollum (R-Fla), chairman of the Judiciary subcommittee on crime, argued that "national leadership was necessary because the systems are failing, and we don't see states responding adequately."

building blocks they need to rise to the top.

By moving away from a punitive approach toward a strategy that instead focuses upon dropout prevention, personal development, responsible parenting, and high academic achievement, the teachers and students at Pyramid were able to transform their school from a "holding tank," where police regularly walked the hallways, into a nurturing, learning environment.

The results have been clear: Pyramid Academy — five young ladies in particular — now stands as the reigning champion of the African-American Knowledge Bowl, sponsored by the Memphis City Schools.

If we take a leadership role on education at the national level, we can send an inspiring and unmistakable message to all of our young people that we believe in them and are willing to do

I agree with McCollum. As federal lawmakers, we do have a responsibility to help states ensure that young people who terrorize our communities serve time commensurate with their crime. I could not vote in favor of the bill, however, because, in my view, "national leadership" must include a meaningful and sustained commitment to juvenile crime prevention, something that was lacking altogether in this legislation.

Crime, like education, historically has fallen within the province of the states' authority. Accordingly, I refer to our vote on the Juvenile Justice Act to make a simple, but compelling, point: If "national leadership" is needed on juvenile crime, then surely "national leadership" is needed on education. what it takes to give them a meaningful chance to learn.

As Robert Kennedy once said: "The future does not belong to those who are content with today, apathetic toward the common problems and their fellow man alike, timid and fearful in the face of bold projects and new ideas. Rather it will belong to those who can blend passion, reason, and courage in a personal commitment to the ideals of society."

These words are as true today as they were then.

If America is going to lay its claim to the 21st century, as it should, then we must be willing to show courage and bring "national leadership" to the cause of improving our educational system from top to bottom.

Rep. Harold E. Ford Jr. (D-Tenn) is a member of the Education and the Workforce Committee. ■

EDITORIAL

101. The Wall Street Journal

06/03/97

Taking VMI Prisoner

Remember when federal judges took over the running of entire city school systems? Meet Clinton Justice Department lawyer Judith Kiser, who now wants to resurrect one of the great, failed liberal ideas by personally taking over the Virginia Military Institute.

By and large, most activists have been happy with the Supreme Court's ruling that VMI must admit women to its cadet corps. Justice Ruth Bader Ginsburg herself wrote that "VMI's implementing

methodology is not inherently unsuitable to women." However, Ms. Keith, the Justice Department's lead lawyer on VMI, has many matters she wishes to pursue further with the school.

Her earlier forays against the college have been reported on this page by our John McGinnis. In a hearing last November, she asked U.S. District Judge Jackson L. Kiser, who's supervising VMI's admission of women, to turn the institution over to her litigious mercies.

In replying, Judge Kiser spoke plainly: "Without a very compelling reason I'm not going to open up discovery again in this case." That sounds like a "no" to us, but not to Justice's lawyer.

On May 6, Ms. Keith sent the State of Virginia lawyers representing VMI an eight-page, single-spaced list of demands, starting with a five-subpoint discussion of "Sexual Discrimination and Sexual Harassment" and insisting that VMI provide her, among 75 other items, "A

description and photographs, pictures or drawings of all uniforms, gym clothing, band uniforms, and shoes for athletic activities and marching that female cadets will be required to wear." Lest anyone doubt her motives, Ms. Keith's cover letter advises the State of Virginia, "Of course, the ultimate concern is that constitutional obligations are fully satisfied by defendants." Funny, we don't recall the Constitution saying anything about band uniforms.

It's a big world, but somehow this is what passes for a priority at the Reno Justice Department nowadays. Happily, the State of Virginia is standing up to Ms. Keith. Virginia Assistant Attorney

In March, VMI convened its entire cadet corps, faculty, staff and employees — including its maintenance and groundskeeping workers — for a series of meetings on the women's arrival next year. In April, everyone at VMI participated in three days of small-group discussions of sexual harassment, hazing and intra-corps dating conducted by a Richmond-based consultant. This spring the corps has heard presentations on military-style co-education from Gen. Winfield Scott Jr., former superintendent of the Air Force Academy, and Elaine Donnelly, president of the Center for Military Preparedness. And since

General William Hurd tells us, "If VMI were to attempt to fulfill all of the requests, it would essentially have to suspend all other operations and focus on nothing but that for several weeks. I certainly won't advise them to do that." With good reason: VMI has been busy since last June's Supreme Court decision preparing to do exactly what the court directed.

VMI has devoted \$5.1 million of Virginia taxpayers' money to accommodating women cadets. It has spent \$4.3 million to ready its barracks and gym facilities and improve its campus security system. It has hired a female assistant commandant, a female December, VMI has filed detailed reports of its efforts to assimilate women with Judge Kiser's court — and with Ms. Keith's Justice Department.

Yet Ms. Keith says she still needs to know what the women will wear to gym class. "The answer is, it'll be shorts and a T-shirt, just like the boys. . . . Does she think it'll be 'gym bloomers'?" says Anita K. Blair, a member of VMI's governing Board of Visitors and general counsel of the Independent Women's Forum. Ms. Blair says that Ms. Keith "is the only woman in America who has a complaint against VMI."

In exchanges with Judge Kiser about

assistant director of admissions, a female physical education instructor, a female doctor and a female counselor.

It has received 90 applications from prospective female cadets, and it has accepted 65. Thirty-two of the accepted applicants have sent deposit checks to reserve their places in VMI's Rat Line, and several more are expected. VMI has also arranged for female exchange students from Norwich University in Vermont and Texas A&M to act as role models and advisers for next year's female rats. Male exchange students from those two co-ed military schools will provide similar guidance for male VMI cadets.

her intentions, Ms. Keith has raised the issue of whether VMI can be trusted to act in good faith. The judge suggested to her that the fact that the Fourth Circuit had ruled in VMI's favor implied that questions of good faith were not at issue. But this didn't take hold. Ms. Keith responded that "we believe that it would be inappropriate as a matter of law for this court to rely on these bare assertions of good faith of the defendants."

We think we are finally getting a clearer understanding of this Justice Department's current supervisory and senior-management problems. ■

102. The Christian Science Monitor

June 3, 1997

Unlearning Violence

Over the years, in an effort to curb student violence, schools increasingly have turned to metal detectors and stepped-up security patrols, with limited success. But many teachers, school administrators, parents, and others have maintained that there are better options, that violence among young people is not inevitable. A hopeful new study confirms that belief, showing that children can "unlearn" violent behavior.

Violence, experts say, is learned at an early age, and that's the best time to unlearn it. The study, by the Centers for Disease Control and Prevention, involved 790 second- and third-graders at 12 schools in Washington State. After observation over a period of time, the researchers found that students who were

taught the "Second Step" violence prevention curriculum exhibited about 30 fewer acts of aggressive behavior each day than those who didn't take the course.

These researchers are quick to point out that Second Step and thousands of similar programs are not, by themselves, the solution to the problem of violence. But the study is at least early evidence that programs designed to teach children how to better deal with conflict - those that emphasize empathy and teach problem-solving, for example - can be effective. As one school administrator told the Monitor not long ago, these programs aren't only about stopping the violence in schools; they're about increasing the climate of nonviolence.

Critics say programs like Second Step

can get in the way of academics and may teach values that are at odds with a family's beliefs. Those are legitimate concerns. But violence, and the fear of it, hinder learning. Hence well-designed conflict-resolution programs can enhance education.

We've been hearing discouraging statistics about violence and young people for several years now. Experts point out that violence has begun to be viewed as acceptable behavior - that it has almost become the norm. Programs such as Second Step can send a message to children that violence is not acceptable and is not normal. It's also not foreordained. As this latest study shows, violence can be unlearned. ■

103. The Washington Post

06/03/97; Edition: FINAL; Section: Editorial; Page A18

Dealing With Disruptive Students

THE PLAN, announced yesterday, of D.C. schools chief executive Julius Becton to create an alternative program for disruptive students has a familiar ring. It is an idea with quite an uncertain pedigree in the D.C. public school system. Here's a little history.

Former mayor Sharon Pratt Kelly gave the proposal something of a ride during her first year in office when she found the city caught up in problems of youth violence and what she described as "a war of values." In November 1991, the Kelly administration unveiled a multimillion-dollar plan to "take back our streets." She labeled her program "Children First" — a term that has now

It may well be that the idea of an alternative school never has been given a fair trial in the District. Clearly, the system needs to do something about chronic misbehavers who disrupt classes and make school attendance a nightmare

been adopted by Gen. Becton.

A key feature of the Kelly package called for the establishment of a residential alternative school, where youths who exhibited destructive and antisocial behavior and their families would get special attention. The school would have a curriculum that included conflict-resolution, self-esteem building and job-seeking skills. Then-superintendent Franklin Smith cheered the idea, as did members of the D.C. Council and school activists. Somewhere along the way, however, the cheering stopped. Not much became of that phase of the plan.

Four years before, in 1987, the D.C. Board of Education had embraced the for students and teachers alike. But if the system's poor track record on alternative schools is not to be repeated, Gen. Becton's staff must do its homework, including becoming familiar with the city's unfortunate history of dealing with

same notion. That board, like today's new school team, believed it necessary to get disruptive children enrolled in an alternative setting where they could still be educated. The school board went one giant step further by spending nearly \$1 million to open a new school for several hundred of the system's most disruptive students. And guess what? The school existed on paper for months, but had no building. Once a building was found, it turned out that only about 50 students were referred there. By 1989 the alternative school was off the landscape — by order of the school board, which said the idea was a flop.

this problem. Saying that the newschool administration is at the early stages and is considering all possible angles, Gen. Becton said, "We've got a concept." So did the others. It's what, if anything, comes after that counts. ■

104. The Dallas Morning News

June 3, 1997

Helping schools

Want to get involved? Here's what others did

Businesses and civic groups frequently say they would like to help improve public schools in Dallas and elsewhere. They just don't know where to begin. How can they make a difference?

Glad you asked. Here are a few examples of the substantial contributions companies are making to Dallas area schools. They saw a need and moved to fill it.

CompuCom chief executive officer Ed Anderson was looking for a way to contribute to the neighborhood surrounding his company's new corporate headquarters in North Dallas.

As a result, Preston Hollow Elementary School is receiving 100 desktop computers, extensive networking equipment, high-speed phone lines and technical support services. And some of

CompuCom's contractors - including Killeen Management Systems, 3Com, Libert, Digi International, U.S. Robotics and ProCom - are providing discounted products and services to the school.

The Dallas Hotel Association, Communities in Schools and Family Gateway have formed the Student Community Partnership to help at-risk students finish high school and get jobs.

Students chosen for the program will receive work training skills, summer jobs and mentoring support.

Regional Health Supply Inc. treated 30 students from Sarah Zumwalt Middle School to a day of activities and dinner in San Antonio in mid-May. The students received the trips on the basis of how much they had improved their grades during the last year.

The Powell Chevrolet Oldsmobile dealership gave \$1,000 each to five graduating Dallas area seniors based on their outstanding Scholastic Assessment Test results.

Shermelia Roberson of South Oak Cliff High School, Daniel Sherbet of DeSoto High, Timothy Sonnier of Duncanville High, Frederick Lowery of Kimball High and Preston Griggs of Carter High will use the scholarship money to attend college in the fall.

If the public school systems in this area are going to continue to improve, this kind of commitment from businesses, organizations and individuals is a must. We commend these fine examples of civic involvement and urge others to seek ways they can join the effort. ■

105. Sacramento Bee

June 3, 1997

Yes on U

By now most everyone who has been paying attention has decided whether the Sacramento City Unified School District needs the \$225 million school repair and construction bond that appears as Measure U on today's special-election ballot. The important task remaining is to go out and vote, one way or another.

In The Bee's judgment, the answer to

the question of whether the bond is needed is unequivocally yes. However much the district may be faulted for its mistakes of the past, the city's schoolchildren do not deserve to suffer indefinitely in shamefully decayed and inadequate facilities. A new and more responsive school board needs help to reform a struggling system, and Measure

U could be a cornerstone.

Polls will be open from 7 a.m. to 8 p.m. Information on polling places can be obtained by calling the registrar's office at 875-6451. Completed absentee ballots must be delivered before 8 p.m. to any polling place or the registrar's office. ■

106. Chicago Tribune

June 3, 1997

AN EDUCATION IN POOR POLITICS

That's it?

Since every political leader in this state swore, promised and vowed that 1997 would be the year for education reform, everybody who had to listen to them might, at least, have expected something to result from all the hot air.

No, it turned out to be the year not for education reform but for one of the greatest political embarrassments seen in these parts in a long time. An embarrassment, in particular, for the Republican Party, whose members were scratching and clawing at each other like, well, like Democrats usually do. After that parody of political leadership they showed in Springfield over the weekend, here's what they left behind:

- A public education system that buries homeowners in huge property-tax bills because the state won't kick in enough money for decent schools.

- Children who get a substandard education because their schools don't have shopping malls and million-dollar homes to tap for property taxes.

And here's what those political leaders had a chance to do but didn't have the guts to do:

- Guarantee that every school, no matter how poor, will have the money to provide at least a minimally adequate education for each child.

- Radically change the state tax system to rely more on the reliable, equitable income tax and less on the property tax.

- Change the rules so the people who run the local schools have the power to hire the best teachers and get rid of the worst ones, and to use the money they have as efficiently as possible.

All those problems, and all those solutions, are still right where they were when the politicians started boasting that

this was the year for education reform.

Everyone who watched the train wreck in Springfield has to be left puzzled and frustrated; everyone, that is, except the anti-tax zealots who were praying for just such an accident.

What went wrong? The real question is: Who went wrong? They all did, everybody who had their fingerprints on this. The chief culprits are House Minority Leader Lee Daniels, who pandered to the anti-tax crowd, and Senate President James "Pate" Philip, who single-handedly defeated a school reform plan that had a majority of support in the House and Senate and the backing of the governor.

They owe an explanation. More to the point, they owe the state's schoolchildren another effort to make good on their promise. It's still 1997. ■

107. Richmond Times-Dispatch

June 3, 1997

Optional Sex-Ed

Governor Allen's plan to make sex education (among other non-academic state mandates) a local option has drawn objections, as could be expected. Bills to do the same have failed in the General Assembly in years past.

The principal objections seem to be (1) sex-ed is important and necessary, and (2) the public supports it.

Hmmmm.

The rise of sex education has largely paralleled the rise in teen sexual activity, teen pregnancy, and disease. (Monday's Washington Post carried an article about a day-care program in a Prince William high school, where teens can drop off their babies to attend class.) Sex-ed probably didn't cause such problems, but

it has not exactly won high marks for eradicating them, either.

What's more, if sex-ed is so popular (only 2 percent of parents pull their children from the instruction) then sex-ed proponents should have no worries about local option — should they? ■