

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

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

CREATION DATE/TIME:12-JUN-1998 11:35:00.00

SUBJECT: Clips

TO: Jacqueline M. Peay (Jacqueline M. Peay@eop [UNKNOWN])
READ:UNKNOWN

TO: Jonathan H. Schnur (Jonathan H. Schnur@eop [UNKNOWN])
READ:UNKNOWN

TO: Michael Cohen (Michael Cohen@EOP [UNKNOWN])
READ:UNKNOWN

TO: Robert M. Shireman (Robert M. Shireman@eop [UNKNOWN])
READ:UNKNOWN

TO: Tanya E. Martin (Tanya E. Martin@eop [UNKNOWN])
READ:UNKNOWN

TEXT:

Good afternoon. Here are today's news clippings.

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

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

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

1. Double-click the attachment.

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

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

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

To print a single story:

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

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

Carlin Hertz

OPA

===== 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 V5.1-9 #29131)

id <01IY5C56LUDS0055JK@PMDF.EOP.GOV>; Fri, 12 Jun 1998 11:50:03 EDT

Received: from Storm.EOP.GOV by PMDF.EOP.GOV (PMDF V5.1-9 #29131)

with ESMTP id <01IY5C4AFD4W00HO1B@PMDF.EOP.GOV>; Fri,

12 Jun 1998 11:49:04 -0400 (EDT)

Received: from vader.ed.gov ([165.224.216.253])

by STORM.EOP.GOV (PMDF V5.1-10 #29131)

with ESMTP id <01IY5C2YYQNY000O9F@STORM.EOP.GOV>; Fri,

12 Jun 1998 11:48:04 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.16.166])

by vader.ed.gov (8.8.7/8.8.4) with SMTP id LAA15700; Fri,

12 Jun 1998 11:49:33 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov

(IMA Internet Exchange 2.12 Enterprise) id 0019502A; Fri,

12 Jun 1998 11:45:56 -0400

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

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

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

TEXT:

WPC

2xBZ!

Online clips cover page

\$9XXN\ PXPBody type%6ONine-point Times New Romans%t*MrgU

OsE'#:\ PP#Headlines

,6OHeadline (23 pt)(M8Os,t*MrgU

OsE@6

#\ PP# #u\ PP#26quTabs-stories6OTab setting for stories8Os0t*MrgU

OsEdSubhea

dOs46O14-pt headline=(M8Os4t*MrgU

OsE44#[\ PP# #[\ PP# Publication6OName of p

ublication -- extra large, boldgU

OsE@

1#W\ PP# 1. #W\ PP#INTERNATLq6OEDITORIAL heading_Mj=(Mqt*MrgU

OsE '#u\ PP#

INTERNATIONAL #:\ P P#yq 'ddy

#u\ P

P#2

" npAddress11:gUNOIdentifies OPA, day and date:NOs M1N,LO1'

'#i2PP#

#i2PP#Address2HAddress of OPA and Norm's name

FOs"#XxP}7XP#

#XxP}7XP#Head -- TofCHHeadline -- Table of Contents

FOs ` ` ` 20 XN\ PXP(hH

#\ P

P# Daily Education News

#XN\ PXP# Address1#i2PP#Friday, June 12, 1998Address1

#XN\ PXP#Address1#i2PP#Address1
#XN\ PXP#Address1#i2PP#U.S. Department of EducationAddress1
#XN\ PXP#Address1#i2PP#Office of Public AffairsAddress1
#XN\ PXP#Address1#i2PP#FB10B, Room 2200 4011576Address1
#XN\ PXP#Address1#i2PP#Carlin Hertz, EditorAddress1
#XN\ PXP#
yxddd
Body type#:\ PP#
#&G\ P&P#This compilation of news reports contains copyrighted materials
obtai
ned through licensing agreements and is intended solely for the use
of departme
nt employees.

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

- \ \ NATIONAL
- 1. Associated Press
Existing tests cannot be compared, panel says
 - 2. Minneapolis Star Tribune
Program to bring Internet to public schools under fire
in Congres
 - 3. Christian Science Monitor
SchoolVoucher Movement Gets Boost From
Wisconsin Court
 - 4. Associated Press
President makes fifth trip to Oregon

- \ \ TRADE
- 5. Education Daily
N.J. Senate Panel Wants Developers To Pay For
Schools
 - 6. Education Daily
Bankers Scream Foul Over Guarantor Pilot Proposal
 - 7. Education Daily
New York City Considers Private IDEA Evaluations
 - 8. CongressDaily/A.M.
Democrats Make Pitch For School Internet Wiring
Program

- \ \ LOCAL
- 9. The Washington Post
Va. Support For Black Universities Challenged
 - 10. The New York Times
Children of Balkan Immigrants Share Stories of Death
 - 11. The New York Times
Schools Get Guidelines On Applying 'Megan's Law'
 - 12. The New Yor
k Times
Students Again Show Progress in Math
 - 13. Denver Post
DPS mulls girlsonly school plan

14. Atlanta JournalConstitution
Guns in school are OK " in cop's hands
15. Minneapolis Star Tribune
State's third and fifth grades do pretty well on new test
16. St. Paul Pioneer Press
Few strings attached to schoolchoice funds
17. St. Paul Pioneer Press
Test shows most kids unprepared
18. Milwaukee Journal Sentinel
Summer school's return is a hot ticket
19. Cincinnati Enquirer
Cincinnati schools' rank dismal
20. Richmond Times Dispatch
National school violence spawns local threats
21. Philadelphia Inquirer
Program puts rowing within reach
22. Manchester (N.H.) UnionLeader
School Official Offers Laundry List of Possible Budget Cuts
23. New York Daily News
Plus for City As Math Scores Climb
24. Los Angeles Times
Ban on Some Prop. 227 Funds to Be Studied
25. Los Angeles Times
500 Students March Against Prop. 227
26. Los Angeles Times
Language Bears on Test Scores
27. The Washington Post
Fairfax Drug Rules Amended
28. The Washington Post
Fairfax Finds Disparity In Suspension Figures
29. Chicago Tribune
BILINGUALEDUCATION BACKERS ARE THINKING WAY TOO SMALL
30. Chicago Tribune
SCHOOLS PONDER STRICTER PROMOTION POLICY
31. The Hartford Courant
SCHOOL THREATS ARE NO LONGER VIEWED AS JOKES
32. Buffalo News
STATE RECOMMENDS ALL STUDENTS READ 25 BOOKS A YEAR
33. Albuquerque Journal
State OKs \$85.6 Million Budget for City Schools
34. Orlando Sentinel
EDUCATION SECRETARY SAYS SCHOOL VIOLENCE TARGETED
35. The Sacramento Bee
ANTIVIOLENCE AGENDA TOUTED
36. Associated Press
Youth sentenced to two years in juvenile detention for death threats
37. Houston Chronicle
Fund cuts for DARE are sought

INTERNATIONAL

38. The Times Educational Supplement
Editorial: Mind the gap
39. The Times Educational Supplement
Platform: A pragmatic ideology

- 40. Times Educational Supplement
Class size cannot limit choice, ministers warn
- 41. The Times Educational Supplement
Iraq: Sanctions on a generation of learning
- 42. The Times Educational Supplement
Unions clash on heads' future role
- 43. The Times Educational Supplement
The gap according to Woodhead is widening
- 44. The Times Educational Supplement
Jury still out on the added value of arts
- 45. The Times Educational Supplement
Puttnam proposes stagecraft for teachers
- 46. The Times Educational Supplement
England beats France...
- 47. BBC News
Support grows for US schools' Net subsidy

COMMENTARY

- 48. San Francisco Chronicle
227 Passed, Now Comes The Hard Part
- 49. Chicago Tribune
UNLINKING THE CHAIN OF TEEN VIOLENCE
- 50. Manchester (N.H.) UnionLeader
Voucher Victory " Wisconsin: A Crack in the Education Monopoly
- 51. Baltimore Sun
No magic solution for improving Md.'s colleges
- 52. Boston Globe
Catholic education: pride, discipline
- 53. The Wall Street Journal
School Choice: Once Fantasy, Now Reality
- 54. Greensboro News & Record
VIOLENT STUDENTS SHOULD LOSE THEIR DRIVERS' LICENSES
- 55. Wisconsin State Journal
A BALANCED EDUCATION RELIES ON RACIAL DIVERSITY
- 56. The Atlanta Constitution
Exit exam: School failed student, but teaches a final lesson
- 57. The Washington Times
The National PTA stands foursquare behind public education
- 58. Ft. Worth StarTelegram
Lawmakers and telecom powers are hanging up on us
- 59. Newsday
It's Here, Public Schools' Next Revolution
- 60. The Fort Worth StarTelegram
Educators, let the children go

EDITORIAL

- 61. The Wall Street Journal
The Gore Tax
- 62. The New York Times
Keep Internet Funding for Schools
- 63. Christian Science Monitor
Toward Peaceful Schools
- 64. The(Wis.) Capital Times

\ \ \ TRAGIC RULING FOR SCHOOLS
 \ \ \ 65. Wisconsin State Journal
 \ \ \ REGENTS MUST BE UW ADVOCATES
 \ \ \ 66. Buffalo News
 \ \ \ REMOVE DISRUPTIVE STUDENTS FROM THE CLASSROOM
 \ \ \ 67. The Columbus Dispatch
 \ \ \ STILL A DEAL
 \ \ \ 68. The Sacramento Bee
 \ \ \ AFTER PROP. 227
 \ \ \ 69. The Philadelphia Inquirer
 \ \ \ Philadelphia Schools Need More than Audit from State
 \ \ \ 70. New York Post
 \ \ \ HELPING KIDS, NOT UNIONS
 \ \ \ 71. Philadelphia Inquirer
 \ \ \ Take it to the top
 \ \ \ 72. Pittsburgh TribuneReview
 \ \ \ Cancel the ``Gore Tax"
 \ \ \ 73. Milwaukee Journal Sentinel
 \ \ \ Yes, some voters understand need for improving schools
 \ \ \ 74. Chicago Tribune
 \ \ \ A VOTE FOR VOUCHERS IN WISCONSIN
 \ \ \ 75. Sacramento Bee
 \ \ \ Zerotolerance hypocrisy: Schools should ban alcoholrelated prom keepsake
 S
 \ \ \ 76. San Diego Union Tribune
 \ \ \ Something for nothing?
 \ \ \ 77. San Diego Union Tribune
 \ \ \ Poor parents win one
 \ \ \ 78. Denver Post
 \ \ \ Helping girls succeed

Body type#\ P!P#Tabs-storiesdPublication#W\ P"P# 1. Associated Press"Public
 ation" #:\ P#P#6-12 8:08a

Headline#\ P\$P# Existing tests cannot be compared, panel saysHeadline #:\ P%P
 #

By ROBERT GREENE

AP Education Writer

ddWASHINGTON (AP) - Comparing results from the array of standardized tests that
 schoolchildren already take would not work

as a substitute for national tests

proposed by President Clinton, an expert panel said today.

ddIn a report requested by Congress, the special committee took no position on
 whether there should be national tests that measure

individual reading and math

performance against a uniform standard.

ddThe panel from the independent, advisory National Research Council did say th
 at existing tests developed by states and private

companies are too diverse for

the results to be compared one to the other or to national or international be
 nchmarks.

ddClinton proposed early last year that a voluntary national test be developed
 for fourth-grade reading and eighth-grade math as a

way for parents to know bet

ter how their children and schools are performing.

ddMarshall S. Smith, the acting deputy secretary of education, said the report shows that a national test is needed.

dd"We've believed all along that it was important for states and communities to have a challenging benchmark in effect to measure their progress against in reading and math," he said. "I think it's important for parents in Louisiana to know how their students are doing compared with students in Massachusetts, in Minnesota or California."

ddCongress, in a spending bill last fall, limited the work that could be done on the tests. But the issue will be debated again when lawmakers consider a 1999

spending bill for the Education Department.

ddOpponents say the tests are unnecessary because existing tests already give a good picture and the federal government should not be determining standards. Other

opponents say the tests would harm blacks and Hispanics from poor school districts.

ddRep. Bill Goodling, R-Pa., chairman of the House Education and Workforce Committee, said the finding "is neither surprising nor disappointing."

dd"This study shows that there is already a vast array of tests at the state and local level," he said. "Any attempt by the Clinton administration to implement new federal tests would violate state and local authority and disrupt recent and expensive state education reforms."

Publication#W\ P&P# 2. Minneapolis Star Tribune"Publication" #: \ P'P#June 12, 1998

Headline#\ P(P# Program to bring Internet to public schools under fire in Congress

resHeadline #:\ P)P#

Sharon Schmickle / Star Tribune

ddWASHINGTON, D.C. "A Clinton administration plan for connecting the nation's schools and libraries to the Internet is under attack on Capitol Hill, and the

Federal Communications Commission is expected to announce plans today for scaling it back.

ddMinnesota schools have applications pending for more than \$10 million in subsidies for telecommunications services, and the program is critical for bringing

the Internet to the state's classrooms, said Mark Manning, manager for school technology at the

Department of Children, Families and Learning. Nationwide, about 30,000 schools and libraries have applied for \$2 billion in subsidies.

ddSmoldering disapproval of the FCC's administration of the program hit a flash point last week after long-distance phone companies said that charges they are assessed for the program will be passed to residential customers.

ddAT&T has prepared a mailing telling customers that bills will increase about 5 percent starting in July. MCI Communications

Corp. plans to notify customers that they will be billed an extra 5.9 percent on out-of-state and international calls.

ddIn response, FCC Chairman William Kennard said: "They should not take advantage of consumers by overbilling their customers and then blaming it on the government."

ddThe issue has taken on the volatility of election-year politics, with Republicans dubbing the new long-distance charges "the Gore tax," in a reference to the vice president's support for the program.

ddSen. Paul Wellstone of Minnesota joined 10 other Democrats Wednesday in a letter urging Kennard "to ensure that this crucial program is maintained."

ddStill, there are bipartisan calls to at least revamp the program. The chairman and ranking Democrats on key House and Senate committees urged the FCC last week to stop collecting money for the program until the controversy is resolved.

dd"This is not the way it was supposed to be implemented," said Bob Dechaine, a spokesman for Rep. Bill Luther, D-Minn.

ddSaid Rep. Gil Gutknecht, R-Minn.: "While everyone supports the idea of Internet access for our kids at school, the FCC has overstepped, and Congress should intervene."

ddIn a sharply worded letter to Kennard last week, Senate Commerce Committee Chairman John McCain, R-Ariz., said that many in Congress believe the FCC has exceeded the authority it was given in the 1996 Telecommunications Act, which created the program. The subsidies have swelled beyond the original intention, he said.

ddKennard told a Commerce subcommittee Wednesday that he would try to scale back the program rather than see it eliminated.

Today is the deadline for the FCC to decide the program's future.

ddThe program offers schools and libraries discounts of as much as 90 percent on telecommunications services, internal connections and Internet access. Higher discounts would go to schools and libraries in rural areas and in cities where higher percentages of students qualify for the national school lunch program.

Long-distance carriers were to absorb most of the costs, much as phone companies have helped curb costs in difficult-to-wire rural areas by charging slightly higher rates across the board.

ddIn a first round of applications that ended April 15th, most of Minnesota's 370 eligible school districts requested the discounts directly or through regional clusters, Manning said. It would be a "real setback" for the state's Internet hookup plans if they don't get the funding they had expected, he said.

ddWiring classrooms to the Internet is a centerpiece of President Clinton's plan to prepare schools for the next century. Defending the program last week, he

said it could help bridge a "digital divide" that threatens to separate poor children from their wealthier counterparts, who are more likely to have computers in school and at home.

dd"Every child in America deserves a chance to participate in the information revolution," he said.

ddThe controversy is amplified by another provision of the 1996 law, which lowered access charges paid by long-distance carriers

to companies that control local

hookups. The carriers were expected to give something back by helping schools and libraries. But

the carriers say that they had already passed along any savings

to customers and that the FCC has assembled a program that costs far more

than they saved.

ddThe message being mailed to AT&T customers says, "The FCC has also reduced the fees AT&T pays local phone companies to

connect toll calls. That's one reason

our prices have come down over the last decade."

ddThe National Education Association has challenged the carriers to provide a full accounting of their savings. And some phone

companies " such as U S West I

nc., which provides 78 percent of the customer phone lines in Minnesota " also

are looking for

an explanation.

dd"We are getting less money from them, and in turn those fees were to be paid

for schools and libraries," said Mary Hisley, a

spokeswoman for U.S. West in Minneapolis.

ddNow AT&T has reversed itself."

ddBut McCain argues that consumers should know whether they are paying one way or another for the subsidies: "Consumers have

an absolute right to know how much

their bills are going up and why their bills are going up."

Publication#W\ P*P# 3. Christian Science Monitor"Publication" #: \ P+P#June 12, 1998

Headline#\ P,P# School-Voucher Movement Gets Boost From Wisconsin

Court Headline

ne #:\ P-P#

Scott Baldauf,

Staff writer

of The Christian Science Monitor

ddBOSTON " A court ruling in Wisconsin to allow taxpayer money to be used to

send poor children to religious schools is the

most significant victory yet for

America's growing school-choice movement.

ddProponents of school vouchers see Wednesday's decision by the Wisconsin Supreme

Court as giving renewed impetus to the most

controversial option being pushed

by education reformers.

ddWhile the ruling applies only to voucher programs in Wisconsin, and specifically

to a long-running voucher experiment in the

troubled Milwaukee school district

ict, voucher proponents predict this court victory will lead to more voucher programs and more pro-voucher legislation across the country.

dd"This is by far the most significant decision in the school-choice debate to date," says Chip Mellor, president of the Institute for Justice, a Washington-based conservative think tank that supported the Milwaukee voucher program. "Because of the way that the decision was worded, this decision will be read with great care by any lawyer or hopefully any judge considering the voucher issue."

ddWith more parents and politicians clamoring for greater choice in the type and quality of schools, public vouchers have grown into the single largest solution. Rather than spending more money on fixing troubled public-school systems, voucher proponents have pushed for the right to use their tax dollars as tuition for existing private and religious schools.

ddA First Amendment case

ddBut this effort has met a fierce challenge in every state where it has been introduced.

ddLegal scholars argue that vouchers violate the First Amendment of the Constitution, the concept of the separation of church and state. In addition, educators worry that sparse funds will be funneled off from the public schools that need it most.

ddFor now, education experts say, the Wisconsin decision will add only a symbolic credence to the pro-voucher cause in other states.

"You're talking about a decision based on one state's constitution, and every state constitution is different," says Kathy Christie at the Education Commission of the States, a Denver think tank. Like most experts, she assumes the Wisconsin ruling will be appealed to the US Supreme Court. "Most people are going to sit back and see what happens."

ddWhile lawyers for Wisconsin's antivoucher forces concede that the court decision is a "setback," they are already working on their arguments and preparing to file an appeal to the US Supreme Court, says Robert Boston of Americans United for Separation of Church and State in Washington, which argued against the Wisconsin voucher program.

dd"This decision flies in the face of the US Constitution and the very clear language of the Wisconsin Constitution," says Mr. Boston. But until the US Supreme Court makes a decision on vouchers, he predicts, "we might see something analogous to what happened with the school-prayer issue in the late 19th and early 20th centuries. Some state courts ruled in favor of school prayer, some knocked it down, and in 1962, the US Supreme Court made the final call. That may happen here."

ddFor their part, voucher supporters pledge to move forward on all fronts, with a renewed effort in state legislatures and with privately funded "scholarship"

programs such as the \$200 million fund started this week by two philanthropists in New York.

dd"We'll see both private-funded and public-funded vouchers growing across the country," says Fritz Steiger, whose CEO America Foundation in Bentonville, Ark.

, has launched a scholarship program to send poor children in San Antonio to parochial and other private schools.

ddWhich way to high court?

ddFor his part, Mr. Steiger does not think antivoucher proponents will appeal the Wisconsin case to the Supreme Court. "That's risky," he says, "because once the

the Supreme Court says, 'yes, it's constitutional,' then it's all over."

ddIndeed, Wisconsin is only one state where vouchers are being tried - and challenged. Court decisions are pending in Vermont and

Arizona, and lawyers are pursuing

suing voucher cases in Maine, Ohio, and Pennsylvania as well. Legal experts say antivoucher lawyers

will probably study the cases in all five states, and compare

them with the Wisconsin decision before determining whether to appeal the Wisconsin

voucher case to the high court.

ddIf they do, says Mr. Mellor of the Institute for Justice, "We're ready."

Publication#W\ P.P# 4. Associated Press"Publication" #: \ P/P#6-12 5:41a

Headline#\ P0P# President makes fifth trip to OregonHeadline #: \ P1P#

By BRAD CAIN

Associated Press Writer

ddPORTLAND, Ore. (AP) - President Clinton will be making his fifth Portland appearance in six years when he helps raise money for local Democrats, then travel

to Springfield to comfort Thurston High shooting victims.

dd"Maybe I've come back here so often because I like it," Clinton told a large downtown rally the last time he was in Portland, in September 1996.

ddBesides the Friday night fund-raising events and the Saturday meeting with Springfield residents, the president was to deliver the commencement address for

Portland State University on Saturday morning.

ddIronically, the speech will be across town from Lewis & Clark College, where Monica Lewinsky received her psychology degree in 1995 before going to work as a White House intern.

ddDespite the sex allegations against Clinton involving Lewinsky, the Democratic president's job approval ratings remain high with Oregonians as he prepares to

make his latest trip to the state. Clinton carried Oregon both in the 1992 and 1996 elections.

dd"With Clinton, more than with most other politicians I've seen, people tend to separate the public performance from the private man," Portland pollster Tim

Hibbitts said Thursday.

dd"There are questions about his credibility and whether he tells the truth, but

t the perception is that he has done a pretty good job as president," Hibbitts said.

ddOregon Democrats will capitalize on Clinton's continuing high ratings when the president attends fund-raising events in downtown Portland Friday night.

ddFirst, he will be on hand for a \$1,000-a-person dinner and \$250-a-ticket reception for freshman U.S. Rep. Darlene Hooley, D-Ore., that will pump at least \$50,000 into Hooley's re-election fund.

dd"We're excited about it," said Lisa Sherman, Hooley's campaign manager. "We've been asking him to do this for us for a long time."

ddAfter the Hooley fund-raiser, top Democrats will conduct a "soft money" fund-raiser that could fetch as much as \$10,000 a person from wealthy contributors looking for time with Clinton.

ddAfter delivering Saturday's PSU commencement speech, Clinton is to fly to Eugene and travel by motorcade to Springfield for the Saturday afternoon event at Thurston High School.

ddThe White House hasn't announced yet whether the event will include just survivors and their families or the entire student body.

ddOn Wednesday, Thurston students said in interviews they weren't enthusiastic about Clinton's visit. They said the visit, coming three weeks after the shooti

ngs left two students dead and more than 20 wounded, would serve only to dredge up bad memories.

ddThe issue came up Thursday during White House spokesman Mike McCurry's daily briefing for the news media. McCurry was

asked whether Clinton was aware that t

here was some sentiment in Springfield that he should let the town heal without him coming in.

dd"I think the president has always been very respectful of families that are grieving and communities that are grieving, and I think by and large his presenc

e has been a healing one when he has gone to these places, and certainly we would expect that to be the case

in Springfield," McCurry said.n

Publication#W\ P2P# 5. Education Daily"Publication" #:\ P3P#June 12, 1998

Headline#\ P4P# N.J. Senate Panel Wants Developers To Pay For SchoolsHeadline

#\ P5P#

by William J. Cahir

ddA panel in the New Jersey State Senate yesterday passed a bill requiring developers and new home buyers to pay for schools needed to serve the children of suburban sprawl.

ddNew Jersey's Senate Community and Urban Affairs Committee voted 4-0 for the measure that would let towns charge school

"impact fees" to new home buyers and the builders who file development plans.

ddRequiring rural and suburban towns to pay for new school construction has prompted howls of protest from the Robbinsville-based New Jersey Builders Association (NJBA).

ddThe bill "assumes that the purchasers of new homes create a greater demand on school systems than do other home buyers," said NJBA land-use planner Joanne Harkin. That's wrong, she said, because families with kids can move into existing homes.

ddThe New Jersey School Boards Association notes that school impact fees in other states range from several hundred dollars to several thousand.

Publication#W\ P6P# 6. Education Daily"Publication" #:\ P7P#June 12, 1998

Headline#\ P8P# Bankers Scream Foul Over Guarantor Pilot ProposalHeadline #:\ P9P#

by Eli J. Lake

ddA coalition of loan servicers has mounted a campaign against a pilot program allowing the Education Department to rewrite contracts between the federal government and state student loan guarantors.

ddThe lenders oppose the proposed Higher Education Act (HEA) provision because it would let ED tailor contracts with six guarantee agencies to waive some statutory requirements and regulations. In exchange, guarantors would agree to insure a greater percentage of the loan.

ddThese contracts, dubbed voluntary flexible agreements (VFAs), have divided the guarantor community.

ddSome states argue that the arrangements would confer unfair advantages on the agencies that play ball with ED. Others praise the plan as an opportunity to innovate a system that rewards loan collection over default aversion.

ddIn a June 10 letter to Senate Labor and Human Resources Committee Chairman James Jeffords, R-Vt., the coalition of 32 banks, loan servicers and guarantors

wrote that the HEA provision on VFAs "could fundamentally destabilize the structure of the federal

Family Education Loan (FEL) program."

ddLast year, the department unveiled a plan that would strip student loan guarantors of their cash reserves and pay the agencies on a contract basis for managing

student accounts and working to avert students from defaulting on their loans (ED, Feb. 7, 1997).

ddThe plan drew fire from the majority of the nation's 36 loan guarantors, which saw the proposal as an attempt to supplant the FEL servicers with the department's direct lending program (ED, Jan. 15).

ddBut guarantors from California, the Great Lakes states and Massachusetts supported the idea. They formed the National Association of Student Loan Associations to rally support for ED's proposal to transform the state lenders into fee-for-service

entities.

The House and Senate VFA provisions represent a compromise among the guarantors by giving ED the discretion to enter into contracts with six willing guarantee agencies in order to pilot the more sweeping proposal to contract the services of all state loan guarantors.

As the Senate prepares to take action on HEA, a number of guarantors and lenders are shopping amendments to S. 1882. They want to place restrictions on a provision that grants ED unprecedented discretion to waive requirements in HEA law to test the new procedure.

Many private lenders and guarantee agencies fear that if the current VFA provisions in HEA are signed into law, then ED could waive regulations that give schools and students a choice as to who their lenders will be.

John Peters, vice president for PNC Bank, Pennsylvania's largest FEL provider, says that his state's guarantor "a strong advocate for the VFA provisions" intends to use their agreement to drive his bank out of the student loan business.

Not surprisingly, Peters and other banks are shopping an amendment that would explicitly prohibit the VFAs from limiting a borrower's choice.

Pennsylvania Higher Education Assistance Agency's (PHEAA's) Washington spokesman Scott Miller says that PHEAA intends to use the VFAs to eliminate cumbersome rules that stifle innovation, but not to procure an unfair advantage over their competitors.

"VFAs should not be feared as a form of competition, but rather as an opportunity to provide better services and reduce costs in a highly competitive marketplace," PHEAA's President Michael Herschok said.

ED senior analyst Don Feurstein admits that some VFAs may confer competitive advantages over loan servicers and lenders.

At the same time, Feurstein says there is no way to avoid this "when you are trying out new ideas."

The full Senate could take up HEA as soon as today.

Publication#W\ P:P# 7. Education Daily"Publication" #: \ P;P#June 12, 1998

Headline#\ P<P# New York City Considers Private IDEA EvaluationsHeadline #:\ P=P#

by William J. Cahir

New York City's mayor and school chancellor this week unveiled a plan for reforming special education that would cast aside the city's centralized evaluation system.

Released Tuesday by Mayor Rudolph Giuliani's Task Force on Special Education, the plan calls for privatizing special education services by September 1998, and lambastes the city's assessment teams for conducting only 1.4 special ed evaluations

per week during school hours between September 1996 and June 1997.

Publicly employed evaluators have a financial interest in slowing the process, according to the mayor's task force. "Low productivity means many evaluations must be completed after school and on week-ends, at an additional annual cost averaging \$10 million," it said.

Schools Chancellor Rudolph Crew also criticizes the evaluation system, saying, "No one is directly accountable for the productivity of the evaluation teams and the placement decisions they make for students."

This lack of accountability may not comply with the Individuals with Disabilities Education Act, which requires schools to include parents on "any group" making placement decisions for their children (ED, March 10, 1997).

Spoiling For A Fight

It is unclear whether Giuliani and Crew have the political support needed to drastically shake up the city's special ed system.

Randi Weingarten, president of New York City's United Federation of Teachers, this week blasted the concept of privatizing special ed evaluations, saying the change would serve "the profit motive, and not kids' best interests." "One thing we'll definitely fight is this attempt at privatization," Weingarten said Tuesday.

Others say Giuliani and Crew are barking up the right tree.

"There is a lot of corruption in the New York City special education system," said a New York disability advocate who requested anonymity. "It's clear that patronage and peculiarities in awarding contracts play a significant part in the budget."

Returning To Regular Classes

The task force report also notes that New York City schools have a poor record of returning students from special education to regular classes, with 2.4 percent or 3,854 disabled children returning in 1996-97.

The task force argues that many non-disabled students are referred to special ed for remedial help, and that such students along with their mildly disabled peers should be transferred back to regular settings, and quickly.

"Our past practice of unnecessarily placing these students in special education was, to be blunt, cruel," Giuliani said at a news conference Tuesday. "It must and will end."

Finding Ways To Improve

To bolster mainstreaming classes, the task force proposes:

- * By September 1998, and continuing for two years, start returning non-disabled students to general education classes by using the review and evaluation process;

- * By September 1998, and continuing for two years, provide professional development for special ed teachers "on content area teaching strategies" that will improve academic instruction for disabled students;

dd* By September 1998, and continuing for two years, provide additional training to regular education teachers for adapting instruction for at-risk children;

dd* By October 1998, provide additional support to students who are decertified from special education; and

dd* By June 1999, develop a new "continuum of services" that permits more flexible placements for disabled children, 68 percent of whom get services in segregated settings.

ddThe mayor's reform plan comes one year after the city agreed with the federal government to reduce the disproportionate number of minority and limited-English-proficient students referred to special ed (ED, June 3, 1997).

ddAdding Money

ddGiuliani, in his fiscal 1999 budget, also has proposed emphasizing early reading intervention, allocating \$201 million for reading instruction, summer school interventions and staff development.

ddBut this spending would represent a drop in the bucket when compared to the city's massive special education budget, \$2.38 billion, which has grown by more than 97 percent in the last 10 years.

ddThe city now serves about 166,950 special ed students, a total that has grown 45.4 percent in 10 years. During that time, overall student enrollment increased 14.4 percent.

Publication#W\ P>P# 8. CongressDaily/A.M."Publication" #: \ P?P# 06/12/98Section: EDUCATION;

Headline#\ P@P# Democrats Make Pitch For School Internet Wiring ProgramHeadline #: \ PAP#

While many members are upset at the FCC's implementation of a program designed to wire schools and libraries for the Internet,

34 Democratic senators Thursday

urged the continuation of "this crucial program."

ddIn a show of support, the senators warned in a letter to FCC Chairman William Kennard that with 30,000 applications for so-called

E-Rate funds, "the repercussions

on local school budgets [would] be devastating" if the program is cut off.

ddTop members from both parties of the House and Senate committees that oversee the FCC wrote last week that Kennard should

stop collecting money for the program

and give it a total overhaul, a sentiment repeated at a Senate hearing this week.

ddThursday's letter of support comes as the FCC is expected to make an announcement later today about changes it plans to make

in the program. At this week's

Senate hearing, Kennard tried to placate members by promising to enact many of their suggestions.

ddAlso Thursday, a group of 71 House members called for full implementation of the E-Rate.

Headline#\ PDP# Va. Support For Black Universities ChallengedHeadline #:\ PEP
#Subhead#[\ PFP# Nominee Airs Views On Eve of Board Vote
Subhead#:\ PGP# By Spencer S. Hsu
Washington Post Staff Writer

Virginia should reexamine whether it needs to continue supporting its two historically black public colleges, according to an opponent of affirmative action whose nomination to head Virginia's policymaking board for public universities is up for a vote Friday.

William B. Allen, a former U.S. Civil Rights Commission chairman and an outspoken critic of race-based preferences in college admissions, said in an interview that although institutions such as Virginia State and Norfolk State universities may have been necessary at a time when blacks were barred from other colleges, their value today is less certain.

"It's important for us . . . to ask the question of what role specific institutions are playing and whether these are roles we are deliberately embracing or merely inheriting," said Allen, a Michigan State University dean who is African American. "It's always important for people to go back and review their inheritance to see if it's what they want to embrace."

Any significant changes at the universities would have to be ordered by the schools' boards of visitors. Members of the State Council on Higher Education, the 11-member panel that will vote on Allen's appointment as its executive director, said today they have no plans to recommend a review of black colleges or race-based admissions policies.

But Allen's views on black colleges and his record as a conservative activist who, among other things, has argued that governments should pay for, but not run, public schools could signal an increasingly political role for the council that helps set policy for Virginia's 15 four-year universities and 23 community colleges.

The executive director of the state council enjoys a bully pulpit on higher education issues, but in recent years the post has not been involved in partisan politics. Critics of Allen's appointment believe that with the blessing of Gov. James S. Gilmore III (R), Allen could use the director's post to push conservative policies.

Many supporters of black colleges expressed concern about Allen's comments, saying the institutions continue to offer opportunities to students who otherwise might be shut out of higher education.

Former governor L. Douglas Wilder (D), who this week was elected president of his alma mater, the private, historically black

Virginia Union University, war
ned against ideological challenges to black colleges and affirmative action pol
icies.

dd"I don't think there's any question there's still a role" for black colleges,
Wilder said. "What else has there been to take their place?"

ddAbout 40 percent of the 25,000 black students at Virginia's public four-year
colleges attend Virginia State or Norfolk State, and

Wilder said as many black

students earn degrees at those schools as at the 13 other public institutions c
ombined.

dd"The problem comes when you have this mind-set and you go in and say, 'I'm go
ing to cut this and kill this and do this,' " said

Wilder, a grandson of slaves

who was the nation's first elected black governor. "I don't know just what the
goal of [the state council]

is."

ddDemocrats who have expressed concern about the conservative makeup of the cou
ncil " all 11 members were appointed by

then-Gov. George Allen (R) " are worrie

d about William Allen's ideas being placed on Virginia's agenda.

ddDel. Jerrauld C. Jones (D-Norfolk), chairman of the legislative black caucus,
called Allen's views "extreme" and said they should

alarm business leaders fig

hting cuts in higher education.

dd"We welcome Mr. Allen to Virginia. But based upon what we have read, we find
his views to be not in the mainstream of

Virginia," Jones said. Del. Kenneth R.

Plum (Fairfax), the state Democratic Party chairman, added that he had "grave
concerns" about

Allen.ddOfficials at Norfolk State, Virginia State and most oth

er public universities were reluctant to comment on Allen's remarks; many
see h

is appointment as a done deal and want to get their relationship with him off t
o a good start.

ddGeorge Mason University President Alan G. Merten, though, said he supports a
statewide review of race-based admissions

policies.

dd"We make a mistake when we make decisions primarily on race," said Merten, wh
o stopped short of endorsing an end to

affirmative action in admissions, as Cal

ifornia has done. "Some of our board members . . . are asking us the tough ques
tions: What

has been the success rate?"

ddThe vote on Allen's appointment comes at a critical time for Virginia college
s. Gilmore soon will select a panel to review the state's

\$1.3 billion public c

ollege system. The lack of stated goals for the panel has many college official
s worried that the administration

is determined to reshape the schools' funding

priorities.

ddAllen's five-year tenure as a federal civil rights commissioner included a st
int as chairman that ended in 1989 in a dispute with

President George Bush, who

supported affirmative action. Allen has drawn criticism from Democrats, civil

rights leaders and moderate Republicans on a range of issues, including a 1989 speech to an anti-gay rights group titled, "Blacks? Animals? Homosexuals? What is a Minority?"

Two years ago in Michigan, Allen directed a \$150,000 state project aimed at coming up with ways to improve public schools.

In introducing the report, Allen spoke against increased public funding for schools and proposed transforming Michigan's K-12

system by having the state give parents \$5,900 per child each year "the amount spent per pupil annually" to use as tuition to any school of their choice.

The voucher idea was dropped by lawmakers, who saw it as potentially devastating to public schools. One called it "the craziest idea in the 20th century," a

though similar ideas now are gaining momentum in some states.

Ralph Neas, a former director of the Leadership Conference on Civil Rights who now is running for Congress in Maryland, said that "under William Allen's chairmanship, the U.S. Commission on Civil Rights became a national joke . . . an extension of the radical right."

In Michigan, even some Republican education officials agreed with a school leader who called Allen's foray into school policy a "harebrained scheme."

"Maybe [Virginia] is looking for somebody who is a little, well, 'innovative' is a nice way of saying it," said Dorothy Beardmore

(R), the suburban Detroit co-chairman of the Michigan Board of Education, which junked Allen's 1996 report.

Still, Allen has many admirers. At the 989-student James Madison College, a social policy residential college within Michigan State, Allen is known as a str

ong administrator, teacher and fund-raiser who has not stirred controversy.

"He has been a good dean," said Marvin E. Grandstaff, secretary for academic governance at Michigan State. "Before he came here, there was quite a lot of concern about his political stands, but I have not heard that he was really aggressive in propounding his views."

During the flap over his 1989 speech, the Wall Street Journal's editorial page hailed Allen as "a black conservative intellectual" a triple threat to the liberal establishment.

State Council for Higher Education Chairman Elizabeth A. McClanahan said that Allen's political background and activities were reviewed thoroughly and that the council consulted Gilmore's office before nominating Allen for the \$130,000-a-year executive director's post.

Council Vice Chairman John D. Padgett said that Allen's political activities were "not a focus" of the panel's search and that

Allen's career as a teacher and administrator " and his promise to be a "team player" " were persuasive. This week, Gilmore endorsed Allen warmly, but he noted that Allen is the council's choice, not his. "I think [Allen] will be very successful," the governor said. "While I don't know him, his reputation certainly looks good."

Publication#W\ PHP# 10. The New York Times"Publication" #:\ PIP# 06/12/98Section: Metropolitan Desk; Section B; Page 1, Column 2

Headline#\ PJP# Children of Balkan Immigrants Share Stories of DeathHeadline #
:\ PKP#
By NICHOLE M. CHRISTIAN

The assignment was a simple classroom exercise on immigration, one given to every third grader at P.S. 290, the Manhattan New School. Each child was to trace his or her family's arrival in America.

Some children told their family stories by drawing trees, letting the names of relatives dangle from every branch. Others plastered brightly colored poster board with family photos.

But no one was prepared for 8-year-old Leonela Rodoncic's picture. On a large white poster board, she drew a diagram with the names and birth dates of her brother, parents and grandparents in rectangles along the top. A second row of rectangles she reserved

for her uncle and five distant cousins. Beneath their names, she scrawled: Dead. Dead. Dead. Dead. Dead. Dead.

When classmates asked why so many of her relatives were dead, Leonela offered an answer as stark as the drawing: "There was a war in my country," the former Yugoslavia.

Stories like Leonela's are increasingly finding their way into the Upper East Side school, where the children of Balkan immigrants are one of the fastest-growing groups.

From classrooms to the lunchroom, in drawings and in essays, these children recount stories of death and destruction in the former Yugoslavia.

The children are a generation removed from the fighting, first in Bosnia and now in the Serbian province of Kosovo. And that is the way many of their parents want to keep it. At home, the emphasis is on living a normal American childhood. But at school,

the tales of a war-torn land flow casually in the context of the classroom routine.

When Paula Rogovin, who teaches first grade, invited a guest speaker to talk with her class about the rigors of living with a disability, nothing illustrated

the hurdles as vividly as a 7-year-old girl's tale of how a bomb in Bosnia had taken her teen-age aunt's

eyesight and nearly wounded her mother. The girl explained how her family had brought her aunt to the United States to care for her.

"The story was so sad, but the class listened so carefully and they showed how

er so much compassion afterward," Ms. Rogovin said.

"She really made them understand."

ddAnd just as their classmates typically respond matter-of-factly to tales of war told in grade school tones, these children of Yugoslavia start to come to terms with a history they can neither escape nor truly understand.

dd"Before I was so sad that I don't have an uncle," Leonela said recently, recalling the death three years ago of her mother's brother, a Bosnian soldier whose body was never found. "I told my friends, and they said he was brave and I could play with their uncles."

ddAt many schools, such powerful accounts might be left at the front door. But at the red brick school on East 82d Street, a wide range of cultures and experiences cross and collide daily. The evidence is everywhere: in the drawings and stories taped on nearly every wall, on a bulletin board displaying the more than 30 languages spoken and on the bookshelves, where textbooks have been replaced

by popular children's stories written in a host of languages.

ddOf the school's 525 students, 41 consider themselves Yugoslav, Serbo-Croatian or ethnic Albanian. Their families began moving into the area about six years ago, largely to keep watch over the buildings and babies of Lenox Hill and Yorkville. While no one is

certain how large their presence is, statistics suggest it is growing. Between 1990 and 1995, the city's Department of Health reported 108 children born to native Yugoslav mothers living on the East Side, between 59th and 96th Streets.

ddEncouraging children to bring their lives and their cultures to class is one of Principal Shelley Harwayne's unwritten rules.

dd"You can't dismiss what goes on inside the child who is grieving for lost loved ones or the child who has to miss school to attend a rally about their home

land and then expect that child to do well in math and reading," said Ms. Harwayne, who is known throughout the school as Shelley. "We try to encourage our kids to talk honestly and humanely about what happens in their lives."

ddMixing the children's school lives and home lives is not always a seamless proposition.

ddThe school is where Nazmi Oshlani hopes to create a normal childhood for his sons, Mirgim, 10, and Luan, 8. His voice swells as he talks about his efforts to

spare them the fear and violence that he knew growing up an Albanian in Yugoslavia.

dd"God bless the people at that school," said Mr. Oshlani, 38, who works 16-hour days as a building engineer. "They teach my boys how to grow up normal, not

afraid somebody is going to beat them or kill them. I don't want them to know what I know."

ddOne thing he is coming to understand is how hard it is to shield them from what he knows.

ddThinking it would help the boys with school, he bought a home computer last year.

ear. At first, they used it for homework and to play video games. Then two months ago, they wandered onto the Internet searching for information about relatives in Kosovo, where Serbian soldiers are fighting Albanian separatists. Since March, at least 250 people have been killed. On one Web page, the boys found pictures of soldiers slitting the throats of children who looked a lot like them. Concerned about their cousins, they rushed to show their discovery to their father.

The family computer has been locked away in a closet ever since.

"Every day they want to talk about it," said Mr. Oshlani, who now rarely allows the boys to talk to relatives in Kosovo and has also stopped bringing home newspapers about his homeland.

Mr. Oshlani has yielded to their curiosity only twice. Last summer he allowed them to travel with their mother to Kosovo for a month. And in March, after fighting broke out in Kosovo, the boys joined their mother at a protest in New York.

The boys talked with classmates and teachers about their adventures for weeks. Back at home, Mr. Oshlani said, they wrote stories and drew pictures, imagining what it would be like to live in Kosovo instead of on the Upper East Side.

"It's so different in our country," Mirgim said. "You can find any animal you can imagine in the streets, and the ketchup tastes so weird."

"But," Luan added, "you can't get mail and they kill little kids. It makes me so sad."

While most of these children do not have a firsthand experience of war, some experts contend that growing up in a home where the conversations usually turn to the war can be as troubling as having witnessed the death and destruction.

"They carry around a tremendous sense of loss and turmoil because they watch their parents in pain and they hear every day what it did to their families," said Noreen Garmen, co-director of the University of Pittsburgh's Institute for International Studies in Education. "Many parents don't realize all the confusion it creates for the children, how they are supposed to deal with feelings that many adults can't overcome."

Ms. Garmen spent two and a half years teaching Bosnian educators how to use art and drama to reconnect with children traumatized by the war.

She said the confusion can intensify at school.

"There is a tendency to think these children's problems will be solved by teaching them to celebrate various other cultures, but the irony is that while they are being celebrated at school they go home and listen to their parents take sides."

When Vildana Rodonic's brother was killed three years ago fighting as a Bosnian soldier, her only joy came from looking into

the faces of her daughter, Leonela, and her son, Yasmine. But even around them she wept, cursing his killers with every breath.
ddIt was not until she got a call from her son's kindergarten teacher that she realized he had taken her pain to school. The teacher wanted to know why the boy was so angry and why he had begun to yell out the words, "I hate Serbians."

dd"He would see me cry all the time for my brother when we watch the news reports," Mrs. Rodoncic said.

ddIt took months to convince her son that she did not hate Serbians and that he should not hate them either. At the time, he had begun to draw pictures of burning homes and men dressed as soldiers massacring a man who was supposed to represent his uncle.dd"I try to tell him that I am angry Serbians killed my brother, but I don't hate Serbian people," Mrs. Rodoncic said. "It's not all Serbian people's fault."

ddFinally, she took him to Yugoslavia. "On the streets," she said, "I try to show him Serbian people and I say, 'See Yasmine, they are the same like we are.'"

ddYasmine's outbursts eventually ceased, and so did questions from classmates who wanted to know why Mrs. Rodoncic dressed in a white gown and veil, the traditional mourning garb of some Muslim women.

ddLike many of their classmates, Leonela and Yasmine are usually eager to share what they have learned about the country they came from.

ddBut their confusion is sometimes as evident as their pride.

dd"My dad is from Yugoslavia and my mom is from Bosnia," said Yasmine, trying to unravel his family's tangled roots.

dd"Yasmine, don't say that," Leonela said, first in Serbo-Croatian, then again in English. "It's all the same place."

ddYasmine responded: "Then how come there was war in Bosnia and no war in Yugoslavia?"

ddWatching his smile dissolve into a scowl, an exasperated Leonela said: "I don't know, Yasmine. But I told you, we are all the same."

Publication#W\ PLP# 11. The New York Times"Publication" #:\ PMP# 06/12/98Section: Metropolitan Desk; Section B; Page 8, Column 1

Headline#\ PNP# Schools Get Guidelines On Applying 'Megan's Law'Headline #:\ POP#

By ROBERT HANLEY

HACKENSACK, N.J., "New Jersey's Attorney General issued revised guidelines on "Megan's Law" today, including the first rules on school officials' roles

in issuing alerts about paroled sex offenders living or working near schools.

ddAlthough much of the booklet focuses on technical and legal questions for the state's 21 county prosecutors, it also gives school

superintendents and principals

their first detailed guidance on the legal dos and don'ts of helping law e

enforcement authorities carry out the law's notification provisions.

The Attorney General, Peter G. Verniero, said the new guidelines were intended to answer questions that school officials have about the law and to insure that it is applied uniformly throughout New Jersey. "We want to make sure we have one system in place, rather than 21 in 21 different counties," he said.

The law touched off the nationwide movement for notification that sex offenders are living in communities, but its three-year journey through state and Federal courts has left its notification provisions far more conservative than those enacted by the New Jersey Legislature in 1994 after Megan Kanka, 7, was raped and murdered by a neighbor, Jesse K. Timmendequas, in Hamilton Township. Mr. Timmendequas, a repeat sex offender, was sentenced to death last June.

Before the State Supreme Court restricted notifications in 1995, some offenders classified as the greatest public risks saw their names and addresses posted on telephone poles, printed in newspapers and taped to the front doors of town halls.

To protect the privacy rights and anonymity of paroled offenders, the 1995 decision limited notifications about the highest risks to schools; organizations that care for children and women, and people who live near the offenders' homes or workplaces and were "likely to encounter" the offenders. Only schools and organizations caring for women and children, and not neighbors, can be told about offenders whom the county prosecutors classify as moderate risks of committing a new crime.

In the cases of both moderate and high risks, school principals can pass on information about an offender to school employees "in a position to observe unauthorized persons" on or near school property. These employees include teachers and their assistants, security workers, bus drivers, coaches, janitors, administrators and professional support staff. Parents, members of parent-teacher organizations and high school students can be told only of high-risk offenders living or working near a school. Parents of children enrolled from kindergarten through eighth grade can be informed by notices sent home with the children in a sealed envelope or through the mail.

Under the risk-assessment system created by the Attorney General's office after the State Supreme Court's 1995 decision, 2.2 percent of those who have been classified thus far are high risks, 29.3 percent are moderate risks, and 68.5 percent are low risks who, under the law, do not face any community notification.

The guidelines define high risks as those who have assaulted, while armed, at

least three victims they did not know; engaged in some form of sexual penetration, and inflicted lasting or serious physical injury.

Examples of moderate risks include neighbors, baby sitters or coaches who have fondled a child under the child's clothing after threatening physical harm.

Examples of low-risk offenders include those who have exposed themselves, sexually abused a younger sibling or their own child, fondled a child over his or her clothing or fondled an adult without use of force.

Publication#W\ PPP# 12. The New York Times"Publication" #:\ PQP# 06/12/98Section: Metropolitan Desk; Section B; Page 3, Column 4

Headline#\ PRP# Students Again Show Progress in MathHeadline #:\ PSP#
By RANDAL C. ARCHIBOLD

For the sixth year in a row, New York City schoolchildren showed improvement on an annual citywide mathematics test given this spring, with overall scores surpassing the national average but several local districts lagging behind.

The results, which followed gains on reading tests announced last week, caused Board of Education officials and some outside of the system to beam. Overall, in the city's 32 local school districts, 63.1 percent of students who took the test in English scored at or above grade level, a 2.7 percentage point increase over last year, leading Schools Chancellor Rudy Crew to praise their "commanding performance."

Still, the results raised questions over whether the improvement was in math ability or in test-taking. The exam, the California Achievement Test in math, was given to third through eighth graders and is scored so that nationally, half the students will score at or above their grade level and half below.

All but three community school districts in New York City showed improvement over last year on the math test. In those three, the drop was no worse than half a percentage point.

All grades showed improvement, ranging from a 5.3 point increase among sixth graders (to 65.1 percent performing at or above grade level) to a 0.2 point increase among fourth graders (to 66.8 percent).

Students in the lower grades performed better than their older peers, but the largest improvement came in upper grades, with the sixth grade leading the way. Seventh (57.3 percent) increased 4.3 points and eighth (59.7 percent) increased 4.8 points.

"I was pleased to see the biggest increase was in the higher grades," said Richard P. Mills, the state's Education Commissioner, who noted that these students would face stiffer high school graduation requirements that are being phased in.

But the results also revealed weaknesses among the 438,080 students who took the test, about 7,000 more than last year.

Students whose English was limited continued to be far behind everybody else, though they scored slightly better this year than last. Seven districts scored only at or below the national average, with the poorest showing from the special district of chronically failing schools that Dr. Crew placed directly under his control two years ago. The score in that district, which Dr. Crew has said will need several years to improve to citywide norms, was 39.7 percent, a 7.7-point increase over last year.

People in and out of the system lauded the overall results, though some questioned whether the results were a reflection of better learning or better test preparation.

Frances R. Curcio, an associate professor of math education at New York University, said many districts had improved the training of math teachers and developed more engaging ways to teach math.

But use of the test over several years introduces a caveat, she said. "The more familiar a teacher becomes with the test," how the questions are framed, how the items are presented "those things find their way into teaching instruction, and the result of the test becomes more a result of how familiar students are with the kinds of items than really what they know," she said.

Robert Tobias, director of the Board of Education's testing division, said the exam defined "what we want teachers to teach and kids to learn."

"A growing familiarity with the test really means kids are learning the skills and applications required by the test," he said.

The argument over what the test really measured may be short lived. Next year, fourth and eighth graders are to take a new, more challenging state test, and students in third, fifth, sixth and seventh grades will face a more difficult city test.

Officials in better-performing districts held up the results as a testament to their teaching methods.

Sonia Diaz Salcedo, the superintendent of Community School District 1 in Manhattan, said the district's 7.6 point improvement "the highest in the system" resulted from better training of teachers and from making the subject more relevant to students. "The most important piece was teaching in such a way that kids feel it is relevant and real," said Ms. Diaz Salcedo, whose district scored 60 percent.

Publication#W\ PTP# 13. Denver Post"Publication" #:\ PUP#June 12, 1998

Headline#\ PVP# DPS mulls girls-only school planHeadline #:\ PWP#
 By Rick Alonzo
 Special to The Denver Post
 Denver Public Schools is considering an all-girls middle school, a first in Colorado.

ddThe proposal, suggested by Superintendent Irv Moskowitz, is an attempt to lessen the troubles with achievement and motivation experienced by some girls in their middle-school years.

ddA study by the American Association of University Women in the early 1990s concluded that girls' self-esteem often suffers due to gender bias in public schools.

dd"We think parents would be interested in this," said DPS spokeswoman Amy Hudson. "It's our goal to help improve test scores for every student. This might be one way to help some girls improve academically."

ddThe Philanthropic Education Partnership - a consortium of the Denver Foundation, Piton Foundation and Rose Community Foundation - recently gave DPS a \$25,000 grant to kick-start the proposal after Moskowitz approached Denver Foundation Executive

Director David Miller with the idea.

dd"We thought (an all-girl school) was an intriguing idea that was certainly worth exploring," Miller said.

dd"We wanted to help the DPS do that."

ddThough the proposal is in its early stages, and may not even be considered by the school board until September 1999, it already has generated controversy.

ddMark Silverstein of the American Civil Liberties Union of Colorado said the organization is willing to represent citizens who would oppose a single-gender school, even though parents could choose not to send their children there.

dd"The Constitution prohibits the government from engaging in certain activities, even if it winds up being voluntary," said Silverstein, the ACLU's legal director.

dd"Historically, discrimination against women and girls has taken the form of segregation against women based on sex."

ddStandardized test scores of about 5,000 middle-school students in DPS revealed slight differences between boys and girls, with each sex registering advantages in different test areas, according to the school district.

ddSilverstein said the test scores leave no argument for a single-gender school.

dd"The courts have recognized that the danger of segregating students on the basis of gender is that stereotypes tend to be furthered," Silverstein said.

ddMark Stevens, public information director for DPS, noted that an all-girls public middle school is still a long way from being a reality.

dd"All we've done is secure a grant to begin planning a proposal," he said.

ddThe school board, Stevens said, must consider major issues facing the opening of any new school, including staffing, curriculum, transportation and enrollment procedures.

ddIf the project were given the status of a magnet school, officials would need to provide district-wide transportation.

ddStevens said the board has "no idea" where the school might be located.

dd"There are so many variables to consider," he said.

ddAn all-girls school would initially handle about 250 students.n

Publication#W\ PXP# 14. Atlanta JournalConstitution"Publication" #:\ PYP#June 12, 1998

Headline#\ PZP# Guns in school are OK " in cop's hands Headline #:\ P[P#By Rick Badie and Scott Marshall

The Atlanta Journal-Constitution

ddOfficer Friendly of yesteryear taught safety issues, networked with students and kept the bad guys out.

ddNowadays, the bad guys could be sitting in the classrooms. And in the wake of recent campus shootings locally and nationwide,

school police leaders and supe

rvisors say they are rethinking preparedness. Some of the school cops are carrying guns.

ddThe approaches vary in metro Atlanta school systems. For instance, Gwinnett County's 12 school police always carry concealed

weapons. In Fulton and Cobb cou

nties, weapons are stored in school offices. In DeKalb, school officers are gun-toting DeKalb

County police detectives, said DeKalb police Capt. Gary Williams

ddIn some school systems, officers must get permission from school administrators before carrying a weapon among students.

dd"For years, we assumed trouble would come from the outside," said Tony Arasi, an assistant superintendent for Cobb County

schools, which has 27 officers. "N

ow, some trouble has come from the inside."

ddCobb is one of many school systems with a zero-tolerance weapons policy for students that leads to automatic suspension.

ddArasi said gun-toting officers aren't the answer. "It's about all of us," including parents, clergy and role models being involved

with teenagers.

ddDennis Foster, chief of the Gwinnett County schools police force, agreed, although his officers are armed at all times. Until now,

they have geared efforts

toward stopping intruders at the campus. But now, they are more vigilant of the 90,000-plus students

attending school daily.

ddFoster cited two common denominators in the shootings that have occurred in other states.

dd"Somebody knew something " students, administrators or someone " that the child was unbalanced or had made a threat," he

said. "Nobody followed up on it."

ddThe other common denominator is attire. Some of the suspects hid weapons under coats, and others wore military-style clothing.

"When those kids walked on ca

mpus, they should have been challenged," Foster said.

ddSuch challenges will be much more likely when schools open this fall, and some school police feel uncomfortable without a

readily accessible weapon.

ddAdministrators help decide whether officers patrol the halls armed. Riverwood High School Officer Carole Willis in Fulton

County understands why educators don't want guns visible, but "you don't send a doctor into an emergency room without a scalpel," she said.

"I'm totally naked," Willis said. "I don't have a problem not wearing it, but I would prefer to wear it concealed. I would rather have it and not need it than need it and not have it."

Being without a weapon, "gives the perception that we're just security people," she said, "and that's not true."

Fulton County Schools Police Chief Kenneth Rucker said the issue of carrying a weapon will be reviewed for the fall school term.

Pam Riley, director of the Center for the Prevention of School Violence in Raleigh, said school resource officers nationwide wear weapons 99 percent of the time. She suggested that administrators and law enforcement personnel draft agreements to avoid "sticky situations."

"Educators are trained to deal with disruptions, detention hall and that kind of thing, but another element has entered into the school environment — crime," Riley said. "Educators aren't trained to deal with crime. Police officers are."

Publication#W\ P\# 15. Minneapolis Star Tribune"Publication" #:\ P]P#June 12, 1998

Headline#\ P^P# State's third and fifth grades do pretty well on new testHeadline #:\ P_P#

Norman Draper and Anne O'Connor
Star Tribune

Third-and fifth-grade test results released Thursday show that more than one-third of the students are on track to do well in the state's broad-based initiative to change the way children learn.

That might not sound so good until you consider two things: The initiative, called the Profile of Learning, won't even officially take effect until this fall, and one of its goals is to raise student achievement levels far above the basic requirements needed to advance from one grade to the next.

Plus, average scores statewide revealed that many more students are on the brink of doing well in the complex tasks and assignments that will proliferate in state schools in September.

"I think the scores were very good," said Cathy Wagner, who's in charge of testing for the state Department of Children, Families and Learning. "Maybe our instruction isn't that far off from where we want it to be."

But many others were guarded in characterizing the results.

"It is encouraging that more than a third of our kids are on track," state education Commissioner Bob Wedl said. "But I think we have to stop short of saying that all is well."

"We have to look at the information and say, 'How are we going to make sure t

hat all our kids are going to be reaching the high

[Profile of Learning] standa

rds?" Wedl said.

dd"It's a start," said Duane Benson, executive director of the Minnesota Busine

ss Partnership. "But we don't know how good it is."

ddThis is the first year that the tests were given.

ddWedl said he was pleased that enough students didn't do too well on the tests

to prove that the profile isn't a dumbed-down

education formula, as some criti

cs have contended.

ddNot basic skills

ddThere's a big difference between the test results released Thursday and the e

ighth-grade basic-skills test results released last month.

ddUnlike the skills tests, there are no passing scores for the third-and fifth-

grade tests, which are called the Minnesota

Comprehensive Assessments. There's

another distinction: The assessments measure everything from minimal to very di

fficult skills.

ddThe Profile of Learning is a new set of graduation requirements that will tak

e effect for all schools next fall. Students will take

more practical and busin

ess-oriented courses. Less time will be spent sitting at their desks, reading t

extbooks and listening to lectures.

Instead, students will work more independen

tly of teachers and do projects to demonstrate that they've mastered a subject.

Teachers

will use more hands-on methods. The goal is to see that Minnesota hig

h school graduates have the skills needed to succeed in the

next century.

ddThe third-and fifth-grade tests were given to more than 121,000 students in 1

,098 public schools over several days in February

and March. Third-graders took

math and reading tests; fifth-graders took an additional writing test. The tes

ts included multiple-choice

and short essay questions.

ddOn the basis of the scores and input from teachers, kids are placed in four d

ifferent levels, ranging from "one" (worst) to "four"

(best). Students who scor

e in the top two levels are likely to do well in the profile, state education o

fficials said.

ddCity-suburban disparity

ddAs with most statewide test scores, there were disparities between student sc

ores at central-city and suburban districts. Generally,

more well-to-do suburba

n districts racked up high scores, and the Minneapolis and St. Paul districts s

howed lots of kids scoring at

the lowest level.

ddThe results didn't surprise officials in Minneapolis and St. Paul, the state'

s two largest districts. But within those districts, the

contrasts are great. S

ome schools did at least as well as many suburban schools, while in others most

students tested at level one.

ddIn Minneapolis, Barton Open School had higher results than state averages. In

St. Paul, the accelerated learning program at Capitol

Hill Magnet added to its string of test successes. Principal Mary Dybvig said the school will use its scores to improve further.

"How can we move those level twos up to level threes?" she asked. "Since we're not talking about huge numbers in those levels, we can probably make a plan for each of those students."

Dave Heistad, research director for the Minneapolis district, said there were some encouraging results from schools with high poverty rates. But, he said, it's clear that students in the lower grades need more help sooner.

"The number of kids in the first level concerns me," Heistad said. "We have to keep working on that K-2 [kindergarten-second grade]."

Rep. Matt Entenza, D-Farmington, one of the members of the House Education Committee who plan to hold more meetings on this subject, said he's worried about evidence of the same trends statewide.

"I'm personally troubled by the fact that across the state, many students of lower income aren't getting the help that they need when they're very young," he said. "That's one of the reasons I think there is going to be a very strong push to lower class sizes at the elementary school levels."

Entenza said he also will push for all-day kindergarten programs during the next legislative session.

No nervous anticipation

The tests were a nerve-wracking ordeal for many principals and teachers. Many were nervous about comparisons among schools; others worried that parents would misinterpret results, thinking low-scoring levels were the same as flunking grades.

Little of that tension was evident Thursday, when most metro-area schools were already out for summer.

Sherre Walstad, principal of Bloomington's Oak Grove Elementary School, said she and her staff hadn't even had time to look at her school's scores.

"You know, I haven't even heard a word," said Walstad, who had worried earlier that her school's high percentage of low-income children might result in a poor showing. "I thought about it earlier and wondered, 'Will the district let us know?' " and haven't had time to think of it again."

Oak Grove posted scores slightly higher than the state average.

In Nancy Krenner's class at Valley Crossing Community School in Woodbury, it would have been a normal school day for the fourth-through sixth-graders, except that someone stopped by to ask them what they thought about the test results.

Krenner, like other teachers in the building, hadn't seen them yet. "I didn't know they were coming out," she said.

The school did better than the state average, particularly in the fifth-grade writing category.

Valley Crossing, a year-round school, is in its second year and had the advance

tage of creating a curriculum that parallels the state standards. Principal Linda Lawrie said much of the school's success was because of the dedication of parents, who spent more than 6,000 volunteer hours at the school this year. "It makes all the difference," Lawrie said. She said the next step is to analyze the data and see where the students with the lowest scores need to improve. "I'm anxious to get the individual scores and see what they tell us. I hope this will help us." More work to do. Schools were expected to receive their results today. They'll get two copies; one is meant to be sent to the students' homes. Some districts expected to not notify parents by next week. Most everyone agrees that there's still plenty of work to do. Statewide, for instance, almost one-quarter of the third-grade students scored in the lowest of four scoring levels for reading. "I guess my concern is the percentages of kids being placed in level one based on a standard that I really don't understand yet," said Jim Angermeyer, Robbinssdale schools' lead associate for research and evaluation. "What does it mean to be a level one, and how arbitrary is that judgment?" And it's likely that these newest results will further confuse parents, who already are bombarded with other test scores. "I've been working pretty closely with the [profile] graduation standards," said Janet Anderson, principal of Blaine's University Elementary School. "So I'm not glazed over, but I wouldn't pretend to say I know everything about this. I'm wondering what the public knows about levels one, two, three and four, and how exceptional you have to be to be in the level four area."

Publication#W\ P\ P# 16. St. Paul Pioneer Press "Publication" #: \ PaP# June 12, 1998

Headline# \ PbP# Few strings attached to school-choice funds Headline #: \ PcP# Subhead# [\ PdP# Lack of accountability worries some officials Subhead#: \ PeP#

ANDREW BLASKO

Religious schools will find few strings attached when they use taxpayer money to educate poor Milwaukee children, and some education officials said Thursday they are worried about a lack of accountability. Public schools in Wisconsin are subject to scores of regulations concerning their curriculum, while religious schools will have few rules to follow under a state Supreme Court ruling allowing them to get public funds, said Brad Adams, a consultant with the state Department of Public Instruction. Those few rules do not allow DPI officials to check up on religious schools to see how well their students are learning, which

could lead to a decline in education, Adams said.

dd`It makes me nervous," Adams said. ``Private schools are virtually unregulated."

ddThe Wisconsin Supreme Court ruled Wednesday that it is constitutional for the religious schools to be involved in a state program

that gives money to poor M

ilwaukee parents to pay their children's private-school tuition.

ddThe decision gave the go-ahead to an expansion of the school choice program to as many as 15,000 Milwaukee students, or about 10 times the current number.

ddThe program requires religious schools to:

ddSubmit an annual audit to state officials showing their expenses.ddTake nearly any student that comes to them.

ddPass one of four requirements dealing with attendance levels, amount of parental involvement, students' academic progress and

the percentage of students pro

moted to the next grade.

ddMeanwhile, public schools face a host of regulations that range from whether their teachers are state-certified to what should be

taught in the curriculum,

Adams said.

ddUnlike public schools, the religious schools will have no state requirement to run background checks on teachers and other

employees, he said.

dd`You could have a convicted felon. They (teachers) could be high-school drop outs," Adams said.

ddDean Bowles, a University of Wisconsin-Madison education professor, said the lack of accountability could create situations

where students go to poor school

s and their parents do not know it.

ddBowles also said the quality of public schools would rise if some of the attention paid to the school choice issue was focused

instead on improving public e

ducation.

dd`If you could have the same parental interest and support in the children's performance in public schools, many of those schools

will do equally well or be

tter," Bowles said.

ddBut Julia Hutchinson, principal of Saint Adalbert Grade School in Milwaukee, said the school-choice program will make public

schools better by forcing them

to compete with schools such as hers.

ddHutchinson added that her students do well because their parents cared enough to enroll them there.

dd`They have a different setting, a different environment," Hutchinson said.

ddReligious school leaders are also worried that taking taxpayer money could lead to state officials telling them not to teach religion

to their students.

ddAllowing parents to have that choice would defeat the purpose of going to a religious school in the first place, said Duane Miller,

principal of Mount Calva

ry Evangelical Lutheran School in Milwaukee.

dd`That means they would be sitting out of every class that we have," Miller

said.n

Publication#W\ PfP# 17. St. Paul Pioneer Press"Publication" #:\ PgP#June 12, 1998

Headline#\ PhP# Test shows most kids unpreparedHeadline #:\ PiP#Subhead#[\ P
jP# More than 60% of grade-schoolers unprepared for new grad standards Subhead#
:\ PkP#

PAUL TOSTO STAFF WRITER

ddA new battery of tests shows most of the state's third- and fifth-graders have a long way to go to meet Minnesota's new standards for a high school diploma.

ddFewer than four in 10 students who took the first Minnesota Comprehensive Assessments this year are on track to meet one of the major pieces of the state's new graduation requirements, the Profile of Learning.

ddBut state education leaders and others getting their first look at the numbers Thursday read them less as a sign of poor performance and more as a signal that at schools and curriculums need to change as new standards go into effect in the coming years.

ddResults released Thursday showed little change in past patterns of testing across the state: schools with many low-income students generally did worse on the reading, math and writing exams than those from schools in higher-income areas. In St. Paul and Minneapolis, only about two of every 10 third- and fifth-graders were considered on track to meet the profile, which requires students to show how they can apply what they know in 10 learning areas before leaving high school.

ddStatewide, the data showed:

dd35 percent of third-graders scored well enough in math and reading that they should not have trouble meeting the graduation standards. Only about a third of the state's elementary schools reached that level on both tests, including five in St. Paul and five in Minneapolis.

ddIn fifth grade, 38 percent were considered "on track" in reading, 32 percent in math and 42 percent in writing. Only about a quarter of the elementaries reached that level on all three tests, including four in St. Paul and one in Minneapolis.

ddThe private school students taking the test didn't perform much better, with about 43 percent of third-graders meeting the "on track" standard in math and

40 percent in reading; in fifth-grade, 46 percent of private-school students met the benchmark in reading, 33 percent in math and 43 percent in writing. The tests were voluntary for private schools.

ddAlthough the results indicated most grade-schoolers are unprepared to meet the new demands, educators and other observers were sanguine on Thursday.

After all, many said, it was the first time children statewide took the comprehensive exams, which were harder for their age group than the basic skills tests taken by eighth-graders earlier this year. Schools and parents, they said, should use the data as a benchmark to measure future achievement. Schools or students should be concerned by low scores but shouldn't panic.

"These tests are unlike any other tests students take," said Robert Wedl, commissioner of the Minnesota Department of Children, Families and Learning.

They're designed to gauge student performance against Minnesota's new, higher standards for a diploma, he said. "Schools will not implement standards until next fall, so these results give a good picture of where we are and where we need to go," Wedl said.

No student failed the Minnesota Comprehensive Assessments. Instead they were assigned to one of four "levels" based on their score. Those who scored in levels three and four should not have a problem meeting the high school graduation requirements, state officials said.

Children who scored in levels one or two are showing they'll need more help to meet the new demands, officials noted, but students won't be held back a grade if they do poorly on the test.

"We're still held accountable, but I don't think these tests will be used in any punitive way," said Dennis St. Sauver, who oversees elementary school curricula in St. Paul.

Nonetheless, district leaders "were a bit disappointed" with St. Paul's performance on the comprehensives, he said. He plans to share the data with district principals at a meeting Monday. Students will also be mailed packets of information with their scores.

The results may prompt parents to seek summer school for their children. St. Sauver said St. Paul was ready to add staff if needed to teach summer school now for those who want it but hadn't signed up in advance. Decisions about changing curriculum in light of the test scores won't happen until fall, he added.

Lelia Redin, associate superintendent in the Anoka-Hennepin School District, called her students' results encouraging, especially in writing. "When I look at our large-skill achievement things and we at least follow state levels of achievement, I'm relatively content. We really seem to be a mirror of what's going on in the state," Redin said.

Half the fifth-graders in her district did well on the writing test.

"We have been emphasizing writing for some time and we have given writing assessments at two grade levels each year and have used the results of those assessments to help us improve our instruction in writing," Redin added. "These results verify the need for us to continue with that focus."

Even state business leaders downplayed the initial scores on the comprehensive

e tests.

dd ``We have a baseline, and there's certainly ample room for improvement, and I think we're going to see it," said Duane Benson, executive director of the Minnesota Business Partnership.

dd ``This is the start, so now we can benchmark and I hope not find excuses" for not improving, Benson added.

dd Critics of the Profile of Learning continue to press their belief that the new graduation standards aren't really higher standards and question testing designed to judge whether students are ``on track."

dd ``The Profile of Learning is a performance assessment which means there's an attempt to have (experience) learning take place in lieu of paper and pencil. Yet

the department is using a paper-and-pencil standardized test. I don't understand how they can make

a connection," said Wade Nelson, a professor at Winona State University who wrote a recent journal article critical of the profile.

dd Several principals expressed frustration that the results of the comprehensive were delivered after school ended for the summer.

Wed I acknowledged that dil

emma and said state would deliver the data next year in early May.

Publication#W\ PIP# 18. Milwaukee Journal Sentinel "Publication" #:\ PmP#June 12, 1998

Headline#\ PnP# Summer school's return is a hot ticket Headline #:\ PoP# By Joe Williams

of the Journal Sentinel staff

dd More than 16,500 students have registered for summer school in the Milwaukee Public Schools this summer, school officials said

Tuesday " an enthusiastic re

ception for the program that is returning after a 5-year hiatus.

dd "This is clearly one of the success stories for this year," Deputy Superintendent Tom McGinnity told the School Board's Innovation/School Reform Committee.

dd The School Board and Superintendent Alan Brown made bringing back summer school a high priority for this year to help

strengthen the academic performance of

students under higher standards imposed in recent years. The largest obstacle appeared to

be the cost, but school officials said Tuesday they are still putting

together a plan that would use funds from various sources within and outside

the district's budget.

dd Ultimately, school officials said they hope to see the program return to the days when as many as 30,000 students participated in MPS summer school.

dd Five years ago, then-Superintendent Howard Fuller asked the board to eliminate summer school as a cost-saving measure, with the idea that it would be returned

when some private financing could be arranged. It has been gone ever since.

ddThis summer's session in MPS will begin June 22, and will include "wrap-around
d" services before and after school for as many
as 10,000 students, McGinnity s
aid.

dd"There's no question it's the right thing to do," McGinnity said. "It's been
amazing to see what the community's response has been,
but we need to continue
to work with the community and the state on this."

ddA bill to reform MPS, which ultimately failed in the Legislature this spring,
at various times included state funding for summer
school, something that some
outstate legislators opposed because their districts didn't get extra summer s
chool money.

dd"Clearly, what didn't happen in Madison affects us dramatically," McGinnity s
aid.

ddThe teachers union and MPS have agreed on a format to hire teachers for the s
ummer program, and notices were sent to teachers
who were selected for initial
slots on May 22.

ddWhile some students in the summer school program this year will come from pri
vate and parochial schools, agreements for
suburban students have not yet been
established.

ddBoard members have said they supported opening up the program to suburban stu
dents because it could result in more moneyfor the district in the form of tuit
ion.

ddResponding to questions from board members, McGinnity said MPS students would
always get first priority in filling seats in
the program.

dd"This was done initially around strengthening the academic skills of our kids
, " McGinnity said.

ddBoard member Warren Braun, who chairs the board's Finance/Personnel Committee
, said he asked Superintendent Alan Brown
to report on the financial implicatio
ns of the summer school program at the committee's meeting next week.n

Publication#W\ PpP# 19. Cincinnati Enquirer"Publication" #:\ PqP#June 12, 199
8

Headline#\ PrP# Cincinnati schools' rank dismal Headline #:\ PsP#Subhead#[\
PtP# State report gives district year to change Subhead#:\ PuP#
BY DANA DiFILIPPO

The Cincinnati Enquirer

ddCincinnati Public Schools (CPS) would be considered in a state of academic em
ergency if a draft district report card the Ohio
Department of Education rele
ased this week holds true next year.

ddCPS met only four of 18 state standards that measure proficiency test scores
and student attendance and dropout rates.

ddBesides reading and writing on the ninth- and 12th-grade tests, CPS students
consistently performed far below the state minimums
on proficiency tests, parti

cularly on the fourth-grade tests, according to the report cards.

ddCPS' dropout and absentee rates also failed to meet goals.

ddBut CPS administrators say the figures paint a more dismal picture than exist s.

ddThe state's report cards average three years of data, short-changing any gains a district may make yearly.

dd"We're very pleased with most ninth- and 12th-grade test scores," Assistant Superintendent Kathleen Ware said. "Are they where we want them to be? No, but t

hey're improving. And the state report card doesn't show that."

ddAgreed school board Vice President Lynwood Battle: "The big flaw is that they average three years of numbers. As our curve continues to go up, the report cards don't give us credit for that."

ddLawmakers passed a law last year requiring district and school report cards to be issued to each of Ohio's 611 public school districts by 1999. Schools can be rated "effective," "continuous improvement," "academic watch" or "academic emergency."

ddAlthough the ratings are meant to ensure accountability, it's unclear what they'll mean for each district. State education officials aim to outline what int

ervention or assistance will accompany the ratings in coming months.

ddBesides proficiency data, the report cards include graduation, discipline, spending and enrollment numbers.

ddThey also contain comparison figures, so parents can see how their district compares with the state average and with similar school systems, as identified b

y size, poverty level, urban or rural location, district property tax wealth and family income, education levels and professions.

ddThis week's report cards are a draft and weren't provided to all parents. Officials are experimenting to determine the most effective way to distribute them

. Next year's report cards will be given to all parents.

ddCPS already produces its own annual district report card; "Measuring Up" was introduced two years ago. It includes annual, school-by-school figures on proficiency test scores, suspensions and expulsions, graduation and dropout rates and related data.

ddThe district also already is working to raise student attendance and lower dropout rates.

ddLionel Brown, the district's deputy superintendent of curriculum and instruction, presented strategies to keep kids in school to the school board last week.

Board members now are considering that report for implementation.

ddOther data in the CPS report card included:

ddNearly 45 percent of CPS students are "economically disadvantaged," compared to 15.9 percent of students statewide and 47.6 percent of students in similar districts.

ddTeacher attendance rate at CPS was about 95 percent, lining up evenly with the state's and similar districts' averages.

ddCincinnati spent \$6,789 per pupil " more than the state average of \$5,939 per pupil but less than the \$7,048 that similar districts spent.n

Headline#\ PxP# National school violence spawns local threatsHeadline #:\ PyP
#Subhead#[\ PzP# Another area student faces charge after bomb remark Subhead#:
\ P{P#

BY MARK BOWES

Times-Dispatch Staff Writer

ddYet another student in Richmond's suburban counties has been charged with threatening to destroy his school, a phenomenon that

some local psychologists say

has been spawned by highly publicized acts of school violence nationally.

ddThe unusual number of threats " seven in the past two weeks " are the students' way of "grasping for attention," much like

a teen who threatens suicide, s

aid Dr. Aleta Meyer, assistant professor of psychology at Virginia Commonwealth University.

dd"My impression would be that . . . these kids do not have good social skills, they don't know how to solve problems, and watching

this stuff on TV has given

them an option," said Meyer, who directs a federally funded violence prevention program in Richmond's

middle schools.

dd"For a person dying for attention, or who really wants to have a fight with somebody,

ddthey're thinking, 'Oh, that's a way to get what I want. This is something that's going to work.' "

ddThe latest incident occurred Tuesday in Hanover County's Stonewall Jackson Middle School. During a class with other

eighth-graders, a 15-year-old pupil suddenly

announced to his teacher that he was "going to blow the school up tomorrow," said

Hanover Sheriff's Sgt. John Anthony.

ddThe remark apparently was unprovoked.

dd"Supposedly he wasn't mad with the teacher," Anthony said. "He just blurted it out in front of the other students. He didn't seem

to be mad or angry."

ddThe pupil, who was suspended, was charged with threatening to blow up a building. He's under house arrest, Anthony said.

ddThe threat was the sixth by a suburban Richmond student since May 26.

ddFour Henrico students, ages 12 to 18, have been charged with threatening to bomb, burn or destroy their schools, and police in

Chesterfield may charge a 12-

year-old middle school pupil with making a similar threat on a county school bus.

ddRichmond school officials said a slightly different threat was made by a 16-year-old

high school student last Friday. Authorities are considering charging the boy

.

ddThe Richmond student complained to a faculty member about being "too warm" and said "he was going to shoot the principal"

if nothing was done to correct the

matter, said Richmond schools spokesman Dr. James Bynum.

ddAlthough Bynum said some may regard the student's remark as a joke, "We don't

kid about that. Everybody else thought all of these [other students involved in school shootings nationally] were kidding, too."

dd"We are not going to play around with these threats, just like the [other] area school districts," Bynum said. We're going to really deal with them seriously."

ddAuthorities say many students are paying close attention to the string of public school shootings that have been given saturation coverage by the local and national media.

ddThe threats being made locally are a "combination of underlying anger and the need to emulate what's going on in the broader culture," said Dr. Ken Bunting, a clinical psychologist who is director of exceptional education and support services for Henrico County public schools.

dd"I don't think you can underplay the amount of publicity [generated] by these national media stories, and the fact that just emulating that type of [behavior] does raise people's concerns," Bunting added. "It's like a triggering mechanism. When [students] say something like that, it's certainly a threat, and you have to take all those threats seriously."

ddThe city incident appears unlike the threats made by suburban students, who have made more generalized remarks that threaten the entire school.

ddMeyer and Bunting noted that it may not be coincidental that the bulk of the threats locally, and the recent school shootings nationally, are occurring in largely suburban schools.

dd"Suburban kids, the kid next door, they're the ones acting on these threats," Bunting said. "And it's violence that is not logical.

It's not like they're going after an enemy or somebody they're angry at. They're just being violent for violence sake, and they're mentioning it to their friends.

dd"It's not gangs fighting," Meyer added. "It's a very different phenomenon, and it is coming out of suburbia more so. Inner-city violence seems to be more directed and focused, and it's retaliatory."

ddMeyer, whose violence-reduction project in the city's middle schools (called Responding in Peaceful and Positive Ways, or RIPPP) has been in place for six years,

said there may be a reason why most of the threats locally are coming from suburban, rather than city, schools.

dd"In Richmond they acknowledge that the kids need better problem-solving skills, they acknowledge they need conflict resolution, and they need to take peer management very seriously," she said. "I think they say, 'We have a problem; let's do something about it.'"

ddBunting said it appears some of the students making the threats are doing more than making a cry for help or attention.

dd"This is taking it one step further," Bunting said. "It's almost like they know [what the consequences will be] because other kids in different schools have been dealt with very dramatically, and they know it's a taboo and they're still doing it. It's almost like they intend to do it intentionally, to send that message very clearly."

Publication#W\ P|P# 21. Philadelphia Inquirer"Publication" #:\ P}P#June 12, 1998

Headline#\ P~P# Program puts rowing within reach Headline #:\ PP#Subhead#[\ PP# Free lessons let public-school teens find out what the sport is all about. Subhead#:\ PP#

By Elisa Ung
INQUIRER STAFF WRITER

dd Marcia Jordan watched her daughter Michelle slice her oars through the dark waters of the Schuylkill to help maneuver the narrow, bright yellow boat back to shore.

dd As the wind whipped stray hair into Michelle's face and the oars strained her muscles, Marcia Jordan smiled in satisfaction.

Although Michelle clearly enjoyed the workout, mother and daughter agreed it was Marcia Jordan who pushed Michelle, 15, into signing up for the free rowing lessons offered through the Fairmount Park Community Rowing Program.

ddBecause until now, both had just watched rowers from a distance " and wondered what it would be like to take part.

dd"It's something that I never had a chance to do," said Jordan, 46, of South Philadelphia, whose daughter attends Girls High. "Every year we'd see the kids rowing on TV, or on the Schuylkill, and think, 'How come we can't do this?' "

ddIt's the perception that rowing is a rich kid's sport that the Fairmount Park program is looking to change. Corporate and other private donations fund free

rowing lessons to students in Philadelphia's public schools, with the goal of reaching students who

otherwise lack the funding to learn to row. Philadelphia is

such a natural place to have these classes, said program directors, because the Da

vid Vail Regatta, the annual collegiate rowing tournament, is held on the Schuylkill.

ddAnd the free rowing lessons " which are attracting students from schools such as Strawberry Mansion, Rhodes and Pickett " offer an answer to the criticism

from a few years ago, most prominently from City Council President John F. Street, that rowing is an elitist sport and does not do enough to attract minority schools.

ddAt the very least, say program directors, most public school and minority children have no idea how to row or even how to get involved with rowing.

dd"I think it's another one of those areas where we don't have that minority participation," said Fred Caliman, president of Concerned

Black Men Inc., which provides mentoring to students in the rowing program. "It would be helpful for minority youngsters to get involved in the program, to show them that the advantages involved with something like this could be valuable."

Advantages, for instance, such as snagging a free ticket to college.

Temple University's women's rowing team, for one, is packed with talented rowers " but very few from Philadelphia schools, said Jamie Gordon, Temple's rowing coach, who brings in some of his athletes to help teach the teenagers. Gordon, who learned to row in one of only four Connecticut public schools that taught the sport, helps with the program because he was frustrated by the lack of local youths winning the scholarships " which include tuition, room, board, books and fees.

"Why should the kids from [private schools] get a leg up on rowing scholarships? Their parents have more resources than these kids," said Maggie Mund, program director at the Schuylkill River Council. The rowing lessons, Mund's brain child, began last year after the original location, at the foot of the Walnut Street Bridge, was nixed because of safety concerns. The program was relocated to the East Park Canoe House, which is perched at the northern part of Boathouse Row near the Strawberry Mansion Bridge.

Members of the group recruited students ages 13 to 18 from local schools by popping a boat in the schools' swimming pools and sculling as best as they could down the lanes. The students " who had rarely been exposed to rowing " were thrilled.

"We had tremendous enthusiasm from the youngsters," said Marjorie Wuestner, a curriculum coordinator from the school district.

"It opens up many doors for the kids." In the morning and after working hours, the park offers rowing lessons to anyone interested who pays up to \$180 for three weeks. On Fridays, corporations pay \$350 a person for a daylong rowing lesson, aimed at team-building.

But for an hour and a half Monday through Thursday, about 16 local youths will take over the boathouse this summer and learn the sport that they have seen only from afar. And it isn't easy.

As classes began this week, students " some of whom had no rowing experience " hesitantly cut their oars in various directions to move slowly down the wide expanse of the Schuylkill, once getting trapped by a few fishermen's lines and avoiding a collision between the class' two boats. "It's fun. I'm enjoying it," said Theresa Austin, 17, a Mount Airy resident who attends Girls High. "It's different than other sports, because you're out here on the water, with all this scenery."

And rowing is a different kind of sport, many say, one that relies on both in

tellect and skill, on both concentration and physical strength, which is partly why the Philadelphia School District is so enthusiastically pitching it to its students.

ddIn addition, rowing is seen as the ultimate teamwork sport. One person can dominate in basketball, football or most typical sports taught to students, but in rowing, the boat's speed and direction depends a little on each occupant. "I'm a diver, and I play softball and basketball. A lot of my other sports involve muscles, but rowing is not just an athletic sport, you have to think about what you're doing," said Masterman ninth grader Sarah McIntyre.

ddThe program's ultimate goals? A more accessible boathouse in Center City. Loads of local youngsters rowing deftly down the Schuylkill. And a Philadelphia School District rowing team, said Mund as she eyed the different-colored oars, bought from several other teams for the program.

ddSomeday, she vowed, the oars will all have the colors of a public school's rowing team.

ddWhen that happens, Marcia Jordan knows where she'll be. "And mother will be on the sidelines with a megaphone."n

Publication#W\ PP# 22. Manchester (N.H.) UnionLeader"Publication" #:\ PP#June 12, 1998

Headline#\ PP# School Official Offers Laundry List of Possible Budget Cuts Headline #:\ PP# By Kathryn Marchocki Union Leader Staff

ddFewer teachers, opening just part of the new middle school and less money for books, supplies and equipment are some suggestions school officials have to make as the ends meet under next year's school budget. "It will have a negative effect on education, certainly on the morale of the staff, teachers and parents," School Superintendent Normand Tanguay said last night. Educators are struggling to make a school budget work that is \$5 million less than what they asked for. Aldermen this week approved a \$61.9 million school budget for fiscal 1999.

Tanguay distributed a list of possible cutbacks to school committee members last night for their review. The ideas for the savings were developed during meetings with administrative staff yesterday. More will be on the way, Tanguay said. "There are some more plans coming down the road, but this is the first blush," he told school board members. They include: "Partial opening of the McLaughlin Middle School this fall with only sixth graders from Beech Street, Green Acres and Weston schools entering. " Operating all schools on split schedules to save on transportation costs. Staggered opening of schools

would

allow the same buses to make two trips.

dd " General reductions in staff through attrition. The six new teachers school officials said they need next year to keep up with student enrollment would

not be hired and administrators would carefully evaluate whether to fill existing openings. " Reduction

in books, equipment, electronic information and supplies.

Increased class sizes in all grades, jeopardizing state approval of city

schools, and possible non-compliance with federally-required mandates for the English as a Second Language program, could result from these cuts, Tanguay

said. The cuts also would result in students going without textbooks, further reduction in per pupil

expenditures " currently below the state average "

and would harm student, parent and teacher morale, he said. Redistricting al

so will be affected by the suggested cuts and the schools would lose four reading specialists, a librarian and educational assistants,

he said. And he said

a possible deficit in this year's school budget could further affect next year's budget. Tanguay stressed he

has made no recommendations on where to make

cuts at this point. He said he will hold several more school board meetings to discuss possible areas to cut before making his recommendations, which need a majority vote of the school board. Tanguay

welcomed public comment on the suggestions released yesterday. The public also will be invited to comment at a public hearing on

the budget, which must be held by July 9. It has yet to be scheduled. While Tanguay has said delaying the opening of the

McLaughlin school

a year may be one way of coping with the budget shortfall, he said last night that his top priority it to open that

school on time. "Our goal is to open the school as a middle school," he said.

at school as a middle school," he said.

Publication#W\ PP# 23. New York Daily News"Publication" #:\ PP#June 12, 1998

Headline#\ PP# Plus for City As Math Scores Climb Headline #:\ PP#

By JOANNE WASSERMAN

Daily News Staff Writer

ddMath test scores rose in city schools again last year, with more students improving than at any time in the last three years.

ddCitywide, 63.1% of the 438,080 students who took the test performed at or above their grade level, compared with 60.4% last year

" a 2.7 percentage point gain

in " and 59.7% in 1996.

ddScores on the standardized math test given in April to students in grades three through eight showed gains in all but three of the

city's 32 school district

s. Roughly 34,000 students in those grades were exempted from the test.

ddThe biggest single gain was in the chancellor's district, the city's 12 lowest-performing schools now run by Rudy Crew's office. It notched an improvement of 7.7 percentage points.

ddEducators attributed the increases to the use of more real life math lessons in classrooms.

ddLast week, Board of Education officials said 49.6% of city school students scored at or above grade level on standardized reading tests.

ddThe reading and math test scores are the most closely watched indicators of how well public schools are considered to be performing.

dd"It's nice to see that when the [school] system focuses on a problem area, progress is made," said Noreen Connell, associate director of the Educational Priorities Panel, a watchdog group. "Class size reductions have led to dramatic [test score] increases."

ddFrances Curcio, associate professor of math education at New York University's School of Education, pointed out that the test "the CAT-5" has been given to city students for five years, breeding what is called "the familiarity factor."

dd"The more often the test is used, the more we start to see test items appearing in teachers' instructional material," Curcio said.

ddIn School District 1 on Manhattan's lower East Side, home to a 7.6 percentage point jump that was the second largest in the system, Superintendent Sonia Diaz Salcedo said staff development for teachers has begun to pay off in a big way.

dd"We have had a sustained conversation about student achievement in the district" that has resulted in more effective, creative ways to teach math and reading, she said.

ddFor instance, fifth-grade students studying how to find the mean of a group of numbers looked at the different times classmates went to bed.

ddDiaz Salcedo said: "They would go home and ask their parents, 'Why can't I stay up later? The mean in the class is 11 p.m.' . . . It's real life."

Publication#W\ PP# 24. Los Angeles Times"Publication" #:\ PP#* 06/12/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-6

Headline#\ PP# Ban on Some Prop. 227 Funds to Be StudiedHeadline #:\ PP# By JANET WILSON
TIMES STAFF WRITER

ddSACRAMENTO " Members of the State Board of Education said they will discuss at a meeting today whether to block the allocation of Proposition 227 funds earmarked for adult education programs under investigation by the FBI.

ddFederal authorities are conducting an investigation of the state education department's allocation of millions of dollars in public funds to community organizations that provide adult education, and the possible misuse of funds by 10 of those groups.

dd"I am horrified to think about what might happen if you look at adding \$50 million to already troubled waters and just seeing what happens without any proper management structure," said board member Janet Nicholas, who plans to take up the issue with her colleagues at a board meeting today.

ddProposition 227, which won overwhelming voter approval last week, virtually bans bilingual education from California public schools, but sets aside \$50 million a year in state funds for parents or others who pledge to tutor children in English. The proposition mandates that the adult education programs be offered by schools or community organizations.

ddState Supt. of Public Instruction Delaine Eastin, a Democrat who is often at odds with Nicholas and other members of the Republican-dominated board, agreed that it would be better for school districts with credentialed teachers to get the money and run the programs.

dd"I'm not crazy about community-based organizations getting these funds for just that reason," she said.

ddBut Eastin said the move by board members planned for today was driven by politics as well as an attempt to keep her from deciding how to spend the funds. Eastin, who faces a runoff against Republican-backed Gloria Matta Tuchman of Santa Ana, a strong

supporter of Proposition 227, said she will fight any attempts by the board to decide where the money should go.

ddThe board sets education policy for California, but Eastin's staff is responsible for administering all public education programs, including those now under scrutiny.

ddAmong the alleged financial irregularities under investigation, according to documents subpoenaed by authorities, is whether the community organizations received payment for classes that were never held or reimbursed for equipment that was never bought.

Publication#W\ PP# 25. Los Angeles Times"Publication" #:\ PP#* 06/12/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-3

Headline#\ PP# 500 Students March Against Prop. 227 Headline #:\ PP#Subhead #[\ PP# Youths walk out of classes at three high schools for demonstrations. Subhead#:\ PP# By JAMES RAINEY TIMES STAFF WRITER

ddMore than 500 students from at least three Los Angeles high schools walked out of classes Thursday, with most converging downtown to protest passage of Proposition 227, the anti-bilingual education measure overwhelmingly approved by voters June 2.

ddThe largest yet in a series of protests against the measure had dispersed by midafternoon, after chanting students marched to City Hall and a series of other government buildings.

ddA few streets in the Civic Center were briefly closed and about two dozen police officers in riot helmets stood by, but there were no arrests.

ddThe walkouts came as a federal judge set July 15 as the date he will hear oral arguments in the legal challenge to Proposition 227.

The Mexican American Leg

al Defense and Educational Fund and other opponents will ask Judge Charles A. L. egge to block

implementation of the initiative, arguing that its 60-day grace period does not allow school districts time to overhaul their instructional programs.

ddThursday's marches "mostly by Latino students from Belmont and Roosevelt high schools" were designed to present a unified front of "Brown Pride" against the initiative. The majority of students adhered peacefully to that theme, but a scuffle between rival cliques from the two high schools briefly marred the protest.

ddWith the end of the school year approaching, several student leaders said the walkouts will continue, although they offered no specifics.

ddFernando Alberto, an 18-year-old senior at Roosevelt, said the ballot measure's requirement that current students make a one-year transition to classes taught only in English is unrealistic.

ddAlberto said that after he emigrated from Honduras, it took him two years in bilingual classes to learn English. He has now progressed to an Advanced Placement English class and is on his way to Santa Monica College.

dd"I don't know where I would be if I didn't have those classes," he said. "It's ridiculous for them to think everyone is going to make it in just one year."

ddThe demonstration was planned earlier in the week, with fliers distributed at Belmont, Roosevelt and Wilson high schools calling for a unified protest in front of the downtown federal building.

ddAlthough few Wilson High students attended, about 200 pupils each from Belmont, west of downtown, and Roosevelt, on the Eastside, converged on the federal building on Los Angeles Street. They chanted spiritedly for a bank of television cameras, despite a light rain that left sweatshirts soggy and placards smeared.

dd"Justice now!" the teenagers screamed, and "La raza unida, jamas sera vencida!" (The people united will never be defeated!)

dd"What if the governor moved to China?" asked Belmont High student Jesse Anguiano. "How would he feel if he had to learn Chinese in one year and then heard nothing but Chinese?"

ddAfter delivering their message, the students seemed unsure what to do. They walked to the steps of the federal courthouse. After more chanting, a few boys began taunting and pushing one another, leading police to step in.

ddA few other small skirmishes between students followed, leaving several of the

e protesters disheartened. "It's not supposed to be this way," said Ana Romo, 15, of Roosevelt High. "People are not going to listen to us and believe us if we are just fighting."

ddThe estimated 400 students slowly spread around downtown and eventually were ferried back to their campuses in school buses.

ddEarlier in the day, about 100 students from Washington Preparatory High School in southwest Los Angeles also walked off campus. The students gathered in Jesse Owens Park before all but about 30 returned to campus.

ddIn staging the protest, the students ignored the pleas of school district Superintendent Ruben Zacarias, who said a day earlier that students could accomplish more by studying hard and registering to vote.

ddA spokeswoman for the Mexican American legal fund also urged students to stay in school. A pro-Proposition 227 leader accused "union lobbies" of inciting the students, saying they had been misinformed about how English immersion classes will work.

ddTimes staff writers Richard Colvin and Jocelyn Y. Stewart contributed to this story.

Publication#W\ PP# 26. Los Angeles Times"Publication" #:\ PP#* 06/12/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# Language Bears on Test Scores Headline #:\ PP#Subhead#[\ PP#
As expected, students limited in English place lower"but some who advance to fluency scored even better than native English speakers.

Subhead#:\ PP# By TINA NGUYEN;
NICK ANDERSON
TIMES STAFF WRITERS

ddThe wide gap in basic skills between students with limited English and those fluent in the language was starkly reflected in the latest round of standardized test scores made public by Orange County school districts Thursday.

ddA review of the Stanford 9 test scores from 10 school systems confirmed what educators had predicted would happen with an all-English test: Districts with larger populations of limited-English students had lower scores.

ddIn the Anaheim Union High School District, for instance, eighth-graders who are native English speakers ranked in the 51st percentile nationally in reading. But the limited-English students ranked in a low 16th percentile, dragging the district average down to the 37th percentile.

dd"It's pretty substantial," Anaheim Union Superintendent Jan Billings said of the difference in performance. "It's probably not surprising."

ddIn this 26,000-student district, where 31% of students speak limited English, administrators contend that the testing program unfairly forces some students to take an exam they barely understand.

ddMeanwhile, districts with relatively few limited-English students appeared to post scores solidly above the national average. In

the Fountain Valley School

District, where 13% of students are limited-English, eighth-graders scored in the 64th percentile overall.

The new state testing program, championed by Gov. Pete Wilson, raised controversy by requiring virtually all California students to take the English-language exam.

The test, published by Harcourt Brace Educational Measurement, is scored based on the performance of a national sample of students. About 2% of those students were classified as limited-English. In California, by contrast, a quarter of the state's 5.6 million students are limited-English.

Also Thursday, overall test scores were made public for four more Orange County school systems: La Habra City School District, Anaheim Union High School District, Tustin Unified School District and Huntington Beach Union High School District. Partial

results were released for Newport-Mesa Unified School District.

Those new scores showed mixed results, with some school districts scoring above the national average and others below it.

Even within districts, there were some striking differences. In the Newport-Mesa district, for example, Corona del Mar juniors ranked in the 63rd percentile in reading; the school, in one of the wealthiest parts of Newport Beach, has 2% limited-English students.

At Estancia High, juniors ranked in the 23rd percentile; 52% of that Costa Mesa school's juniors speak limited English.

One surprise that showed up in a handful of districts was that students fluent in English as a second language scored as well as, sometimes even better than, native English speakers.

For example, Huntington Beach 11th-graders fluent in English as a second language ranked in the 59th percentile in reading and 78th percentile in math. Their native-English counterparts scored in the 52th and 60th percentiles, respectively. A similar pattern was reflected in all Huntington Beach high school grades.

dd*

Similar trends were noted in districts such as Huntington Beach City and Cypress.

In the Cypress School District, fourth-graders who had graduated from the ranks of the "limited English proficient" scored in the 71st percentile in reading, while their peers overall scored in the 56th percentile. The achievement gap was even greater in math: 79th percentile for the former limited-English students compared with the 59th percentile for the grade as a whole.

And in the La Habra City School District, eighth-graders who had once been designated as limited-English scored in the 48th percentile in reading, higher than the 38th percentile posted by the whole class and almost as high as the 50th percentile scored by

native-English students.

In Huntington Beach City School District, one administrator said, the data showed a similar trend. Gary Rutherford, director of curriculum and instruction, said the district's students who had transitioned into English fluency are performing "at or above their grade-level peers."

Rutherford said that indicated district policy is working. "You want to know, were we putting them into the mainstream program too early? Too soon? Too late? And this data says that it is [working] correctly."

Nearly two-thirds of the county's 27 school districts are still waiting for results, including large ones such as Santa Ana Unified, Garden Grove Unified and Capistrano Unified. A full picture of the county's performance on the test probably will not emerge until the end of the month. Statewide results are expected by June 30.

This spring, California students in grades two to 11 were tested in the areas of reading, math, and language mechanics. In the upper grades, students were also tested in science and social science.

The scores are given as percentiles, which rank students and schools against a nationally selected group. Those in the 50th percentile, for example, scored higher than half the pool and lower than the other half.

Anaheim's Billings said she will be poring over the results to learn exactly how English fluency or lack of it affects student achievement. Overall, the district's scores were well below the national average, ranging from the high 20s to the low 40s in percentile rankings.

"Until you determine what is the problem, how are you ever going to create solutions for improvement?" Billings said.

The testing data provide breakdowns of specific skills in each subject to help administrators pinpoint students' major strengths and weaknesses, they said.

For example, Anaheim Union students scored poorly in the sections on synonyms and reading comprehension.

Educators said the first year's results will be more useful when compared with scores in following years. Parents will also receive reports on individual student scores. The last statewide test, called the California Learning Assessment System, was eliminated in 1994 after it was criticized as being subjective and technically flawed.

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) Grading the Schools
New data emerged Thursday on how some Orange County school districts fared in the state's new standardized test of basic skills, the Stanford 9. Full or partial results were available from five more school districts, bringing the total number of districts with scores

made public to 10, out of 27 countywide. In addition, detailed information for several of the districts was made available on how students with limited English skills performed compared to native English speakers. Full statewide scores and scores from the remaining Orange County districts are expected to be made public by June 30. The test was given to students in grades two to 11 from mid-March to mid-May.

Editor's Note: The percentile figures show how student scores ranked, on average, against a nationally selected group, in spelling and cumulative reading, language and math. High school students were also tested in reading, language, math, science and social studies. Those at the 50th percentile, for example scored higher than on-half of the pool and lower than the other half.

"LEP" designates students who are limited English proficient. "R-FEP" refers to students who were formerly "LEP" but have been reclassified as fluent English proficient, and "FEP" refers in general to students who have a native language other than English but are also fluent in English.

Publication#W\ PP# 27. The Washington Post"Publication" #:\ PP# 06/12/98; Edition: FINAL; Section: Metro; Page C06

Headline#\ PP# Fairfax Drug Rules AmendedHeadline #:\ PP#Subhead#[\ PP# School Board Changes Policy on Nonprescription Medications
Subhead#:\ PP# By Victoria Benning
Washington Post Staff Writer

The Fairfax County School Board amended its anti-drug regulations last night to distinguish between nonprescription and illegal drugs and to give principals discretion in punishing students who violate rules related to over-the-counter medications.

Students who violated the old rules were subject to a mandatory minimum five-day suspension for a first offense "whether the drug involved was aspirin or marijuana. Under the new policy, students who distribute or share nonprescription drugs still can be suspended, but the length of the suspension is left to the discretion of the principal.

The old policy, similar to those in many school districts nationwide, was designed in part to prevent a student from giving medication to another student who might have an adverse reaction to it.

But the policy came under fire from some board members and parents this year when a 12-year-old seventh-grader was suspended after she was found with the pain reliever Advil on her school bus. A friend had asked her for the medication.

The student's parents appealed the action and won a reversal of the suspension.

Other changes in the policy allow high school students who have parental permission to bring over-the-counter medications for

their own use to the school clinic at the beginning of the school day. Old rules required a parent to bring a medication to the school office.

Parents of students of all ages now may sign a consent form to allow over-the-counter pain relievers to be given to their children throughout the school year for ailments such as headaches, muscle aches and menstrual cramps.

In other changes to the county's Student Responsibilities and Rights regulations, the board modified its rules related to weapons and controlled substances to conform with changes in state law.

In 1995, the law was changed to have principals recommend for expulsion all students caught with a "firearm" on school grounds. The list of forbidden weapons was modified at the same time to include such weapons as switchblade knives, slingshots and martial arts devices.

Before the board acted last night, Fairfax policy mandated a recommendation for or expulsion only for the possession of a gun or the unauthorized use of any weapon.

Another change specifies that any student caught with a controlled substance will automatically be recommended for expulsion.

School officials said they don't believe any serious drug or weapons cases were slipping through the cracks under the old policy. In the case of students charged with first-time weapon offenses, however, officials often considered mitigating circumstances to allow such students to be assigned to an alternative education program rather than be expelled for a year.

Officials estimate the changes will result in a 120 percent increase in the number of expulsion cases heard.

Publication#W\ PP# 28. The Washington Post"Publication" #:\ PP# 06/12/98; Edition: FINAL; Section: Metro; Page C07

Headline#\ PP# Fairfax Finds Disparity In Suspension FiguresHeadline #:\ PP#
 Subhead#[\ PP# Blacks, Hispanics Punished at Higher Rate
 Subhead#:\ PP# By Victoria Benning

Washington Post Staff Writer

Black students in Fairfax County public schools are being suspended in numbers that are far out of proportion to their representation in the school system, according to a new report.

Blacks make up 11 percent of the Fairfax school population, but they accounted for 44 percent of suspensions at elementary schools, 27 percent of suspensions at middle schools and 20 percent of suspensions at high schools during the 1996-97 school year, the report said.

Hispanic students also were overrepresented in the suspension figures, although not by as much as black students. Asian and white students were underrep

resented.

The report was compiled by the school district's Minority Student Achievement Oversight Committee, which consists of school staff, parents and community leaders.

Committee members said that although they suspected that minority students in Fairfax, as in many other districts, were overrepresented in discipline statistics, they did not expect the numbers to be so striking.

"I know they hit me in the face," said School Board member Ernestine C. Heastie (Providence), who is the board's liaison to the committee.

The figures suggest that some teachers may be treating minority students more harshly than white students, several committee members said.

In the draft of its report, the committee called on the School Board to conduct a more thorough study of suspension data to see whether minority students and white students are receiving different punishments for similar offenses. Such an analysis also could

determine whether some teachers are more likely than others to recommend suspension, the committee said.

"The causes for this disproportionality between minority and non-minority students are many," says the report, which will be presented to the School Board next

week. "Most are due to the misbehavior of individual students. However, it is the responsibility

of school districts to ensure that all students are treated fairly and consistently."

Part of the problem may be teachers' lack of racial sensitivity, the report said, and some members of the panel said they want the

School Board to provide

diversity training for all Fairfax teachers next school year. Board members and school administrators have

had diversity training, but no schedule has been set for giving the course to teachers.

Several School Board members said they were concerned by the figures in the report. School Board Vice Chairman Robert E. Frye

Sr. (At Large) said that in addition

to the breakdown of suspended students, he was troubled by the overall number of suspensions

"a total of 8,022 in the 150,000-student system in 1996-97.

Teachers need both classroom management and diversity training, Frye said.

"Just as we know that one teaching style does not necessarily meet the needs of all children, it's clear that there are some teachers

who are better classroom

managers who have fewer suspensions," Frye said. "We need to do a better job there."

The report also found that there has been little progress in increasing the numbers of minority students participating in higher-level courses.

Even before the report was issued, School Board members were discussing how to close the achievement and discipline gap between minority students and white

students.
ddAt a recent board retreat, Superintendent Daniel A. Domenech suggested setting numerical goals for achievement and discipline
" such as reducing the number
of minority suspensions by 10 percent. Some board members expressed concern that such a target
might deter principals from suspending students who deserved the punishment.
dd"Certainly this is an issue that is a very real concern for us, and it's an issue that the board and staff have to address," said board
Chairman Mark H. Emery (At Large).

ddFAIRFAX COUNTY SUSPENSIONS

ddAfrican American and Hispanic students in Fairfax County are being suspended at a rate that exceeds their representation in the school system.

ddHigh Middle Elementary

ddSchool School School

ddNo. Pct. No. Pct. No. Pct.

ddWhite

ddEnrollment 27,123 64% 14,296 65% 50,110 65%

ddSuspensions 2,571 55% 1,109 46% 357 39%

ddBlack

ddEnrollment 4,545 11% 2,586 12% 9,284 12%

ddSuspensions 935 20% 650 27% 413 44%

ddHispanic

ddEnrollment 4,147 10% 2,007 9% 8,333 10%

ddSuspensions 654 14% 385 16% 94 10%

ddAsian

ddEnrollment 6,549 15% 3,102 14% 10,509 13%

ddSuspensions 514 11% 265 11% 66 7%

ddSOURCE: Minority Student Achievement Oversight Committee, 1996-97 figures

Publication#W\ PP# 29. Chicago Tribune"Publication" #:\ PP# 06/11/98; Edition
: NORTH SPORTS FINAL; N; Section: NEWS; Page 3

Headline#\ PP# BILINGUAL-EDUCATION BACKERS ARE
THINKING WAY TOO SMALLHeadline

#:\ PP#

By John Kass.

We've had to endure a heck of a lot of political screaming and yelling lately over bilingual education.

ddLike many issues in this country, the two sides are far apart and unwilling to compromise. And that discord threatens to spread across the land.

ddSo I've come up with a simple solution to this problem so that we can all live like brothers and sisters. But first let's understand the complicated arguments.

ddThe people who want to keep bilingualism shout that if we don't keep it, then we're a bunch of racists who would deny needy children the opportunity to thrive in America.

ddMeanwhile, the folks who want to get rid of bilingual education shout that it

, too, is racist and that it denies needy children the opportunity to thrive in America.

ddThat's the problem with politics. If you suspect that somebody is even thinking about sticking their fork into your piece of pie, you're forced to call them names on talk radio and raise cash for politicians who truly care about you and your family.

ddAnyone with half a brain, or yours truly, can tell you that both sides are wrong. The problem with this bilingual debate is that we're talking bilingual. Bi

is a Latin prefix that means two.

ddThat means only two languages. So obviously, there's not enough for the rest of us.

ddWe're a big country with a lot of people. There are millions of us. When you've only got two of something, the third guy in line might feel cheated and get upset.

ddThe third and fourth guys will file a lawsuit on the grounds of denial of thriving. That will create media coverage. Congressmen will vow and make angry gestures. Then the president will have to hold another town meeting to have a dialogue on public television.

The poor guy's got enough troubles.

ddSo I've come up with a solution that should please everyone.

ddInstead of bilingual, how about infini-lingual?

ddThat's right, infini-lingual, or googol-lingual, if you prefer. The googol comes from my early advanced theoretical mathematics training, when another kid o

n the block said googol was the biggest number in the universe and we believed him.

ddThink of the advantages of infini-lingual. Instead of having to worry about sharing two languages, everybody could have one.

There would be enough to go around.

ddUnder my policy, each ethnic group would be required to speak its own language. So Chinese-Americans would be required to

speak only Chinese; Greeks would o

nly speak Greek; the Irish would have to speak Gaelic and so on. Everybody would be involved,

Italians, Jews, African-Americans, Hispanics, Pakistanis, Indians, Arabs, et al.

ddIf you've forgotten the native tongue of your forefathers, you'd be sent off to re-education camps for total immersion. And there would be no language slipp

age, no mixing of tongues. We'd have enforcers just like the French Canadians do in Montreal. Spanglish,

Ebonics, Greeklish, Russianese and Brooklyn would not be tolerated.

ddThere's only one exception. In the Bridgeport neighborhood in Chicago, the locals would have two options: The language of their forefathers or the language of Southwest Side politics..

dd"I talk good dis way," a person might say. "Don't come by me with no Gaelic s tuff like dat. I tole you don't come by me! Whaddya

tink, you're big or something?"

ddAfrican-Americans could choose from hundreds of African languages and dialects from that great continent. The same goes for Italians, Poles, Russians, Chinese, Latinos, Lithuanians, Armenians, Albanians, you name it.

ddEach group would have its own currency too, and political representation. Think of the patronage opportunities and the money changing.

ddThe possibilities expand. Each ethnic group could have its own high schools and colleges and universities too. And no group could dare poach from the other, so there would be no academic turf wars.

ddThe Italians for example, could study Italian poetry and art, but they would be prohibited from studying Egyptology or Tolstoy.

African-Americans would of course be denied any European history or literature, including what we used to call the classics.

Hispanics could be jailed for attempting haiku.

ddPoles would be the only people to read Henryk Sienkiewicz or Jerzy Kosinski. Greeks and Portuguese who dared pick up "Moby Dick" could be caned.

ddBut with everybody having their own courses of study, with their own department chairmen rigidly enforcing any mixing, who would dare become truly multicultural?

ddIn case of emergency, there would have to be a few thousand Americans who could communicate between the groups. We'd need them in case of an economic collapse or a war. They could speak and write standard English. They'd have all the information. We could call them "rich people."

ddBy then of course, we'd have to change the name of this country. We'd have to come up with something appropriate.

ddHow about Yugoslavia?

Publication#W\ PP# 30. Chicago Tribune"Publication" #:\ PP# 06/11/98; Edition : DU PAGE SPORTS FINAL; D; Section: METRO DU PAGE; Page 3

Headline#\ PP# SCHOOLS PONDER STRICTER PROMOTION POLICYHeadline #:\ PP#
By Deborah Kadin.

Marquardt School District 15 officials are wrestling with writing a policy that would bar social promotion in an effort to comply with state law.

ddElementary school districts now must base promotions on academic achievement, attendance and performance on standardized tests. They also must provide academic help for students who can't be promoted. The requirement was part of a school reform package adopted last year by the Illinois General Assembly.

ddSome districts have used the controversial practice of social promotion to move students to high school when they are too old to remain in elementary school

ddMarquardt officials say that instead of socially promoting students the students should make up their work in summer school. For the past 20 years, Marquardt Middle School has had a mandatory, four-week summer school program for 7th and 8th graders who fail two or more classes. Students who don't pass are retained, said James Sayers, the middle school's principal.

Publication#W\ PP# 31. The Hartford Courant"Publication" #:\ PP# 06/11/98; Edition: STATEWIDE; Section: MAIN (A); Page A1

Headline#\ PP# SCHOOL THREATS ARE NO LONGER VIEWED AS JOKES
Headline #:\ PP#S
Subhead#[\ PP# EDUCATORS CHOOSE STERN RESPONSE
Subhead#:\ PP# By JANICE D'AR

For years, school administrators and teachers have accepted threats made by high school students as harmless pranks " idle gestures that were just a rite of passage.

ddBut this week, when 11 Cheshire High School students published threats " to kill two teachers and to shock the school district on graduation day, school officials came down hard, suspending the teens and requesting a police investigation.

ddThe 11 students created a wave of fear so intense that one teacher refused to return to classes, and school officials hired extra security to patrol the graduation ceremony.

ddThe students' pranks, which might have been considered innocuous escapades in past years, are part of an increasing trend toward violence that is shaking communities nationwide.

ddWhether it is smuggling weapons and bombs onto campus, voicing vague violent intentions, or, in Cheshire, issuing anonymous threats, the pranks and threats have become more violent, experts say.

dd"Historically, there have been traditions among schools where kids pulled pranks, things like pulling a fire alarm, bringing a skunk to school. . . . Now kids

have shifted gears to a little higher level," said Paul Falcone, director of the guidance department at East Hartford High School. "They see these violent things on TV, and they think, 'Oh, yeah, that's cool. I'll try that.' But no, we're saying it's not cool."

ddSome experts point to the media's increasing appetite for reporting on violence as one explanation for the evolution of student pranks into threats and violent behavior. Kids seeking attention " a natural adolescent need " have turned to the media for ideas, said Peter Sheras, a clinical psychologist at the University of Virginia.

dd"The threshold for getting attention is considered higher now, and the media has desensitized us to a certain level of violence,"

Sheras said. "The way to get attention is to do something that's very, very violent. Each time the episode garners more than its appropriate amount of {news coverage}, it encourages people to not only try this, but to go one better."

ddIn Cheshire, a small town where serious violence in the school is virtually unknown, going one better meant publishing statements in a school newspaper that said a teacher needed "a hollow-point .45 to the head" and threatening another teacher with murder. The students also said they would "make one last memorable goodbye" on graduation day, June 16.

dd"Cheshire is an all-American school," said Superintendent Ralph Wallace. "Nothing goes on here that isn't happening all over the country."

ddSchool officials didn't take the threats lightly. The response was swift and severe. Three hours after the paper was distributed Monday, officials called police in to investigate and consider criminal charges in the case. By the end of the day, all 11 students had been suspended from school.

ddSchool officials' actions mirrored a national and state trend toward meting out severe punishments for pranks that last year might have drawn a detention, or no punishment at all.

ddJoe Grabarz, president of the Connecticut Civil Liberties Union, said this year's violence in schools around the country has created an "atmosphere of hysteria" in Cheshire and elsewhere. Still, he does not condone the Cheshire statements.

dd"I can't defend what was written" said Grabarz, who recalled that the worst threat his high school underground newspaper ever printed was to take over a building.

ddThe increasing violent threats are creating fear in communities and prompting administrators to take previously unheard-of security measures.

dd"In light of the times, everybody, including the kids, has to take into account what's happening," said Cheshire High School PTA President Bonnie DiMauro. "We're all thinking about what's happened in the past couple of months."

ddCheshire school officials have hired additional officers to patrol the outdoor graduation ceremony. The students, eight seniors and three juniors, have been banned from school grounds that day.

ddIt may sound like a harsh reaction, but many say responses like Cheshire's are needed to help decrease this kind of student behavior.

dd"It's a travesty," said Rich Keithan, a guidance counselor at Plainville High School. "But you don't know who's joking and who's not."

Publication#W\ PP# 32. Buffalo News"Publication" #:\ PP# 06/10/98; Edition: C
ITY; Section: NEWS; Page A1

Headline#\ PP# STATE RECOMMENDS ALL STUDENTS READ 25
BOOKS A YEARHeadline #:\

PP#

By PETER SIMON -

News Staff Reporter

The state's school-reform effort took a dramatic turn Tuesday with the release of new guidelines that call for all students to read at least 25 books a year and write 1,000 words a month.

ddSupporters said the language arts recommendations could mark a turning point in Albany's efforts to raise standards and make students self-sufficient learners.

rs. At the same time, they said, it may result in students spending more time reading and less time

watching television or visiting shopping malls.

dd"It's not brain surgery and it's not asking too much," said Ronald J. Young, assistant superintendent for instruction for Sweet Home

Central School District

. "I frankly see 25 books a year as being a critical piece in the entire standards movement."

ddCritics said the guidelines " which cover grades kindergarten through 12 " could cause students to read more, but to digest,

analyze and discuss the material

even less than they do now.

dd"If we just do more of that, we're accomplishing nothing whatsoever," said Patrick L. Courts, a distinguished teaching professor

at Fredonia State College.

ddThere is general agreement, however, that reading 25 books a year will be a major leap for many students, especially those in high school.

dd"We've had low expectations for the most important activity we have in our business," Young said. "Habits are hard to form and hard to break."

ddWhile the reading and writing guidelines are not mandatory, it is clear that the state means business.

ddState Education Commissioner Richard P. Mills and Carl T. Hayden, chancellor of the state Board of Regents, held a news

conference in Albany on Tuesday to emphasize them.

And a state curriculum guide mentions the recommendations about 30 times.

ddThe guidelines " which also call for daily practice in listening and speaking skills " are designed to prepare pupils for tougher

elementary and middle school

achievement tests that will be launched next year, and for the phased-in requirement that students pass

an English Regents exam in order to graduate from high

school.

ddLocal school districts are looking for ways to make them work.

dd"We will do our best to adhere to that program recommendation as part of our responsibility to meet the new state standards," said

Arthur W. Robinson, director

of instruction for Hamburg Central School District.

ddWilliamsville school officials will revamp their language arts curriculum this summer, and the end product likely will be "pretty

closely aligned with what the state is suggesting," said Linda Cimusz, assistant superintendent of instruction.

dd"If you think about it, 25 books a year is only about two a month," she said. "It's a goal that could be reached by most of our kids."

ddSweet Home officials strongly support the state recommendations and will ask the district School Board to endorse them at a meeting next week.

ddAt Sweet Home's Glendale Elementary School, about 100 pupils in five kindergarten and elementary classes set a goal of reading a total of 2,000 books this year. They enjoyed themselves so much they ended up reading 5,000 books, or about 50 per student, said Susan Krickovich, Glendale's principal.

ddCourts, who instructs future teachers at Fredonia State, said the guidelines will be much harder to reach "in any meaningful way" in high school.

dd"If students in a tenth-grade English class read eight novels, four plays and three books of poetry, and something constructive occurs in the classroom with each of those readings, that's a good thing," Courts said. "But as you increase quantity, you tend to decrease what happens after kids read the stuff."

ddCourts fears that many students simply won't do the reading, or will read more material but learn little from it.

ddLocal educators said they will use these approaches to tackle the new guidelines:

ddIncreasing reading and writing not only in English and social studies classes, but in technical fields as well. Textbooks and technical manuals count toward the 25-book goal.

dd"Everyone has to focus on how students can learn science by writing and by reading about science," said Kathleen Kreis, director of English for Buffalo Public Schools.

ddExpanding parent involvement. In Williamsville, for example, parents and elementary pupils read together regularly at home in a program called Parents as Reading Partners.

ddRealizing that not all students will meet the guidelines immediately or at the same pace.

ddMs. Kreis said the first step for some students will be to have a positive experience reading a single book.

ddWhile the outcome of the state initiative remains unclear, educators said it has already focused sharp attention on reading.

dd"If kids aren't reading an hour a day, they're not going to meet these requirements," Young said. "And if they don't meet the requirements, I don't see how they're going to meet the new (graduation) standards."

Publication#W\ PP# 33. Albuquerque Journal"Publication" #: \ PP# 06/11/98 Page 1

By Jeannie Johnson
Journal Staff Writer

The state's Department of Education gave its nod of approval to the Santa Fe Public Schools budget for the 1998-99 school year. State officials met Wednesday night with the Santa Fe school board and administration to review the district's proposed \$85.6 million budget. Each of the state's 89 school districts has to go through the same review.

Michael Davis, state superintendent of schools, laid out for the district's administration what it wanted to see in its presentation. He asked the district to show him how its budget will meet the state standards for excellence in education, how it will meet the goals of the district's Educational Plan for Student Success, how these goals are measured, how the district will know if it's making progress and what the district intends to do in the future to improve education. Rather than going through the budget line item by line item, district administrators broke the budget down by how much money will be spent to improve literacy, technology and school safety/student wellness " the three goals of Santa Fe's Educational Plan for Student Success. For example, the district has set aside more than \$24 million to pay teachers. Another \$106,384 was allotted to the Technology Learning Center and another \$66,939 for technical assistance. To ensure the schools are safe and students are healthy, the district budgeted \$134,137 for school safety officers. More than \$1.2 million was set aside for counselors and \$385,642 for nurses to provide health training to the students.

With an emphasis put on helping at-risk students in the state, Davis also asked the district to explain what programs they have in place and how they have impacted these students. The district listed the Academy Alternative School, in-school suspension programs, full-day kindergarten, additional staff for alternative education programs in the district's two high schools and summer preschool as some of the ways at-risk students' needs have been addressed. Kathleen Forrer, head of school budget and planning for the state, asked for clarification on a number of points in the district's budget. She asked district administrators to explain what they will be doing with the anticipated \$573,197 cash balance from 1997-98 to be carried over to the 1998-99 budget. "I'd like to be very clear that this board doesn't believe in using cash balances for recurring costs such as salaries," said Lee Vargas, Santa Fe superintendent. George Perea, financial director for the district, told Forrer that the balance would be used to fund such things as building projects, the district's teach

ing intern program, food services, the bond election and more.
ddForrer also expressed concern about the district's training and experience le
vels. The state gives additional money to districts for
each additional year a
teacher is in the profession and for each class he or she completes.
ddThe majority of Santa Fe teachers have master's degrees or bachelor's degrees
with 45 additional college credits. However, the
second highest number of teac
hers only have a bachelor's degree with less than 15 additional college credits
.

ddWill it get better or worse? Forrer asked.
dd"It's only going to get worse," Vargas said. "We did a survey of our teachers
, and 48 percent of them are going to be retiring in
the next five years. About
20 percent of teachers offered jobs in the district decline them because of th
e cost of living. The survey
showed that one out of five teachers stay in the d
istrict less than five years because of the cost of living. We're having diffic
ulty
attracting and retaining experienced staff."
ddKudos were given to the district by representatives from the state for its Ed
ucational Plan for Student Success and planning its
budget so the goals of that
districtwide plan are met.
dd"This district has some global strengths," said Sally Rynott, the state accre
ditation team coordinator assigned to the Santa Fe
district. "You have an abund
ance of programs to meet the different needs of different students You openly
recognize that the district
can and will improve. You have outstanding communit
y involvement."n

Publication#W\ PP# 34. Orlando Sentinel"Publication" #:\ PP# 06/10/98; Editio
n: CENTRAL FLORIDA; Section: A SECTION; Page A12

Headline#\ PP# EDUCATION SECRETARY SAYS SCHOOL
VIOLENCE TARGETEDHeadline #:\
PP#

WASHINGTON - Education Secretary Richard Riley said Tuesday that President C
linton's education agenda would help curb
school violence. He also outlined eff
orts by the Education and Justice departments to deal with the problem. In a sp
eech, Riley urged
lawmakers to pass spending increases for drug- and violence-p
revention coordinators, delinquency and truancy prevention and
after-school pro
grams. He urged Congress to pass bills to improve literacy, build schools and h
ire more teachers. SEQN: 81600884n

Publication#W\ PP# 35. The Sacramento Bee"Publication" #:\ PP# 06/10/98; Edit
ion: STATE FINAL; Section: MAIN NEWS; Page A12

Headline#\ PP# ANTI-VIOLENCE AGENDA TOUTEDHeadline #:\ PP#
With jabs at the National Rifle Association and Congress, Education Secretary
Richard Riley said Tuesday that President Clinton's

education agenda would help curb school violence. He also outlined efforts by the Education and Justice departments to deal with the problem.

In a speech, Riley urged lawmakers to pass spending increases for drug and violence prevention coordinators, delinquency and truancy prevention and after-school programs. He urged Congress to pass bills to improve literacy, build schools and hire more teachers.

"Schools are being asked to pick up the pieces" from a society that glorifies violence, accepts drugs and makes it easy for young people to get guns, Riley told a departmental conference on the federal Safe and Drug-Free Schools program.

Publication#W\ PP# 36. Associated Press"Publication" #:\ PP#6-12 6:06a

Headline#\ PP# Youth sentenced to two years in juvenile detention for death threats

Headline #:\ PP# CANTON, Ga. (AP) - A 13-year-old boy who last month threatened to kill students and teachers at a Cherokee County elementary school was sentenced Thursday to up to two years in juvenile detention.

"I hope you will begin to realize you cannot solve your problems with violence," Judge Jackson Harris of Cherokee Juvenile Court told the sixth-grader, who has been in a youth detention center since his May 29 arrest.

The boy admitted making threats on a school bus on the morning of May 27. Word of those threats created a panic at the school and more than 200 children stayed home.

When several students told the driver taking them to R.M. Moore Elementary School what the boy had done, the boy cursed "everyone on the bus" and threatened to kill several children who told on him, police said.

The mother of a Moore Elementary student called investigators later that day to say the boy had also "threatened to take a gun to school and shoot people .."

The judge said he will recommend that the state Department of Juvenile Justice enroll the boy in anger management therapy and that he remain in a juvenile facility rather than be returned home.

"It is the court's opinion that long-term treatment is in the child's best interest," Harris said.

Publication#W\ PP# 37. Houston Chronicle"Publication" #:\ PP#June 11, 1998

Headline#\ PP# Fund cuts for DARE are soughtHeadline #:\ PP#Subhead#[\ PP# Program fails to stem drug abuse " DriscollSubhead#:\ PP# By MATT SCHWARTZ

City Councilman Ray Driscoll called for a 50 percent cut in funding to the Ho

Houston Police DARE program Wednesday, calling the popular nationwide effort good public relations for police but ineffective in combating drug use among youth.

"We're spending a lot of money on PR (public relations) and T-shirts, pencils and signs, but we're not getting any results," said Driscoll, who has criticized the program in the past. "We've had it in Houston for 12 years. Drug use among youth continues to rise. Something is wrong."

He issued his call to chop city funding to Drug Abuse Resistance Education in the form of an amendment to Mayor Lee Brown's proposed fiscal 1999 budget. The amendment will be considered by City Council in two weeks.

Driscoll said there have been numerous studies in recent years in which researchers reported that DARE had little or no effect on substance abuse by teens.

"I have been to DARE graduations," Driscoll said. "I have spoken to high school kids about the DARE program and very few of them can tell me what it was. They say something like, 'I remember that. I went through that.' What did you learn? They say, 'Drugs are bad.' I don't think you have to go through a DARE program to learn that."

Driscoll said that he would offer a substitute amendment next week that the 50 percent funding cut should go to existing anti-drug programs with a successful track record.

Councilwoman Martha Wong agreed with Driscoll. "I think there are some programs that are more successful than DARE," she said.

Afterward, Brown, who began the DARE program in Houston when he was police chief, predicted council would spare the program the budget knife.

"Anyone who has visited a DARE graduation will know that it makes a difference," the mayor said. "Anyone who has talked with a child who has been through the DARE program, knows that it makes a difference."

Houston Police Chief C.O. Bradford said about 27,000 fifth-graders and 24,000 seventh-graders participate in local DARE programs.

Asked what effect cutting the DARE funding by half would have, Bradford said, "I think we would have to reduce the number of students by half. We would have to decide which of the schools would not have the opportunity to experience the DARE program."

HPD's DARE program costs \$3.7 million a year to operate, \$3.3 million of which is salaries and benefits for the 63 officers who work with the program, Bradford said.

He questioned what people are looking for when they say DARE does not work. He likened it to driver education classes.

"It's not so they won't have an accident, it's to better prepare them when they

ey hit the road," Bradford said. "That's what DARE does."

ddThe University of Houston is studying the local DARE program and the results of the study are expected this summer. Bradford said that if the study indicates the program needs modifying, he would support that.

INTERNATL#u\ PP# INTERNATIONAL #: \ PP#yq 'ddy

INTERNATL #: \ PP#Publication#W\ PP# 38. The Times Educational Supplement"Publication" #: \ PP#June 12, 1998

Headline#\ PP# Editorial: Mind the gap Headline #: \ PP#

ddFor anyone who has had the dubious pleasure of reading the Annual Report of Her Majesty's Chief Inspector of Schools for the past four years, this week's review of secondary schooling by OFSTED contains few surprises - except perhaps its largely sensible

tone and its acceptance of the genuine difficulties many schools face in raising standards.

ddRecognising the "vicious circle" that some unsuccessful schools get locked into - unable to attract good staff and only able to attract pupils excluded by other schools - the review provides a useful overview of the first round of 3,500 inspections.

ddThis report is comparable in many ways with the 1988 HMI survey of secondary schools. It finds there are more good schools than ten years ago and fewer with major weaknesses. But it also points to the considerable scope that remains for progress when one in 14 pupils still leaves school with no qualifications.

ddOn GCSE performance, the report is commendable for its emphasis on points scores (where A* scores 8 and G scores 1) rather than the five A to C benchmark. Giving equal weight to progress across the spectrum provides an incentive to improve the results of all pupils.

ddIn fact, according to OFSTED, the points score of the bottom 25 per cent of pupils increased by only 2.5 per cent between 1991 and 1996, when the average improvement was 6.2 points. This underlines the widening gap in achievement between pupils.

ddIt is less easy to see how the report - or its statistical annex - justifies OFSTED's claim that the gap is also widening between the most and the least successful schools. Nor is there evidence to back the chief inspector's assertion that there is "an unjustifiable gap in standards attained by schools serving similar communities".

ddThe fact that two schools have the same proportion of pupils eligible for free meals does not make them equally disadvantaged nor mean that they are "serving similar communities". As the report implicitly acknowledges, there may also be

e wide differences in
the stability and mobility of intakes, levels of literacy
and numeracy on entry, parental support, religious and ethnic backgrounds
and
the proportions of pupils not speaking English at home.n

Publication#W\ PP# 39. The Times Educational Supplement"Publication" #:\ PP#J
une 12, 1998

Headline#\ PP# Platform: A pragmatic ideologyHeadline #:\ PP#Subhead#[\ PP#
Tony Blair wants to forge a new path between socialism and the free market.

Wha
t might this mean for education? Margaret Hodge MP begins a series on
the searc
h for a Third WaySubhead#:\ PP#
ddWe are all busy defining the Third Way. For some, the term is menacing, given
its associations with the fascist movements of the1920s and 1930s. For others
it is simply the latest spin-doctor soundbite, a term conjured up to intrigue t
he pundits for a period, like
communitarianism or the stakeholder society - sim
ply the fashion of the moment.
ddBut for me it provides an opportunity to reflect on the changes in thinking o
n the Left and specificall y how they impact on
Labour's approach to education.

ddThe Third Way is about modernising institutions and policies, freed from the
structures of two opposing traditions, the Old Left
and the New Right. So it is

about change and it is about discarding old notions.
ddFor instance, the traditional class analysis that distinguished Left and Righ
t is less relevant to us today in a global, multi-cultural
and fast-changing so
ciety. Similarly, the traditional divide between those on the Right, who despis
e public services and believe in
the supremacy of the free market, and those on
the Left who demonise private enterprise and espouse the cause of state social
ism,

is no longer helpful. Both ideologies have failed.
ddIf we discard these old theories, what can now underpin our approach to achie
ve our enduring aim of opportunity for the many,
not the few, and what does thi
s all mean for the child or the teacher, the classroom or the school?

ddI would pick four key strands in the new thinking. First, pragmatism has repl
aced ideology. It is what works that counts. Who
provides it and how it is prov
ided is less important. Second, the focus is on outcomes, not inputs; on the co
nsumer/ci tizen, not the
producer. Third, the new thinking is about breaking do
wn divisions between public and private, recognising the strengths of both
and
developing new partnerships that capture the best of each sector. Fourth, the T
hird Way emphasises a balance between rights
and responsibilities, both for the
individual and for the community.

ddWe can start to see the impact of this new framework on the Government's education programme. Previous Labour governments concentrated on school structures rather than educational outcomes. They believed that equality was achieved by state control through local education authorities of the allocation of school places within a comprehensive system. This government has chosen not to prioritise structures. It is not forcing the abolition of grammar schools and it is not returning absolute powers to allocate school places to LEAs.

ddIndeed, the idea that we could turn the clock back on the concept of parental choice - however unreal that choice might be when a school is over-subscribed - is a nonsense. So we have to ensure greater choice, equality and opportunity by raising the standards in all our schools, whatever their status. Failure by schools will not be tolerated and children's backgrounds will not be accepted as an excuse for low-achievement levels.

ddBut unlike the Tories, who put most money into the high-achieving schools and the high-achieving pupils, this Government is providing funding for schools and pupils in most need. Hence, for instance, we have the education action zones, the abolition of the Assisted Places Scheme with the money being re-allocated to reduce class sizes in key stage 1 and the massive investment in early education and childcare.

ddThe emphasis on outcomes creates new and difficult challenges for teachers. Assessing outcomes involves opening schools to greater public account. That means more and better performance monitoring with value-added tables on pupils' achievement, school targets and an emphasis on monitoring and inspection by both LEAs and Ofsted. It also means teachers have to be held to account for their performance, with good performance celebrated and rewarded and poor performers ultimately removed from teaching.

ddWith the emphasis on rights and responsibilities, this also creates new challenges for parents. The social exclusion unit's report on truancy and exclusion heralds a new approach, with greater sanctions on parents when their children truant. Equally, the development of homework policies and home-school contracts also spell out the child and the parents' responsibilities in a more explicit way.

ddThe development of the Third Way is perhaps best seen in the development of education action zones. Schools in these zones will not be constrained by the rules of the national curriculum, the politics of the local authority or national pay and conditions. Those working in the zones will be able to experiment more

freely to determine what helps to raise standards.
 ddNew partnerships between the public and the private sector will be encouraged
 . If the private sector can run school buildings more
 efficiently, or human res
 ources functions better and more cheaply, why should it not be brought in to he
 lp? If its activity releases
 extra monies for books and teachers, is that not a
 good thing? A pragmatic approach to achieve the ideological purpose of opportu
 nity
 for the many reflects the Third Way.
 ddThe Third Way does not mean abandoning our principles. Education is our top p
 riority. We still see education as crucial to
 creating opportunity and ensuring
 social justice.
 ddBut the way in which we achieve our aims have to change. Schools that were cl
 osed to public account; a focus that emphasises
 only resources and not outcomes
 ; policies built on a view that state control over admissions and a comprehensi
 ve structure would
 assure equality; a reluctance to question the professional -
 none of these policies achieved our shared aim. We have to try new ways.
 The Th
 ird Way is an attempt to do just this. Only time will tell whether it does inde
 ed work.
 ddMargaret Hodge is Labour MP for Barking and Dagenham and chairs the Commons e
 ducation and employment select
 committee.n
 Publication#W\ PP# 40. Times Educational Supplement"Publication" #:\ PP#June
 12, 1998

Headline#\ PP# Class size cannot limit choice, ministers warnHeadline #:\ PP#

Karen Thornton
 ddParental preference must not be compromised in the battle to reduce infant cl
 ass sizes, education ministers have warned.
 ddEducation minister Stephen Byers this week told local authorities that any pl
 ans they submitted for reducing class sizes to the
 Government's target of a 30-
 pupil maximum would be rejected if they also reduced parental preference.
 ddA report for the Local Government Association last week blamed admissions pro
 cedures and parental appeals for more than half
 of over-sized classes for five,
 six and seven-year-olds.
 ddRedirecting pupils to spare places in nearby schools was put forward as a pos
 sible solution in some areas by the Coopers &
 Lybrand report.
 ddBut after a meeting with the LGA to discuss its findings, Mr Byers said: "In
 our meeting, it was made clear that our pledge to cut
 class sizes will be met a
 nd it will be achieved by targeting extra teachers and additional classrooms at
 those schools which are popular
 with parents. "
 ddThat means the Government will have to tolerate more surplus places and/or pr
 ovide cash for more new classrooms, according

to Graham Lane, the LGA's education committee chairman.

"The main thing will be the building of more classrooms, creating extra space in schools that have reached their standard number (admission limit)," he said

"The Government still needs to think through some of the implications of that. I think there still needs to be some diminution of parental preference. If they

don't want to reduce parental preference, it's more expensive."

The Coopers & Lybrand report illustrates the dilemmas facing schools and education authorities as they tackle large class sizes, via a series of case studies based on real schools.

A three-form entry infant school within a mile of two less popular schools, which has separate year groups, a standard annual intake of 96, and eight out of

nine classes with more than 30 pupils, could:

Reduce the intake to 90 and redirect any pupils in excess of this to the neighbouring schools. This would be unpopular with parents, go against Government guidance on parental preference, and reduce the financial resources available to the school.

Maintain nine classes but have one of 48 with two full-time teachers. This maintains the school's financial resources - but requires readjustment or additional

money to pay for another teacher. There may not be a teaching space large enough for such a class, and there will be mixed-age teaching.

Create a 10th class, with one mixed-age class of at least 18 pupils covering reception and first year. An extra classroom area is needed while the appeals committee

may increase the class of 18 to 30 giving a school total of 300.

Create a 10th class and reorganise on mixed-age classes (giving average age spans of between three and four months, or up to seven months, depending on how

you do it). Again, this requires an additional class space, and may lead - on appeal - to an increase

in overall numbers. Some classes will be made up of children from two traditional school years.

Retain the intake at 96 but alter the admission age to the statutory limit (term after fifth birthday), so reducing numbers in the reception class. This has

knock-on effects for other schools, will affect the education authority's under-fives policy, and be unpopular with parents unless they get equivalent nursery provision.

In other examples cited, schools might have to sacrifice "jealously guarded" resource and library rooms, or install mobile classrooms to meet class-size requirements.

Headline#\ PP# Iraq: Sanctions on a generation of learning Headline #:\ PP#Subhead#\ PP# Susannah Hall and David Olafimihan report on the effect of nearly eight years of economic isolation on Iraq's childrenSubhead#:\ PP#ddUnited Nations officials are warning that nearly eight years of sanctions against Iraq imposed when it invaded Kuwait have left the country's children blighted by poor health and inadequate education.

ddAccording to the UN's children's fund (UNICEF) about a third of children under five are chronically malnourished. Once these children reach school age they will be entering an education system which has had no real investment for the past eight years.

ddDenis Halliday, the UN humanitarian co-ordinator in Iraq, said: "Chronic malnutrition has physical and possible mental stunting effects which could impact on a whole generation."

ddSince 1996 the education system has received the equivalent of 3.60 per school-aged child annually. This is funded by revenue from oil sales agreed by the UN. The money is being used for basic repairs - fixing roofs, the water supply and latrines, heating and air conditioning and supplying desks, chairs and blackboards. ddA small amount goes to buy spare parts for printing presses, paper and ink so textbooks can be printed. Earlier this year, UNICEF warned that there was only capacity to print half the exam books needed by the country. The education department has instituted a prize for the school that best maintains and redistributes its books.

ddThere are many things the money doesn't cover - for example, transporting goods to schools. Desks are sitting in warehouses because fork-lift trucks and lorries to transport them are broken. There is no money to provide even a simple thing like oily chalk because the central chalk factory in Baghdad lacks spare parts and materials to manufacture it. Schools have to use pure gypsum with the result that many children and teachers now have asthma and other chest problems from the dust.

ddEven when there is money there is no guarantee that schools will get what they need. Two consignments of computers for primary schools are being blocked at present by the UN sanctions committee because computers are considered "dual-use" items. The UN's education organisation, UNESCO has submitted a report to approve the shipment but nothing has shifted yet.

ddThe problems go beyond shortages of equipment. No money is allocated from the sale of oil to pay teachers' salaries and wages have dropped so low that many can't afford to continue. Before sanctions they were paid between 246 and 361 per month. Now they get between 1.20 and 2.40 per month - enough to buy two eggs

a day. Many are leaving creating a shortage of teachers.
ddSome children starting school are taught by older pupils and when they do have a teacher it is only for a few hours tuition as schools are now operating two or three shifts a day.
ddDespite this the education department is trying to maintain standards. Last year in the university entrance exams the examiners failed 70 per cent of candidates. Those retaking the exam are penalised by losing an automatic 15 per cent if they are repeating. The pass mark is 50 per cent.
ddOne teacher told us bitterly: "We feel they are trying to degrade our standards. We are fighting a losing battle. Even the humanitarian organisations are only supporting us to survive - not to go a step ahead; not to improve."
ddSchooling in Iraq is free, but the number of children enrolling is dropping. According to UNICEF, enrolment in 1995/96 was 67.8 per cent in comparison to 88 per cent in 1992/93. Dropout rates of those that do enrol are about 50 per cent. Children can be seen at road junctions all over Baghdad selling newspapers, cigarettes, water melons, fly swats, sweets, tissues and whatever else they can

to help support their families. A few simply beg.
ddIn desperation the education ministry has this year instituted a pilot scheme of vocational night schools. They hope this may help stem the tide of dropouts by providing schooling that children can organise around their work. What effect it will have remains to be seen.
ddThe amount of money available for investment in education is likely to double shortly (to \$12 per child annually), but UN officials have said that even if sanctions were lifted tomorrow the deterioration in the environment, quality of education and in the minds and hearts of teachers and pupils will take years to reverse.
ddIraq's schoolchildren have seen their parents' own efforts to improve their lives by educating themselves fail. For this lost, disillusioned generation of youth there seems no point in going to school.

Publication#W\ PP# 42. The Times Educational Supplement"Publication" #:\ PP#June 12, 1998

Headline#\ PP# Unions clash on heads' future role Headline #:\ PP#Subhead#[\ PP# MPs were this week urged to consider that the top job in schools should be

shared around. Sarah Cassidy reportsSubhead#:\ PP#
ddThe British education system must end its obsession with the importance of the head and share responsibility among teaching staff, teachers' unions have told a government committee.
ddHeadteachers could become "superfluous", with teachers each taking the job in

rotation, the House of Commons education select committee heard last week.

The members of the committee, which is considering how the headteacher's job must adapt to serve schools in the 21st century, revealed that they found the idea of a flatter management structure "very exciting".

Giving evidence, John Bangs, the National Union of Teachers' head of education, and Eamon O'Kane, deputy general secretary of the NASUWT, stressed the need for heads to have a teaching background. But they said the crucial relationship was between teachers and pupils in the classroom.

Committee member Caroline Flint, Labour MP for Don Valley, echoed this view.

"Schools might evolve a structure that was much flatter, raising the profession

al status and creating more collective responsibility for teachers in the pedagogical role," she said. "The

role of heads might become superfluous. The pivota

l relationship is that of the teacher and the children in the classroom."

Mr Bangs said heads should remain the lead professional, while the NASUWT called for a team approach. Mr O'Kane said the

hierarchical structure of English s

chools was unique in Europe in placing such emphasis on the head's role.

In Spain, he said, the post rotated between teachers. "Other systems do not have this obsession with the role of the head. It is the

performance of teachers

in the classroom that is crucial. We need a salary structure that reflects this."

Committee member Valerie Davey, Labour MP for Bristol West, received broad support for her view that the headteacher "needs

to be the first among equals - m

aybe someone who only does it for a year".

Mr Bangs argued that the load could be lightened for heads by appointing bursars to deal with school finances. "Far too often

school secretaries are respons

ible for enormous amounts of money with little training. If there was to be a f

latter management structure we would need to consider responsibilities that have gone to the head on a non-costed basis," he said.

The question of whether every school needed a head, or whether one could oversee several schools, was divisive. The NASUWT

favoured grouping small primaries

together under one head, while the NUT urged caution.

Although chair Margaret Hodge had appealed for witnesses to give the committee any radical new ideas, committee member Gerry

Steinberg said they should bewa

re change for change's sake.

Publication#W\ PP# 43. The Times Educational Supplement"Publication" #:\ PP#June 12, 1998

Headline#\ PP# The gap according to Woodhead is widening Headline #:\ PP#Subh

ead#[\ PP# The latest OFSTED inspection report acknowledges that poor resource

s

affect the performance of schools. Karen Thornton reportsSubhead#:\ PP#

dd"There is nothing else like it in the world," said Her Majesty's Chief Inspector, launching the state-of-the-nation report on secondary education in England

ddAnd close scrutiny of the Office for Standards in Education report suggests Chris Woodhead's words may prove more portentous than he intended.

ddBased on more than 3,500 inspections and observation of 500,000 lessons, the review concludes that standards have risen and teaching quality has improved in the first four-year cycle of secondary school inspections.

ddHowever, there is an unacceptably wide and widening gap in the standards achieved in the least and most successful schools.

ddOFSTED cites figures (not in the report) showing the top and bottom 10 per cent of schools had average GCSE points scores of

46.1 and 15.7 respectively in 1

992. Comparative 1996 figures were 51.8 and 19.8, a gap of 30.4 points in 1992, growing to 32 in 1996.

ddBut what distinguishes this report is that, among the charts, tables, statistics, and examples of good practice, is the acknowledgement that some schools have it tougher than others.

ddThe report notes the difficulties faced by disadvantaged schools in consistently raising standards, that poor resources affect the quality of provision, and

that competition - via parental choice and performance league tables - has not always been a good thing.

ddIt also acknowledges the important support provided by education authorities in helping to turn around failing schools.

ddLaunching the report this week, Chris Woodhead remained combative on competition's spur to raising standards (not proven, according to the report) and the need

to improve teaching quality and school leadership still further.

ddBut he praised first.

ddHighlighting improvements in standards, GCSE results and teaching quality, he noted: "These improvements are down very much to headteachers and teachers in the

schools concerned, and they deserve all possible praise and recognition. "

ddThe change in tone was acknowledged by Nigel de Gruchy, general secretary of the National Association of Schoolmasters Union of Women Teachers.

dd"I am glad that at long last an OFSTED report admits the obvious - that inadequate resources hinder effective teaching, " he said.

dd"Both the previous and present governments have supported the re-establishment of 'social grammar schools' through measures including grant-maintained schools,

city technology colleges, specialist and beacon schools which, combined with unfettered parental

choice, lead to the disadvantaged 'council comprehensive' facing even greater difficulties.

dd"Recent classic cases of schools in difficulty amply illustrate the point that while teachers must carry some share of the responsibility, there are many other

her factors at play over which they have little or no control."
ddSchool standards minister Stephen Byers welcomed the improved standards detailed in the report - and promised measures to tackle the 10 per cent of secondary schools with significant weaknesses.
ddSecondary Education 1993-97: A Review of Secondary Schools in England, is available from the Publications Centre, price 22.95. Tel 0171 873 9090 or fax 0171 873 8200.n

Publication#W\ PP# 44. The Times Educational Supplement"Publication" #:\ PP# June 12, 1998

Headline#\ PP# Jury still out on the added value of artsHeadline #:\ PP# Diane Spencer

ddThe belief that learning the arts helps children with other subjects remains "not proven", according to a report commissioned by government advisers.
ddThe review of 22 research studies found "interesting indications", but the National Foundation for Educational Research report concluded "there is simply insufficient consistent and compelling evidence that arts education will necessarily lead to positive non-arts outcomes".
ddThe findings come at a politically sensitive time as the Qualifications and Curriculum Authority - whose forerunner commissioned the report - is concerned not to become embroiled in the controversy over the Government's relaxing of arts and music teaching in the primary curriculum. It is especially sensitive as the authority is engaged in a major overhaul of the curriculum.
ddThe report also found that there might be an association between some music and the development of space and time skills; certain aspects of arts education might be particularly effective with younger children; the transfer of learning from one subject to another was not easy to achieve; and more research was needed to identify the specific experiences that could enable artistic development.
ddThe review was commissioned following an international conference on the arts and the curriculum last year when delegates discussed the effects of additional teaching in art and music on the progress of children's reading and maths skills.
ddThe NFER team looked at the research in the light of three questions: did each study contain sound evidence of positive effects, and were these likely to have been caused by extra exposure to arts education? Was the research of sufficiently high quality to be sure of the outcomes? If there were positive results from each piece of research, was there sufficient evidence from a number of studies to consider the case proven?
ddThe 22 studies related to four areas: academic achievement, especially in maths, reading and language skills; spatial ability;

personal and social outcomes;
 and thinking skills, creativity, art appreciation.
 ddThe authors emphasise that "any debate about the contribution of the arts to the education of children and young people should recognise the intrinsic value of what arts have to offer, above and beyond any possible 'added value' in terms of cognitive, academic, emotional, or social outcomes".
 ddThe findings, they say, have been drawn from a relatively small number of studies, evaluating a wide range of initiatives, aimed at different types of children, in different art forms, and using a variety of research designs. "It is hardly surprising that the evidence is inconsistent and even contradictory."
 dd"The effects of teaching and learning in the arts", by Caroline Sharp, Pauline Benefield and Lesley Kendall.

Publication#W\ PP# 45. The Times Educational Supplement"Publication" #:\ PP# June 12, 1998

Headline#\ PP# Puttnam proposes stagecraft for teachersHeadline #:\ PP# Nicholas Pyke
 ddOut-of-work actors should put their talents to use by helping trainee teachers to hone their presentational skills, says the prominent Labour peer and film producer, Lord Puttnam.
 ddHe believes that teachers have much in common with actors and would benefit from stagecraft and professional voice projection.
 dd"I'm very interested in the help actors can give in terms of confidence building," he told The TES.
 dd"Teacher training is a real opportunity to bring the two professions together. Most of the great teachers draw on what they describe as acting skills to put across the message.
 dd"The only danger is that someone might say you're trivialising teaching: but that would be enormously unfair to acting, which is one of the bravest professions."
 ddLord Puttnam, best-known for producing films such as Chariots of Fire, and The Killing Fields, has been taking an active role in Labour's education strategy and is working on a televised award ceremony for teachers.
 ddThe idea of stagecraft training was praised by teaching recruitment expert John Howson, who said that presentational techniques were an important part of the old teaching certificate before the BEd degree abolished them.
 ddMr Howson, a former teacher-trainer, introduced voice training for students at Oxford Brookes University. "These confidence-building things are very important. David Puttnam's idea is not a bad one at all. For a 22-year-old, going into a classroom for the first time is quite a daunting experience. These performance elements are important," he said.
 ddIan Kane, head of Manchester Metropolitan university's School of Education, w

as also enthusiastic. "Projection of your personality and voice, plus correct use of body language and movement round the classroom are very important," said Mr Kane. "I personally believe presentational skills is an important area that has been neglected.

dd"But there are different skills needed in presenting ourselves to an audience that is there to be entertained, and an audience that is there to learn.

dd"Being a good classroom performer is about having an extrovert personality and recognising the need to communicate. You can't learn to be an extrovert but you can imitate it.

dd"The scheme's success would depend on time and money. No institution has the money to pay specialists to come in, and the timetable is already overcrowded."

ddThe university training departments gave the idea a cautious welcome. "We would have no objection in principle," said Mary Russell, secretary of the Universities Council for the Education of Teachers.

dd"Some institutions may not currently be giving presentational skills as much prominence as they might. But so much is already being squeezed into teacher-training courses."

Publication#W\ PP# 46. The Times Educational Supplement"Publication" #: \ PP#J
une 12, 1998

Headline#\ PP# England beats France... Headline #:\ PP#Subhead#[\ PP# ...
when it comes to spelling and writing in primary schools. Nicholas Pyke reports

Subhead#:\ PP#

ddEnglish primary pupils are better at writing, spelling, and some mathematics than their French counterparts, says new government-backed research - despite the emphasis France places on formal drilling.

ddEnglish children score well because they are willing to take risks, says the study, which deals a blow to claims that British schools lack rigour.

ddFrench children, meanwhile, are hindered by their fear of making mistakes and their deference to authority.

ddThe report, which has been circulated among educationists but not yet formally released, was commissioned by the Government's Qualifications and Curriculum Authority.

ddIt warns against ditching the creative strengths of British education in the rush to imitate foreign competitors.

ddThe study, which compares 400 children, aged 9-11, in each country, does however add to existing concern about British maths.

Although English pupils did well in problem-solving exercises, they were poor at division and multiplication.

ddThe conclusion is upbeat: "Perhaps the most important general finding was that English pupils' achievements in these two key

areas of maths and language compared favourably in many respects with their French counterparts. In particular there were significant national differences in pupils' levels of confidence and their willingness to 'have a go' and to take risks. French pupils seemed to be constrained by their desire to avoid making mistakes and to refer constantly to authority.

English pupils were better at spelling, the use of tenses and story writing. The British emphasis on practice writing, say the authors, may be more effective than the French stress on structure and syntax. French pupils were better at using commas. In maths, French pupils were good at addition, subtraction, multiplication and division. The English were more prepared to apply a range of strategies - although many of these were inefficient. The research was carried out by Claire Planel, Marilyn Osborn, Patricia Broadfoot and Brigitte Ward at the University of Bristol and Canterbury Christchurch College. Although the sample was small, the analysis is more detailed than for most international studies. "It's important not to destroy and lose the strengths of English education while trying to address the weaknesses," Marilyn Osborn said. "Our study does show some very important strengths and a preparedness to take risks which we wouldn't want to lose." In the end, they say, specific teaching methods are less important than the national culture of education. But they do back the Government's numeracy and literacy strategies.

Publication#W\ PP#47. BBC News"Publication"#:\ PP#June 11, 1998

Headline#\ PP#Support grows for US schools' Net subsidy Headline#:\ PP# Moves to defuse the row threatening the subsidy that helps schools in the United States to use the Internet have been made by the Federal Communications Commission. Commission chairman William Kennard, who regulates the scheme, has promised a more streamlined and cheaper programme of subsidies. He hopes this will answer critics who say that the "e-rate" - the discount that schools can claim on telecommunications services - is too expensive. "The best thing that we can do in the interest of this programme is to proceed ahead prudently," he said. "I don't think that we can afford to throw the baby out with the bath water." As a concession to the telecommunications industry which pays for the subsidy, Mr Kennard said that he would reduce the \$2bn being sought for the e-rate this year, much of which is funding for wiring up schools to the Internet.

ddPresident Clinton and Vice-President Gore want the schools' discount program to grow.

dd"The e-rate is critical to our effort to put computers in every classroom," said Al Gore.

ddBut opponents of the way the subsidy is currently operated argue that the cost will force telecommunications companies to increase phone charges for domestic users, making the scheme unacceptable.

Publication#W\ PP# 48. San Francisco Chronicle"Publication" #: \ PP#June 12, 1998

Headline#\ PP# 227 Passed, Now Comes The Hard PartHeadline #:\ PP# DEBRA J. SAUNDERS

``LET 'EM send me to jail," San Francisco schools chief Bill Rojas proclaimed last week. Rojas was vowing not to implement Proposition 227, which mandates English immersion classes for limited English proficiency (LEP) students, after California voters approved it.

ddSo Rojas would rather go to jail than obey the law. I could respect that statement if voters passed a measure ending accommodations for immigrant kids " no immersion, no bilingual, nada.

ddBut what Rojas was declaring, in essence, was that he would rather go to jail than work to teach young children to learn English in a year.

dd(Not that Rojas would put it that way. In a press release he argued that 227 mandates ``sink or swim." Wrong, it clearly mandates ``sheltered English immersion.")

ddThe anti-227 crowd has been singing the same song. Despite the experience of countless immigrants who learned English on the quick, or worse, sink or swim, the Anti's argue it is an unspeakable hardship to expect educators to teach young kids English in a year. As the anti- 227 lawsuit put it, success in a year is beyond ``the vast majority" of LEP students.

ddWhich illustrates the battle brewing now that 227 is law. Can the Educators Left put its politics aside for a moment and do right by California's children? Or will it be petulant, resist reform, and in so doing shortchange immigrant kids?

ddThat petulance, of course, is the reason 61 percent of voters said yes to Proposition 227. Their message: Bilingual programs have taken too long to teach students English, as a result of which too many LEP students don't learn English, or lag behind their peers because they learn it late.

ddIt was a radical move for voters to approve a one-approach measure so clearly opposed by the very troops who would have to implement it. It was a vote that could only be born in desperation. And voters were desperate because state educators were tone deaf to parents' complaints and children's failure. Now comes the

e time for both sides to listen. The Anti's have made reasonable points against 227. Most notably, its ``one-size-fits-all" approach is confining. The state Board of Education, which meets today, should work to give schools and teachers wiggle room to do the job " the job of teaching as best they can. ddToward that end, the board should help districts provide easy approval of waivers for students, age 10 and over, whose parents want their children in bilingual classes. The board also should assure teachers and classroom aides that they can use other languages in immersion classes. (Not that 227 ever said they couldn't, but the Anti's scare campaign is another story.) ddThree other suggestions: Help parents who want their children in bilingual classes get around the 30-day waiting period " at least for students who have attended school for at least a year. Find funds for tutorials and after-school classes for LEP students who need extra help. Also, address what schools should do for older students who already have spent years in bilingual programs. ddKudos go to California Teachers Association president Lois Tinson for telling teachers to obey the law. Teachers who heed parents' explicit requests to teach their children English need fear no lawsuit. Another plus: kids actually might learn something. ddIndeed, if the Anti's decided to try to make 227 work, they could find that its golden lining means that no LEP student need be thrown into English classes in the ``sink-or-swim" style, as dragged-out bilingual ed stops gobbling school resources. The only thing the Anti's truly have to fear losing is years of six-year bilingual education.

Publication#W\ PP# 49. Chicago Tribune"Publication" #: \ PP#June 12, 1998

Headline#\ P P# UNLINKING THE CHAIN OF TEEN VIOLENCEHeadline #:\ P P#

By Myriam Miedzian. ddThe National Rifle Association this week elected Charlton Heston as its president, hard on the heels of the Springfield, Ore., schoolyard shooting. That's somehow fitting, since the actor who played Moses handing down the commandment "Thou shalt not kill" is the ideal choice to paint a moralizing gloss over the obvious link between the easy availability of guns and the lethal escalation of youth violence. ddThe NRA takes the line that children and their parents, not guns, are exclusively to blame. NRA chief lobbyist Tanya Metaksa recently struck a Biblical tone , exculpating guns by calling Kip Kinkel, the 15-year-old perpetrator of the Springfield tragedy, evil. But the clinical fact is that many young people are at

risk for violent behavior. Dismissing boys like Kinkel as evil anomalies misses the point that youth violence often stems from medical conditions that are treatable.

It would be unthinkable to withhold medical care from a diabetic child, feed him sweets, then blame him for going into sugar shock. Yet this is exactly what we do with millions of children, mostly boys, whose medical conditions put them at high risk for violence. Those include attention deficit disorder with hyperactivity (ADHD), learning disability (LD), mild mental retardation, mild autism and conduct disorders. The majority of kids who suffer from such disorders go untreated while the entertainment industry feeds them a steady diet of violence and the gun lobby blocks regulation to take weapons out of their hands.

Kip Kinkel is one of these boys, diagnosed with ADHD and LD when he was 11, given access to guns but not to effective treatment. ADHD is six to nine times more prevalent among boys than girls, mental retardation nearly twice as prevalent, autism three times, and conduct disorder four to 12 times as prevalent. LD may be more equally gender-balanced but LD boys suffer disproportionately from ADHD.

As a result, boys are at greater risk for violent behavior, and the signs are usually apparent from a young age. Age 11 is often too late for diagnosis and treatment to head off violent behavior in adolescence and adulthood. Oregon Governor John Kitzhaber's allotment of \$30 million to violence prevention programs is a positive step, but funds must be targeted to early intervention.

One mother of a boy with ADHD, born the same year as Kinkel, described how as a baby her son invariably woke up crying and kicking. By age 3 he was punching her and throwing numerous temper tantrums. At this point the family sought professional advice and was told that without active intervention their toddler was likely to become a violent man. They got the help they needed early, and today, at 15, the boy exhibits no violent behavior. He channels aggressive energies into sports other than the shooting kind.

Early intervention may not always work, but it's still a good investment. An estimated 30 percent of delinquent boys and 40 percent of the jail population suffer from LD. Up to 30 percent of criminal offenders are mildly retarded. Getting professional help to at-risk children would undoubtedly be less costly than the incarceration associated with non-treatment. Besides, do we withhold treatment from children with leukemia just because it doesn't always cure them?

Not only do many high-risk children go untreated, they see more than 10,000 TV murders by the age of 18, including endless scenes of people shot down, blown up and burned alive. They develop shooting skills in video games and listen to

music lyrics that denigrate women and extol violence. They spend more time being "entertained" than with their parents or in school. No parent can hope to protect their children entirely from this onslaught of cultural violence combined with easily available guns. What can we as a society do about it?

We can work to counter the gun lobby and demand effective gun control legislation. We can establish a Children's Public Broadcasting System free of gratuitous violence. The Children's Television Workshop and Nickelodeon are working on a kids' cable channel, but it may eventually carry ads, including ones for violent toys. We need two commercial-free channels: one for younger children and another for preadolescents.

We can institute parental TV control devices. In 1995 the Senate passed a bill that would have given parents a way to block entire channels they deem inappropriate for their children, but the House rejected it. The V-chip compromise blocks certain shows with violent content, but combining a CPBS and a parental control device is the only way to achieve a separate, safe, TV universe for children.

We can regulate violent entertainment. We provide legal protection for children against labor, liquor and pornography. Many 1st Amendment experts agree that laws protecting children from entertainment violence would pass Supreme Court muster. In Europe, film rating laws are enforced without stifling free speech. In the United States, MPAA ratings are "suggested" and therefore unenforced. Meanwhile, who is the target market for our multimillion-dollar, violent "R"-rated blockbusters? Young teenage boys.

Over the past decade, arrests of 15-year-old boys on murder charges increased more than 200 percent and arrests of boys 12 and under were up 100 percent. After Paducah, Jonesboro, and Springfield, we can't accept the NRA argument that youth violence is a moral failing of a few "evil" kids or parents. It is a national epidemic. We have options and tools at our disposal to treat it. Let's use them.

Myriam Miedzian is the author of "Boys Will Be Boys: Breaking the Link Between Masculinity and..."

Publication#W\ PP# 50. Manchester (N.H.) UnionLeader"Publication" #:\ P P#June 12, 1998

Headline#\ P
P# Voucher Victory " Wisconsin: A Crack in the Education Monopoly
ly Headline #:\ PP#

ddWhile the Supreme Court of New Hampshire has been busy inventing new rights and shoring up the public school monopoly, the Wisconsin high court has struck a blow for freedom. In the biggest victory yet for the school choice movement, the Wisconsin court affirmed the constitutionality of a Milwaukee voucher program. This program gives \$5,000 government vouchers to the parents of poor students " as many as 15,000 under this week's ruling " which can be used at any private school, secular or religious. The ruling was a stunning setback for the education monopoly, which views competition and choice with abject horror.

This is, of course, a tacit admission that the ossified public schools cannot compete in a free education market. Others alleged the Milwaukee vouchers violated church-state separation. Not true. Government vouchers in the form of GI Bill grants and other scholarships routinely go to church-related colleges. Moreover, by providing vouchers directly to parents and not the schools, the

benefit flows to the child, not the receiving institution, an arrangement the U.S. Supreme Court already has upheld. Vouchers, parental choice, competition " these are the hallmarks of the coming revolution in public education. "Richard Lessner n Publication#W\ PP# 51. Baltimore Sun"Publication" #:\ PP#June 12, 1998

Headline#\ PP# No magic solution for improving Md.'s collegesHeadline #:\ PP#

By Edwin Hirschmann

ddTHIS being 1998, it's about time for a reshuffling of the structure of public higher education in Maryland. So it is no surprise that the General Assembly authorized such a task force in its last session and that the members of this task force are expected to be appointed this month.

ddIt has been 10 years since the last reshuffling of our state colleges and universities. Before that came the Rosenberg Commission in 1977, and before that was the Curlett Commission of 1962 or thereabouts. In short, these commissions come with the reliability of the 17-year locusts but with a little greater frequency.

ddI get that feeling of "deja vu all over again" because I played a role in the last reshuffling. As chairman of the interim Faculty Advisory Council, my job was to protect faculty rights and responsibilities in the new structure, the highlight of which was creation of the Maryland Higher Education Commission and the University of Maryland System (now the University System of Maryland). ddWe faculty members were cautiously optimistic about the results. Not only was faculty status recognized, but the state had committed itself to trying to buy

Id a first-rate university system, we thought.

ddUpbeat mood

ddThe administrators, headed by University of Maryland President John S. Toll, were also upbeat, feeling that they had a vehicle

for an expanded, centralized

system of educational resources. So were the state legislators, some of whom felt we could do more with

less, through greater efficiency and "eliminating duplication."

Why, they asked, did the state need to maintain five separate undergraduate

colleges in the Baltimore area?

ddWhy, then, is there so much nagging discontent with results, so much that after only 10 years it needs re-examining? Because

nobody really got what they wanted.

The truth is "and I hate to admit this" we all oversold the people of

Maryland on the

importance of restructuring as a tool for the improvement of higher

education.

ddThe economizers were the first to be disillusioned. In retrospect, one can only snicker at the naive notion that restructuring would

reduce expenditures. The

budget for the University System of Maryland in the current fiscal year is \$1,996,665,299 "almost \$2

billion, including more than \$9.9 million to fund the

105 positions at the system's Adelphi headquarters.

ddTen years ago the University of Maryland had a budget of \$848 million, while the six institutions governed by the Board of

Trustees for the state universities

and colleges (the other major component in the reformed system) managed with \$202 million.

ddTen years ago, duplication was elusive among Baltimore-area colleges. Each institution was found to have its own unique role,

and it made more financial sense

to continue them all instead of eliminating some and accommodating the displaced students

elsewhere.

ddEven efforts at inter-campus coordination and cooperation proved difficult. A

specialization theme "Towson to emphasize fine

arts and education, University

of Maryland Baltimore County, the "hard sciences," etc., with the others reducing their programs "

ran into so many objections that it was quietly shelved.

All that is left are a few small joint-degree programs, which the system encourages

and facilitates, and the growing use of "distance learning" (through closed-circuit television).

ddAdministrative dreams of a centrally directed system also died quickly. The two most ambitious planners were Mr. Toll, the first

chancellor of the system, and

and Peter O'Malley, the first president of the new Board of Regents. Both resigned abruptly about a year

after the plan went into effect. Since, the program

ing initiatives have come largely from the individual campuses. "Academic

feudalism

sm" continues, with each little baron, duke or countess defending his or her piece of turf.

Faculty illusions lasted a little longer, until the fiscal crunch of the early 1990s, when the state stopped paying them cost-of-living increases, except in

election years. Faculty salaries still lag behind most of those paid by comparable institutions in other states, and the powers that be don't seem too worried about it.

Academic peach pickers

There have been significant additions to staff, but most of them are not faculty. My own university, Towson, had budget

authorization for 1,390 positions for

this fiscal year, 200 more than fiscal year 1988, but only 30 of those additions were permanent

faculty: 566 as opposed to 596. (There were also 265 adjunct

faculty, which is the academic equivalent of migrant peach pickers and paid accordingly.)

At College Park, there is a considerable body of faculty opinion that the university system is dragging them down, and if they

could kick free of it, the campus

would take off and soar. At UMBC, many feel they are the ones being held back by the system.

Likewise at Towson, and probably elsewhere. This shows a naïveté rivaling that of the politicians who thought restructuring would

save taxpayers'

money.

In short, restructuring of higher education is no magic wand that will solve the problem with three waves in the air.

Well, how then do you build a first-rate academic system?

You do it the same way you would any solid structure "patiently, brick by brick, plank by plank, bolstering departments and

programs and campuses, and let

each do its job. Yes, you spend money.

You hire the best professorial "free agents" on the market and pay them what they are worth. Persuade them that your university

is a place where they would

love to work, where faculty roles and rights are respected, where they can play an important part in a

long-range, up-and-coming program.

Maybe it's happening already. There seem to be a lot of bright young professors

around, at College Park and elsewhere. Remember, Harvard and Chicago and Berkeley weren't built in a day.

Edwin Hirschmann is a history professor at Towson University.

Publication#W\ PP# 52. Boston Globe"Publication" #:\ PP#June 12, 1998

Headline#\ PP# Catholic education: pride, discipline Headline #:\ PP#

By Jim McLaughlin Lowell

It was like a breath of fresh air reading Edward R. F. Sheehan's column "Jesus' lessons to live by" (op ed, June 6).

With all of the bad ink and Catholic-bashing going on these days, for once somebody wrote an article that reminded me of my

Catholic education and upbringing, which was a very inspiring experience. The Sisters of Notre Dame at St. Charles in Woburn certainly were strict, and all of the whacks on the back of my head I'm sure I deserved, but they also gave me a great sense of direction, a love of God, family and friends, not to mention a great education. Also, there were two priests in my adolescent life that I will always hold dear to my heart - Father Sheehan and Father Keirce of the Immaculate Conception Parish in Winchester. The discipline and pride that were instilled into me during my days in drum corps by those two priests will always be with me.

Publication#W\ PP# 53. The Wall Street Journal"Publication" #:\ PP# 06/12/98

Headline#\ PP# School Choice: Once Fantasy, Now RealityHeadline #:\ PP#
By Paul A. Gigot

The great conservative temptation is pessimism: We tend to think the world is always going to hell. Which is all the more reason to cheer that the once-impossible crusade for education choice is becoming inevitable. Some of us can remember when "vouchers" were little more than one of Milton Friedman's libertarian dreams. They were about as politically achievable as, well, breaking up the Soviet Union. But some miracles you live long enough to see, and what has become the education-choice movement is now slowly busting apart the public-school bureaucracy's stranglehold on poor kids. Recent events have the feel of a dam breaking: "The Wisconsin Supreme Court voted 4-2 Wednesday in favor of that state's voucher plan for 15,000 Milwaukee students. The big news here is that the court blew away what has been the status quo's Jericho Wall " the argument that vouchers redeemed at religious schools violate the separation of church and state. "As long as the money passes through parents, the judges said, the Milwaukee plan passes constitutional muster. Just as Pell grants can flow through colleges-age students to Notre Dame or Yeshiva, state money can also follow kids to private elementary schools. Let us hope opponents of the ruling are foolish enough to appeal to the current U.S. Supreme Court. The result could be the best decision for minority education since Brown v. Board of Education. "Financier Ted Forstmann and his friends are donating \$200 million for K-12 private-school scholarships nationwide. This is the best kind of philanthropy: Putting cash directly in the hands of people so they can help themselves. It ought to shame the Ford and Rockefeller Foundations that squander their money on the schemes of social workers. Nina Shokraii of the Heritage Foundation estimates there are now at least 56

of these private scholarship programs around the country. In Washington, D.C., more than 7,500 poor children applied for 1,000 scholarships. Thus have the donors exposed how deeply unpopular urban public schools are among the very people they claim to serve.

dd" The political debate is turning, even among liberals. The initial defections on the left came from local politicians who saw the tragedy of urban schools up close: Polly Williams in Milwaukee was first and bravest.

ddNext came a few national black politicians with their ears to the ground: Former Democratic congressman, Rev. Floyd Flake of Queens, has been eloquent. As spokesmen for choice, they provide credibility that libertarian academics never could.

ddBut now the choice heresy is spreading even to mainstream Democrats. Bob Byrd, the West Virginia monument, told the Senate recently he was voting for Sen. Paul Coverdell's (R., Ga.) education-savings accounts because it was time to try something new. He's voted more money for schools every year, he said, but they never get any better.

ddEven more startling, Sen. John Kerry, from the Kennedy Commonwealth of Massachusetts, says he may endorse choice if conservatives agree to spend more on schools. Mr. Kerry may figure this will soften his image as a reflexive liberal for a presidential run, but the teachers unions will paint a bull's-eye on his back.

ddIt's naive to think victory is at hand, of course. The status-quo forces still have money (via union dues) and clout, especially with President Clinton on their side " the same president who praised Polly Williams when he was trying to sound like a New Democrat in 1990. Looking ahead, Vice President Al Gore acts like a wholly-owned subsidiary of the National Education Association.

ddBut the Kremlin never expected to be overrun either. The choice movement's growth is being fueled by evidence and moral argument. The evidence is the manifest failure of urban public schools.

ddOnly 15% of Washington, D.C., children read "below basic" on the Stanford 9 test in first grade. By 10th grade, 53% test below basic. In 10th-grade math, an incredible 89% score below basic. In other words, kids do worse the longer they're in schools that spend more than \$9,000 a year per student.

ddThese results are morally unacceptable. They are the worst scandal in American public life. Today it is the left that is standing in the schoolhouse door, telling parents their children must live with broken windows, metal detectors and dropout rates of 50%.

ddLiberals are the ones defending the status quo because of an ideological fetish " a belief in a wall of church-state "separation" that is higher than America's founders ever intended. In politics, moral arguments trump such abstraction

s every time.
ddConservatives are understandably skeptical of the idea of "progress," especia
lly in politics. They assume everything is getting
worse, and usually they're r
ight. They're certainly right that the GOP Congress is disappointing.
ddBut once in a while a Berlin Wall does fall. Once in a while Social Security
can be reformed with private retirement accounts. And
as we are now learning, e
ven the public-school monopoly can be beaten.n

Publication#W\ PP# 54. Greensboro News & Record"Publication" #:\ PP# 06/10/98
; Edition: ALL; Section: EDITORIAL; Page A10

Headline#\ PP# VIOLENT STUDENTS SHOULD LOSE THEIR
DRIVERS' LICENSESHeadline #:

\ PP#

We, eighth grade students at Greensboro Day School, support the proposed polic
y of Lt. Gov. Dennis Wicker. He believes that
students who engage in violent ac
tivities on school grounds, should suffer suspension of their driver's licenses
. Students who assault
a teacher or another student, carry a weapon, vandalize
the school property, or possess drugs or other illegal substances should lose
t
heir licenses for a year.

ddIf a student is under the age of 16, he would have to wait until turning 18 t
o apply for a license. We support this proposal in many
ways, but believe that
a few changes would be appropriate. This policy should be enforced when student
s take weapons or drugs to
school, or assault another student. However, differe
nt punishments should be given to students who bring a toy gun or plastic knife

to school.

ddWe hope everyone who supports suspending driver's licenses for violence in sc
hools will write to their district representatives
urging them to back the susp
ension of driver's licenses when there has been school violence. Let's say no t
o school violence.

Jessica Morton Greensboron

Publication#W\ PP# 55. Wisconsin State Journal"Publication" #:\ P P# 06/10/98
; Edition: All; Section: OPINION; Page 11A

Headline#\ P!P# A BALANCED EDUCATION RELIES ON RACIAL
DIVERSITYHeadline #:\ P

"P#

By Phil Certain ; Rob Seltzer

A recent guest column on the State Journal Opinion page questioned whether th
e University of Wisconsin Board of Regents
overlooked state laws barring discri
mination on the basis of race in crafting the update of its "Design for Diversi
ty."

ddThe basic argument was that the use of an applicant's race as one factor in c

college admission decisions is discrimination.

ddRather than overlooking this argument, it is much more likely that the regents fully understood it and used additional factors to reach their decision to continue policies to encourage racial and ethnic diversity on UW System campuses.

ddThe anti-discrimination law was crafted during the civil rights era as a tool to prevent discrimination against racial minorities. The claim now that the law

now mandates that race cannot be taken into account at all misses the original point of the law.

ddThe law was not written to protect white students from being displaced by minority students; its purpose was to grant access to minority students "access that had been historically denied.

ddWhile one can argue that the law is wrongheaded or even unconstitutional, one cannot argue that its intent is to exclude race as one factor in the admission

process. The U.S. Supreme Court ruled in 1978, in *Regents of the University of California vs. Bakke*,

that race could be used as a factor in the college admissions process. This ruling applies to Wisconsin.

ddIn 1991, 91 percent of the freshmen at UW-Madison were white; in 1997 white students were 89 percent of the freshman class.

During the same period the white population in Wisconsin also fell two percentage points, from 94.5 percent to 92.5 percent. Race

has not had a dramatic impact on UW-Madison enrollments relative to the state population.

ddFew, if any, selective institutions in the United States grant admissions strictly based on numbers; for example, a particular grade point average (or high school percentile rank) and score combinations from the American College Testing exam and the Scholastic Aptitude Test.

ddNor would most citizens want that. Most want colleges to take into account special talents and backgrounds. Most citizens want colleges to take into account "the whole person."

ddSome examples of the kinds of factors typically taken into account (in addition to grades or percentile rank and test scores) include: a challenging curriculum; the upward or downward trend of the high school record; extra-curricular activities; alumni ties;

special artistic, musical or athletic talents; work experience; handicaps overcome; etc. A considerably greater number of students are admitted based on these factors than on race or ethnicity.

ddThe admissions process for UW-Madison is typical of competitive institutions. Students in the upper 15 percent of their high

school graduating class are usually admitted, regardless of race or other factors. Those below the top 15 percent receive more deliberation, and the factors indicated above are taken into account.

ddThe goal is to admit only those students who have a high probability of succe

ss. If the sole goal of the admissions process was to admit only those with the highest probability of graduation, we would admit only non-resident white women. They have the highest likelihood of graduation on time.

ddFor minority students, special care is given in the admissions process, because some predictors of success, such as scores on standardized tests, are known to be problematic. It is also here that institutional goals are taken into account. With respect to minority admissions, the main institutional goal is diversity. Thirty years ago, these considerations were used to "help them." Now, they are used to "help us all."

ddThe fact is that today's students "majority and minority" are likely to live in a world quite different from the neighborhoods in which they grew up.

ddUW-Madison cannot achieve its mission of providing an excellent undergraduate education unless the student body, faculty and staff reflect a much greater degree of ethnic diversity than is now the case. This is why the "Design for Diversity" is still needed.

Publication#W\ P#P# 56. The Atlanta Constitution"Publication" #: \ P\$P# 06/10/98
Section: Editorial; Page A;14

Headline#\ P%P# Exit exam: School failed student, but teaches a final lesson
adline #:\ P&P#
By Cynthia Tucker
STAFF

Atlanta schools should be as embarrassed as honor students who failed the graduation test, says Cynthia Tucker, editor of the Constitution's editorial page.

Her column appears Wednesdays and Sundays. Here is an example of public school failure: A senior at an Atlanta high school, a girl always on the honor roll, is eligible for a HOPE scholarship, which requires a "B" average. But the young woman has not managed to pass the graduation examination required by Georgia public schools.

ddHow did this happen? How could 18-year-old Tabitha Whitaker be an exemplary student, earn a "B" average and yet be among the 273 Atlanta students who have not mastered critical academic subjects well enough to pass the Georgia High School Graduation Tests, despite five chances?

ddNeedless to say, Whitaker was heartbroken when she learned she would not be able to march with her classmates during commencement exercises at Benjamin Mays High School. She joined other students and parents who protested the Atlanta Board of Education's policy of allowing only those students who have passed the graduation exam "- students who are actually receiving

a diploma "- to walk across the stage at commencement.

ddThose students and parents directed their anger at the wrong target. The school board deserves plaudits for that policy. It is about time that the Atlanta public schools "- indeed, schools throughout Georgia "- set a high standard and stuck to it.

ddOne of the curious things in this little controversy is that the Atlanta public schools are the only schools in the Atlanta region that forbid nongraduating seniors to participate in commencement ceremonies. Other school systems allow students to receive a certificate of attendance. Statewide, thousands of students failed the graduation test.

ddWayne Robinson, director of high school operations in Fayette County, contends that a high school diploma is "confidential information." Huh? Virtually every employment application asks whether the applicant has a high school diploma, and employers are entitled to call the school system to confirm the applicant's response. That information is part of the common currency of American life. There is no point in leading some seniors to believe they can conceal their academic failure.

ddAlthough the Atlanta public schools will no longer tolerate that nonsense, the dilemma of young Tabitha Whitaker and others points out that Atlanta's schools don't quite have it right either.

ddWhitaker was not the only Atlanta senior with good grades who didn't pass the graduation exam. It is a travesty to allow that to happen, a failure that ought to be laid at the feet of grade-inflating teachers and the principals who tolerate it. It is too bad they can't be as publicly embarrassed for their failure as Whitaker has been.

ddThere is also the matter of allowing teachers to teach subjects that they themselves have not mastered. That may be one reason for the high failure rate on the science portion of the exam, which bewildered more students than any of the other four subject areas.

According to a federal study, more than half of Georgia's science teachers lack even a minor in the subject. That cannot be blamed on the kids.

ddAs for Whitaker, she can take the test again this summer and, if she passes, participate in a ceremony the Atlanta school system has scheduled for August. In a few years, when the workplace begins to be demanding, she may come to appreciate the wisdom of that policy. E-mail: cynthia@ajc.com

Publication#W\ P# 57. The Washington Times"Publication" #: \ P(P# 06/11/98; Edition: 2; Section: A;COMMENTARY;EDITORIALS;LETTERS; Page A22

line #:\ P*P#

Contrary to the view in one of your recent editorials, the National Congress of Parents and Teachers is an organization committed to comprehensive public school reform and has been encouraging parents to be involved in decisions regarding their children's education for more than 100 years ("The PTA, turning its back on poor children," May 19).

The National PTA opposes shortsighted proposals that disregard the 89 percent of America's children enrolled in public schools. Vouchers financed by public dollars divert much-needed funds from public schools, whose mission is to serve all children, and redirect those funds to private institutions that admit only select students and are not accountable to the public. Parents with limited financial means will be left with no choice but to keep their children in an ailing and neglected public school system.

The National PTA recognizes that improvements must be made within the nation's public schools to provide equitable educational opportunities for all children. But vouchers, tax credits and other such alternative funding sources do not provide solutions to public schools or the children enrolled in them.

The National PTA believes that every child in this nation is entitled to an excellent public education, and an overwhelming majority of voters polled in the 1996 elections agreed. Our organization supports reform efforts such as smaller class size and safe, well-maintained facilities that focus on creating optimum learning environments. For this nation's well-being, there must be a renewed investment in public education. It's time to invest now.

LOIS JEAN WHITE
President
National PTA
Washington

Publication#W\ P+P# 58. Ft. Worth StarTelegram"Publication" #:\ P,P#June 11, 1998

Headline#\ P-P# Lawmakers and telecom powers are hanging up on us Headline #:\ P.P#

By Milly Ivins

AUSTIN " As though determined to prove that the film 'Bulworth' has not an ounce of exaggeration in it, the powerful telecom lobby is now putting pressure on members of Congress who owe it a lot to get the industry out of the only redeeming feature of the 1996 Telecommunications Act. The phone companies are trying to weasel out of a commitment they made in '97 to subsidize the cost of connecting schools and libraries to the Internet.

To remind you of the state of play to date, the Telecommunications Act was an outrageous rip-off, pretty much a walking

definition of Bad Legislation. That'

s the little beauty that gave away \$70 billion worth of the people's airwaves for high-definition

TV and otherwise let the telecom industry have everything it wanted.

ddThe industry said the act would promote competition and lower cable rates, among other joys. As you know, it touched off a tidal

wave of communications comp

any mergers and has resulted in higher cable rates than ever, phone slamming and other noxious

practices.

ddIn that horror of a bill was one bit of redeeming social value: the E-rate to help connect schools to the Net. But now the

long-distance firms, such as AT&T

and MCI Communications Corp., are claiming that the program "funded by fees collected by

the Federal Communications Commission "is too expensive, and the

y intend to pass the charges on to the consumer.

ddSen. Bob Kerrey of Nebraska wrote MCI and AT&T: "In 1996, long distance companies raked in \$82 billion in revenues, which

are now expected to increase because

we heeded your requests to change the law. . . . The maximum the entire industry was asked

to invest in schools and libraries was \$2.25 billion per year "

less than three percent of the 1996 revenues in the long distance industry alone

ne

ddYou have since decided to raise consumers' phone bills rather than absorb this investment in your ample profit margins "in spite

of the fact that your ind

ustry has been given substantial reductions in access charges, with more to come later this summer

ddYou are now complaining about sharing a small piece of a growing pie with school children and rural and high-cost areas."

ddNot only are the long-distance phone companies making profits somewhere between obscene and excessive, but you may have

noticed that they have plenty of mon

ey to advertise all over the NBA playoffs, and also apparently to fund a disinformation campaign

to convince us that the E-rate is a "stealth tax" somehow secretly stuck on by the FCC.

ddNow assaulting the E-rate are assorted Republicans, including House Speaker Newt Gingrich, who hailed the Telecom Act when

it was passed as "a revolution in

learning so that all citizens of all ages learn appropriately at their convenience in ways we can't yet

imagine." But on Monday, Gingrich said he expects the

E-rate program to be blocked in the next two weeks. The latest Republican addition

tion to the annals of cheap, shabby partisan politics is to call the program "the

Gore tax," hoping to associate it with the veep's well-known enthusiasm for the Internet.

ddSens. John McCain of Arizona (who knows perfectly well how bad the Telecom Act is because he fought it in the first place) and

Ernest Hollings of South Carolina and Reps. Thomas Bliley and John Dingell all signed a letter asking the FCC to "immediately suspend further collection of funding for its schools and libraries program." That's a lot of legislative firepower (major committee chairmen), and the red-hots are threatening to cut off all FCC funding.

We know what's wrong with the phone companies: greed. But what so addles our elected representatives that they would deliberately harm schools, libraries and rural health centers in their own districts? The FCC has received 30,000 applications for the E-rate discount of between 20 and 90 percent, and more than 70 percent of the applications come to less than \$25,000. Further, the FCC has put an annual cap on the E-rate, so there's no way the phone companies can be overrun with requests.

Some legislators are fighting back - not only Kerrey but Sen. Olympia Snowe of Maine and, most notably, Jay Rockefeller of West Virginia, who single-handedly creates a new oxymoron: a populist Rockefeller.

Tom Kalil of the National Economic Council told 'The Washington Post' that "long-distance firms have saved \$2.4 billion over the last 11 months, several hundred million more than would have been spent under the highest estimates of what E-rate could cost."

There is simply no reason to kill this important, effective program, nor is there any way the phone companies can claim this is a "stealth tax" - it was clearly written into the '96 Telecom Act, and it was made abundantly clear to the industry when it was granted the deregulation it asked for that universal service was part of the deal.

This is a singularly disgusting example of corporate greed, made more disgusting by the fact that some of our elected representatives are going along with it. I do hope the ones who are doing so get very large campaign contribution from the industry; maybe it will make them feel better about selling out their constituents.

Publication#W\ P/P# 59. Newsday"Publication" #:\ P0P# 06/11/98; Edition: NASS AU AND SUFFOLK; Section: VIEWPOINTS; Page A57

Headline#\ P1P# It's Here, Public Schools' Next RevolutionHeadline #:\ P2P# By James P. Pinkerton.

ANDREW GROVE calls it the "strategic inflection point." In calculus, an inflection comes when a curve crosses the line between positive and negative. But Grove, the chairman of Intel, uses the term to describe the moment "when change is so powerful that it fundamentally alters the way business is done."

But the idea of an inflection point - the moment when everything changes - applies to public policy as well as business and

technology. In education, there have been two inflection points in the last half-century. The first came in 1954, when the Supreme Court ruled that public schools must be integrated "with all deliberate speed." The second came in 1983, when the National Commission on Excellence in Education issued its famous report, "A Nation at Risk," which argued that if a foreign country had dumbed down American schools the way Americans had dumbed them down, it would have been viewed as "an act of war." In the 15 years since, reform has piled upon reform, and inflation-adjusted per-pupil spending has risen by a third, totaling \$300 billion annually for K-12 public education. And yet a curious thing has happened: U.S. students, as measured in international tests, have actually lost ground. Just this February, the Third International Mathematics and Science Study found that U.S. high school

seniors ranked 19th out of 21 countries surveyed in math and science. Education Secretary Richard Riley called the results "unacceptable," and President Bill Clinton called for "a revolution" in math and science teaching. But the revolution - what will prove to be the third strategic inflection point in postwar American education - won't come from Washington. Nor will it come from the eduocracy; history proves that the people who cause a problem are not the ones to solve it. Theodore J. Forstmann, a New York City financier, has just inflected American education. On Tuesday, he and a group of co-moguls, including John Walton of Wal-Mart and Michael Ovitz, the ex-No. 2 mouse at Walt Disney, announced the creation of the Children's Scholarship Fund, which will raise \$200 million to provide 50,000 private and parochial-school "scholarships" to poor kids in New York, Los Angeles, Chicago and Washington over the next four years. Why get excited over \$200 million? Americans gave \$150.7 billion to charity in 1996, according to Independent Sector, a Washington-based clearinghouse. Of that total, education got \$18.8 billion. But as the makers of the film "Godzilla" have discovered, size doesn't always matter. Poor quality, in schooling as well as in movie-making, can defeat even the most enormous quantity of money. That tough lesson is now being learned by billionaire Walter Annenberg. In 1993, he committed some \$500 million to improve the New York City public schools; yet his millions have disappeared with barely a trace. Forstmann and his philanthropic partners are not out simply to augment endowments or have buildings named after them. They are out to change the way education works in America. Forstmann says, "Competition makes you better." As befits a charity, the Chil

dren's Scholarship Fund shies away from the political implications of competition-based philanthropy. But the idea of privately financed choice in education naturally leads to the issue of publicly funded choice.

Indeed, eager to reclaim the education issue, Republicans in Washington and around the country have been pushing voucher and tax-credit legislation. Just yesterday, the Wisconsin Supreme Court ruled that poor children in a tiny pilot program in Milwaukee can in fact attend religious schools at taxpayer expense.

Democrats have mostly opposed such school choice, although the allegiance of a core constituency may be slipping away. Sixty-two percent of District of Columbia blacks polled recently by The Washington Post supported publicly funded vouchers. Even more pressure on the status quo could come soon: According to US News & World Report, Forstmann has talked with Colin Powell about leading a "million mothers' march" on Washington to dramatize the Berlin Wall-like nature of the no-choice status quo.

Intel's Grove made a fortune by applying new science to old problems. Forstmann is willing to spend a fortune to do something more profound: Apply a new vision to the archaic architecture of American education and thereby save a generation of poor kids from failure.

Publication#W\ P3P# 60. The Fort Worth Star-Telegram"Publication" #:\ P4P# 06
/11/98; Edition: FINAL AM; Section: EDITORIAL/OPINIONS; Page 9

Headline#\ P5P# Educators, let the children goHeadline #:\ P6P#
By Cal Thomas

Two businessmen - Ted Forstmann, a venture capitalist, and John Walton, heir to the huge Wal-Mart fortune - have pledged to raise \$200 million that would allow at least 50,000 urban poor children to escape from failing public schools.

Normally, this would be an ideal issue for liberals, who regularly wail against the "unfair advantages" enjoyed by "the rich." Not this time. The education establishment and the politicians who receive its political contributions think it's perfectly fine that kids can't read or write at grade level when they graduate from many of these schools. And the decay there is physical as well as intellectual and moral.

Forstmann and Walton have started what may turn out to be the greatest revolution in public education.

That there is a hunger for educational choice is beyond dispute. In New York City, 22,000 applications for the Choice Scholarship Program are received each year for the 1,000 slots available. In Washington, D.C., more than 7,000 applications were filed for about 1,000 scholarships. San Antonio has the first citywide scholarship program for poor children, thanks to area businesses concerned

about the quality of employees they are getting from the government-funded and -controlled education system.

In wealthy Palm Springs, Calif., the Desert Sun reported last fall that for every 700 students enrolled at Palm Springs High School, 200 will drop out, 455

will receive their high school diploma and not enter college, 39 students will enter college and quit without graduating, and just six students will graduate from college.

Members of the education establishment predicted that school choice wouldn't work and would drain public-school resources.

They argued that more money is needed in a system that is already spending record amounts but getting ever-lower returns on the

public's investment. If a mutual fund were performing as poorly as public schools, a good financial adviser would recommend that the client se

and find a better investment.

In Wisconsin, where school choice for low-income residents has been an option in some cities for more than seven years, and was affirmed yesterday by the st

ate Supreme Court, even when the choice is for religious schools, the results are beginning to come in.

Howard Fuller, a former superintendent of the Milwaukee Public School system, says the magnitude of the improvements is so

great that he recommends the choi

ce program be expanded to new cities. Several studies from educational professionals indicate

"quite large" gains in math achievement and reading. Surveys also indicate widespread parental satisfaction and more stability in attendance patterns.

A newer school-choice program in Cleveland shows similar academic gains as well as markedly improved parental and child

satisfaction. In Milwaukee and Cleve

land choice schools, academic achievement in several subjects improved dramatically after as

little as three years in a new environment.

Only the teachers unions and the politicians who need their votes and campaign money are upset. Unable to deny the evidence

of improvement, many have taken

to distorting the research and attempting to shut down choice experiments.

Professor Lawrence Stedman of the State University of New York illustrated the depth of the education problem for the minority

community trapped in failed p

ublic schools. In a presentation last year to a Brookings Institution conference, Stedman said that

12th-grade black students "are performing at the level of

middle-school white students. . . . They lag four or more years behind in every

area, including reading, math, science, writing, history and geography. Latino seniors do somewhat better than 8th-grade white

students in math and writing b

ut, in other areas, are also four years behind white 12th-graders."

ddWhile the federal government attempts to break up the alleged monopoly of the highly successful Microsoft, it tries to maintain a failing education monopoly

. Forstmann, Walton and their Choice Scholarship Program spell freedom and a future for students and parents who can't afford the "luxury" of private schools.

The politicians and education bureaucrats, who increasingly place their kids i

n private schools, want to leave poor children behind. Forstmann and Walton are like Moses crying to the education pharaohs: "Let these children go."

Cal Thomas' column is distributed by the Los Angeles Times Syndicate. You may write him in care of the syndicate, 218 S. Spring St., Los Angeles, CA 90012.n

Publication#W\ P7P# 61. The Wall Street Journal"Publication" #:\ P8P# 06/12/98

Headline#\ P9P# The Gore TaxHeadline #:\ P:P#

Today Federal Communications Chairman William E. Kennard and his colleagues at the Commission plan to sit down and ram through a new 5% tax on your home phon

e bill. Some of the blame lies with the commission, which evidently feels it has the

authority to write a tax hike whose scale would make even the House Ways and Means Committee blanch. But the main malefactor here is Al Gore, who should

be lashed to a seat in front of a Web screen for pushing through the law that set this tax in motion in the first place.

ddThe Gore Tax, as it should be known into eternity, is officially called the E-rate for its educational essence, as in: "Every child in America deserves a 21

st century education and access to 21st century technology," to quote the Vice President. "The E-rate is critical to our effort to put computers in every classroom and library." And of course Mr. Gore is personally going to give it to every child in America.

ddTo attach these computers to the electronic superhighway, Mr. Gore and then-FCC Chair Reed Hundt patched together the multibillion dollar phone-bill levy, a

nd then buried it deep in the crevices of the 1996 telecom bill. The President's budget assumes

a tax revenue potential of \$13 billion, or twice the amount we currently pay in federal gas taxes, by the year 2003. This is not going to be a small tax.

ddBut progress moves faster than politicians; in the last year some 80% of schools and libraries have already been wired. No matter.

The Gore tax was already booting up. It wasn't until early this spring that people started waking up to fact that the commission had pushed phone companies into collecting \$600 millio

n from wireless and business customers. That was just for starters. The full ta

x

goes into effect this summer, when families can expect a 5% surcharge on their phone bills.

After waffling, long distance's Big Three announced they would do the right thing and break out the Gore Tax on their bill or in a separate statement July. A page of its own sounds about right to us.

This unmasking of his hidden tax provoked Chairman Kennard to issue a press release calling AT&T's decision to itemize "premature, unwarranted and inconsistent." He added that "the FCC will continue to drive long distance rates down."

And you thought markets were what set prices in this country.

In the sudden whirlwind of interest, the E-rate no longer seems like a sure thing just as schools and libraries were starting to line up for their share of the Gore bounty. On Capitol Hill this week, the bipartisan quartet running the House and Senate Commerce Committees "Rep. Tom Bliley and Sen. John McCain on the Republican side and Rep. John Dingell and Sen. Fritz Hollings for the Democrats" dispatched a fire-breathing letter to Chairman Kennard demanding that the commission suspend all further funding.

Speaker Gingrich further advanced the possibility of a major food fight when he told the AP that "we'll probably block it in the next two weeks." It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States.

The manner in which this tax has been "enacted" is indeed bad. As disturbing is the fact that the Vice President and company felt that this presumably great public good had to be snuck through the process. If Mr. Gore wants every phone owner in the U.S. to accept a 5% tax on their monthly bills for some reason, let him run around the country in 2000 campaigning for it.

Publication#W\ P;P# 62. The New York Times"Publication" #:\ P<P# 06/12/98Section: Editorial Desk; Section A; Page 20, Column 1

Headline#\ P=P# Keep Internet Funding for SchoolsHeadline #:\ P>P#

With the Internet becoming increasingly important in commerce and education, the Federal Government should be redoubling its efforts to help disadvantaged communities get on line. Instead, some in Congress want to pull the plug on a modest program that is critical for thousands of schools and libraries around the nation that cannot afford to pay for Internet access on their own.

The "e-rate" program, created by the 1996 Telecommunications Act, provides subsidies to poor schools and libraries to pay for wiring and telephone costs. The cost of computers, software and teacher training are not covered. Most of the funding comes from big long-distance companies that pushed for passage of the

e act, which allowed them to pursue new lines of business. Now those companies are pressuring Congress and the Federal Communications Commission, which administers the program, to cut the subsidies.

More than 30,000 schools and libraries have applied for subsidies totaling \$2.02 billion, an amount less than the annual spending limit of \$2.25 billion set by the F.C.C. So far only \$625 million has been collected for the first half of the year. Today the F.C.C. is expected to decide whether to collect \$1.3 billion in the second half of the year, as planned. Any significant reduction would be irresponsible given the needs of schools and libraries. The political pressure on the F.C.C. has been intense, with opponents deploying several different arguments. Congressional critics warn that e-rate collections will cause long-distance companies to raise their rates. The carriers, by putting a separate e-rate charge on telephone bills, are threatening to pass the cost on to consumers, when in fact they should be absorbing that cost. House Speaker Newt Gingrich plays to that strategy by labeling the e-rate subsidy a "tax." The e-rate program is a public obligation that the carriers agreed to and are required to finance under the 1996 law because they stand to reap enormous financial benefits from deregulation. Access charges that long-distance companies pay to local phone companies have been cut significantly as a direct result of the 1996 act. Should the F.C.C. decide to trim the program, it will be capitulating to company greed at the expense of communities all over the country.

Publication#W\ P?P# 63. Christian Science Monitor"Publication" #:\ P@P#June 12, 1998

Headline#\ PAP# Toward Peaceful Schools Headline #:\ PBP# Looking back on the school year just ending, many Americans will recall, sadly, a series of deadly shootings. Places like Jonesboro, Ark., and Springfield, Ore., are etched in memory. Looking ahead to the fall, educators, parents, students, and community leaders ask: How can we keep it from happening again? Many school districts have introduced metal detectors and search procedures. Uniformed police or security guards are becoming more common in halls and schoolyards. Administrators, teachers, and in some cases fellow students are alert to threats of violence that could turn into actual violence. Expulsions often follow such threats. The need for these measures in many areas is hard to refute. Nationwide, just over 6,000 students were expelled last year for bringing guns to school, according to the Department of Education. The days when such problems were thought

to be limited to depressed, inner-city districts are gone. Suburban and rural towns - like Springfield and Jonesboro - have seen some of the worst violence.

ddBut crackdown measures have limitations. They are sometimes indiscriminate - summarily expelling, for instance, otherwise well-behaved kids for relatively minor infractions. They can also build an us-against-them mentality in schools, though diligent efforts to include students in antiviolence campaigns lessen such feelings.

ddMost important, surveillance and punishment don't address motives and attitudes that underlie violence. In some cases, anger and resentment are easily detected. Then counseling can help, especially if it involves teamwork among students, their families, and school staff. Often, however, such feelings are hidden, and violent behavior is unexpected.

ddIn a recent Monitor article on school violence, a middle-school principal summed up what it takes to work with youngsters and turn them around: "You have to let them know they count. And you can't say, 'I don't have time for you now.'"

ddThat simple advice works across the board - for parents, teachers, counselors, religious leaders, and even other teens.

ddActing on it takes unselfishness, a genuine concern for others. Such elements of thought are critically needed to counteract the alienation and anger all too common today - and all too often glorified on screens and CDs.

ddPolice methods and tough rules have their place. But the crucial changes will be less visible, occurring in the thinking of both students and the adults responsible for guiding and protecting them.

Publication#W\ PCP# 64. The(Wis.) Capital Times"Publication" #:\ PDP# 06/11/98; Edition: All; Section: EDITORIAL; Page 12A

Headline#\ PEP# TRAGIC RULING FOR SCHOOLSHeadline #:\ PFP#

Wisconsin lost a distinctive part of its heritage this week and put at risk the quality of its public education system for the future.

dd4-2 majority on the state Supreme Court decided to celebrate the 150th year of the state's constitution by trampling on the section that protects the separation of church and state.

ddThe court gave its blessing to the expanded Milwaukee school choice program, which will now allow public money to be used for vouchers for low-income children attending religious schools.

ddThe Wisconsin Constitution says very clearly in Section 18 of Article I that no one shall "be compelled to attend, erect or support any place of worship, or to maintain any ministry, without consent . . . nor shall any money be drawn from the treasury for the benefit of religious societies, or religious or theological

gical seminars."

ddJustices Donald Steinmetz, Patrick Crooks, Jon Wilcox and Janine Geske apparently were not bothered by the plain language of the constitution. They apparently were willing to overlook this state's strong tradition of separating church and state.

ddThey stepped right over the reasoned opinions of the Circuit Court and the Court of Appeals. Instead, they bought the political appeals of Gov. Thompson, the Republican-controlled Legislature and their right-wing allies.

ddBut this decision goes beyond what may seem like an abstract "but vitally important" principle of not compelling anyone to financially support another person's religious beliefs.

ddIt also goes to the future of public education in Wisconsin. It shifts badly needed tax dollars away from the public school system and puts them into religious schools. In the process, it undermines the public system that serves the vast majority of students in Milwaukee.

ddAnd don't think for a minute that the impact of this decision is limited to Milwaukee. The forces pushing the legal battle in this case would like to see religious school choice expanded statewide.

ddThe citizens of the future will be the big losers from this ruling. They will live in a state where religious tensions will once again bubble up and where strong schools that bring together and educate children from all backgrounds have dwindled into a weakened, balkanized system.

ddThat's the tragedy of the court's decision this week. Opponents have already indicated that they will appeal the ruling to the U.S.

Supreme Court. That's one avenue to prevent this tragedy. The only other way is to elect a new governor and a new Legislature and, eventually, a new Supreme Court.

Publication#W\ PGP# 65. Wisconsin State Journal"Publication" #: \ PHP# 06/11/98; Edition: All; Section: OPINION; Page 13A

Headline#\ PIP# REGENTS MUST BE UW ADVOCATESHeadline #: \ PJP#

Little about the UW Board of Regents' decision to raise tuition 4.9 percent for the coming school year was surprising.

ddThe size of the increase (about \$141 for UW-Madison undergraduates who are state residents) wasn't a surprise. The complaints by students who believe they're slowly being priced out of an education wasn't a surprise. And the fact the Regents voted Friday without a word of discussion wasn't a surprise, either.

ddIn fact, the only surprise was Regent President San Orr Jr.'s reaction after the vote. Asked why the Regents were so mum, he said it would be unfair to "beat

up on the Legislature and a governor that have been very generous to the university system."

ddHow's that again? Leaving aside the fact that every member of the 15-member board

oard was appointed by Gov. Tommy Thompson,
 that sounds like an abdication of th
 e Regents' duty to be independent advocates for the university system.
 ddState tax support from the "very generous" Legislature and governor has been
 declining in percentage and real-dollar terms for
 quite some time. That's becau
 se the Legislature and the governor have chosen to put more state resources int
 o other baskets, such
 as K-12 schools, welfare reform and the state corrections
 system.
 ddPerhaps those policy decisions enjoy popular and political support, but the R
 egents should continually question the relative decline
 in state support for hi
 gher education. Recognizing the need to stay competitive, Republican governors i
 n surrounding states are
 beginning to spend more tax dollars on higher educatio
 n and less on other priorities. If Wisconsin adheres to its current track witho
 ut
 at least reflecting on what's going on elsewhere, the UW System could be put
 at a disadvantage.
 ddThat line of questioning should begin with the Regents, who are the policy gu
 ardians for the UW System. If they don't ask the
 hard questions, who will?
 ddEven with the 4.9 percent tuition increase, a UW education is still a bargain
 for most in-state undergraduates. Tuition at the
 UW-Madison is the second lowe
 st in the Big Ten Conference, and other four-year campuses in the UW System cha
 rge less than
 comparable public schools.
 ddBut even a bargain is relative. As UW-Madison has become more selective in ad
 mitting undergraduate students, it is beginning
 to take on the appearance of a
 quasi-private school. Certainly, graduates of the UW-Madison will find more emp
 loyment doors open
 to them than graduates of some other four-year schools.
 ddA "one-size-fits-all" tuition increase may not make sense in the future. The
 Regents should consider widening the tuition gap
 between UW-Madison and other f
 our-year campuses to reflect market conditions. If it costs more to recruit and
 retain certain types
 of professors at UW-Madison, perhaps tuition should refle
 ct that.
 ddThe Regents should ask tough policy questions of themselves, the governor and
 the Legislature. The answers may not be all that
 much different from what they
 are now, but who knows? There might be a surprise or two.n

Publication#W\ PKP# 66. Buffalo News"Publication" #:\ PLP# 06/10/98; Edition:
 CITY; Section: EDITORIAL PAGE; Page B2

Headline#\ PMP# REMOVE DISRUPTIVE STUDENTS FROM THE
 CLASSROOMHeadline #:\ PNP

#

In the wake of extreme violence at a scattering of schools across the country

, it's comforting to learn that teachers, administrators and students alike consider Buffalo schools to be relatively safe places to work and learn. This week's Buffalo News series on school-safety issues, though, raises some fundamental questions about the disruptive student in particular, and the role of schools in general.

As for the disruptive student, there should be one overriding policy. Remove him or her from the classroom, so the vast majority of students who are in class to learn can go about their business.

First and foremost, the school system has to ensure that each school is not only safe and secure, but conducive to learning for the students who are there to learn. The fundamental role of a school, and of teachers, is to educate. Let's not lose sight of that in any efforts to deal with the relatively small number of students who walk through the doors with bad attitudes and turn that hostility into disruptive behavior.

It would be unconscionable to simply abandon any "problem" child, but schools have a first duty to educate the willing, and only secondarily to solve behavioral problems. The chronic troublemakers should be plucked out of the normal classroom setting.

State legislation proposed by Assemblyman Sam Hoyt, D-Bufferalo, and Sen. Dale M. Volker, R-Depew, would give school officials the legal authority to do just that. It's astounding that schools now can only suspend disruptive students temporarily; the Hoyt-Volker bill, supported by both the Buffalo Teachers Federation and the Buffalo School Board, offers due-process safeguards but authorizes disciplinary transfers as an option. It deserves passage.

That said, a strong effort also should be made to develop solid early-intervention programs for disruptive students and their families. An equally strong alternative education option should be sought for those for whom aggressive or violent behavior is both repeated and "normal."

Such programs should never be allowed to develop into a "turf war" between social service workers and teachers or their unions. Unfortunately, it appears that has already happened. It's hard to understand how the teachers union can claim to favor early detection and treatment for troubled students while filing a grievance because trained social workers are not part of their union. The needs of kids should take precedence over union jurisdiction.

Battles over turf should not stall these kinds of programs, especially when they have demonstrated how valuable they can be. The Sweet Home suburban district's family-support center, which draws in a number of agencies, deserves a solid look by city educators; so, too, does the idea of increasing support for Alte

native High School, a city effort to deal with troublesome students that was set up two decades ago but scaled back in recent years. Despite the best intentions and good programs, it has to be understood that schools can't take the place of families. Parenting is a full-time job, and it's both unrealistic and unwise to call on schools to take on that entire role in the few hours each weekday they have responsibility for a child. Nevertheless, good teachers should be able to spot potential problems early on, and good school administrators should be alert to opportunities to provide the training and resources teachers need to sharpen those skills. Help the children for whom violence has become too ingrained. But most of all, assure parents, teachers and the majority of students a safe and efficient setting for learning.

Publication#W\ POP# 67. The Columbus Dispatch"Publication" #:\ PPP# 06/10/98;
Edition: Home Final; Section: EDITORIAL & COMMENT; Page 10A

Headline#\ PQP# STILL A DEAL Headline #:\ PRP#Subhead#[\ PSP# OSU IS WORTHY
OF 6 PERCENT TUITION INCREASESubhead#:\ PTP#

No one can argue that tuition at Ohio State University, at \$74.60 a week, is anything but a bargain. The figure includes a 4 percent increase that the school's board of trustees approved last week and a 2 percent increase expected to be adopted next month. State law allows tuition to rise a maximum of 6 percent in one year. Even with the increase, the pricetag is remarkably low. Seven public universities in Ohio, including Wright State University in Dayton and the University of Toledo, have tuition rates that are higher than OSU's. The University of Michigan, widely considered a premier public institution academically, charged its in-state students an average \$6,070 this year - two-thirds more than the \$3,660 that OSU students had to pay. The increase largely was fueled by OSU trustees' uncertainty over how much money the school can continue to expect from the state. In failing to win voters' approval of an increase in the statewide sales tax that would pay for school-funding reforms enacted this session, state lawmakers left Ohio's public institutions of higher education open to possible cuts in appropriations. This in an atmosphere in which state support for OSU already is characterized as disappointingly low. In one of his farewell speeches to Columbus, former OSU President Gordon Gee noted that the school gets only about one-fifth of its operating money from state taxes. That's less than it gets from federal research grants and contracts. Without a more dedicated investment in higher education, he said, Ohio lawmakers will leave a legacy of which they hardly can be proud.

University trustees are hamstrung at every turn: Enrollment and tuition are capped while state support has been diminishing and may be cut further as the General Assembly wrestles with new demands to step up funding for primary and secondary education.

Combined with other fee increases, the 6 percent tuition increase would generate \$13 million more in annual revenues for the school, which would be used to beef up scholarships and financial aid, hire more faculty, expand library purchases, install computer wiring in more dormitories, reduce closed courses and remove barriers for students with disabilities.

If OSU is to become more competitive academically with acclaimed public universities, such as those in California and Illinois, it must attract quality faculty and quality students.

As it stands, many promising students select other schools, dissuaded by the fact that frequently being shut out of classes often makes graduating in four years difficult.

Almost every student there knows about this frustration, which surely adds to an understanding of, and even support for, the trustees' actions.

As Josh Mandel, president of the university's Undergraduate Student Government, said, "With the uncertain future of state funding, it's important that Ohio State provide resources that students deserve."

The university is wise to explore new partnerships with government and the private sector as a way to make money and, thereby, possibly hold down tuition increases. In the meantime, the school will be made stronger, and its diplomas more valuable, because of the extra dollars.

Publication#W\ PUP# 68. The Sacramento Bee"Publication" #:\ PVP# 06/10/98; Edition: METRO FINAL; Section: EDITORIALS; Page B6

Headline#\ PWP# AFTER PROP. 227 Headline #:\ PXP# Subhead#[\ PYP# NOW THE FOCUS SHOULD BE ON MEASURING RESULTSSubhead#:\ PZP#

Hours after the decisive victory of Proposition 227 at the polls, civil rights organizations went to court to block its implementation,

while teachers and administrators in some urban school districts angrily threatened to defy its terms even if it is upheld.

The emotional reactions were to be expected from those who are on the front lines of the bilingual debate " those who teach a third of California's 1.4 million

English-language learners in the students' primary language. Teachers in districts with large numbers

of "limited English proficient" students have good reason to fear the effects on those children of the initiative's one-size-fits-all

mandate for English-only instruction.

Children, like adults, differ in their capacity for learning foreign languages. Some have a natural affinity for it and will be fluent

with a year's immersion. Others, who may be quick students in other subjects, will undoubtedly struggle for several years before they actually begin to think and learn in English.

It is the academic futures of these children that Proposition 227's opponents so vigorously claim to protect when they threaten the "civil disobedience" of ignoring last week's election results.

But opponents would do a much greater service if, instead, they helped devise and then strongly supported measures for ensuring these children aren't left behind academically once the initiative takes effect.

A court ruling against Proposition 227 seems unlikely. It is possible, however, for the Legislature to pass a bill requiring that all students in the "sheltered

English immersion" classes required by the initiative are assessed after one year, and given extra help if

they need it to succeed. Those children who are not fluent enough to take accurate notes and grasp new academic concepts after a year

of English immersion should join the mainstream of English-language classes. Those who are still struggling must be offered more time in the "sheltered"

English classes, or extra services after school or in summer school. Otherwise, they face certain failure under

a new system that has no requirements for showing it works better than the old one.

The bilingual education backlash occurred in the first place partly because nothing held the program accountable for results.

Bilingual programs ranged from

highly effective, where students succeeded in mastery both of English and other academic courses,

to gross failure, where kids languished in Spanish-only classes year after year.

Proposition 227 threw out the good with the bad, with no assurances either would be replaced with something that works. Now

it is time for the Legislature to

create those assurances so that the "English for the Children" initiative doesn't leave California's

children behind.

Publication#W\ P[P# 69. The Philadelphia Inquirer"Publication" #:\ P\P# 06/11/98

Headline#\ P]P# Philadelphia Schools Need More than Audit from State Headline #:\ P^P#

Jun. 11"The Pennsylvania House plans to spend \$500,000 to audit the management and spending habits of the School District of Philadelphia.

Have at it, folks.

Odds are that if your high-priced team proceeds objectively, it will confirm what at least three other sets of experts have found:

The district spends a higher percentage of its budget in the classroom than the average large city school district.

ddThe district continues to tighten its management operations, in recent years squeezing out \$29 million in savings recommended by a panel of business people that said it couldn't find other places to cut.

ddCity students who are getting the benefit of all-day kindergarten, smaller classes and adequate supplies are, on average, performing better academically.

ddThe cost of educating poor children, of whom the district serves many, is rising as programs (such as full-day kindergarten) are added to meet their real needs.

ddNo doubt, your team will find some other ways to economize. Good. But they won't be sufficient to transform current funding into fairness for the 213,000 children in the system. Once your own audit explodes your past excuses for not taking the state's public education duties more seriously, what then will you do?

n
Publication#W\ P_P# 70. New York Post"Publication" #:\ P`P#June 12, 1998

Headline#\ PaP# HELPING KIDS, NOT UNIONS Headline #:\ PbP#Subhead#[\ PcP# Why is this woman frowning?

Subhead#:\ PdP# Sandra Feldman, president of the American Federation of Teachers, reacted with a distinct lack of enthusiasm when asked about the Children's

Scholarship Fund. The brainchild of investor Theodore J. Forstmann and Wal-Mart heir John T. Walton, the private program seeks to raise \$200 million to permit as many as 50,000 inner-city public school children nationwide to get a higher quality education at parochial or other private schools.

dd"These are wealthy people, and if this is where they want to put their money, who am I to argue?" the former New York teacher's union leader shrugged, as if

Messrs. Forstmann and Walton had proposed building a replica of the Great Pyramid in Central Park

rather than committing a colossal amount of money to the education of needy kids. "I would much prefer to have seen a contribution like that

made to the public schools," she said.

ddNo doubt. But Forstmann and Walton don't want to throw good money after bad. They don't want to help teacher's unions. They want to help kids.

dd"I believe in the public schools," Forstmann declared at Tuesday's press conference unveiling the initiative. "But they are not working right in a lot of places. Money's not going to fix them." The Children's Scholarship Fund seeks not to replace the public schools - there are far too many schoolchildren for that to be practical - but to give them some competition and force them to make better

use of the ample resources already at their control.

ddGovernment has talked about reforming the public schools since at least the 1983 "Nation at Risk" report first highlighted the grim

situation. Public school funding was increased, but the results have been meager. Parents are rightly steamed. The entrenched interests - the administrators, the teacher unions, the politicians - have proved too strong, in many instances, to allow real reform. But things may be changing. Public-spirited entrepreneurs - like Virginia Gilder, who funded a private-school program in Albany, right under the noses of the reform-unfriendly New York State Assembly - have gotten tired of waiting and are stepping up to the plate.

The Children's Scholarship Fund will duplicate nationally what has been done here in New York City and elsewhere. New York's School Choice Scholarship Foundation has awarded \$11 million over the last two years to provide lottery-chosen students with \$1,400 scholarships to allow public school students to attend private or parochial schools.

There was more good news on the reform front on Wednesday, when the Wisconsin Supreme Court upheld the constitutionality of a state program that would allow public school children to use vouchers to attend religious schools as well as non-sectarian private schools.

The decision could reverberate across the nation.

"Competition makes you better," Forstmann said. "If you have a totally free marketplace in anything and you don't compete, you go broke. If you do compete, you prosper."

It ought to make sense even if your name is Sandra Feldman.

Publication#W\ PeP# 71. Philadelphia Inquirer"Publication" #:\ PfP#June 12, 1998

Headline#\ PgP# Take it to the topHeadline #:\ PhP#Subhead#[\ PiP# A ruling upholding vouchers for church schools offers a chance to test the idea's constitutionality. Subhead#:\ PjP#

A Wisconsin court ruling that taxpayer money can be used to send poor children to religious schools could lead to the first U.S. Supreme Court test of the constitutionality of vouchers. That is good and important news. As school voucher programs are debated and voted on in this region and around America, the question of whether they violate the constitutional separation of church and state has hovered over every serious discussion.

The nation's highest court is best equipped to rule conclusively on the question. Let's hope that happens promptly, so that states and school districts can respond as they think appropriate for the educational needs of their students.

Upheld Wednesday was a Milwaukee program that allowed state-funded vouchers to be used at religious schools by students from low-income families. Opponents

promptly vowed to appeal to the U.S. Supreme Court.
 ddThe Milwaukee Parental Choice Program began more modestly in 1990, allowing some low-income families to send their children to the school of their choice " private or public, from kindergarten through 12th grade " with the costs paid by the state. About 1,500 pupils attend 23 private, nonsectarian schools.
 ddWhen the city added religious schools in 1995, there was a challenge because that change would have vastly increased the program's size. Civil libertarians and teachers' groups sued, and a lower court agreed with them, limiting the program to the private, nonsectarian schools. Wednesday's ruling would expand it by about 13,500 pupils.ddThis case has been closely watched because Milwaukee already has the nation's largest school-choice program. Other states and districts have been waiting in the wings.
 ddJust last week, Cardinal Anthony Bevilacqua proposed that Philadelphia and 10 surrounding suburban school districts institute a voucher program to reimburse students attending archdiocesan schools. He suggested following the model of the Southeast Delco School District, which voted in March to reimburse students who opt out of the public system. The Southeast Delco model " the first passed in Pennsylvania " is flawed, but it does raise an important issue: Can there be a voucher plan that is both fair to public schools and constitutional?
 ddAt least now there's a chance that the Supreme Court will be able to answer one part of that question.n

Publication#W\ PkP# 72. Pittsburgh TribuneReview"Publication" #:\ PIP#June 12, 1998

Headline#\ PmP# Cancel the ``Gore Tax"Headline #:\ PnP#
 ddCongress, not the Federal Communications Commission, is constitutionally authorized to levy taxes. The FCC either is either unaware of this or doesn't care.
 In either case, Congress should compel the agency to refund the hundreds of millions of dollars snatched from telecommunications companies to help buy Internet linkage for American schools.
 ddThe latter goal is championed by our vice president, who set a 2000 deadline for its fulfillment. But how to subsidize such an ambitious undertaking? AT&T and MCI quickly learned the answer to that. Soon, their customers will be paying for it. Both companies intend to augment long-distance bills with a ``universal service" fee. The additional charge covers corporate losses incurred through the FCC's redistribution scheme.
 ddSo far this year, the Commission has drained \$675 million from telephone service providers to supply libraries, schools and other organizations with Internet

t access on the cheap.

dd``The commission created subsidies so large that they cannot be funded without levying added charges on long-distance carriers and, ultimately, on consumers," complained Sen. John McCain, R-Ariz., in a June 2 letter to Commission Chairman William Kennard.

ddIndeed, 30,000 applicants are appealing for more than \$2 billion this year to gain or maintain a toll-light entrance ramp onto the info superhighway. As a consequence, surcharges have begun to show up on long distance bills. The added cost or ``Gore tax" has been greeted by customers with a decided lack of enthusiasm.

ddKennard understands that long-distance callers are unhappy. He's been told by influential members of Congress to find another way to pay for this program.

ddBut in testimony before the Senate Commerce communications subcommittee Wednesday, Kennard opposed ``abandon(ing) the 30,000 applicants who have invested their own money and time in getting this program to where it is today."

ddThen let them continue to invest their own money and time in getting the program to where Al Gore wants it tomorrow.

ddEarlier this week, House Speaker Newt Gingrich called for ``Gore Tax" relief. ``It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States."

ddPrecisely.

dd``We'll probably block it in the next two weeks."

ddSubstitute ``certainly" for ``probably" and we're in full agreement with the speaker.

ddBringing the benefits of the web to millions of American students is a wonderful goal. But it's not a constitutionally authorized function of the federal government to indirectly bill you for said benefits. Let state authorities, school boards and private sector interests pick up the tab, provided taxpayers and stockholders agree.

Publication#W\ PoP# 73. Milwaukee Journal Sentinel"Publication" #:\ PpP#June 12, 1998

Headline#\ PqP# Yes, some voters understand need for improving schools
Headline

e #:\ PrP#

Voter turnout in Mequon and Thiensville for a recent referendum on improving Homestead High School has been described as "pretty good" by local officials. Actually, it was better than that.

ddThe referendum drew 4,594 Mequon voters, 31% of those eligible. By contrast, April's mayoral election drew 3,953 voters, 27% of those eligible. Thirty-one percent is still nothing to rave about, but it does show that a significant percentage of people do care about education.

ddVoters also showed " by a 641-vote margin " that they are sometimes willing to pay higher taxes to make sure their kids have the educational facilities they need. That's not always the case. Voters in the Arrowhead district near Hartland twice in the last seven months turned down similar referendums. ddThe turnout and the result flew in the face of opposition by John Stollenwerk, chairman of the Allen-Edmonds Shoe Corp. and a champion of school choice, who took out ads urging defeat of the referendum. Stollenwerk also accused school district officials of deliberately scheduling the referendum in June to ensure a small turnout and thus give the proposal a better chance of winning. ddTurns out Stollenwerk was wrong on two counts " wrong in his belief that the bigger the turnout, the bigger the "no" vote, and wrong about whether the work is needed. ddThe \$30 million in improvements will help the school better meet the future educational needs of children in the Mequon-Thiensville School District. Stollenwerk and other critics may not have understood that. Fortunately, enough other people did.

Publication#W\ PsP# 74. Chicago Tribune"Publication" #:\ PtP#June 12, 1998

Headline#\ PuP# A VOTE FOR VOUCHERS IN WISCONSINHeadline #:\ PvP# The Wisconsin Supreme Court ruled well and wisely Wednesday in holding that there is no constitutional bar to the use of taxpayer-provided vouchers to pay for education at church-sponsored private schools. Not only does the decision move the controversial issue a giant step closer to ultimate resolution by the U.S. Supreme Court, but it also clearly puts the legal momentum firmly behind voucher proponents. ddThat should be heartening to anyone who appreciates the practical and profitable role that religious institutions have played and can play in addressing the social needs of America's urban poor. ddOne of the most fundamental such needs is quality education. In many poor communities, public schools fail to provide it and, typically, the available alternatives are schools run by churches. Yet when Wisconsin, which had been giving poor families public money to attend non-sectarian private schools, sought to extend the program to religious schools, a lower court struck down the policy as unconstitutional. ddBy a 4-2 margin, the state Supreme Court reversed that decision, holding that the program "has a secular purpose" and "will not have the primary effect of advancing religion." Indeed, the rules forbid schools to force students to attend religious activities if

parents or guardians request the children not take part.

ddVoucher opponents immediately vowed to appeal the decision, helping to set the stage for what many legal scholars believe will be a final "and welcome" showdown before the U.S. Supreme Court. A decision there would resolve similar battles being waged

in Ohio, Arizona, Vermont and Maine.

ddMuch of the opposition, led by teachers' unions and public school advocates, is based on fear that vouchers will diminish support for public education. But civil libertarians and others contend the decision violates the 1st Amendment's injunction against

government support or religion.

ddBut the U.S. Supreme Court has upheld the use of state grants at religiously affiliated colleges. Likewise, public money goes to church-based organizations

for day care, housing and other community purposes. There's no reason the same principles shouldn't

apply to elementary and secondary education.

ddThe interesting issue, after the hollow arguments against vouchers are cleared away, will be whether religious schools consider it worth their while to accept

vouchers on the terms required in the Wisconsin program. Can such schools be as effective

pedagogically if they can't make all students participate in religious activities?

Legal commotion aside, that's the heart of the great voucher debate.

n

Publication#W\ PwP# 75. Sacramento Bee"Publication" #: \ PxP#June 12, 1998

Headline#\ PyP# Zero-tolerance hypocrisy: Schools should ban alcohol-related parties

from keepsakes Headline #: \ PzP#

When a Bella Vista High School student tripped on the hem of her long gown at the senior ball recently, chaperones wondered if perhaps the girl was intoxicated

and. If so, she'd be guilty of violating the Fair Oaks school's policy of "zero tolerance" for alcohol and

drugs " cause for immediate ejection from the ball,

plus suspension from school and prohibition from attending all end-of-year festivities, including graduation itself.

ddPrincipal Jim Reidt won't talk about the case specifically, but says the strict rules were aimed at putting teeth in "zero tolerance"

policies at a time when mere suspension from classes didn't seem to be impressing students.

ddWhen the girl admitted that she and friends had earlier sipped a glass of champagne with her parents, before the kids piled into

a limousine that took them

to dinner and the ball, she was immediately suspended. Neither the girl nor her

parents objected to her punishment of "social probation," but thought that excluding her from the graduation ceremony was a bit harsh. However, the girl did get to keep the party favor that she purchased along with her senior ball ticket: a champagne flute, engraved with the high school's name. Engraved champagne flutes? Why not ashtrays, or perhaps silver-plated cigarette-paper holders?

Bella Vista is not alone. "That's exactly what we handed out at this school," the boys got a beer mug and the girls got a champagne glass," said a receptionist at San Juan High School. "We got a lot of calls from parents asking what we were doing."

It's no wonder parents didn't get it. Flutes, snifters, beer mugs and goblets, engraved with such stirring phrases as "A Night in Paradise, (your school's name here)" or "Just Tonight" fill page after page of catalogs hawking prom paraphernalia to high school students. The message "the prom is a grown-up affair, and grown-ups drink alcohol" is as blatant as a billboard where only people smoke.

Policies vary at high schools throughout the region, although all have strict disciplinary procedures for intoxication or student possession of alcohol. Some, such as Rio Americano, banned alcohol-related mementos several years ago in favor of photo-related souvenirs. In Sacramento city schools, students are responsible for choosing prom items, a spokeswoman said, and some opt for the glass ones, or candles inside champagne flutes, over alternatives such as engraved key chains and picture frames.

Bella Vista's principal acknowledges the alcohol-suggestive keepsakes send mixed messages in an era of zero tolerance, adding that principals in the San Juan Unified School District have agreed to forbid them beginning next year. It's a tough policy to change, he says, because even some parents were "clamoring" for the glassware.

Sadly, not much can be done about parents who want to buy champagne glasses for their 17-year-olds, or send them off to the prom after having a drink. But high schools should put an immediate end to the hypocrisy of preaching sobriety while pushing the accouterments of drinking.

Publication#W\ P{P# 76. San Diego Union Tribune"Publication" #:\ P|P#June 12, 1998

Headline#\ P}P# Something for nothing?Headline #:\ P}P#Subhead#[\ P}P# Reform, don't scrap, plan to wire schoolsSubhead#:\ P}P# Nothing on this planet is free, and that is doubly true when it comes to the fiber-optic links and other costly technologies that are the essential building blocks of the Information Age.

dd But Congress overlooked this ironclad law of economics when it passed the Telecommunications Act of 1996 and established a crash program to wire America's public schools and libraries to the Internet by 2000.

dd The goal of the program "to ensure virtually all students access to the Internet's boundless store of knowledge" is more than worthy. It is in fact vital if our schools are to keep pace with the rapidly emerging era of digital communications.

dd Only problem is, Congress failed to provide an adequate source of funding for the initiative and, to make matters even worse, greatly underestimated the cost of implementing it.

dd Now, a few short-sighted committee chairmen on Capitol Hill want to pull the plug on the Internet access project. That would be tragedy. A much wiser course would be to overhaul the program, which suffers from some glaring flaws, and bring it back into line with fiscal reality.

dd When it comes to hooking schools to the Internet, the need is overwhelming. According to the U.S. Department of Education, only 27 percent of America's schools are tied to the information superhighway. In overburdened inner-city classrooms, the percentage is much lower. That means most students will graduate without ever learning how to tap into the unlimited body of information the Internet offers, placing them at a disadvantage when they enter the workplace of the 21st Century.

dd In enacting the Internet wiring program, lawmakers rashly assumed its huge price tag could be covered through reductions in the fees that long-distance phone service providers pay to local telecommunications companies. Those reductions were supposed to offset, dollar for dollar, a new fee that would be charged to long-distance carriers to fund the schools program.

dd Not surprisingly, the fee levied by the Federal Communications Commission for wiring classrooms exceeded the savings it passed on to the phone providers.

Meanwhile, the number of applications from schools for grants surpassed all expectations, driving the cost of the program to \$4 billion a year. The San Diego Unified School District is seeking \$5.9 million from the program.

dd At an FCC meeting today, chairman William Kennard will propose a sensible compromise plan to scale back the subsidy program by stretching out the time it will take to connect all schools to the Net. He also wants to reduce the new federal bureaucracy created for the project and to cut costs in other ways. His aim is to get the program's price tag back in line with the regulatory savings enjoyed by long-distance providers. That would eliminate any need for the phone companies to tack politically unpopular Internet-access surcharges onto their rates.

he bills of residential phone customers.

dd Chairman Kennard has the right approach. The FCC should vote to reform the schools hook-up program, not scrap it.n

Publication#W\ P}P# 77. San Diego Union Tribune"Publication" #: \ P}P#June 12, 1998

Headline#\ P}P# Poor parents win oneHeadline #:\ P}P#Subhead#[\ P}P# School voucher program clears legal hurdleSubhead#:\ P}P#

A ruling from the Wisconsin Supreme Court upholding the constitutionality of school vouchers is sending shock waves through the nation's public education s ystem.

dd By a 4-2 ruling, the justices concluded that parents should have the right t o tax funds to help pay for public or private schooling.

The court majority ta

citly agreed with the premise that since parents are paying taxes for their ch ildren's education, they should have some say in where their kids go to school , including religious schools.

dd That eminently evenhanded concept terrifies the powerful public school lobby and the politicians beholden to it. They correctly view school choice as a threat to the monopoly that insulates malfunctioning public schools from meaningf ul change.

dd Once the constitutional claim is settled by higher courts, defenders of dys functional schools will resort to the "more time and money is needed to bring them up to speed" rationale. But this condescending attitude is insulting to p arents whose kids are being held hostage in lousy schools until the educators get it right.

dd To their credit, Wisconsin lawmakers were not content to wait around. In 199 5, they expanded a Milwaukee pilot program, thereby empowering poor parents to send their kids to religious schools. Nearly 100 parochial schools, ranging f rom Roman

Catholic to Moslem, were poised to accept these students " that is, until the ACLU and the teachers' unions obtained a court injunction to shut t hose doors.

dd The reopening of those doors reflects a victory for not only those who belie ve in school choice in Wisconsin, but also for a movement that appears to be g aining momentum nationwide.

dd Although no states offer unrestricted choice plans for public or private sch ools, Iowa and Minnesota provide tax credits for private school expenses, excl uding tuition. Arizona recently approved a tax credit for persons who provide private school scholarships for disadvantaged kids; that measure is being chal lenged in the courts. Cleveland has provided a publicly funded school voucher program during the last two years. Houston is looking at easing public school overcrowding by allowing kids to attend

private schools.

dd The Wisconsin ruling should give added impetus to school choice, which the polls show is supported by most people, including an overwhelming percentage of African-American parents whose children are more apt to be casualties of educational malpractice.

Publication#W\ P}P# 78. Denver Post"Publication" #:\ P}P#June 12, 1998

Headline#\ P}P# Helping girls succeed Headline #:\ P}P#

An all-girl middle school could provide a much-needed boost for adolescent girls in Denver Public Schools, and we commend DPS for undertaking a study of that idea.

ddAlthough some people oppose any separation of the sexes, one-gender schools often accelerate students' academic achievements.

ddThat's especially true for girls and women. In mixed classrooms, males get 12 times more eye contact from teachers than females do, and they get asked questions 12 times more often.

ddSuch second-class treatment isn't likely to spur girls on to great achievement. By contrast, enrollment in women's colleges enhances females' chances of success - as demonstrated locally by the excellent record of the Women's College of the University of Denver.

ddWhile only 3 percent of U.S. college graduates attended women's colleges, 36 percent of the highest-paid female executives graduated from all-women schools.

So did 33 percent of America's top 50 "rising corporate women stars."

ddEven more to the point, many girls hit trouble as they enter adolescence, suffering a sudden lack of self-esteem and inexplicably sinking scores in math and science - even among those who had been stellar students in those subjects.

ddIf ever a group needed a one-gender school, it is adolescent girls. Such a school would ease the social and peer pressures that strike these young ladies en masse, stunting their education.

ddDenver, particularly, could use such a school. As author Lisa Delpit noted in "Other People's Children," girls from traditional Hispanic households are taught to defer to males. Thus they are highly unlikely to raise their hands or otherwise participate in

mixed-gender classrooms. That poses a real problem in DPS, where 48 percent of students are Hispanic.

ddBut while DPS has only begun to study the concept, the ACLU of Colorado already has said it would be willing to file a lawsuit over an all-girl school, claiming separation leads to discrimination.

ddBalderdash. The Denver creation would be a "school of choice," meaning parents could take it or leave it. No one would have to send their daughters there.

Besides, if this school opens, a boys-only school likely will follow, predicts school board member Lee

White.
ddThe \$25,000 grant for the DPS study came from the Philanthropic Education Par
tnership, funded by the Denver Foundation, Piton
Foundation and Rose Community
Foundation to encourage reform, innovation and creativity in public school syst
ems. ddWe commend the partnership for putting up the money toward a wonderful i
dea. And we urge the critics to hold their horses until
we see whether this sch
ool might not solve a lot of woes for Denver girls.n

===== END ATTACHMENT 2 =====

===== ATTACHMENT 3 =====

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

TEXT:
Unable to convert ARMS_EXT:[ATTACH.D14]ARMSZZ000N801.002 to ASCII,
The following is a HEX DUMP:

===== END ATTACHMENT 3 =====

Daily Education News



Friday, June 12, 1998

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

This compilation of news reports contains copyrighted materials obtained through licensing agreements and is intended solely for the use of department employees.

What Follows

NATIONAL

1. Associated Press
Existing tests cannot be compared, panel says
2. Minneapolis Star Tribune
Program to bring Internet to public schools under fire in Congress
3. Christian Science Monitor
School-Voucher Movement Gets Boost From Wisconsin Court
4. Associated Press
President makes fifth trip to Oregon

TRADE

5. Education Daily
N.J. Senate Panel Wants Developers To Pay For Schools
6. Education Daily
Bankers Scream Foul Over Guarantor Pilot Proposal
7. Education Daily
New York City Considers Private IDEA Evaluations
8. CongressDaily/A.M.
Democrats Make Pitch For School Internet Wiring Program

LOCAL

9. The Washington Post
Va. Support For Black Universities Challenged
10. The New York Times
Children of Balkan Immigrants Share Stories of Death
11. The New York Times
Schools Get Guidelines On Applying 'Megan's Law'
12. The New York Times
Students Again Show Progress in Math
13. Denver Post
DPS mulls girls-only school plan
14. Atlanta Journal-Constitution

- Guns in school are OK — in cop's hands*
15. Minneapolis Star Tribune
State's third and fifth grades do pretty well on new test
16. St. Paul Pioneer Press
Few strings attached to school-choice funds
17. St. Paul Pioneer Press
Test shows most kids unprepared
18. Milwaukee Journal Sentinel
Summer school's return is a hot ticket
19. Cincinnati Enquirer
Cincinnati schools' rank dismal
20. Richmond Times Dispatch
National school violence spawns local threats
21. Philadelphia Inquirer
Program puts rowing within reach
22. Manchester (N.H.) Union-Leader
School Official Offers Laundry List of Possible Budget Cuts
23. New York Daily News
Plus for City As Math Scores Climb
24. Los Angeles Times
Ban on Some Prop. 227 Funds to Be Studied
25. Los Angeles Times
500 Students March Against Prop. 227
26. Los Angeles Times
Language Bears on Test Scores
27. The Washington Post
Fairfax Drug Rules Amended
28. The Washington Post
Fairfax Finds Disparity In Suspension Figures
29. Chicago Tribune
BILINGUAL-EDUCATION BACKERS ARE THINKING WAY TOO SMALL
30. Chicago Tribune
SCHOOLS PONDER STRICTER PROMOTION POLICY
31. The Hartford Courant
SCHOOL THREATS ARE NO LONGER VIEWED AS JOKES
32. Buffalo News
STATE RECOMMENDS ALL STUDENTS READ 25 BOOKS A YEAR
33. Albuquerque Journal
State OKs \$85.6 Million Budget for City Schools
34. Orlando Sentinel
EDUCATION SECRETARY SAYS SCHOOL VIOLENCE TARGETED
35. The Sacramento Bee
ANTI-VIOLENCE AGENDA TOUTED
36. Associated Press
Youth sentenced to two years in juvenile detention for death threats
37. Houston Chronicle
Fund cuts for DARE are sought

INTERNATIONAL

38. The Times Educational Supplement
Editorial: Mind the gap
39. The Times Educational Supplement
Platform: A pragmatic ideology
40. Times Educational Supplement

- Class size cannot limit choice, ministers warn*
41. The Times Educational Supplement
Iraq: Sanctions on a generation of learning
42. The Times Educational Supplement
Unions clash on heads' future role
43. The Times Educational Supplement
The gap according to Woodhead is widening
44. The Times Educational Supplement
Jury still out on the added value of arts
45. The Times Educational Supplement
Puttnam proposes stagecraft for teachers
46. The Times Educational Supplement
England beats France...
47. BBC News
Support grows for US schools' Net subsidy

COMMENTARY

48. San Francisco Chronicle
227 Passed, Now Comes The Hard Part
49. Chicago Tribune
UNLINKING THE CHAIN OF TEEN VIOLENCE
50. Manchester (N.H.) Union-Leader
Voucher Victory — Wisconsin: A Crack in the Education Monopoly
51. Baltimore Sun
No magic solution for improving Md.'s colleges
52. Boston Globe
Catholic education: pride, discipline
53. The Wall Street Journal
School Choice: Once Fantasy, Now Reality
54. Greensboro News & Record
VIOLENT STUDENTS SHOULD LOSE THEIR DRIVERS' LICENSES
55. Wisconsin State Journal
A BALANCED EDUCATION RELIES ON RACIAL DIVERSITY
56. The Atlanta Constitution
Exit exam: School failed student, but teaches a final lesson
57. The Washington Times
The National PTA stands foursquare behind public education
58. Ft. Worth Star-Telegram
Lawmakers and telecom powers are hanging up on us
59. Newsday
It's Here, Public Schools' Next Revolution
60. The Fort Worth Star-Telegram
Educators, let the children go

EDITORIAL

61. The Wall Street Journal
The Gore Tax
62. The New York Times
Keep Internet Funding for Schools
63. Christian Science Monitor
Toward Peaceful Schools
64. The (Wis.) Capital Times
TRAGIC RULING FOR SCHOOLS
65. Wisconsin State Journal

REGENTS MUST BE UW ADVOCATES

66. Buffalo News

REMOVE DISRUPTIVE STUDENTS FROM THE CLASSROOM

67. The Columbus Dispatch

STILL A DEAL

68. The Sacramento Bee

AFTER PROP. 227

69. The Philadelphia Inquirer

Philadelphia Schools Need More than Audit from State

70. New York Post

HELPING KIDS, NOT UNIONS

71. Philadelphia Inquirer

Take it to the top

72. Pittsburgh Tribune-Review

Cancel the ``Gore Tax''

73. Milwaukee Journal Sentinel

Yes, some voters understand need for improving schools

74. Chicago Tribune

A VOTE FOR VOUCHERS IN WISCONSIN

75. Sacramento Bee

Zero-tolerance hypocrisy: Schools should ban alcohol-related prom keepsakes

76. San Diego Union Tribune

Something for nothing?

77. San Diego Union Tribune

Poor parents win one

78. Denver Post

Helping girls succeed

NATIONAL

1. Associated Press

6-12 8:08a

Existing tests cannot be compared, panel says

By ROBERT GREENE

AP Education Writer

WASHINGTON (AP) - Comparing results from the array of standardized tests that schoolchildren already take would not work as a substitute for national tests proposed by President Clinton, an expert panel said today.

In a report requested by Congress, the special committee took no position on whether there should be national tests that measure individual reading and math performance against a uniform standard.

The panel from the independent, advisory National Research Council did say that existing tests developed by states and private companies are too diverse for the results to be compared one to the other or to national or international benchmarks.

Clinton proposed early last year that a

voluntary national test be developed for fourth-grade reading and eighth-grade math as a way for parents to know better how their children and schools are performing.

Marshall S. Smith, the acting deputy secretary of education, said the report shows that a national test is needed.

"We've believed all along that it was important for states and communities to have a challenging benchmark in effect to measure their progress against in reading and math," he said. "I think it's important for parents in Louisiana to know how their students are doing compared with students in Massachusetts, in Minnesota or California."

Congress, in a spending bill last fall, limited the work that could be done on the tests. But the issue will be debated again when lawmakers consider a 1999

spending bill for the **Education Department.**

Opponents say the tests are unnecessary because existing tests already give a good picture and the federal government should not be determining standards. Other opponents say the tests would harm blacks and Hispanics from poor school districts.

Rep. Bill Goodling, R-Pa., chairman of the House Education and Workforce Committee, said the finding "is neither surprising nor disappointing."

"This study shows that there is already a vast array of tests at the state and local level," he said. "Any attempt by the Clinton administration to implement new federal tests would violate state and local authority and disrupt recent and expensive state education reforms." ■

2. Minneapolis Star Tribune

June 12, 1998

Program to bring Internet to public schools under fire in Congress

Sharon Schmickle / Star Tribune

WASHINGTON, D.C. — A Clinton administration plan for connecting the nation's schools and libraries to the Internet is under attack on Capitol Hill, and the Federal Communications Commission is expected to announce plans today for scaling it back.

Minnesota schools have applications pending for more than \$10 million in subsidies for telecommunications services, and the program is critical for bringing the Internet to the state's classrooms, said Mark Manning, manager for school technology at the Department of Children, Families and Learning. Nationwide, about 30,000 schools and libraries have applied for \$2 billion in subsidies.

Smoldering disapproval of the FCC's administration of the program hit a

In a sharply worded letter to Kennard last week, Senate Commerce Committee Chairman John McCain, R-Ariz., said

flashpoint last week after long-distance phone companies said that charges they are assessed for the program will be passed to residential customers.

AT&T has prepared a mailing telling customers that bills will increase about 5 percent starting in July. MCI Communications Corp. plans to notify customers that they will be billed an extra 5.9 percent on out-of-state and international calls.

In response, FCC Chairman William Kennard said: "They should not take advantage of consumers by overbilling their customers and then blaming it on the government."

The issue has taken on the volatility of election-year politics, with Republicans dubbing the new long-distance charges "the Gore tax," in a reference to the vice president's support for the program.

that many in Congress believe the FCC has exceeded the authority it was given in the 1996 Telecommunications Act, which

Sen. Paul Wellstone of Minnesota joined 10 other Democrats Wednesday in a letter urging Kennard "to ensure that this crucial program is maintained."

Still, there are bipartisan calls to at least revamp the program. The chairmen and ranking Democrats on key House and Senate committees urged the FCC last week to stop collecting money for the program until the controversy is resolved.

"This is not the way it was supposed to be implemented," said Bob Decheine, a spokesman for Rep. Bill Luther, D-Minn.

Said Rep. Gil Gutknecht, R-Minn.: "While everyone supports the idea of Internet access for our kids at school, the FCC has overstepped, and Congress should intervene."

created the program. The subsidies have swelled beyond the original intention, he said.

Kennard told a Commerce subcommittee Wednesday that he would try to scale back the program rather than see it eliminated. Today is the deadline for the FCC to decide the program's future.

The program offers schools and libraries discounts of as much as 90 percent on telecommunications services, internal connections and Internet access. Higher discounts would go to schools and libraries in rural areas and in cities where higher percentages of students qualify for the national school lunch program. Long-distance carriers were to absorb most of the costs, much as phone companies have helped curb costs in difficult-to-wire rural areas by charging slightly higher rates across the board.

In a first round of applications that ended April 15th, most of Minnesota's 370 eligible school districts requested the discounts directly or through regional clusters, Manning said. It would be a "real setback" for the state's Internet

hookup plans if they don't get the funding they had expected, he said.

Wiring classrooms to the Internet is a centerpiece of President Clinton's plan to prepare schools for the next century. Defending the program last week, he said it could help bridge a "digital divide" that threatens to separate poor children from their wealthier counterparts, who are more likely to have computers in school and at home.

"Every child in America deserves a chance to participate in the information revolution," he said.

The controversy is amplified by another provision of the 1996 law, which lowered access charges paid by long-distance carriers to companies that control local hookups. The carriers were expected to give something back by helping schools and libraries. But the carriers say that they had already passed along any savings to customers and that the FCC has assembled a program that costs far more than they saved.

The message being mailed to AT&T customers says, "The FCC has also reduced the fees AT&T pays local phone companies to connect toll calls. That's one reason our prices have come down over the last decade."

The National Education Association has challenged the carriers to provide a full accounting of their savings. And some phone companies — such as U S West Inc., which provides 78 percent of the customer phone lines in Minnesota — also are looking for an explanation.

"We are getting less money from them, and in turn those fees were to be paid for schools and libraries," said Mary Hisley, a spokeswoman for U.S. West in Minneapolis. "Now AT&T has reversed itself."

But McCain argues that consumers should know whether they are paying one way or another for the subsidies: "Consumers have an absolute right to know how much their bills are going up and why their bills are going up."■

3. Christian Science Monitor

June 12, 1998

School-Voucher Movement Gets Boost From Wisconsin Court

Scott Baldauf,

Staff writer

of The Christian Science Monitor

BOSTON — A court ruling in Wisconsin to allow taxpayer money to be used to send poor children to religious schools is the most significant victory yet for America's growing school-choice movement.

Proponents of school vouchers see Wednesday's decision by the Wisconsin Supreme Court as giving renewed impetus to the most controversial option being pushed by education reformers.

While the ruling applies only to voucher programs in Wisconsin, and specifically to a long-running voucher experiment in the troubled Milwaukee school district, voucher proponents predict this court victory will lead to more voucher programs and more pro-voucher legislation across the country.

While lawyers for Wisconsin's antivoucher forces concede that the court decision is a "setback," they are already working on their arguments and preparing to file an appeal to the US Supreme Court, says Robert Boston of Americans United for Separation of

"This is by far the most significant decision in the school-choice debate to date," says Chip Mellor, president of the Institute for Justice, a Washington-based conservative think tank that supported the Milwaukee voucher program. "Because of the way that the decision was worded, this decision will be read with great care by any lawyer or hopefully any judge considering the voucher issue."

With more parents and politicians clamoring for greater choice in the type and quality of schools, public vouchers have grown into the single largest solution. Rather than spending more money on fixing troubled public-school systems, voucher proponents have pushed for the right to use their tax dollars as tuition for existing private and religious schools.

A First Amendment case

But this effort has met a fierce challenge in every state where it has been Church and State in Washington, which argued against the Wisconsin voucher program.

"This decision flies in the face of the US Constitution and the very clear language of the Wisconsin Constitution," says Mr. Boston. But until the US

introduced.

Legal scholars argue that vouchers violate the First Amendment of the Constitution, the concept of the separation of church and state. In addition, educators worry that sparse funds will be funneled off from the public schools that need it most.

For now, education experts say, the Wisconsin decision will add only a symbolic credence to the pro-voucher cause in other states. "You're talking about a decision based on one state's constitution, and every state constitution is different," says Kathy Christie at the Education Commission of the States, a Denver think tank. Like most experts, she assumes the Wisconsin ruling will be appealed to the US Supreme Court. "Most people are going to sit back and see what happens."

Supreme Court makes a decision on vouchers, he predicts, "we might see something analogous to what happened with the school-prayer issue in the late 19th and early 20th centuries. Some state courts ruled in favor of school prayer, some knocked it down, and in 1962, the

US Supreme Court made the final call. That may happen here."

For their part, voucher supporters pledge to move forward on all fronts, with a renewed effort in state legislatures and with privately funded "scholarship" programs such as the \$200 million fund started this week by two philanthropists in New York.

"We'll see both private-funded and public-funded vouchers growing across the country," says Fritz Steiger, whose CEO America Foundation in Bentonville,

Ark., has launched a scholarship program to send poor children in San Antonio to parochial and other private schools.

Which way to high court?

For his part, Mr. Steiger does not think antivoucher proponents will appeal the Wisconsin case to the Supreme Court. "That's risky," he says, "because once the Supreme Court says, 'yes, it's constitutional,' then it's all over."

Indeed, Wisconsin is only one state where vouchers are being tried - and challenged. Court decisions are pending

in Vermont and Arizona, and lawyers are pursuing voucher cases in Maine, Ohio, and Pennsylvania as well. Legal experts say antivoucher lawyers will probably study the cases in all five states, and compare them with the Wisconsin decision before determining whether to appeal the Wisconsin voucher case to the high court.

If they do, says Mr. Mellor of the Institute for Justice, "We're ready." ■

4. Associated Press

6-12 5:41a

President makes fifth trip to Oregon

By BRAD CAIN
Associated Press Writer

PORTLAND, Ore. (AP) - President Clinton will be making his fifth Portland appearance in six years when he helps raise money for local Democrats, then travels to Springfield to comfort Thurston High shooting victims.

"Maybe I've come back here so often because I like it," Clinton told a large downtown rally the last time he was in Portland, in September 1996.

Besides the Friday night fund-raising events and the Saturday meeting with Springfield residents, the president was to deliver the commencement address for Portland State University on Saturday morning.

Ironically, the speech will be across town from Lewis & Clark College, where Monica Lewinsky received her psychology degree in 1995 before going to work as a White House intern.

Despite the sex allegations against Clinton involving Lewinsky, the Democratic president's job approval ratings remain high with Oregonians as he prepares to make his latest trip to the state. Clinton carried Oregon both in the 1992 and 1996 elections.

"With Clinton, more than with most other politicians I've seen, people tend to separate the public performance from the private man," Portland pollster Tim Hibbitts said Thursday.

"There are questions about his credibility and whether he tells the truth, but the perception is that he has done a pretty good job as president," Hibbitts said.

Oregon Democrats will capitalize on Clinton's continuing high ratings when the president attends fund-raising events in downtown Portland Friday night.

First, he will be on hand for a \$1,000-a-person dinner and \$250-a-ticket reception for freshman U.S. Rep. Darlene Hooley, D-Ore., that will pump at least \$50,000 into Hooley's re-election fund.

"We're excited about it," said Lisa Sherman, Hooley's campaign manager. "We've been asking him to do this for us for a long time."

After the Hooley fund-raiser, top Democrats will conduct a "soft money" fund-raiser that could fetch as much as \$10,000 a person from wealthy contributors looking for time with Clinton.

After delivering Saturday's PSU

commencement speech, Clinton is to fly to Eugene and travel by motorcade to Springfield for the Saturday afternoon event at Thurston High School.

The White House hasn't announced yet whether the event will include just survivors and their families or the entire student body.

On Wednesday, Thurston students said in interviews they weren't enthusiastic about Clinton's visit. They said the visit, coming three weeks after the shootings left two students dead and more than 20 wounded, would serve only to dredge up bad memories.

The issue came up Thursday during White House spokesman Mike McCurry's daily briefing for the news media. McCurry was asked whether Clinton was aware that there was some sentiment in Springfield that he should let the town heal without him coming in.

"I think the president has always been very respectful of families that are grieving and communities that are grieving, and I think by and large his presence has been a healing one when he has gone to these places, and certainly we would expect that to be the case in Springfield," McCurry said. ■

TRADE

5. Education Daily

June 12, 1998

N.J. Senate Panel Wants Developers To Pay For Schools

by William J. Cahir

A panel in the New Jersey State Senate yesterday passed a bill requiring developers and new home buyers to pay for schools needed to serve the children of suburban sprawl.

New Jersey's Senate Community and Urban Affairs Committee voted 4-0 for the measure that would let towns charge school "impact fees" to new home buyers

and the builders who file development plans.

Requiring rural and suburban towns to pay for new school construction has prompted howls of protest from the Robbinsville-based New Jersey Builders Association (NJBA).

The bill "assumes that the purchasers of new homes create a greater demand on school systems than do other home

buyers," said NJBA land-use planner Joanne Harkin. That's wrong, she said, because families with kids can move into existing homes.

The New Jersey School Boards Association notes that school impact fees in other states range from several hundred dollars to several thousand. ■

6. Education Daily

June 12, 1998

Bankers Scream Foul Over Guarantor Pilot Proposal

by Eli J. Lake

A coalition of loan servicers has mounted a campaign against a pilot program allowing the **Education Department** to rewrite contracts between the federal government and state student loan guarantors.

The lenders oppose the proposed Higher Education Act (HEA) provision because it would let ED tailor contracts with six guarantee agencies to waive some statutory requirements and regulations. In exchange, guarantors would agree to insure a greater percentage of the loan.

These contracts, dubbed voluntary flexible agreements (VFAs), have divided the guarantor community.

Some states argue that the arrangements would confer unfair advantages on the agencies that play ball with ED. Others praise the plan as an opportunity to innovate a system that rewards loan collection over default aversion.

In a June 10 letter to Senate Labor and Human Resources Committee Chairman James Jeffords, R-Vt., the coalition of 32 banks, loan servicers and guarantors wrote that the HEA provision on VFAs "could fundamentally destabilize the

"VFAs should not be feared as a form of competition, but rather as an opportunity to provide better services and reduce costs in a highly competitive marketplace," PHEAA's President

structure of the federal Family Education Loan (FEL) program."

Last year, the department unveiled a plan that would strip student loan guarantors of their cash reserves and pay the agencies on a contract basis for managing student accounts and working to avert students from defaulting on their loans (ED, Feb. 7, 1997).

The plan drew fire from the majority of the nation's 36 loan guarantors, which saw the proposal as an attempt to supplant the FEL servicers with the department's direct lending program (ED, Jan. 15).

But guarantors from California, the Great Lakes states and Massachusetts supported the idea. They formed the National Association of Student Loan Associations to rally support for ED's proposal to transform the state lenders into fee-for-service entities.

The House and Senate VFA provisions represent a compromise among the guarantors by giving ED the discretion to enter into contracts with six willing guarantee agencies in order to pilot the more sweeping proposal to contract the services of all state loan guarantors.

As the Senate prepares to take action Michael Hershock said.

ED senior analyst Don Feurstein admits that some VFAs may confer competitive advantages over loan servicers and lenders.

on HEA, a number of guarantors and lenders are shopping amendments to S. 1882. They want to place restrictions on a provision that grants ED unprecedented discretion to waive requirements in HEA law to test the new procedure.

Many private lenders and guarantee agencies fear that if the current VFA provisions in HEA are signed into law, then ED could waive regulations that give schools and students a choice as to who their lenders will be.

John Peters, vice president for PNC Bank, Pennsylvania's largest FEL provider, says that his state's guarantor — a strong advocate for the VFA provisions — intends to use their agreement to drive his bank out of the student loan business.

Not surprisingly, Peters and other banks are shopping an amendment that would explicitly prohibit the VFAs from limiting a borrower's choice.

Pennsylvania Higher Education Assistance Agency's (PHEAA's) Washington spokesman Scott Miller says that PHEAA intends to use the VFAs to eliminate cumbersome rules that stifle innovation, but not to procure an unfair advantage over their competitors.

At the same time, Feurstein says there is no way to avoid this "when you are trying out new ideas."

The full Senate could take up HEA as soon as today. ■

7. Education Daily

June 12, 1998

New York City Considers Private IDEA Evaluations

by William J. Cahir

New York City's mayor and school chancellor this week unveiled a plan for reforming special education that would

cast aside the city's centralized evaluation system.

Released Tuesday by Mayor Rudolph Giuliani's Task Force on Special

Education, the plan calls for privatizing special education services by September 1998, and lambastes the city's assessment teams for conducting only

1.4 special ed evaluations per week during school hours between September 1996 and June 1997.

Publicly employed evaluators have a financial interest in slowing the process, according to the mayor's task force. "Low productivity means many evaluations must be completed after school and on week-ends, at an additional annual cost averaging \$10 million," it said.

Schools Chancellor Rudolph Crew also criticizes the evaluation system, saying, "No one is directly accountable for the productivity of the evaluation teams and the placement decisions they make for students."

This lack of accountability may not comply with the Individuals with Disabilities Education Act, which requires schools to include parents on "any group" making placement decisions for their children (ED, March 10, 1997).

Spoiling For A Fight

It is unclear whether Giuliani and Crew have the political support needed to drastically shake up the city's special ed system.

Randi Weingarten, president of New York City's United Federation of Teachers, this week blasted the concept of privatizing special ed evaluations, saying the change would serve "the profit motive, and not kids' best interests."

"One thing we'll definitely fight is this attempt at privatization," Weingarten said Tuesday.

Others say Giuliani and Crew are

barking up the right tree.

"There is a lot of corruption in the New York City special education system," said a New York disability advocate who requested anonymity. "It's clear that patronage and pecuniary ties in awarding contracts play a significant part in the budget."

Returning To Regular Classes

The task force report also notes that New York City schools have a poor record of returning students from special education to regular classes, with 2.4 percent or 3,854 disabled children returning in 1996-97.

The task force argues that many non-disabled students are referred to special ed for remedial help, and that such students along with their mildly disabled peers should be transferred back to regular settings, and quickly.

"Our past practice of unnecessarily placing these students in special education was, to be blunt, cruel," Giuliani said at a news conference Tuesday. "It must and will end."

Finding Ways To Improve

To bolster mainstreaming classes, the task force proposes:

- * By September 1998, and continuing for two years, start returning non-disabled students to general education classes by using the review and evaluation process;

- * By September 1998, and continuing for two years, provide professional development for special ed teachers "on content area teaching strategies" that

will improve academic instruction for disabled students;

- * By September 1998, and continuing for two years, provide additional training to regular education teachers for adapting instruction for at-risk children;

- * By October 1998, provide additional support to students who are decertified from special education; and

- * By June 1999, develop a new "continuum of services" that permits more flexible placements for disabled children, 68 percent of whom get services in segregated settings.

The mayor's reform plan comes one year after the city agreed with the federal government to reduce the disproportionate number of minority and limited-English-proficient students referred to special ed (ED, June 3, 1997).

Adding Money

Giuliani, in his fiscal 1999 budget, also has proposed emphasizing early reading intervention, allocating \$201 million for reading instruction, summer school interventions and staff development.

But this spending would represent a drop in the bucket when compared to the city's massive special education budget, \$2.38 billion, which has grown by more than 97 percent in the last 10 years.

The city now serves about 166,950 special ed students, a total that has grown 45.4 percent in 10 years. During that time, overall student enrollment increased 14.4 percent. ■

8. CongressDaily/A.M.

06/12/98Section: EDUCATION;

Democrats Make Pitch For School Internet Wiring Program

While many members are upset at the FCC's implementation of a program designed to wire schools and libraries for the Internet, 34 Democratic senators Thursday urged the continuation of "this crucial program."

In a show of support, the senators warned in a letter to FCC Chairman William Kennard that with 30,000 applications for so-called E-Rate funds,

"the repercussions on local school budgets [would] be devastating" if the program is cut off.

Top members from both parties of the House and Senate committees that oversee the FCC wrote last week that Kennard should stop collecting money for the program and give it a total overhaul, a sentiment repeated at a Senate hearing this week.

Thursday's letter of support comes as the FCC is expected to make an announcement later today about changes it plans to make in the program. At this week's Senate hearing, Kennard tried to placate members by promising to enact many of their suggestions.

Also Thursday, a group of 71 House members called for full implementation of the E-Rate. ■

LOCAL

9. The Washington Post

06/12/98; Edition: FINAL; Section: Metro; Page C01

Va. Support For Black Universities Challenged

Nominee Airs Views On Eve of Board Vote

By Spencer S. Hsu
Washington Post Staff Writer

Virginia should reexamine whether it needs to continue supporting its two historically black public colleges, according to an opponent of affirmative action whose nomination to head Virginia's policymaking board for public universities is up for a vote Friday.

William B. Allen, a former U.S. Civil Rights Commission chairman and an outspoken critic of race-based preferences in college admissions, said in an interview that although institutions such as Virginia State and Norfolk State universities may have been necessary at a time when blacks were barred from other colleges, their value today is less certain.

"It's important for us . . . to ask the question of what role specific institutions are playing and whether these are roles we are deliberately embracing or merely inheriting," said Allen, a Michigan State University dean who is African American. "It's always important for people to go back and review their inheritance to see if it's what they want to embrace."

Any significant changes at the universities would have to be ordered by the schools' boards of visitors. Members

Del. Jerrauld C. Jones (D-Norfolk), chairman of the legislative black caucus, called Allen's views "extreme" and said they should alarm business leaders fighting cuts in higher education.

"We welcome Mr. Allen to Virginia. But based upon what we have read, we find his views to be not in the mainstream of Virginia," Jones said. Del. Kenneth R. Plum (Fairfax), the state Democratic Party chairman, added that he had "grave concerns" about Allen.

Officials at Norfolk State, Virginia State and most other public universities were reluctant to comment on Allen's remarks; many see his appointment as a done deal and want to get their relationship with him off to a good start.

George Mason University President Alan G. Merten, though, said he supports a statewide review of race-based admissions policies.

"We make a mistake when we make decisions primarily on race," said Merten, who stopped short of endorsing an end to affirmative action in admissions, as California has done. "Some of our board members . . . are asking us the tough questions: What has been the success

of the State Council on Higher Education, the 11-member panel that will vote on Allen's appointment as its executive director, said today they have no plans to recommend a review of black colleges or race-based admissions policies.

But Allen's views on black colleges — and his record as a conservative activist who, among other things, has argued that governments should pay for, but not run, public schools — could signal an increasingly political role for the council that helps set policy for Virginia's 15 four-year universities and 23 community colleges.

The executive director of the state council enjoys a bully pulpit on higher education issues, but in recent years the post has not been involved in partisan politics. Critics of Allen's appointment believe that with the blessing of Gov. James S. Gilmore III (R), Allen could use the director's post to push conservative policies.

Many supporters of black colleges expressed concern about Allen's comments, saying the institutions continue to offer opportunities to students who otherwise might be shut out of higher education.

rate?"

The vote on Allen's appointment comes at a critical time for Virginia colleges. Gilmore soon will select a panel to review the state's \$1.3 billion public college system. The lack of stated goals for the panel has many college officials worried that the administration is determined to reshape the schools' funding priorities.

Allen's five-year tenure as a federal civil rights commissioner included a stint as chairman that ended in 1989 in a dispute with President George Bush, who supported affirmative action. Allen has drawn criticism from Democrats, civil rights leaders and moderate Republicans on a range of issues, including a 1989 speech to an anti-gay rights group titled, "Blacks? Animals? Homosexuals? What is a Minority?"

Two years ago in Michigan, Allen directed a \$150,000 state project aimed at coming up with ways to improve public schools. In introducing the report, Allen spoke against increased public funding for schools and proposed transforming Michigan's K-12 system by having the state give parents \$5,900 per child each

Former governor L. Douglas Wilder (D), who this week was elected president of his alma mater, the private, historically black Virginia Union University, warned against ideological challenges to black colleges and affirmative action policies.

"I don't think there's any question there's still a role" for black colleges, Wilder said. "What else has there been to take their place?"

About 40 percent of the 25,000 black students at Virginia's public four-year colleges attend Virginia State or Norfolk State, and Wilder said as many black students earn degrees at those schools as at the 13 other public institutions combined.

"The problem comes when you have this mind-set and you go in and say, 'I'm going to cut this and kill this and do this,' " said Wilder, a grandson of slaves who was the nation's first elected black governor. "I don't know just what the goal of [the state council] is."

Democrats who have expressed concern about the conservative makeup of the council — all 11 members were appointed by then-Gov. George Allen (R) — are worried about William Allen's ideas being placed on Virginia's agenda.

year — the amount spent per pupil annually — to use as tuition to any school of their choice.

The voucher idea was dropped by lawmakers, who saw it as potentially devastating to public schools. One called it "the craziest idea in the 20th century," although similar ideas now are gaining momentum in some states.

Ralph Neas, a former director of the Leadership Conference on Civil Rights who now is running for Congress in Maryland, said that "under William Allen's chairmanship, the U.S. Commission on Civil Rights became a national joke . . . an extension of the radical right."

In Michigan, even some Republican education officials agreed with a school leader who called Allen's foray into school policy a "harebrained scheme."

"Maybe [Virginia] is looking for somebody who is a little, well, 'innovative' is a nice way of saying it," said Dorothy Beardmore (R), the suburban Detroit co-chairman of the Michigan Board of Education, which junked Allen's 1996 report.

Still, Allen has many admirers. At the

1989-student James Madison College, a social policy residential college within Michigan State, Allen is known as a strong administrator, teacher and fund-raiser who has not stirred controversy.

"He has been a good dean," said Marvin E. Grandstaff, secretary for academic governance at Michigan State. "Before he came here, there was quite a lot of concern about his political stands, but I have not heard that he was really aggressive in propounding his views."

During the flap over his 1989 speech, the Wall Street Journal's editorial page hailed Allen as "a black conservative intellectual — a triple threat to the liberal establishment."

State Council for Higher Education Chairman Elizabeth A. McClanahan said that Allen's political background and activities were reviewed thoroughly and that the council consulted Gilmore's office before nominating Allen for the \$130,000-a-year executive director's post.

Council Vice Chairman John D.

Padgett said that Allen's political activities were "not a focus" of the panel's search and that Allen's career as a teacher and administrator — and his promise to be a "team player" — were persuasive.

This week, Gilmore endorsed Allen warmly, but he noted that Allen is the council's choice, not his.

"I think [Allen] will be very successful," the governor said. "While I don't know him, his reputation certainly looks good."■

10. The New York Times

06/12/98Section: Metropolitan Desk; Section B; Page 1, Column 2

Children of Balkan Immigrants Share Stories of Death

By NICHOLE M. CHRISTIAN

The assignment was a simple classroom exercise on immigration, one given to every third grader at P.S. 290, the Manhattan New School. Each child was to trace his or her family's arrival in America.

Some children told their family stories by drawing trees, letting the names of relatives dangle from every branch. Others plastered brightly colored poster board with family photos.

The children are a generation removed from the fighting, first in Bosnia and now in the Serbian province of Kosovo. And that is the way many of their parents want to keep it. At home, the emphasis is on living a normal American childhood. But at school, the tales of a war-torn land flow casually in the context of the classroom routine.

When Paula Rogovin, who teaches first grade, invited a guest speaker to talk with her class about the rigors of living with a disability, nothing illustrated the hurdles as vividly as a 7-year-old girl's tale of how a bomb in Bosnia had taken her teen-age aunt's eyesight and nearly wounded her mother. The girl explained how her family had brought her aunt to the United States to care for her.

"The story was so sad, but the class listened so carefully and they showed her so much compassion afterward," Ms. Rogovin said. "She really made them understand."

And just as their classmates typically respond matter-of-factly to tales of war told in grade school tones, these children of Yugoslavia start to come to terms with a history they can neither escape nor truly understand.

"Before I was so sad that I don't have an uncle," Leonela said recently, recalling the death three years ago of her mother's

But no one was prepared for 8-year-old Leonela Rodonic's picture. On a large white poster board, she drew a diagram with the names and birth dates of her brother, parents and grandparents in rectangles along the top. A second row of rectangles she reserved for her uncle and five distant cousins. Beneath their names, she scrawled: Dead. Dead. Dead. Dead. Dead. Dead.

When classmates asked why so many of her relatives were dead, Leonela brother, a Bosnian soldier whose body was never found. "I told my friends, and they said he was brave and I could play with their uncles."

At many schools, such powerful accounts might be left at the front door. But at the red brick school on East 82d Street, a wide range of cultures and experiences cross and collide daily. The evidence is everywhere: in the drawings and stories taped on nearly every wall, on a bulletin board displaying the more than 30 languages spoken and on the bookshelves, where textbooks have been replaced by popular children's stories written in a host of languages.

Of the school's 525 students, 41 consider themselves Yugoslav, Serbo-Croatian or ethnic Albanian. Their families began moving into the area about six years ago, largely to keep watch over the buildings and babies of Lenox Hill and Yorkville. While no one is certain how large their presence is, statistics suggest it is growing. Between 1990 and 1995, the city's Department of Health reported 108 children born to native Yugoslav mothers living on the East Side, between 59th and 96th Streets.

Encouraging children to bring their lives and their cultures to class is one of Principal Shelley Harwayne's unwritten rules.

offered an answer as stark as the drawing: "There was a war in my country," the former Yugoslavia.

Stories like Leonela's are increasingly finding their way into the Upper East Side school, where the children of Balkan immigrants are one of the fastest-growing groups. From classrooms to the lunchroom, in drawings and in essays, these children recount stories of death and destruction in the former Yugoslavia.

"You can't dismiss what goes on inside the child who is grieving for lost loved ones or the child who has to miss school to attend a rally about their homeland and then expect that child to do well in math and reading," said Ms. Harwayne, who is known throughout the school as Shelley. "We try to encourage our kids to talk honestly and humanely about what happens in their lives."

Mixing the children's school lives and home lives is not always a seamless proposition.

The school is where Nazmi Oshlani hopes to create a normal childhood for his sons, Mirgim, 10, and Luan, 8. His voice swells as he talks about his efforts to spare them the fear and violence that he knew growing up an Albanian in Yugoslavia.

"God bless the people at that school," said Mr. Oshlani, 38, who works 16-hour days as a building engineer. "They teach my boys how to grow up normal, not afraid somebody is going to beat them or kill them. I don't want them to know what I know."

One thing he is coming to understand is how hard it is to shield them from what he knows.

Thinking it would help the boys with school, he bought a home computer last year. At first, they used it for homework

and to play video games. Then two months ago, they wandered onto the Internet searching for information about relatives in Kosovo, where Serbian soldiers are fighting Albanian separatists. Since March, at least 250 people have been killed. On one Web page, the boys found pictures of soldiers slitting the throats of children who looked a lot like them. Concerned about their cousins, they rushed to show their discovery to their father.

The family computer has been locked away in a closet ever since.

"Every day they want to talk about it," said Mr. Oshlani, who now rarely allows the boys to talk to relatives in Kosovo and has also stopped bringing home newspapers about his homeland.

Mr. Oshlani has yielded to their curiosity only twice. Last summer he allowed them to travel with their mother to Kosovo for a month. And in March, after fighting broke out in Kosovo, the boys joined their mother at a protest in New York.

The boys talked with classmates and teachers about their adventures for weeks. Back at home, Mr. Oshlani said,

It took months to convince her son that she did not hate Serbians and that he should not hate them either. At the time, he had begun to draw pictures of burning homes and men dressed as soldiers massacring a man who was supposed to represent his uncle.

"I try to tell him that I am angry Serbians killed my brother, but I don't hate Serbian people," Mrs. Rodoncic said. "It's not all Serbian people's fault."

Finally, she took him to Yugoslavia. "On the streets," she said, "I try to show him Serbian people and I say, 'See

they wrote stories and drew pictures, imagining what it would be like to live in Kosovo instead of on the Upper East Side.

"It's so different in our country," Mirgim said. "You can find any animal you can imagine in the streets, and the ketchup tastes so weird."

"But," Luan added, "you can't get mail and they kill little kids. It makes me so sad."

While most of these children do not have a firsthand experience of war, some experts contend that growing up in a home where the conversations usually turn to the war can be as troubling as having witnessed the death and destruction.

"They carry around a tremendous sense of loss and turmoil because they watch their parents in pain and they hear every day what it did to their families," said Noreen Garmen, co-director of the University of Pittsburgh's Institute for International Studies in Education. "Many parents don't realize all the confusion it creates for the children, how they are supposed to deal with feelings that many adults can't overcome."

Yasmine, they are the same like we are."

Yasmine's outbursts eventually ceased, and so did questions from classmates who wanted to know why Mrs. Rodoncic dressed in a white gown and veil, the traditional mourning garb of some Muslim women.

Like many of their classmates, Leonela and Yasmine are usually eager to share what they have learned about the country they came from.

But their confusion is sometimes as evident as their pride.

"My dad is from Yugoslavia and my

Ms. Garmen spent two and a half years teaching Bosnian educators how to use art and drama to reconnect with children traumatized by the war.

She said the confusion can intensify at school.

"There is a tendency to think these children's problems will be solved by teaching them to celebrate various other cultures, but the irony is that while they are being celebrated at school they go home and listen to their parents take sides."

When Vildana Rodoncic's brother was killed three years ago fighting as a Bosnian soldier, her only joy came from looking into the faces of her daughter, Leonela, and her son, Yasmine. But even around them she wept, cursing his killers with every breath.

It was not until she got a call from her son's kindergarten teacher that she realized he had taken her pain to school. The teacher wanted to know why the boy was so angry and why he had begun to yell out the words, "I hate Serbians."

"He would see me cry all the time for my brother when we watch the news reports," Mrs. Rodoncic said.

mom is from Bosnia," said Yasmine, trying to unravel his family's tangled roots.

"Yasmine, don't say that," Leonela said, first in Serbo-Croatian, then again in English. "It's all the same place."

Yasmine responded: "Then how come there was war in Bosnia and no war in Yugoslavia?"

Watching his smile dissolve into a scowl, an exasperated Leonela said: "I don't know, Yasmine. But I told you, we are all the same."■

11. The New York Times

06/12/98Section: Metropolitan Desk; Section B; Page 8, Column 1

Schools Get Guidelines On Applying 'Megan's Law'

By ROBERT HANLEY

HACKENSACK, N.J., — New Jersey's Attorney General issued revised guidelines on "Megan's Law" today, including the first rules on school officials' roles in issuing alerts about paroled sex offenders living or working near schools.

Although much of the booklet focuses on technical and legal questions for the state's 21 county prosecutors, it also gives school superintendents and principals their first detailed guidance on the legal dos and don'ts of helping law enforcement authorities carry out the

law's notification provisions.

The Attorney General, Peter G. Verniero, said the new guidelines were intended to answer questions that school officials have about the law and to insure that it is applied uniformly throughout New Jersey. "We want to make sure we have one system in place, rather than 21 in 21 different counties," he said.

The law touched off the nationwide movement for notification that sex offenders are living in communities, but its three-year journey through state and Federal courts has left its notification provisions far more conservative than

those enacted by the New Jersey Legislature in 1994 after Megan Kanka, 7, was raped and murdered by a neighbor, Jesse K. Timmendequas, in Hamilton Township. Mr. Timmendequas, a repeat sex offender, was sentenced to death last June.

Before the State Supreme Court restricted notifications in 1995, some offenders classified as the greatest public risks saw their names and addresses posted on telephone poles, printed in newspapers and taped to the front doors of town halls.

To protect the privacy rights and

anonymity of paroled offenders, the 1995 decision limited notifications about the highest risks to schools; organizations that care for children and women, and people who live near the offenders' homes or workplaces and were "likely to encounter" the offenders. Only schools and organizations caring for women and children, and not neighbors, can be told about offenders whom the county prosecutors classify as moderate risks of committing a new crime.

In the cases of both moderate and high risks, school principals can pass on information about an offender to school employees "in a position to observe unauthorized persons" on or near school property. These employees include

teachers and their assistants, security workers, bus drivers, coaches, janitors, administrators and professional support staff. Parents, members of parent-teacher organizations and high school students can be told only of high-risk offenders living or working near a school. Parents of children enrolled from kindergarten through eighth grade can be informed by notices sent home with the children in a sealed envelope or through the mail.

Under the risk-assessment system created by the Attorney General's office after the State Supreme Court's 1995 decision, 2.2 percent of those who have been classified thus far are high risks, 29.3 percent are moderate risks, and 68.5 percent are low risks who, under the law,

do not face any community notification.

The guidelines define high risks as those who have assaulted, while armed, at least three victims they did not know; engaged in some form of sexual penetration, and inflicted lasting or serious physical injury.

Examples of moderate risks include neighbors, baby sitters or coaches who have fondled a child under the child's clothing after threatening physical harm.

Examples of low-risk offenders include those who have exposed themselves, sexually abused a younger sibling or their own child, fondled a child over his or her clothing or fondled an adult without use of force.■

12. The New York Times

06/12/98Section: Metropolitan Desk; Section B; Page 3, Column 4

Students Again Show Progress in Math

By RANDAL C. ARCHIBOLD

For the sixth year in a row, New York City schoolchildren showed improvement on an annual citywide mathematics test given this spring, with overall scores surpassing the national average but several local districts lagging behind.

The results, which followed gains on reading tests announced last week, caused Board of Education officials and some outside of the system to beam. Overall, in the city's 32 local school districts, 63.1 percent of students who took the test in English scored at or above grade level, a 2.7 percentage point increase over last year, leading Schools Chancellor Rudy Crew to praise their "commanding performance."

Still, the results raised questions over whether the improvement was in math ability or in test-taking. The exam, the California Achievement Test in math, was given to third through eighth graders and is scored so that nationally, half the students will score at or above their grade level and half below.

All but three community school districts in New York City showed improvement over last year on the math test. In those three, the drop was no worse than half a percentage point.

All grades showed improvement, ranging from a 5.3 point increase among sixth graders (to 65.1 percent performing at or above grade level) to a 0.2 point increase among fourth graders (to 66.8 percent).

Students in the lower grades performed better than their older peers,

but the largest improvement came in upper grades, with the sixth grade leading the way. Seventh (57.3 percent) increased 4.3 points and eighth (59.7 percent) increased 4.8 points.

"I was pleased to see the biggest increase was in the higher grades," said Richard P. Mills, the state's Education Commissioner, who noted that these students would face stiffer high school graduation requirements that are being phased in.

But the results also revealed weaknesses among the 438,080 students who took the test, about 7,000 more than last year.

Students whose English was limited continued to be far behind everybody else, though they scored slightly better this year than last. Seven districts scored only at or below the national average, with the poorest showing from the special district of chronically failing schools that Dr. Crew placed directly under his control two years ago. The score in that district, which Dr. Crew has said will need several years to improve to citywide norms, was 39.7 percent, a 7.7-point increase over last year.

People in and out of the system lauded the overall results, though some questioned whether the results were a reflection of better learning or better test preparation.

Frances R. Curcio, an associate professor of math education at New York University, said many districts had improved the training of math teachers and developed more engaging ways to

teach math.

But use of the test over several years introduces a caveat, she said. "The more familiar a teacher becomes with the test — how the questions are framed, how the items are presented — those things find their way into teaching instruction, and the result of the test becomes more a result of how familiar students are with the kinds of items than really what they know," she said.

Robert Tobias, director of the Board of Education's testing division, said the exam defined "what we want teachers to teach and kids to learn."

"A growing familiarity with the test really means kids are learning the skills and applications required by the test," he said.

The argument over what the test really measured may be short lived. Next year, fourth and eighth graders are to take a new, more challenging state test, and students in third, fifth, sixth and seventh grades will face a more difficult city test.

Officials in better-performing districts held up the results as a testament to their teaching methods.

Sonia Diaz Salcedo, the superintendent of Community School District 1 in Manhattan, said the district's 7.6 point improvement — the highest in the system — resulted from better training of teachers and from making the subject more relevant to students. "The most important piece was teaching in such a way that kids feel it is relevant and real," said Ms. Diaz Salcedo, whose district scored 60 percent.■

13. Denver Post

June 12, 1998

DPS mulls girls-only school plan

By Rick Alonzo
Special to The Denver Post

Denver Public Schools is considering an all-girls middle school, a first in Colorado.

The proposal, suggested by "We think parents would be interested in this," said DPS spokeswoman Amy Hudson. "It's our goal to help improve test scores for every student. This might be one way to help some girls improve academically."

The Philanthropic Education Partnership - a consortium of the Denver Foundation, Piton Foundation and Rose Community Foundation - recently gave DPS a \$25,000 grant to kick-start the proposal after Moskowitz approached Denver Foundation Executive Director David Miller with the idea.

"We thought (an all-girl school) was an intriguing idea that was certainly worth exploring," Miller said.

"We wanted to help the DPS do that."

Though the proposal is in its early stages, and may not even be considered by the school board until September 1999, it already has generated controversy.

Mark Silverstein of the American

Superintendent Irv Moskowitz, is an attempt to lessen the troubles with achievement and motivation experienced by some girls in their middle-school years.

A study by the American Association Civil Liberties Union of Colorado said the organization is willing to represent citizens who would oppose a single-gender school, even though parents could choose not to send their children there.

"The Constitution prohibits the government from engaging in certain activities, even if it winds up being voluntary," said Silverstein, the ACLU's legal director.

"Historically, discrimination against women and girls has taken the form of segregation against women based on sex."

Standardized test scores of about 5,000 middle-school students in DPS revealed slight differences between boys and girls, with each sex registering advantages in different test areas, according to the school district.

Silverstein said the test scores leave no argument for a single-gender school.

"The courts have recognized that the

of University Women in the early 1990s concluded that girls' self-esteem often suffers due to gender bias in public schools.

danger of segregating students on the basis of gender is that stereotypes tend to be furthered," Silverstein said.

Mark Stevens, public information director for DPS, noted that an all-girls public middle school is still a long way from being a reality.

"All we've done is secure a grant to begin planning a proposal," he said.

The school board, Stevens said, must consider major issues facing the opening of any new school, including staffing, curriculum, transportation and enrollment procedures.

If the project were given the status of a magnet school, officials would need to provide district-wide transportation.

Stevens said the board has "no idea" where the school might be located.

"There are so many variables to consider," he said.

An all-girls school would initially handle about 250 students.■

14. Atlanta Journal-Constitution

June 12, 1998

Guns in school are OK — in cop's hands

By Rick Badie and Scott Marshall
The Atlanta Journal-Constitution

Officer Friendly of yesteryear taught safety issues, networked with students and kept the bad guys out.

Nowadays, the bad guys could be sitting in the classrooms. And in the wake of recent campus shootings locally and nationwide, school police leaders and supervisors say they are rethinking preparedness. Some of the school cops are carrying guns.

The approaches vary in metro Atlanta school systems. For instance, Gwinnett County's 12 school police always carry concealed weapons. In Fulton and Cobb counties, weapons are stored in school offices. In DeKalb, school officers are gun-toting DeKalb County police detectives, said DeKalb police Capt.

Gary Williams.

In some school systems, officers must get permission from school administrators before carrying a weapon among students.

"For years, we assumed trouble would come from the outside," said Tony Arasi, an assistant superintendent for Cobb County schools, which has 27 officers. "Now, some trouble has come from the inside."

Cobb is one of many school systems with a zero-tolerance weapons policy for students that leads to automatic suspension.

Arasi said gun-toting officers aren't the answer. "It's about all of us," including parents, clergy and role models being involved with teenagers.

Dennis Foster, chief of the Gwinnett

County schools police force, agreed, although his officers are armed at all times. Until now, they have geared efforts toward stopping intruders at the campus. But now, they are more vigilant of the 90,000-plus students attending school daily.

Foster cited two common denominators in the shootings that have occurred in other states.

"Somebody knew something — students, administrators or someone — that the child was unbalanced or had made a threat," he said. "Nobody followed up on it."

The other common denominator is attire. Some of the suspects hid weapons under coats, and others wore military-style clothing. "When those kids walked on campus, they should have

been challenged," Foster said.

Such challenges will be much more likely when schools open this fall, and some school police feel uncomfortable without a readily accessible weapon.

Administrators help decide whether officers patrol the halls armed. Riverwood High School Officer Carole Willis in Fulton County understands why educators don't want guns visible, but "you don't send a doctor into an emergency room without a scalpel," she said.

"I'm totally naked," Willis said. "I don't have a problem not wearing it, but I would prefer to wear it concealed. I would rather have it and not need it than need it and not have it."

Being without a weapon, "gives the perception that we're just security people," she said, "and that's not true."

Fulton County Schools Police Chief Kenneth Rucker said the issue of carrying a weapon will be reviewed for the fall school term.

Pam Riley, director of the Center for

the Prevention of School Violence in Raleigh, said school resource officers nationwide wear weapons 99 percent of the time. She suggested that administrators and law enforcement personnel draft agreements to avoid "sticky situations."

"Educators are trained to deal with disruptions, detention hall and that kind of thing, but another element has entered into the school environment — crime," Riley said. "Educators aren't trained to deal with crime. Police officers are." ■

15. Minneapolis Star Tribune

June 12, 1998

State's third and fifth grades do pretty well on new test

Norman Draper and Anne O'Connor
Star Tribune

Third-and fifth-grade test results released Thursday show that more than one-third of the students are on track to do well in the state's broad-based initiative to change the way children learn.

That might not sound so good until you consider two things: The initiative, called the Profile of Learning, won't even officially take effect until this fall, and one of its goals is to raise student achievement levels far above the basic requirements needed to advance from one grade to the next.

Plus, average scores statewide revealed that many more students are on the brink of doing well in the complex tasks and assignments that will proliferate in state schools in September.

"I think the scores were very good," said Cathy Wagner, who's in charge of testing for the state Department of Children, Families and Learning. "Maybe our instruction isn't that far off from where we want it to be."

But many others were guarded in characterizing the results.

"It is encouraging that more than a third of our kids are on track," state education Commissioner Bob Wedl said. "But I think we have to stop short of saying that all is well."

"We have to look at the information and say, 'How are we going to make sure that all our kids are going to be reaching the high [Profile of Learning] standards?'" Wedl said.

"It's a start," said Duane Benson, executive director of the Minnesota Business Partnership. "But we don't know how good it is."

This is the first year that the tests were given.

Wedl said he was pleased that enough students didn't do too well on the tests to prove that the profile isn't a dumbed-down education formula, as some critics have contended.

Not basic skills

There's a big difference between the test results released Thursday and the eighth-grade basic-skills test results released last month.

Unlike the skills tests, there are no passing scores for the third-and fifth-grade tests, which are called the Minnesota Comprehensive Assessments. There's another distinction: The assessments measure everything from minimal to very difficult skills.

The Profile of Learning is a new set of graduation requirements that will take effect for all schools next fall. Students will take more practical and business-oriented courses. Less time will be spent sitting at their desks, reading textbooks and listening to lectures. Instead, students will work more independently of teachers and do projects to demonstrate that they've mastered a subject. Teachers will use more hands-on methods. The goal is to see that Minnesota high school graduates have the skills needed to succeed in the next century.

The third-and fifth-grade tests were given to more than 121,000 students in 1,098 public schools over several days in February and March. Third-graders took math and reading tests; fifth-graders took an additional writing test. The tests included multiple-choice and short essay questions.

On the basis of the scores and input from teachers, kids are placed in four different levels, ranging from "one" (worst) to "four" (best). Students who score in the top two levels are likely to do

well in the profile, state education officials said.

City-suburban disparity

As with most statewide test scores, there were disparities between student scores at central-city and suburban districts. Generally, more well-to-do suburban districts racked up high scores, and the Minneapolis and St. Paul districts showed lots of kids scoring at the lowest level.

The results didn't surprise officials in Minneapolis and St. Paul, the state's two largest districts. But within those districts, the contrasts are great. Some schools did at least as well as many suburban schools, while in others most students tested at level one.

In Minneapolis, Barton Open School had higher results than state averages. In St. Paul, the accelerated learning program at Capitol Hill Magnet added to its string of test successes. Principal Mary Dybvig said the school will use its scores to improve further.

"How can we move those level twos up to level threes?" she asked. "Since we're not talking about huge numbers in those levels, we can probably make a plan for each of those students."

Dave Heistad, research director for the Minneapolis district, said there were some encouraging results from schools with high poverty rates. But, he said, it's clear that students in the lower grades need more help sooner.

"The number of kids in the first level concerns me," Heistad said. "We have to keep working on that K-2 [kindergarten-second grade]."

Rep. Matt Entenza, DFL-St. Paul, one of the members of the House Education Committee who plan to hold more meetings on this subject, said he's worried about evidence of the same

trends statewide.

"I'm personally troubled by the fact that across the state, many students of lower income aren't getting the help that they need when they're very young," he said. "That's one of the reasons I think there is going to be a very strong push to lower class sizes at the elementary school levels."

"You know, I haven't even heard a word," said Walstad, who had worried earlier that her school's high percentage of low-income children might result in a poor showing. "I thought about it earlier and wondered, 'Will the district let us know?' — and haven't had time to think of it again."

Oak Grove posted scores slightly higher than the state average.

In Nancy Krenner's class at Valley Crossing Community School in Woodbury, it would have been a normal school day for the fourth-through sixth-graders, except that someone stopped by to ask them what they thought about the test results.

Krenner, like other teachers in the building, hadn't seen them yet. "I did not know they were coming out," she said.

The school did better than the state average, particularly in the fifth-grade writing category.

Valley Crossing, a year-round school,

Entenza said he also will push for all-day kindergarten programs during the next legislative session.

No nervous anticipation

The tests were a nerve-wracking ordeal for many principals and teachers. Many were nervous about comparisons among schools; others worried that parents would misinterpret results, is in its second year and had the advantage of creating a curriculum that parallels the state standards. Principal Linda Lawrie said much of the school's success was because of the dedication of parents, who spent more than 6,000 volunteer hours at the school this year.

"It makes all the difference," Lawrie said.

She said the next step is to analyze the data and see where the students with the lowest scores need to improve. "I'm anxious to get the individual scores and see what they tell us. I hope this will help us."

More work to do

Schools were expected to receive their results today. They'll get two copies; one is meant to be sent to the students' homes. Some districts expected to notify parents by next week.

Most everyone agrees that there's still plenty of work to do. Statewide, for instance, almost one-quarter of the

thinking low-scoring levels were the same as flunking grades.

Little of that tension was evident Thursday, when most metro-area schools were already out for summer.

Sherre Walstad, principal of Bloomington's Oak Grove Elementary School, said she and her staff hadn't even had time to look at her school's scores. third-grade students scored in the lowest of four scoring levels for reading.

"I guess my concern is the percentages of kids being placed in level one based on a standard that I really don't understand yet," said Jim Angermeyr, Robbinsdale schools' lead associate for research and evaluation. "What does it mean to be a level one, and how arbitrary is that judgment?"

And it's likely that these newest results will further confuse parents, who already are bombarded with other test scores.

"I've been working pretty closely with the [profile] graduation standards," said Janet Anderson, principal of Blaine's University Elementary School. "So I'm not glazed over, but I wouldn't pretend to say I know everything about this. I'm wondering what the public knows about levels one, two, three and four, and how exceptional you have to be to be in the level four area."■

16. St. Paul Pioneer Press

June 12, 1998

Few strings attached to school-choice funds

Lack of accountability worries some officials

ANDREW BLASKO

Religious schools will find few strings attached when they use taxpayer money to educate poor Milwaukee children, and some education officials said Thursday they are worried about a lack of accountability.

Public schools in Wisconsin are subject to scores of regulations concerning their curriculum, while religious schools will have few rules to follow under a state Supreme Court ruling allowing them to get public funds, said Brad Adams, a consultant with the state Department of Public Instruction.

Those few rules do not allow DPI officials to check up on religious schools to see how well their students are learning, which could lead to a decline in education, Adams said.

"It makes me nervous," Adams said.

"Private schools are virtually unregulated."

The Wisconsin Supreme Court ruled Wednesday that it is constitutional for the religious schools to be involved in a state program that gives money to poor Milwaukee parents to pay their children's private-school tuition.

The decision gave the go-ahead to an expansion of the school choice program to as many as 15,000 Milwaukee students, or about 10 times the current number.

The program requires religious schools to:

Submit an annual audit to state officials showing their expenses.

Take nearly any student that comes to them.

Pass one of four requirements dealing with attendance levels, amount of

parental involvement, students' academic progress and the percentage of students promoted to the next grade.

Meanwhile, public schools face a host of regulations that range from whether their teachers are state-certified to what should be taught in the curriculum, Adams said.

Unlike public schools, the religious schools will have no state requirement to run background checks on teachers and other employees, he said.

"You could have a convicted felon. They (teachers) could be high-school dropouts," Adams said.

Dean Bowles, a University of Wisconsin-Madison education professor, said the lack of accountability could create situations where students go to poor schools and their parents do not know it.

Bowles also said the quality of public schools would rise if some of the attention paid to the school choice issue was focused instead on improving public education.

"If you could have the same parental interest and support in the children's

Religious school leaders are also worried that taking taxpayer money could lead to state officials telling them not to teach religion to their students.

Allowing parents to have that choice

performance in public schools, many of those schools will do equally well or better," Bowles said.

But Julia Hutchinson, principal of Saint Adalbert Grade School in Milwaukee, said the school-choice program will make public schools better would defeat the purpose of going to a religious school in the first place, said Duane Miller, principal of Mount Calvary Evangelical Lutheran School in Milwaukee.

by forcing them to compete with schools such as hers.

Hutchinson added that her students do well because their parents cared enough to enroll them there.

"They have a different setting, a different environment," Hutchinson said.

"That means they would be sitting out of every class that we have," Miller said.■

17. St. Paul Pioneer Press

June 12, 1998

Test shows most kids unprepared

More than 60% of grade-schoolers unprepared for new grad standards

PAUL TOSTO STAFF WRITER

A new battery of tests shows most of the state's third- and fifth-graders have a long way to go to meet Minnesota's new standards for a high school diploma.

Fewer than four in 10 students who took the first Minnesota Comprehensive Assessments this year are on track to meet one of the major pieces of the state's new graduation requirements, the Profile of Learning.

But state education leaders and others getting their first look at the numbers Thursday read them less as a sign of poor performance and more as a signal that schools and curriculums need to change as new standards go into effect in the coming years.

Results released Thursday showed little change in past patterns of testing across the state: schools with many low-income students generally did worse on the reading, math and writing exams than those from schools in higher-income areas. In St. Paul and Minneapolis, only about two of every 10 third- and fifth-graders were considered on track to meet the profile, which requires students to show they can apply what they know in 10 learning areas before leaving high school.

Statewide, the data showed:

35 percent of third-graders scored well enough in math and reading that they should not have trouble meeting the graduation standards. Only about a third of the state's elementary schools reached that level on both tests, including five in St. Paul and five in Minneapolis.

In fifth grade, 38 percent were considered "on track" in reading, 32 percent in math and 42 percent in writing.

Only about a quarter of the elementaries reached that level on all three tests, including four in St. Paul and one in Minneapolis.

The private school students taking the test didn't perform much better, with about 43 percent of third-graders meeting the "on track" standard in math and 40 percent in reading; in fifth-grade, 46 percent of private-school students met the benchmark in reading, 33 percent in math and 43 percent in writing. The tests were voluntary for private schools.

Although the results indicated most grade-schoolers are unprepared to meet the new demands, educators and other observers were sanguine on Thursday.

After all, many said, it was the first time children statewide took the comprehensive exams, which were harder for their age group than the basic skills tests taken by eighth-graders earlier this year. Schools and parents, they said, should use the data as a benchmark to measure future achievement. Schools or students should be concerned by low scores but shouldn't panic.

"These tests are unlike any other tests students take," said Robert Wedl, commissioner of the Minnesota Department of Children, Families and Learning.

They're designed to gauge student performance against Minnesota's new, higher standards for a diploma, he said. "Schools will not implement standards until next fall, so these results give a good picture of where we are and where we need to go," Wedl said.

No student failed the Minnesota Comprehensive Assessments. Instead they were assigned to one of four

"levels" based on their score. Those who scored in levels three and four should not have a problem meeting the high school graduation requirements, state officials said.

Children who scored in levels one or two are showing they'll need more help to meet the new demands, officials noted, but students won't be held back a grade if they do poorly on the test.

"We're still held accountable, but I don't think these tests will be used in any punitive way," said Dennis St. Sauver, who oversees elementary school curriculums in St. Paul.

Nonetheless, district leaders "were a bit disappointed" with St. Paul's performance on the comprehensives, he said. He plans to share the data with district principals at a meeting Monday. Students will also be mailed packets of information with their scores.

The results may prompt parents to seek summer school for their children. St. Sauver said St. Paul was ready to add staff if needed to teach summer school now for those who want it but hadn't signed up in advance. Decisions about changing curriculum in light of the test scores won't happen until fall, he added.

Lelia Redin, associate superintendent in the Anoka-Hennepin School District, called her students' results encouraging, especially in writing. "When I look at our large-skill achievement things and we at least follow state levels of achievement, I'm relatively content. We really seem to be a mirror of what's going on in the state," Redin said.

Half the fifth-graders in her district did well on the writing test.

"We have been emphasizing writing

for some time and we have given writing assessments at two grade levels each year and have used the results of those assessments to help us improve our instruction in writing," Redin added. "These results verify the need for us to

Critics of the Profile of Learning continue to press their belief that the new graduation standards aren't really higher standards and question testing designed to judge whether students are "on track."

"The Profile of Learning is a performance assessment which means there's an attempt to have (experience)

continue with that focus."

Even state business leaders downplayed the initial scores on the comprehensive tests.

"We have a baseline, and there's certainly ample room for improvement, learning take place in lieu of paper and pencil. Yet the department is using a paper-and-pencil standardized test. I don't understand how they can make a connection," said Wade Nelson, a professor at Winona State University who wrote a recent journal article critical of the profile.

and I think we're going to see it," said Duane Benson, executive director of the Minnesota Business Partnership.

"This is the start, so now we can benchmark and I hope not find excuses" for not improving, Benson added.

Several principals expressed frustration that the results of the comprehensives were delivered after school ended for the summer. Wedl acknowledged that dilemma and said state would deliver the data next year in early May. ■

18. Milwaukee Journal Sentinel

June 12, 1998

Summer school's return is a hot ticket

By Joe Williams
of the Journal Sentinel staff

More than 16,500 students have registered for summer school in the Milwaukee Public Schools this summer, school officials said Tuesday — an enthusiastic reception for the program that is returning after a 5-year hiatus.

"This is clearly one of the success stories for this year," Deputy Superintendent Tom McGinnity told the School Board's Innovation/School Reform Committee.

The School Board and Superintendent Alan Brown made bringing back summer school a high priority for this year to help strengthen the academic performance of students under higher standards imposed in recent years. The largest obstacle appeared to be the cost, but school officials said Tuesday they are still putting together a plan that would use funds from various sources within and outside the district's budget.

Ultimately, school officials said they hope to see the program return to the days when as many as 30,000 students participated in MPS summer school.

Five years ago, then-Superintendent

Howard Fuller asked the board to eliminate summer school as a cost-saving measure, with the idea that it would be returned when some private financing could be arranged. It has been gone ever since.

This summer's session in MPS will begin June 22, and will include "wrap-around" services before and after school for as many as 10,000 students, McGinnity said.

"There's no question it's the right thing to do," McGinnity said. "It's been amazing to see what the community's response has been, but we need to continue to work with the community and the state on this."

A bill to reform MPS, which ultimately failed in the Legislature this spring, at various times included state funding for summer school, something that some outstate legislators opposed because their districts didn't get extra summer school money.

"Clearly, what didn't happen in Madison affects us dramatically," McGinnity said.

The teachers union and MPS have agreed on a format to hire teachers for the

summer program, and notices were sent to teachers who were selected for initial slots on May 22.

While some students in the summer school program this year will come from private and parochial schools, agreements for suburban students have not yet been established.

Board members have said they supported opening up the program to suburban students because it could result in more money for the district in the form of tuition.

Responding to questions from board members, McGinnity said MPS students would always get first priority in filling seats in the program.

"This was done initially around strengthening the academic skills of our kids," McGinnity said.

Board member Warren Braun, who chairs the board's Finance/Personnel Committee, said he asked Superintendent Alan Brown to report on the financial implications of the summer school program at the committee's meeting next week. ■

19. Cincinnati Enquirer

June 12, 1998

Cincinnati schools' rank dismal

State report gives district year to change

BY DANA DiFILIPPO
The Cincinnati Enquirer

Cincinnati Public Schools (CPS) would be considered in a state of

academic emergency if a draft district report card the Ohio Department of Education released this week holds true next year.

CPS met only four of 18 state standards that measure proficiency test scores and student attendance and dropout rates.

Besides reading and writing on the ninth- and 12th-grade tests, CPS students' dropout and absentee rates also failed to meet goals.

But CPS administrators say the figures paint a more dismal picture than exists.

The state's report cards average three years of data, short-changing any gains a district may make yearly.

"We're very pleased with most ninth- and 12th-grade test scores," Assistant Superintendent Kathleen Ware said. "Are they where we want them to be? No, but they're improving. And the state report card doesn't show that."

Agreed school board Vice President Lynwood Battle: "The big flaw is that they average three years of numbers. As our curve continues to go up, the report cards don't give us credit for that."

Lawmakers passed a law last year requiring district and school report cards to be issued to each of Ohio's 611 public school districts by 1999. Schools can be rated "effective," "continuous improvement," "academic watch" or "academic emergency."

Although the ratings are meant to ensure accountability, it's unclear what

consistently performed far below the state minimums on proficiency tests, they'll mean for each district. State education officials aim to outline what intervention or assistance will accompany the ratings in coming months.

Besides proficiency data, the report cards include graduation, discipline, spending and enrollment numbers.

They also contain comparison figures, so parents can see how their district compares with the state average and with similar school systems, as identified by size, poverty level, urban or rural location, district property tax wealth and family income, education levels and professions.

This week's report cards are a draft and weren't provided to all parents. Officials are experimenting to determine the most effective way to distribute them. Next year's report cards will be given to all parents.

CPS already produces its own annual district report card; "Measuring Up" was introduced two years ago. It includes annual, school-by-school figures on proficiency test scores, suspensions and expulsions, graduation and dropout rates

particularly on the fourth-grade tests, according to the report cards. and related data.

The district also already is working to raise student attendance and lower dropout rates.

Lionel Brown, the district's deputy superintendent of curriculum and instruction, presented strategies to keep kids in school to the school board last week. Board members now are considering that report for implementation.

Other data in the CPS report card included:

Nearly 45 percent of CPS students are "economically disadvantaged," compared to 15.9 percent of students statewide and 47.6 percent of students in similar districts.

Teacher attendance rate at CPS was about 95 percent, lining up evenly with the state's and similar districts' averages.

Cincinnati spent \$6,789 per pupil — more than the state average of \$5,939 per pupil but less than the \$7,048 that similar districts spent. ■

20. Richmond Times Dispatch

June 12, 1998

National school violence spawns local threats

Another area student faces charge after bomb remark

BY MARK BOWES

Times-Dispatch Staff Writer

Yet another student in Richmond's suburban counties has been charged with threatening to destroy his school, a phenomenon that some local psychologists say has been spawned by highly publicized acts of school violence nationally.

The unusual number of threats — seven in the past two weeks — are the students' way of "grasping for attention," much like a teen who threatens suicide, said Dr. Aleta Meyer, assistant professor of psychology at Virginia Commonwealth University.

"My impression would be that . . . these kids do not have good social skills, they don't know how to solve problems, and watching this stuff on TV has given them an option," said Meyer, who directs a federally funded violence prevention program in Richmond's middle schools.

"For a person dying for attention, or who really wants to have a fight with

somebody,

they're thinking, 'Oh, that's a way to get what I want. This is something that's going to work.'"

The latest incident occurred Tuesday in Hanover County's Stonewall Jackson Middle School. During a class with other eighth-graders, a 15-year-old pupil suddenly announced to his teacher that he was "going to blow the school up tomorrow," said Hanover Sheriff's Sgt. John Anthony.

The remark apparently was unprovoked.

"Supposedly he wasn't mad with the teacher," Anthony said. "He just blurted it out in front of the other students. He didn't seem to be mad or angry."

The pupil, who was suspended, was charged with threatening to blow up a building. He's under house arrest, Anthony said.

The threat was the sixth by a suburban Richmond student since May 26.

Four Henrico students, ages 12 to 18,

have been charged with threatening to bomb, burn or destroy their schools, and police in Chesterfield may charge a 12-year-old middle school pupil with making a similar threat on a county school bus.

Richmond school officials said a slightly different threat was made by a 16-year-old

high school student last Friday. Authorities are considering charging the boy.

The Richmond student complained to a faculty member about being "too warm" and said "he was going to shoot the principal" if nothing was done to correct the matter, said Richmond schools spokesman Dr. James Bynum.

Although Bynum said some may regard the student's remark as a joke, "We don't kid about that. Everybody else thought all of these [other students involved in school shootings nationally] were kidding, too."

"We are not going to play around with these threats, just like the [other] area school districts," Bynum said. We're going to really deal with them seriously."

Authorities say many students are paying close attention to the string of public school shootings that have been given saturation coverage by the local and national media.

The threats being made locally are a "combination of underlying anger and the need to emulate what's going on in the broader culture," said Dr. Ken Bunting, a clinical psychologist who is director of exceptional education and support services for Henrico County public schools.

"I don't think you can underplay the amount of publicity [generated] by these national media stories, and the fact that just emulating that type of [behavior] does raise people's concerns," Bunting added. "It's like a triggering mechanism. When [students] say something like that, it's certainly a threat, and you have to take all those threats seriously."

The city incident appears unlike the threats made by suburban students, who have made more generalized remarks that threaten the entire school.

Meyer and Bunting noted that it may not be coincidental that the bulk of the threats locally, and the recent school shootings nationally, are occurring in largely suburban schools.

"Suburban kids, the kid next door, they're the ones acting on these threats," Bunting said. "And it's violence that is not logical. It's not like they're going after an enemy or somebody they're angry at. They're just being violent for violence sake, and they're mentioning it to their friends."

"It's not gangs fighting," Meyer added. "It's a very different phenomenon, and it is coming out of suburbia more so. Inner-city

violence seems to be more directed and focused, and it's retaliatory."

Meyer, whose violence-reduction project in the city's middle schools (called Responding in Peaceful and

Positive Ways, or RIPP) has been in place for six years, said there may be a reason why most of the threats locally are coming from suburban, rather than city, schools.

"In Richmond they acknowledge that the kids need better problem-solving skills, they acknowledge they need conflict resolution, and they need to take peer managing very seriously," she said. "I think they say, 'We have a problem; let's do something about it.'"

Bunting said it appears some of the students making the threats are doing more than making a cry for help or attention.

"This is taking it one step further," Bunting said. "It's almost like they know [what the consequences will be] because other kids in different schools have been dealt with very dramatically, and they know it's a taboo and they're still doing it. It's almost like they intend to do it intentionally, to send that message very clearly."■

21. Philadelphia Inquirer

June 12, 1998

Program puts rowing within reach

Free lessons let public-school teens find out what the sport is all about.

By Elisa Ung
INQUIRER STAFF WRITER

Marcia Jordan watched her daughter Michelle slice her oars through the dark waters of the Schuylkill to help maneuver the narrow, bright yellow boat back to shore.

As the wind whipped stray hair into Michelle's face and the oars strained her muscles, Marcia Jordan smiled in satisfaction. Although Michelle clearly enjoyed the workout, mother and daughter agreed it was Marcia Jordan who pushed Michelle, 15, into signing up for the free rowing lessons offered through the Fairmount Park Community Rowing Program.

Because until now, both had just watched rowers from a distance — and wondered what it would be like to take part.

"It's something that I never had a Temple University's women's rowing team, for one, is packed with talented rowers — but very few from Philadelphia schools, said Jamie Gordon, Temple's rowing coach, who brings in some of his athletes to help teach the

chance to do," said Jordan, 46, of South Philadelphia, whose daughter attends Girls High. "Every year we'd see the kids rowing on TV, or on the Schuylkill, and think, 'How come we can't do this?'"

It's the perception that rowing is a rich kid's sport that the Fairmount Park program is looking to change. Corporate and other private donations fund free rowing lessons to students in Philadelphia's public schools, with the goal of reaching students who otherwise lack the funding to learn to row. Philadelphia is a natural place to have these classes, said program directors, because the Dad Vail Regatta, the annual collegiate rowing tournament, is held on the Schuylkill.

And the free rowing lessons — which are attracting students from schools such as Strawberry Mansion, Rhodes and Pickett — offer an answer to the teenagers. Gordon, who learned to row in one of only four Connecticut public schools that taught the sport, helps with the program because he was frustrated by the lack of local youths winning the scholarships — which include tuition,

criticism from a few years ago, most prominently from City Council President John F. Street, that rowing is an elitist sport and does not do enough to attract minority schools.

At the very least, say program directors, most public school and minority children have no idea how to row or even how to get involved with rowing.

"I think it's another one of those areas where we don't have that minority participation," said Fred Caliman, president of Concerned Black Men Inc., which provides mentoring to students in the rowing program. "It would be helpful for minority youngsters to get involved in the program, to show them that the advantages involved with something like this could be valuable."

Advantages, for instance, such as snagging a free ticket to college. room, board, books and fees.

"Why should the kids from [private schools] get a leg up on rowing scholarships? Their parents have more resources than these kids," said Maggie Mund, program director at the Schuylkill

River Council. The rowing lessons, Mund's brainchild, began last year after the original location, at the foot of the Walnut Street Bridge, was nixed because of safety concerns. The program was relocated to the East Park Canoe House, which is perched at the northern part of Boathouse Row near the Strawberry Mansion Bridge.

Members of the group recruited students ages 13 to 18 from local schools by plopping a boat in the schools' swimming pools and sculling as best as they could down the lanes. The students — who had rarely been exposed to rowing — were thrilled.

"We had tremendous enthusiasm from the youngsters," said Marjorie Wuestner, a curriculum coordinator from the school district. "It opens up many doors for the kids." In the morning and after working hours, the park offers rowing lessons to anyone interested who pays up to \$180 for three weeks. On Fridays, corporations pay \$350 a person for a daylong rowing lesson, aimed at team-building.

But for an hour and a half Monday through Thursday, about 16 local youths will take over the boathouse this summer and learn the sport that they have seen only from afar. And it isn't easy.

As classes began this week, students — some of whom had no rowing experience — hesitantly cut their oars in various directions to move slowly down the wide expanse of the Schuylkill, once getting trapped by a few fishermen's lines and avoiding a collision between the class' two boats. "It's fun. I'm enjoying it," said Theresa Austin, 17, a Mount Airy resident who attends Girls High. "It's different than other sports, because you're out here on the water, with all this scenery."

And rowing is a different kind of sport, many say, one that relies on both intellect and skill, on both concentration and physical strength, which is partly why the Philadelphia School District is so enthusiastically pitching it to its students.

In addition, rowing is seen as the ultimate teamwork sport. One person can

dominate in basketball, football or most typical sports taught to students, but in rowing, the boat's speed and direction depends a little on each occupant. "I'm a diver, and I play softball and basketball. A lot of my other sports involve muscles, but rowing is not just an athletic sport, you have to think about what you're doing," said Masterman ninth grader Sarah McIntyre.

The program's ultimate goals? A more accessible boathouse in Center City. Loads of local youngsters rowing deftly down the Schuylkill. And a Philadelphia School District rowing team, said Mund as she eyed the different-colored oars, bought from several other teams for the program.

Someday, she vowed, the oars will all have the colors of a public school's rowing team.

When that happens, Marcia Jordan knows where she'll be. "And mother will be on the sidelines with a megaphone."■

22. Manchester (N.H.) Union-Leader

June 12, 1998

School Official Offers Laundry List of Possible Budget Cuts

By Kathryn Marchocki
Union Leader Staff

Fewer teachers, opening just part of the new middle school and less money for books, supplies and equipment are some suggestions school officials have to make ends meet under next year's school budget. "It will have a negative affect on education, certainly on the morale of the staff, teachers and parents," School Superintendent Normand Tanguay said last night. Educators are struggling to

— General reductions in staff through attrition. The six new teachers school officials said they need next year to keep up with student enrollment would not be hired and administrators would carefully evaluate whether to fill existing openings. — Reduction in books, equipment, electronic information and supplies. Increased class sizes in all grades, jeopardizing state approval of city schools, and possible non-compliance with federally-required mandates for the English as a Second Language program, could result from these cuts, Tanguay said. The cuts also would result in

make a school budget work that is \$5 million less than what they asked for. Aldermen this week approved a \$61.9 million school budget for fiscal 1999. Tanguay distributed a list of possible cutbacks to school committee members last night for their review. The ideas for the savings were developed during meetings with administrative staff yesterday. More will be on the way, Tanguay said. "There are some more plans coming down the road, but this is students going without textbooks, further reduction in per pupil expenditures — currently below the state average — and would harm student, parent and teacher morale, he said. Redistricting also will be affected by the suggested cuts and the schools would lose four reading specialists, a librarian and educational assistants, he said. And he said a possible deficit in this year's school budget could further affect next year's budget. Tanguay stressed he has made no recommendations on where to make cuts at this point. He said he will hold several more school board meetings to

the first blush," he told school board members. They include: — Partial opening of the McLaughlin Middle School this fall with only sixth graders from Beech Street, Green Acres and Weston schools entering. — Operating all schools on split schedules to save on transportation costs. Staggered opening of schools would allow the same buses to make two trips.

discuss possible areas to cut before making his recommendations, which need a majority vote of the school board.

Tanguay welcomed public comment on the suggestions released yesterday. The public also will be invited to comment at a public hearing on the budget, which must be held by July 9. It has yet to be scheduled. While Tanguay has said delaying the opening of the McLaughlin school a year may be one way of coping with the budget shortfall, he said last night that his top priority it to open that school on time. "Our goal is to open that school as a middle school," he said.■

23. New York Daily News

June 12, 1998

Plus for City As Math Scores Climb

By JOANNE WASSERMAN
Daily News Staff Writer

Math test scores rose in city schools again last year, with more students improving than at any time in the last three years.

Citywide, 63.1% of the 438,080 students who took the test performed at or above their grade level, compared with 60.4% last year — a 2.7 percentage point gain — and 59.7% in 1996.

Scores on the standardized math test given in April to students in grades three through eight showed gains in all but three of the city's 32 school districts. Roughly 34,000 students in those grades were exempted from the test.

The biggest single gain was in the chancellor's district, the city's 12 lowest-performing schools now run by Rudy Crew's office. It notched an improvement of 7.7 percentage points.

Educators attributed the increases to the use of more real life math lessons in

classrooms.

Last week, Board of Education officials said 49.6% of city school students scored at or above grade level on standardized reading tests.

The reading and math test scores are the most closely watched indicators of how well public schools are considered to be performing.

"It's nice to see that when the [school] system focuses on a problem area, progress is made," said Noreen Connell, associate director of the Educational Priorities Panel, a watchdog group. "Class size reductions have led to dramatic [test score] increases."

Frances Curcio, associate professor of math education at New York University's School of Education, pointed out that the test — the CAT-5 — has been given to city students for five years, breeding what is called "the familiarity factor."

"The more often the test is used, the more we start to see test items appearing

in teachers' instructional material," Curcio said.

In School District 1 on Manhattan's lower East Side, home to a 7.6 percentage point jump that was the second largest in the system, Superintendent Sonia Diaz Salcedo said staff development for teachers has begun to pay off in a big way.

"We have had a sustained conversation about student achievement in the district" that has resulted in more effective, creative ways to teach math and reading, she said.

For instance, fifth-grade students studying how to find the mean of a group of numbers looked at the different times classmates went to bed.

Diaz Salcedo said: "They would go home and ask their parents, 'Why can't I stay up later? The mean in the class is 11 p.m.' . . . It's real life." ■

24. Los Angeles Times

* 06/12/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-6

Ban on Some Prop. 227 Funds to Be Studied

By JANET WILSON
TIMES STAFF WRITER

SACRAMENTO — Members of the State Board of Education said they will discuss at a meeting today whether to block the allocation of Proposition 227 funds earmarked for adult education programs under investigation by the FBI.

Federal authorities are conducting an investigation of the state education department's allocation of millions of dollars in public funds to community organizations that provide adult education, and the possible misuse of funds by 10 of those groups.

"I am horrified to think about what might happen if you look at adding \$50 million to already troubled waters and

The board sets education policy for California, but Eastin's staff is responsible for administering all public education programs, including those now under scrutiny.

just seeing what happens without any proper management structure," said board member Janet Nicholas, who plans to take up the issue with her colleagues at a board meeting today.

Proposition 227, which won overwhelming voter approval last week, virtually bans bilingual education from California public schools, but sets aside \$50 million a year in state funds for parents or others who pledge to tutor children in English. The proposition mandates that the adult education programs be offered by schools or community organizations.

State Supt. of Public Instruction Delaine Eastin, a Democrat who is often at odds with Nicholas and other members

Among the alleged financial irregularities under investigation, according to documents subpoenaed by authorities, is whether the community organizations received payment for

of the Republican-dominated board, agreed that it would be better for school districts with credentialed teachers to get the money and run the programs.

"I'm not crazy about community-based organizations getting these funds for just that reason," she said.

But Eastin said the move by board members planned for today was driven by politics as well as an attempt to keep her from deciding how to spend the funds. Eastin, who faces a runoff against Republican-backed Gloria Matta Tuchman of Santa Ana, a strong supporter of Proposition 227, said she will fight any attempts by the board to decide where the money should go.

classes that were never held or reimbursed for equipment that was never bought. ■

25. Los Angeles Times

* 06/12/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-3

500 Students March Against Prop. 227

Youths walk out of classes at three high schools for demonstrations.

By JAMES RAINEY
TIMES STAFF WRITER

More than 500 students from at least three Los Angeles high schools walked out of classes Thursday, with most converging downtown to protest passage of Proposition 227, the anti-bilingual education measure overwhelmingly approved by voters June 2.

The largest yet in a series of protests against the measure had dispersed by midafternoon, after chanting students marched to City Hall and a series of other government buildings.

A few streets in the Civic Center were briefly closed and about two dozen police officers in riot helmets stood by, but there were no arrests.

The walkouts came as a federal judge set July 15 as the date he will hear oral arguments in the legal challenge to Proposition 227. The Mexican American Legal Defense and Educational Fund and other opponents will ask Judge Charles A. Legge to block implementation of the initiative, arguing that its 60-day grace period does not allow school districts time to overhaul their instructional programs.

Thursday's marches—mostly by Latino students from Belmont and Roosevelt high schools—were designed to present a unified front of "Brown Pride" against the initiative. The majority of students adhered peacefully to that theme, but a scuffle between rival cliques from the two high schools briefly marred the protest.

With the end of the school year approaching, several student leaders said

the walkouts will continue, although they offered no specifics.

Fernando Alberto, an 18-year-old senior at Roosevelt, said the ballot measure's requirement that current students make a one-year transition to classes taught only in English is unrealistic.

Alberto said that after he emigrated from Honduras, it took him two years in bilingual classes to learn English. He has now progressed to an Advanced Placement English class and is on his way to Santa Monica College.

"I don't know where I would be if I didn't have those classes," he said. "It's ridiculous for them to think everyone is going to make it in just one year."

The demonstration was planned earlier in the week, with fliers distributed at Belmont, Roosevelt and Wilson high schools calling for a unified protest in front of the downtown federal building.

Although few Wilson High students attended, about 200 pupils each from Belmont, west of downtown, and Roosevelt, on the Eastside, converged on the federal building on Los Angeles Street. They chanted spiritedly for a bank of television cameras, despite a light rain that left sweatshirts soggy and placards smeared.

"Justice now!" the teenagers screamed, and "La raza unida, jamas sera vencida!" (The people united will never be defeated!)

"What if the governor moved to China?" asked Belmont High student Jesse Anguiano. "How would he feel if he had to learn Chinese in one year and

then heard nothing but Chinese?"

After delivering their message, the students seemed unsure what to do. They walked to the steps of the federal courthouse. After more chanting, a few boys began taunting and pushing one another, leading police to step in.

A few other small skirmishes between students followed, leaving several of the protesters disheartened. "It's not supposed to be this way," said Ana Romo, 15, of Roosevelt High. "People are not going to listen to us and believe us if we are just fighting."

The estimated 400 students slowly spread around downtown and eventually were ferried back to their campuses in school buses.

Earlier in the day, about 100 students from Washington Preparatory High School in southwest Los Angeles also walked off campus. The students gathered in Jesse Owens Park before all but about 30 returned to campus.

In staging the protest, the students ignored the pleas of school district Supt. Ruben Zacarias, who said a day earlier that students could accomplish more by studying hard and registering to vote.

A spokeswoman for the Mexican American legal fund also urged students to stay in school. A pro-Proposition 227 leader accused "union lobbies" of inciting the students, saying they had been misinformed about how English immersion classes will work.

Times staff writers Richard Colvin and Jocelyn Y. Stewart contributed to this story. ■

26. Los Angeles Times

* 06/12/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

Language Bears on Test Scores

As expected, students limited in English place lower—but some who advance to fluency scored even better than native English speakers.

By TINA NGUYEN;
NICK ANDERSON
TIMES STAFF WRITERS

The wide gap in basic skills between students with limited English and those fluent in the language was starkly reflected in the latest round of standardized test scores made public by Orange County school districts Thursday.

A review of the Stanford 9 test scores from 10 school systems confirmed what educators had predicted would happen with an all-English test: Districts with larger populations of limited-English students had lower scores.

In the Anaheim Union High School District, for instance, eighth-graders who are native English speakers ranked in the

51st percentile nationally in reading. But the limited-English students ranked in a low 16th percentile, dragging the district average down to the 37th percentile.

"It's pretty substantial," Anaheim Union Supt. Jan Billings said of the difference in performance. "It's probably not surprising."

In this 26,000-student district, where

31% of students speak limited English, administrators contend that the testing program unfairly forces some students to take an exam they barely understand.

Meanwhile, districts with relatively few limited-English students appeared to post scores solidly above the national average. In the Fountain Valley School District, where 13% of students are limited-English, eighth-graders scored in the 64th percentile overall.

The new state testing program, championed by Gov. Pete Wilson, raised controversy by requiring virtually all California students to take the English-language exam.

The test, published by Harcourt Brace Educational Measurement, is scored based on the performance of a national sample of students. About 2% of those students were classified as limited-English. In California, by contrast, a quarter of the state's 5.6 million students are limited-English.

Also Thursday, overall test scores were made public for four more Orange County school systems: La Habra City School District, Anaheim Union High School District, Tustin Unified School District and Huntington Beach Union High School District. Partial results were released for Newport-Mesa Unified School District. Those new scores showed mixed results, with some school districts scoring above the national average and others below it.

Even within districts, there were some striking differences. In the Newport-Mesa district, for example, Corona del Mar juniors ranked in the 63rd percentile in reading; the school, in one of the wealthiest parts of Newport Beach, has 2% limited-English students.

The testing data provide breakdowns of specific skills in each subject to help administrators pinpoint students' major strengths and weaknesses, they said. For example, Anaheim Union students scored poorly in the sections on synonyms and reading comprehension.

Educators said the first year's results will be more useful when compared with scores in following years. Parents will also receive reports on individual student scores. The last statewide test, called the California Learning Assessment System, was eliminated in 1994 after it was criticized as being subjective and technically flawed.

(BEGIN TEXT OF INFOBOX / INFOGRAPHIC) Grading the Schools

At Estancia High, juniors ranked in the 23rd percentile; 52% of that Costa Mesa school's juniors speak limited English.

One surprise that showed up in a handful of districts was that students fluent in English as a second language scored as well as, sometimes even better than, native English speakers.

For example, Huntington Beach 11th-graders fluent in English as a second language ranked in the 59th percentile in reading and 78th percentile in math. Their native-English counterparts scored in the 52th and 60th percentiles, respectively. A similar pattern was reflected in all Huntington Beach high school grades.

*

Similar trends were noted in districts such as Huntington Beach City and Cypress.

In the Cypress School District, fourth-graders who had graduated from the ranks of the "limited English proficient" scored in the 71st percentile in reading, while their peers overall scored in the 56th percentile. The achievement gap was even greater in math: 79th percentile for the former limited-English students compared with the 59th percentile for the grade as a whole.

And in the La Habra City School District, eighth-graders who had once been designated as limited-English scored in the 48th percentile in reading, higher than the 38th percentile posted by the whole class and almost as high as the 50th percentile scored by native-English students.

In Huntington Beach City School District, one administrator said, the data showed a similar trend. Gary Rutherford, director of curriculum and instruction,

New data emerged Thursday on how some Orange County school districts fared in the state's new standardized test of basic skills, the Stanford 9. Full or partial results were available from five more school districts, bringing the total number of districts with scores made public to 10, out of 27 countywide. In addition, detailed information for several of the districts was made available on how students with limited English skills performed compared to native English speakers. Full statewide scores and scores from the remaining Orange County districts are expected to be made public by June 30. The test was given to students in grades two to 11 from mid-March to mid-May.

said the district's students who had transitioned into English fluency are performing "at or above their grade-level peers."

Rutherford said that indicated district policy is working. "You want to know, were we putting them into the mainstream program too early? Too soon? Too late? And this data says that it is [working] correctly."

Nearly two-thirds of the county's 27 school districts are still waiting for results, including large ones such as Santa Ana Unified, Garden Grove Unified and Capistrano Unified. A full picture of the county's performance on the test probably will not emerge until the end of the month. Statewide results are expected by June 30.

This spring, California students in grades two to 11 were tested in the areas of reading, math, and language mechanics. In the upper grades, students were also tested in science and social science.

*

The scores are given as percentiles, which rank students and schools against a nationally selected group. Those in the 50th percentile, for example, scored higher than half the pool and lower than the other half.

Anaheim's Billings said she will be poring over the results to learn exactly how English fluency—or lack of it—affects student achievement. Overall, the district's scores were well below the national average—ranging from the high 20s to the low 40s in percentile rankings.

"Until you determine what is the problem, how are you ever going to create solutions for improvement?" Billings said.

Editor's Note: The percentile figures show how student scores ranked, on average, against a nationally selected group, in spelling and cumulative reading, language and math. High school students were also tested in reading, language, math, science and social studies. Those at the 50th percentile, for example scored higher than on-half of the pool and lower than the other half.

"LEP" designates students who are limited English proficient. "R-FEP" refers to students who were formerly "LEP" but have been reclassified as fluent English proficient, and "FEP" refers in general to students who have a native language other than English but are also fluent in English. ■

27. The Washington Post

06/12/98; Edition: FINAL; Section: Metro; Page C06

Fairfax Drug Rules Amended

School Board Changes Policy on Nonprescription Medications

By Victoria Benning
Washington Post Staff Writer

The Fairfax County School Board amended its anti-drug regulations last night to distinguish between nonprescription and illegal drugs and to give principals discretion in punishing students who violate rules related to over-the-counter medications.

Students who violated the old rules were subject to a mandatory minimum five-day suspension for a first offense — whether the drug involved was aspirin or marijuana. Under the new policy, students who distribute or share nonprescription drugs still can be suspended, but the length of the suspension is left to the discretion of the principal.

The old policy, similar to those in many school districts nationwide, was designed in part to prevent a student from giving medication to another student who might have an adverse reaction to it.

But the policy came under fire from some board members and parents this year when a 12-year-old seventh-grader was suspended after she was found with

the pain reliever Advil on her school bus. A friend had asked her for the medication. The student's parents appealed the action and won a reversal of the suspension.

Other changes in the policy allow high school students who have parental permission to bring over-the-counter medications for their own use to the school clinic at the beginning of the school day. Old rules required a parent to bring a medication to the school office.

Parents of students of all ages now may sign a consent form to allow over-the-counter pain relievers to be given to their children throughout the school year for ailments such as headaches, muscle aches and menstrual cramps.

In other changes to the county's Student Responsibilities and Rights regulations, the board modified its rules related to weapons and controlled substances to conform with changes in state law.

In 1995, the law was changed to have principals recommend for expulsion all students caught with a "firearm" on

school grounds. The list of forbidden weapons was modified at the same time to include such weapons as switchblade knives, slingshots and martial arts devices.

Before the board acted last night, Fairfax policy mandated a recommendation for expulsion only for the possession of a gun or the unauthorized use of any weapon.

Another change specifies that any student caught with a controlled substance will automatically be recommended for expulsion.

School officials said they don't believe any serious drug or weapons cases were slipping through the cracks under the old policy. In the case of students charged with first-time weapon offenses, however, officials often considered mitigating circumstances to allow such students to be assigned to an alternative education program rather than be expelled for a year.

Officials estimate the changes will result in a 120 percent increase in the number of expulsion cases heard. ■

28. The Washington Post

06/12/98; Edition: FINAL; Section: Metro; Page C07

Fairfax Finds Disparity In Suspension Figures

Blacks, Hispanics Punished at Higher Rate

By Victoria Benning
Washington Post Staff Writer

Black students in Fairfax County public schools are being suspended in numbers that are far out of proportion to their representation in the school system, according to a new report.

Blacks make up 11 percent of the Fairfax school population, but they accounted for 44 percent of suspensions at elementary schools, 27 percent of suspensions at middle schools and 20 percent of suspensions at high schools during the 1996-97 school year, the report said.

TD Hispanic students also were overrepresented in the suspension figures, although not by as much as black students. Asian and white students were underrepresented.

The report was compiled by the school district's Minority Student Achievement

Oversight Committee, which consists of school staff, parents and community leaders.

Committee members said that although they suspected that minority students in Fairfax, as in many other districts, were overrepresented in discipline statistics, they did not expect the numbers to be so striking.

"I know they hit me in the face," said School Board member Ernestine C. Heastie (Providence), who is the board's liaison to the committee.

The figures suggest that some teachers may be treating minority students more harshly than white students, several committee members said.

In the draft of its report, the committee called on the School Board to conduct a more thorough study of suspension data to see whether minority students and white students are receiving different

punishments for similar offenses. Such an analysis also could determine whether some teachers are more likely than others to recommend suspension, the committee said.

"The causes for this disproportionality between minority and non-minority students are many," says the report, which will be presented to the School Board next week. "Most are due to the misbehavior of individual students. However, it is the responsibility of school districts to ensure that all students are treated fairly and consistently."

Part of the problem may be teachers' lack of racial sensitivity, the report said, and some members of the panel said they want the School Board to provide diversity training for all Fairfax teachers next school year. Board members and school administrators have had diversity training, but no schedule has been set for

giving the course to teachers.

Several School Board members said they were concerned by the figures in the report. School Board Vice Chairman Robert E. Frye Sr. (At Large) said that in addition to the breakdown of suspended students, he was troubled by the overall number of suspensions — a total of 8,022 in the 150,000-student system in 1996-97.

Teachers need both classroom management and diversity training, Frye said.

"Just as we know that one teaching style does not necessarily meet the needs of all children, it's clear that there are some teachers who are better classroom managers who have fewer suspensions," Frye said. "We need to do a better job there."

The report also found that there has been little progress in increasing the numbers of minority students participating in higher-level courses.

Even before the report was issued,

School Board members were discussing how to close the achievement and discipline gap between minority students and white students.

At a recent board retreat, Superintendent Daniel A. Domenech suggested setting numerical goals for achievement and discipline — such as reducing the number of minority suspensions by 10 percent. Some board members expressed concern that such a target might deter principals from suspending students who deserved the punishment.

"Certainly this is an issue that is a very real concern for us, and it's an issue that the board and staff have to address," said board Chairman Mark H. Emery (At Large).

FAIRFAX COUNTY SUSPENSIONS

African American and Hispanic students in Fairfax County are being suspended at a rate that exceeds their representation in the school system.

High Middle Elementary

School School School

No. Pct. No. Pct. No. Pct.

White

Enrollment 27,123 64% 14,296 65% 50,110 65%

Suspensions 2,571 55% 1,109 46% 357 39%

Black

Enrollment 4,545 11% 2,586 12% 9,284 12%

Suspensions 935 20% 650 27% 413 44%

Hispanic

Enrollment 4,147 10% 2,007 9% 8,333 10%

Suspensions 654 14% 385 16% 94 10%

Asian

Enrollment 6,549 15% 3,102 14% 10,509 13%

Suspensions 514 11% 265 11% 66 7%

SOURCE: Minority Student Achievement Oversight Committee, 1996-97 figures■

29. Chicago Tribune

06/11/98; Edition: NORTH SPORTS FINAL; N; Section: NEWS; Page 3

BILINGUAL-EDUCATION BACKERS ARE THINKING WAY TOO SMALL

By John Kass.

We've had to endure a heck of a lot of political screaming and yelling lately over bilingual education.

Like many issues in this country, the two sides are far apart and unwilling to compromise. And that discord threatens to spread across the land.

So I've come up with a simple solution to this problem so that we can all live like brothers and sisters. But first let's understand the complicated arguments.

The people who want to keep bilingualism shout that if we don't keep it, then we're a bunch of racists who would deny needy children the opportunity to thrive in America.

Meanwhile, the folks who want to get rid of bilingual education shout that it, too, is racist and that it denies needy children the opportunity to thrive in America.

That's the problem with politics. If you suspect that somebody is even thinking about sticking their fork into your piece of pie, you're forced to call them names on talk radio and raise cash for politicians who truly care about you and your family.

Anyone with half a brain, or yours

truly, can tell you that both sides are wrong. The problem with this bilingual debate is that we're talking bilingual. Bi is a Latin prefix that means two.

That means only two languages. So obviously, there's not enough for the rest of us.

We're a big country with a lot of people. There are millions of us. When you've only got two of something, the third guy in line might feel cheated and get upset.

The third and fourth guys will file a lawsuit on the grounds of denial of thriving. That will create media coverage. Congressmen will vow and make angry gestures. Then the president will have to hold another town meeting to have a dialogue on public television. The poor guy's got enough troubles.

So I've come up with a solution that should please everyone.

Instead of bilingual, how about infini-lingual?

That's right, infini-lingual, or googol-lingual, if you prefer. The googol comes from my early advanced theoretical mathematics training, when another kid on the block said googol was the biggest number in the universe and

we believed him.

Think of the advantages of infini-lingual. Instead of having to worry about sharing two languages, everybody could have one. There would be enough to go around.

Under my policy, each ethnic group would be required to speak its own language. So Chinese-Americans would be required to speak only Chinese; Greeks would only speak Greek; the Irish would have to speak Gaelic and so on. Everybody would be involved, Italians, Jews, African-Americans, Hispanics, Pakistanis, Indians, Arabs, et al.

If you've forgotten the native tongue of your forefathers, you'd be sent off to re-education camps for total immersion. And there would be no language slippage, no mixing of tongues. We'd have enforcers just like the French Canadians do in Montreal. Spanglish, Ebonics, Greeklish, Russianese and Brooklyn would not be tolerated.

There's only one exception. In the Bridgeport neighborhood in Chicago, the locals would have two options: The language of their forefathers or the language of Southwest Side politics..

"I talk good dis way," a person might

say. "Don't come by me with no Gaelic stuff like dat. I tole you don't come by me! Whaddya tink, you're big or something?"

African-Americans could choose from hundreds of African languages and dialects from that great continent. The same goes for Italians, Poles, Russians, Chinese, Latinos, Lithuanians, Armenians, Albanians, you name it.

Each group would have its own currency too, and political representation. Think of the patronage opportunities and the money changing.

The possibilities expand. Each ethnic group could have its own high schools and colleges and universities too. And no

group could dare poach from the other, so there would be no academic turf wars.

The Italians for example, could study Italian poetry and art, but they would be prohibited from studying Egyptology or Tolstoy. African-Americans would of course be denied any European history or literature, including what we used to call the classics. Hispanics could be jailed for attempting haiku.

Poles would be the only people to read Henryk Sienkiewicz or Jerzy Kosinski. Greeks and Portuguese who dared pick up "Moby Dick" could be caned.

But with everybody having their own courses of study, with their own department chairmen rigidly enforcing

any mixing, who would dare become truly multi-cultural?

In case of emergency, there would have to be a few thousand Americans who could communicate between the groups. We'd need them in case of an economic collapse or a war. They could speak and write standard English. They'd have all the information. We could call them "rich people."

By then of course, we'd have to change the name of this country. We'd have to come up with something appropriate.

How about Yugoslavia?■

30. Chicago Tribune

06/11/98; Edition: DU PAGE SPORTS FINAL; D; Section: METRO DU PAGE; Page 3

SCHOOLS PONDER STRICTER PROMOTION POLICY

By Deborah Kadin.

Marquardt School District 15 officials are wrestling with writing a policy that would bar social promotion in an effort to comply with state law.

Elementary school districts now must base promotions on academic achievement, attendance and performance on standardized tests. They also must provide academic help for

students who can't be promoted. The requirement was part of a school reform package adopted last year by the Illinois General Assembly.

Some districts have used the controversial practice of social promotion to move students to high school when they are too old to remain in elementary school.

Marquardt officials say that instead of

socially promoting students the students should make up their work in summer school. For the past 20 years, Marquardt Middle School has had a mandatory, four-week summer school program for 7th and 8th graders who fail two or more classes. Students who don't pass are retained, said James Sayers, the middle school's principal.■

31. The Hartford Courant

06/11/98; Edition: STATEWIDE; Section: MAIN (A); Page A1

SCHOOL THREATS ARE NO LONGER VIEWED AS JOKES

EDUCATORS CHOOSE STERN RESPONSE

By JANICE D'AR

For years, school administrators and teachers have accepted threats made by high school students as harmless pranks — idle gestures that were just a rite of passage.

But this week, when 11 Cheshire High School students published threats — to kill two teachers and to shock the school district on graduation day, school officials came down hard, suspending the teens and requesting a police investigation.

The 11 students created a wave of fear so intense that one teacher refused to return to classes, and school officials

hired extra security to patrol the graduation ceremony.

The students' pranks, which might have been considered innocuous escapades in past years, are part of an increasing trend toward violence that is shaking communities nationwide.

Whether it is smuggling weapons and bombs onto campus, voicing vague violent intentions, or, in Cheshire, issuing anonymous threats, the pranks and threats have become more violent, experts say.

"Historically, there have been traditions among schools where kids pulled pranks, things like pulling a fire alarm, bringing a skunk to school. . . .

Now kids have shifted gears to a little higher level," said Paul Falcone, director of the guidance department at East Hartford High School. "They see these violent things on TV, and they think, 'Oh, yeah, that's cool. I'll try that.' But no, we're saying it's not cool."

Some experts point to the media's increasing appetite for reporting on violence as one explanation for the evolution of student pranks into threats and violent behavior. Kids seeking attention — a natural adolescent need — have turned to the media for ideas, said Peter Sheras, a clinical psychologist at the University of Virginia.

"The threshold for getting attention is considered higher now, and the media has desensitized us to a certain level of violence," Sheras said. "The way to get attention is to do something that's very, very violent. Each time the episode garners more than its appropriate amount of {news coverage}, it encourages people to not only try this, but to go one better."

In Cheshire, a small town where serious violence in the school is virtually unknown, going one better meant publishing statements in a school newspaper that said a teacher needed "a hollow-point .45 to the head" and "I can't defend what was written" said Grabarz, who recalled that the worst threat his high school underground newspaper ever printed was to take over a building.

The increasing violent threats are creating fear in communities and prompting administrators to take previously unheard-of security measures.

"In light of the times, everybody,

threatening another teacher with murder. The students also said they would "make one last memorable goodbye" on graduation day, June 16.

"Cheshire is an all-American school," said Superintendent Ralph Wallace. "Nothing goes on here that isn't happening all over the country."

School officials didn't take the threats lightly. The response was swift and severe. Three hours after the paper was distributed Monday, officials called police in to investigate and consider criminal charges in the case. By the end of the day, all 11 students had been including the kids, has to take into account what's happening," said Cheshire High School PTA President Bonnie DiMauro. "We're all thinking about what's happened in the past couple of months."

Cheshire school officials have hired additional officers to patrol the outdoor graduation ceremony. The students, eight seniors and three juniors, have been

suspended from school.

School officials' actions mirrored a national and state trend toward meting out severe punishments for pranks that last year might have drawn a detention, or no punishment at all.

Joe Grabarz, president of the Connecticut Civil Liberties Union, said this year's violence in schools around the country has created an "atmosphere of hysteria" in Cheshire and elsewhere. Still, he does not condone the Cheshire statements.

banned from school grounds that day.

It may sound like a harsh reaction, but many say responses like Cheshire's are needed to help decrease this kind of student behavior.

"It's a travesty," said Rich Keithan, a guidance counselor at Plainville High School. "But you don't know who's joking and who's not." ■

32. Buffalo News

06/10/98; Edition: CITY; Section: NEWS; Page A1

STATE RECOMMENDS ALL STUDENTS READ 25 BOOKS A YEAR

By PETER SIMON -
News Staff Reporter

The state's school-reform effort took a dramatic turn Tuesday with the release of new guidelines that call for all students to read at least 25 books a year and write 1,000 words a month.

Supporters said the language arts recommendations could mark a turning point in Albany's efforts to raise standards and make students self-sufficient learners. At the same time, they said, it may result in students spending more time reading and less time watching television or visiting shopping malls.

"It's not brain surgery and it's not asking too much," said Ronald J. Young, assistant superintendent for instruction for Sweet Home Central School District. "I frankly see 25 books a year as being a critical piece in the entire standards movement."

Critics said the guidelines — which cover grades kindergarten through 12 — could cause students to read more, but to digest, analyze and discuss the material even less than they do now.

"If we just do more of that, we're accomplishing nothing whatsoever," said

Patrick L. Courts, a distinguished teaching professor at Fredonia State College.

There is general agreement, however, that reading 25 books a year will be a major leap for many students, especially those in high school.

"We've had low expectations for the most important activity we have in our business," Young said. "Habits are hard to form and hard to break."

While the reading and writing guidelines are not mandatory, it is clear that the state means business.

State Education Commissioner Richard P. Mills and Carl T. Hayden, chancellor of the state Board of Regents, held a news conference in Albany on Tuesday to emphasize them. And a state curriculum guide mentions the recommendations about 30 times.

The guidelines — which also call for daily practice in listening and speaking skills — are designed to prepare pupils for tougher elementary and middle school achievement tests that will be launched next year, and for the phased-in requirement that students pass an English Regents exam in order to graduate from high school.

Local school districts are looking for ways to make them work.

"We will do our best to adhere to that program recommendation as part of our responsibility to meet the new state standards," said Arthur W. Robinson, director of instruction for Hamburg Central School District.

Williamsville school officials will revamp their language arts curriculum this summer, and the end product likely will be "pretty closely aligned with what the state is suggesting," said Linda Cimusz, assistant superintendent of instruction.

"If you think about it, 25 books a year is only about two a month," she said. "It's a goal that could be reached by most of our kids."

Sweet Home officials strongly support the state recommendations and will ask the district School Board to endorse them at a meeting next week.

At Sweet Home's Glendale Elementary School, about 100 pupils in five kindergarten and elementary classes set a goal of reading a total of 2,000 books this year. They enjoyed themselves so much they ended up reading 5,000 books, or about 50 per student, said

Susan Krickovich, Glendale's principal.

Courts, who instructs future teachers at Fredonia State, said the guidelines will be much harder to reach — in any meaningful way — in high school.

"If students in a tenth-grade English class read eight novels, four plays and three books of poetry, and something constructive occurs in the classroom with each of those readings, that's a good thing," Courts said. "But as you increase quantity, you tend to decrease what happens after kids read the stuff."

Ms. Kreis said the first step for some students will be to have a positive experience reading a single book.

While the outcome of the state initiative remains unclear, educators said

Courts fears that many students simply won't do the reading, or will read more material but learn little from it.

Local educators said they will use these approaches to tackle the new guidelines:

Increasing reading and writing not only in English and social studies classes, but in technical fields as well. Textbooks and technical manuals count toward the 25-book goal.

"Everyone has to focus on how students can learn science by writing and it has already focused sharp attention on reading.

"If kids aren't reading an hour a day, they're not going to meet these requirements," Young said. "And if they

by reading about science," said Kathleen Kreis, director of English for Buffalo Public Schools.

Expanding parent involvement. In Williamsville, for example, parents and elementary pupils read together regularly at home in a program called Parents as Reading Partners.

Realizing that not all students will meet the guidelines immediately or at the same pace.

don't meet the requirements, I don't see how they're going to meet the new (graduation) standards."■

33. Albuquerque Journal

06/11/98 Page 1

State OKs \$85.6 Million Budget for City Schools

By Jeannie Johnson
Journal Staff Writer

The state's Department of Education gave its nod of approval to the Santa Fe Public Schools budget for the 1998-99 school year.

State officials met Wednesday night with the Santa Fe school board and administration to review the district's proposed \$85.6 million budget. Each of the state's 89 school districts has to go through the same review.

Michael Davis, state superintendent of schools, laid out for the district's administration what it wanted to see in its presentation.

He asked the district to show him how its budget will meet the state standards for excellence in education, how it will meet the goals of the district's Educational Plan for Student Success, how these goals are measured, how the district will know if it's making progress and what the district intends to do in the future to improve education.

Rather than going through the budget line item by line item, district administrators broke the budget down by how much money will be spent to improve literacy, technology and school safety/student wellness — the three goals of Santa Fe's Educational Plan for Student Success.

For example, the district has set aside more than \$24 million to pay teachers. Another \$106,384 was allotted to the Technology Learning Center and another \$66,939 for technical assistance.

To ensure the schools are safe and students are healthy, the district budgeted \$134,137 for school safety officers. More than \$1.2 million was set aside for counselors and \$385,642 for nurses to provide health training to the students.

With an emphasis put on helping at-risk students in the state, Davis also asked the district to explain what programs they have in place and how they have impacted these students. The district listed the Academy Alternative School, in-school suspension programs, full-day kindergarten, additional staff for alternative education programs in the district's two high schools and summer preschool as some of the ways at-risk students' needs have been addressed.

Kathleen Forrer, head of school budget and planning for the state, asked for clarification on a number of points in the district's budget. She asked district administrators to explain what they will be doing with the anticipated \$573,197 cash balance from 1997-98 to be carried over to the 1998-99 budget.

"I'd like to be very clear that this board doesn't believe in using cash balances for recurring costs such as salaries," said Lee Vargas, Santa Fe superintendent.

George Perea, financial director for the district, told Forrer that the balance would be used to fund such things as building projects, the district's teaching intern program, food services, the bond election and more.

Forrer also expressed concern about the district's training and experience

levels. The state gives additional money to districts for each additional year a teacher is in the profession and for each class he or she completes.

The majority of Santa Fe teachers have master's degrees or bachelor's degrees with 45 additional college credits. However, the second highest number of teachers only have a bachelor's degree with less than 15 additional college credits.

Will it get better or worse? Forrer asked.

"It's only going to get worse," Vargas said. "We did a survey of our teachers, and 48 percent of them are going to be retiring in the next five years. About 20 percent of teachers offered jobs in the district decline them because of the cost of living. The survey showed that one out of five teachers stay in the district less than five years because of the cost of living. We're having difficulty attracting and retaining experienced staff."

Kudos were given to the district by representatives from the state for its Educational Plan for Student Success and planning its budget so the goals of that districtwide plan are met.

"This district has some global strengths," said Sally Rynott, the state accreditation team coordinator assigned to the Santa Fe district. "You have an abundance of programs to meet the different needs of different students. You openly recognize that the district can and will improve. You have outstanding community involvement."■

34. Orlando Sentinel

06/10/98; Edition: CENTRAL FLORIDA; Section: A SECTION; Page A12

EDUCATION SECRETARY SAYS SCHOOL VIOLENCE TARGETED

WASHINGTON - Education Secretary **Richard Riley** said Tuesday that President Clinton's education agenda would help curb school violence. He also outlined efforts by the Education and

Justice departments to deal with the problem. In a speech, Riley urged lawmakers to pass spending increases for drug- and violence-prevention coordinators, delinquency and truancy

prevention and after-school programs. He urged Congress to pass bills to improve literacy, build schools and hire more teachers. SEQN: 81600884■

35. The Sacramento Bee

06/10/98; Edition: STATE FINAL; Section: MAIN NEWS; Page A12

ANTI-VIOLENCE AGENDA TOUTED

With jabs at the National Rifle Association and Congress, **Education Secretary Richard Riley** said Tuesday that President Clinton's education agenda would help curb school violence. He also outlined efforts by the Education and Justice departments to deal with the problem.

In a speech, Riley urged lawmakers to pass spending increases for drug and violence prevention coordinators, delinquency and truancy prevention and after-school programs. He urged Congress to pass bills to improve literacy, build schools and hire more teachers.

"Schools are being asked to pick up the pieces" from a society that glorifies violence, accepts drugs and makes it easy for young people to get guns, Riley told a departmental conference on the federal Safe and Drug-Free Schools program.■

36. Associated Press

6-12 6:06a

Youth sentenced to two years in juvenile detention for death threats

CANTON, Ga. (AP) - A 13-year-old boy who last month threatened to kill students and teachers at a Cherokee County elementary school was sentenced Thursday to up to two years in juvenile detention.

"I hope you will begin to realize you cannot solve your problems with violence," Judge Jackson Harris of Cherokee Juvenile Court told the sixth-grader, who has been in a youth detention center since his May 29 arrest.

The boy admitted making threats on a school bus on the morning of May 27. Word of those threats created a panic at the school and more than 200 children stayed home.

When several students told the driver taking them to R.M. Moore Elementary School what the boy had done, the boy cursed "everyone on the bus" and threatened to kill several children who told on him, police said.

The mother of a Moore Elementary student called investigators later that day

to say the boy had also "threatened to take a gun to school and shoot people ..."

The judge said he will recommend that the state Department of Juvenile Justice enroll the boy in anger management therapy and that he remain in a juvenile facility rather than be returned home.

"It is the court's opinion that long-term treatment is in the child's best interest," Harris said.■

37. Houston Chronicle

June 11, 1998

Fund cuts for DARE are sought

Program fails to stem drug abuse — Driscoll

By MATT SCHWARTZ

City Councilman Ray Driscoll called

for a 50 percent cut in funding to the Houston Police DARE program

Wednesday, calling the popular nationwide effort good public relations

for police but ineffective in combating drug use among youth.

"We're spending a lot of money on PR (public relations) and T-shirts, pencils and signs, but we're not getting any results," said Driscoll, who has criticized the program in the past. "We've had it in Houston for 12 years. Drug use among youth continues to rise. Something is wrong."

He issued his call to chop city funding to Drug Abuse Resistance Education in the form of an amendment to Mayor Lee Brown's proposed fiscal 1999 budget. The amendment will be considered by City Council in two weeks.

Driscoll said there have been numerous studies in recent years in which researchers reported that DARE had little or no effect on substance abuse by teens.

"I have been to DARE graduations," Driscoll said. "I have spoken to high school kids about the DARE program and very few of them can tell me what it was. They say something like, 'I remember that. I went through that.' What did you

learn? They say, 'Drugs are bad.' I don't think you have to go through a DARE program to learn that."

Driscoll said that he would offer a substitute amendment next week that the 50 percent funding cut should go to existing anti-drug programs with a successful track record.

Councilwoman Martha Wong agreed with Driscoll. "I think there are some programs that are more successful than DARE," she said.

Afterward, Brown, who began the DARE program in Houston when he was police chief, predicted council would spare the program the budget knife.

"Anyone who has visited a DARE graduation will know that it makes a difference," the mayor said. "Anyone who has talked with a child who has been through the DARE program, knows that it makes a difference."

Houston Police Chief C.O. Bradford said about 27,000 fifth-graders and 24,000 seventh-graders participate in local DARE programs.

Asked what effect cutting the DARE funding by half would have, Bradford said, "I think we would have to reduce the number of students by half. We would have to decide which of the schools would not have the opportunity to experience the DARE program."

HPD's DARE program costs \$3.7 million a year to operate, \$3.3 million of which is salaries and benefits for the 63 officers who work with the program, Bradford said.

He questioned what people are looking for when they say DARE does not work. He likened it to driver education classes.

"It's not so they won't have an accident, it's to better prepare them when they hit the road," Bradford said. "That's what DARE does."

The University of Houston is studying the local DARE program and the results of the study are expected this summer. Bradford said that if the study indicates the program needs modifying, he would support that. ■

INTERNATIONAL

38. The Times Educational Supplement

June 12, 1998

Editorial: Mind the gap

For anyone who has had the dubious pleasure of reading the Annual Report of Her Majesty's Chief Inspector of Schools for the past four years, this week's review of secondary schooling by OFSTED contains few surprises - except perhaps its largely sensible tone and its acceptance of the genuine difficulties many schools face in raising standards.

Recognising the "vicious circle" that some unsuccessful schools get locked into - unable to attract good staff and only able to attract pupils excluded by

It is less easy to see how the report - or its statistical annex - justifies OFSTED's claim that the gap is also widening between the most and the least successful schools. Nor is there evidence to back the chief inspector's assertion that there is "an unjustifiable gap in standards

other schools - the review provides a useful overview of the first round of 3,500 inspections.

This report is comparable in many ways with the 1988 HMI survey of secondary schools. It finds there are more good schools than ten years ago and fewer with major weaknesses. But it also points to the considerable scope that remains for progress when one in 14 pupils still leaves school with no qualifications.

On GCSE performance, the report is attained by schools serving similar communities".

The fact that two schools have the same proportion of pupils eligible for free meals does not make them equally disadvantaged nor mean that they are "serving similar communities". As the

commendable for its emphasis on points scores (where A* scores 8 and G scores 1) rather than the five A to C benchmark. Giving equal weight to progress across the spectrum provides an incentive to improve the results of all pupils.

In fact, according to OFSTED, the points score of the bottom 25 per cent of pupils increased by only 2.5 per cent between 1991 and 1996, when the average improvement was 6.2 points. This underlines the widening gap in achievement between pupils.

report implicitly acknowledges, there may also be wide differences in the stability and mobility of intakes, levels of literacy and numeracy on entry, parental support, religious and ethnic backgrounds and the proportions of pupils not speaking English at home. ■

39. The Times Educational Supplement

June 12, 1998

Platform: A pragmatic ideology

Tony Blair wants to forge a new path between socialism and the free market. What might this mean for education? Margaret Hodge MP begins a series on the search for a Third Way

We are all busy defining the Third Way. For some, the term is menacing, given its associations with the fascist movements of the 1920s and 1930s. For others it is simply the latest spin-doctor soundbite, a term conjured up to intrigue the pundits for a period, like communitarianism or the stakeholder society - simply the fashion of the moment.

But for me it provides an opportunity to reflect on the changes in thinking on the Left and specifically how they impact on Labour's approach to education.

The Third Way is about modernising institutions and policies, freed from the structures of two opposing traditions, the Old Left and the New Right. So it is about change and it is about discarding old notions.

For instance, the traditional class analysis that distinguished Left and Right is less relevant to us today in a global, multi-cultural and fast-changing society. Similarly, the traditional divide between those on the Right, who despise public services and believe in the supremacy of the free market, and those on the Left who demonise private enterprise and espouse the cause of state socialism, is no longer helpful. Both ideologies have failed.

If we discard these old theories, what can now underpin our approach to achieve our enduring aim of opportunity for the many, not the few, and what does this all mean for the child or the teacher, the classroom or the school?

I would pick four key strands in the new thinking. First, pragmatism has replaced ideology. It is what works that

New partnerships between the public and the private sector will be encouraged. If the private sector can run school buildings more efficiently, or human resources functions better and more cheaply, why should it not be brought in to help? If its activity releases extra monies for books and teachers, is that not a good thing? A pragmatic approach to achieve the ideological purpose of opportunity for the many reflects the Third Way.

counts. Who provides it and how it is provided is less important. Second, the focus is on outcomes, not inputs; on the consumer/citizen, not the producer. Third, the new thinking is about breaking down divisions between public and private, recognising the strengths of both and developing new partnerships that capture the best of each sector. Fourth, the Third Way emphasises a balance between rights and responsibilities, both for the individual and for the community.

We can start to see the impact of this new framework on the Government's education programme. Previous Labour governments concentrated on school structures rather than educational outcomes. They believed that equality was achieved by state control through local education authorities of the allocation of school places within a comprehensive system. This government has chosen not to prioritise structures. It is not forcing the abolition of grammar schools and it is not returning absolute powers to allocate school places to LEAs.

Indeed, the idea that we could turn the clock back on the concept of parental choice - however unreal that choice might be when a school is over-subscribed - is a nonsense. So we have to ensure greater choice, equality and opportunity by raising the standards in all our schools, whatever their status. Failure by schools will not be tolerated and children's backgrounds will not be accepted as an excuse for low-achievement levels.

But unlike the Tories, who put most money into the high-achieving schools and the high-achieving pupils, this Government is providing funding for

The Third Way does not mean abandoning our principles. Education is our top priority. We still see education as crucial to creating opportunity and ensuring social justice.

But the way in which we achieve our aims have to change. Schools that were closed to public account; a focus that emphasises only resources and not outcomes; policies built on a view that state control over admissions and a comprehensive structure would assure

schools and pupils in most need. Hence, for instance, we have the education action zones, the abolition of the Assisted Places Scheme with the money being re-allocated to reduce class sizes in key stage 1 and the massive investment in early education and childcare.

The emphasis on outcomes creates new and difficult challenges for teachers. Assessing outcomes involves opening schools to greater public account. That means more and better performance monitoring with value-added tables on pupils' achievement, school targets and an emphasis on monitoring and inspection by both LEAs and Ofsted. It also means teachers have to be held to account for their performance, with good performance celebrated and rewarded and poor performers ultimately removed from teaching.

With the emphasis on rights and responsibilities, this also creates new challenges for parents. The social exclusion unit's report on truancy and exclusion heralds a new approach, with greater sanctions on parents when their children truant. Equally, the development of homework policies and home-school contracts also spell out the child and the parents' responsibilities in a more explicit way.

The development of the Third Way is perhaps best seen in the development of education action zones. Schools in these zones will not be constrained by the rules of the national curriculum, the politics of the local authority or national pay and conditions. Those working in the zones will be able to experiment more freely to determine what helps to raise standards.

equality; a reluctance to question the professional - none of these policies achieved our shared aim. We have to try new ways. The Third Way is an attempt to do just this. Only time will tell whether it does indeed work.

Margaret Hodge is Labour MP for Barking and Dagenham and chairs the Commons education and employment select committee. ■

40. Times Educational Supplement

June 12, 1998

Class size cannot limit choice, ministers warn

Karen Thornton

Parental preference must not be compromised in the battle to reduce infant class sizes, education ministers have warned.

Education minister Stephen Byers this week told local authorities that any plans they submitted for reducing class sizes to the Government's target of a 30-pupil maximum would be rejected if they also reduced parental preference.

A report for the Local Government Association last week blamed admissions procedures and parental appeals for more than half of over-sized classes for five, six and seven-year-olds.

Redirecting pupils to spare places in nearby schools was put forward as a possible solution in some areas by the Coopers & Lybrand report.

But after a meeting with the LGA to discuss its findings, Mr Byers said: "In our meeting, it was made clear that our pledge to cut class sizes will be met and it will be achieved by targeting extra teachers and additional classrooms at those schools which are popular with parents."

That means the Government will have to tolerate more surplus places and/or provide cash for more new classrooms, according to Graham Lane, the LGA's education committee chairman.

"The main thing will be the building of more classrooms, creating extra space in schools that have reached their standard number (admission limit)," he said.

"The Government still needs to think through some of the implications of that. I think there still needs to be some diminution of parental preference. If they don't want to reduce parental preference, it's more expensive."

The Coopers & Lybrand report illustrates the dilemmas facing schools and education authorities as they tackle large class sizes, via a series of case studies based on real schools.

A three-form entry infant school within a mile of two less popular schools, which has separate year groups, a standard annual intake of 96, and eight out of nine classes with more than 30 pupils, could:

Reduce the intake to 90 and redirect any pupils in excess of this to the neighbouring schools. This would be unpopular with parents, go against Government guidance on parental preference, and reduce the financial resources available to the school.

Maintain nine classes but have one of 48 with two full-time teachers. This maintains the school's financial resources - but requires readjustment or additional

money to pay for another teacher. There may not be a teaching space large enough for such a class, and there will be mixed-age teaching.

Create a 10th class, with one mixed-age class of at least 18 pupils covering reception and first year. An extra classroom area is needed while the appeals committee may increase the class of 18 to 30 giving a school total of 300.

Create a 10th class and reorganise on mixed-age classes (giving average age spans of between three and four months, or up to seven months, depending on how you do it). Again, this requires an additional class space, and may lead - on appeal - to an increase in overall numbers. Some classes will be made up of children from two traditional school years.

Retain the intake at 96 but alter the admission age to the statutory limit (term after fifth birthday), so reducing numbers in the reception class. This has knock-on effects for other schools, will affect the education authority's under-fives policy, and be unpopular with parents unless they get equivalent nursery provision.

In other examples cited, schools might have to sacrifice "jealously guarded" resource and library rooms, or install mobile classrooms to meet class-size requirements. ■

41. The Times Educational Supplement

June 12, 1998

Iraq: Sanctions on a generation of learning

Susannah Hall and David Olafimiha report on the effect of nearly eight years of economic isolation on Iraq's children

United Nations officials are warning that nearly eight years of sanctions against Iraq imposed when it invaded Kuwait have left the country's children blighted by poor health and inadequate education.

According to the UN's children's fund (UNICEF) about a third of children under five are chronically malnourished. Once these children reach school age they will be entering an education system which has had no real investment for the past eight years.

Denis Halliday, the UN humanitarian co-ordinator in Iraq, said: "Chronic malnutrition has physical and possible mental stunting effects which could

impact on a whole generation."

Since 1996 the education system has received the equivalent of £3.60 per school-aged child annually. This is funded by revenue from oil sales agreed by the UN. The money is being used for basic repairs - fixing roofs, the water supply and latrines, heating and air conditioning and supplying desks, chairs and blackboards.

A small amount goes to buy spare parts for printing presses, paper and ink so textbooks can be printed. Earlier this year, UNICEF warned that there was only capacity to print half the exam books needed by the country. The education department has instituted a

prize for the school that best maintains and redistributes its books.

There are many things the money doesn't cover - for example, transporting goods to schools. Desks are sitting in warehouses because fork-lift trucks and lorries to transport them are broken. There is no money to provide even a simple thing like oily chalk because the central chalk factory in Baghdad lacks spare parts and materials to manufacture it. Schools have to use pure gypsum with the result that many children and teachers now have asthma and other chest problems from the dust.

Even when there is money there is no guarantee that schools will get what they

need. Two consignments of computers for primary schools are being blocked at present by the UN sanctions committee because computers are considered "dual-use" items. The UN's education organisation, UNESCO has submitted a report to approve the shipment but nothing has shifted yet.

The problems go beyond shortages of equipment. No money is allocated from the sale of oil to pay teachers' salaries and wages have dropped so low that many can't afford to continue. Before sanctions they were paid between £246 and £361 per month. Now they get between £1.20 and £2.40 per month - enough to buy two eggs a day. Many are leaving creating a shortage of teachers.

Some children starting school are taught by older pupils and when they do have a teacher it is only for a few hours tuition as schools are now operating two or three shifts a day.

Despite this the education department

is trying to maintain standards. Last year in the university entrance exams the examiners failed 70 per cent of candidates. Those retaking the exam are penalised by losing an automatic 15 per cent if they are repeating. The pass mark is 50 per cent.

One teacher told us bitterly: "We feel they are trying to degrade our standards. We are fighting a losing battle. Even the humanitarian organisations are only supporting us to survive - not to go a step ahead; not to improve."

Schooling in Iraq is free, but the number of children enrolling is dropping. According to UNICEF, enrolment in 1995/96 was 67.8 per cent in comparison to 88 per cent in 1992/93. Dropout rates of those that do enrol are about 50 per cent. Children can be seen at road junctions all over Baghdad selling newspapers, cigarettes, water melons, fly swats, sweets, tissues and whatever else they can to help support their families. A

few simply beg.

In desperation the education ministry has this year instituted a pilot scheme of vocational night schools. They hope this may help stem the tide of dropouts by providing schooling that children can organise around their work. What effect it will have remains to be seen.

The amount of money available for investment in education is likely to double shortly (to \$12 per child annually), but UN officials have said that even if sanctions were lifted tomorrow the deterioration in the environment, quality of education and in the minds and hearts of teachers and pupils will take years to reverse.

Iraq's schoolchildren have seen their parents' own efforts to improve their lives by educating themselves fail. For this lost, disillusioned generation of youth there seems no point in going to school. ■

42. The Times Educational Supplement

June 12, 1998

Unions clash on heads' future role

MPs were this week urged to consider that the top job in schools should be shared around. Sarah Cassidy reports

The British education system must end its obsession with the importance of the head and share responsibility among teaching staff, teachers' unions have told a government committee.

Headteachers could become "superfluous", with teachers each taking the job in rotation, the House of Commons education select committee heard last week.

The members of the committee, which is considering how the headteacher's job must adapt to serve schools in the 21st century, revealed that they found the idea of a flatter management structure "very exciting".

Giving evidence, John Bangs, the National Union of Teachers' head of education, and Eamon O'Kane, deputy general secretary of the NASUWT, stressed the need for heads to have a teaching background. But they said the crucial relationship was between teachers and pupils in the classroom.

Committee member Caroline Flint,

Labour MP for Don Valley, echoed this view. "Schools might evolve a structure that was much flatter, raising the professional status and creating more collective responsibility for teachers in the pedagogical role," she said. "The role of heads might become superfluous. The pivotal relationship is that of the teacher and the children in the classroom."

Mr Bangs said heads should remain the lead professional, while the NASUWT called for a team approach. Mr O'Kane said the hierarchical structure of English schools was unique in Europe in placing such emphasis on the head's role.

In Spain, he said, the post rotated between teachers. "Other systems do not have this obsession with the role of the head. It is the performance of teachers in the classroom that is crucial. We need a salary structure that reflects this."

Committee member Valerie Davey, Labour MP for Bristol West, received broad support for her view that the

headteacher "needs to be the first among equals - maybe someone who only does it for a year".

Mr Bangs argued that the load could be lightened for heads by appointing bursars to deal with school finances. "Far too often school secretaries are responsible for enormous amounts of money with little training. If there was to be a flatter management structure we would need to consider responsibilities that have gone to the head on a non-costed basis," he said.

The question of whether every school needed a head, or whether one could oversee several schools, was divisive. The NASUWT favoured grouping small primaries together under one head, while the NUT urged caution.

Although chair Margaret Hodge had appealed for witnesses to give the committee any radical new ideas, committee member Gerry Steinberg said they should beware change for change's sake. ■

43. The Times Educational Supplement

June 12, 1998

The gap according to Woodhead is widening

The latest OFSTED inspection report acknowledges that poor resources affect the performance of schools. Karen Thornton reports

"There is nothing else like it in the world," said Her Majesty's Chief Inspector, launching the state-of-the-nation report on secondary education in England.

And close scrutiny of the Office for Standards in Education report suggests Chris Woodhead's words may prove more portentous than he intended.

Based on more than 3,500 inspections and observation of 500,000 lessons, the review concludes that standards have risen and teaching quality has improved in the first four-year cycle of secondary school inspections.

However, there is an unacceptably Highlighting improvements in standards, GCSE results and teaching quality, he noted: "These improvements are down very much to headteachers and teachers in the schools concerned, and they deserve all possible praise and recognition."

The change in tone was acknowledged by Nigel de Gruchy, general secretary of the National Association of Schoolmasters Union of Women Teachers.

"I am glad that at long last an OFSTED report admits the obvious - that inadequate resources hinder effective

wide and widening gap in the standards achieved in the least and most successful schools.

OFSTED cites figures (not in the report) showing the top and bottom 10 per cent of schools had average GCSE points scores of 46.1 and 15.7 respectively in 1992. Comparative 1996 figures were 51.8 and 19.8, a gap of 30.4 points in 1992, growing to 32 in 1996.

But what distinguishes this report is that, among the charts, tables, statistics, and examples of good practice, is the acknowledgement that some schools have it tougher than others.

The report notes the difficulties faced teaching," he said.

"Both the previous and present governments have supported the re-establishment of 'social grammar schools' through measures including grant-maintained schools, city technology colleges, specialist and beacon schools which, combined with unfettered parental choice, lead to the disadvantaged 'council comprehensive' facing even greater difficulties.

"Recent classic cases of schools in difficulty amply illustrate the point that while teachers must carry some share of the responsibility, there are many other

by disadvantaged schools in consistently raising standards, that poor resources affect the quality of provision, and that competition - via parental choice and performance league tables - has not always been a good thing.

It also acknowledges the important support provided by education authorities in helping to turn around failing schools.

Launching the report this week, Chris Woodhead remained combative on competition's spur to raising standards (not proven, according to the report) and the need to improve teaching quality and school leadership still further.

But he praised first. factors at play over which they have little or no control."

School standards minister Stephen Byers welcomed the improved standards detailed in the report - and promised measures to tackle the 10 per cent of secondary schools with significant weaknesses.

Secondary Education 1993-97: A Review of Secondary Schools in England, is available from the Publications Centre, price £22.95. Tel 0171 873 9090 or fax 0171 873 8200.■

44. The Times Educational Supplement

June 12, 1998

Jury still out on the added value of arts

Diane Spencer

The belief that learning the arts helps children with other subjects remains "not proven", according to a report commissioned by government advisers.

The review of 22 research studies found "interesting indications", but the National Foundation for Educational Research report concluded "there is simply insufficient consistent and compelling evidence that arts education will necessarily lead to positive non-arts outcomes".

The findings come at a politically sensitive time as the Qualifications and Curriculum Authority - whose forerunner commissioned the report - is concerned not to become embroiled in the

controversy over the Government's relaxing of arts and music teaching in the primary curriculum. It is especially sensitive as the authority is engaged in a major overhaul of the curriculum.

The report also found that there might be an association between some music and the development of space and time skills; certain aspects of arts education might be particularly effective with younger children; the transfer of learning from one subject to another was not easy to achieve; and more research was needed to identify the specific experiences that could enable artistic development.

The review was commissioned following an international conference on

the arts and the curriculum last year when delegates discussed the effects of additional teaching in art and music on the progress of children's reading and maths skills.

The NFER team looked at the research in the light of three questions: did each study contain sound evidence of positive effects, and were these likely to have been caused by extra exposure to arts education? Was the research of sufficiently high quality to be sure of the outcomes? If there were positive results from each piece of research, was there sufficient evidence from a number of studies to consider the case proven?

The 22 studies related to four areas: academic achievement, especially in

maths, reading and language skills; spatial ability; personal and social outcomes; and thinking skills, creativity, art appreciation.

The authors emphasise that "any debate about the contribution of the arts to the education of children and young people should recognise the intrinsic

value of what arts have to offer, above and beyond any possible 'added value' in terms of cognitive, academic, emotional, or social outcomes".

The findings, they say, have been drawn from a relatively small number of studies, evaluating a wide range of initiatives, aimed at different types of

children, in different art forms, and using a variety of research designs. "It is hardly surprising that the evidence is inconsistent and even contradictory."

"The effects of teaching and learning in the arts", by Caroline Sharp, Pauline Benefield and Lesley Kendall. ■

45. The Times Educational Supplement

June 12, 1998

Puttnam proposes stagecraft for teachers

Nicholas Pyke

Out-of-work actors should put their talents to use by helping trainee teachers to hone their presentational skills, says the prominent Labour peer and film producer, Lord Puttnam.

He believes that teachers have much in common with actors and would benefit from stagecraft and professional voice projection.

"I'm very interested in the help actors can give in terms of confidence building," he told The TES.

"Teacher training is a real opportunity to bring the two professions together. Most of the great teachers draw on what they describe as acting skills to put across the message.

"The only danger is that some- one might say you're trivialising teaching; but that would be enormously unfair to acting, which is one of the bravest professions."

Lord Puttnam, best-known for producing films such as *Chariots of Fire*, and *The Killing Fields*, has been taking an active role in Labour's education

strategy and is working on a televised award ceremony for teachers.

The idea of stagecraft training was praised by teaching recruitment expert John Howson, who said that presentational techniques were an important part of the old teaching certificate before the BEd degree abolished them.

Mr Howson, a former teacher-trainer, introduced voice training for students at Oxford Brookes University. "These confidence-building things are very important. David Puttnam's idea is not a bad one at all. For a 22-year-old, going into a classroom for the first time is quite a daunting experience. These performance elements are important," he said.

Ian Kane, head of Manchester Metropolitan university's School of Education, was also enthusiastic. "Projection of your personality and voice, plus correct use of body language and movement round the classroom are very important," said Mr Kane. "I personally believe presentational skills is an

important area that has been neglected.

"But there are different skills needed in presenting ourselves to an audience that is there to be entertained, and an audience that is there to learn.

"Being a good classroom performer is about having an extrovert personality and recognising the need to communicate. You can't learn to be an extrovert but you can imitate it.

"The scheme's success would depend on time and money. No institution has the money to pay specialists to come in, and the timetable is already overcrowded."

The university training departments gave the idea a cautious welcome. "We would have no objection in principle," said Mary Russell, secretary of the Universities Council for the Education of Teachers.

"Some institutions may not currently be giving presentational skills as much prominence as they might. But so much is already being squeezed into teacher-training courses." ■

46. The Times Educational Supplement

June 12, 1998

England beats France...

... when it comes to spelling and writing in primary schools. Nicholas Pyke reports

English primary pupils are better at writing, spelling, and some mathematics than their French counterparts, says new government-backed research - despite the emphasis France places on formal drilling.

English children score well because they are willing to take risks, says the study, which deals a blow to claims that British schools lack rigour.

French children, meanwhile, are hindered by their fear of making mistakes and their deference to authority.

The report, which has been circulated among educationists but not yet formally released, was commissioned by the Government's Qualifications and Curriculum Authority.

It warns against ditching the creative strengths of British education in the rush

to imitate foreign competitors.

The study, which compares 400 children, aged 9-11, in each country, does however add to existing concern about British maths. Although English pupils did well in problem-solving exercises, they were poor at division and multiplication.

The conclusion is upbeat: "Perhaps the most important general finding was that

English pupils' achievements in these two key areas of maths and language compared favourably in many respects with their French counterparts.

"In particular there were significant national differences in pupils' levels of

In maths, French pupils were good at addition, subtraction, multiplication and division. The English were more prepared to apply a range of strategies - although many of these were inefficient.

The research was carried out by Claire Planel, Marilyn Osborn, Patricia Broadfoot and Brigitte Ward at the University of Bristol and Canterbury

confidence and their willingness to 'have a go' and to take risks. French pupils seemed to be constrained by their desire to avoid making mistakes and to refer constantly to authority."

English pupils were better at spelling, Christchurch College. Although the sample was small, the analysis is more detailed than for most international studies.

"It's important not to destroy and lose the strengths of English education while trying to address the weaknesses," Marilyn Osborn said. "Our study does show some very important strengths and

the use of tenses and story writing. The British emphasis on practice writing, say the authors, may be more effective than the French stress on structure and syntax. French pupils were better at using commas.

a preparedness to take risks which we wouldn't want to lose."

In the end, they say, specific teaching methods are less important than the national culture of education. But they do back the Government's numeracy and literacy strategies.■

47. BBC News

June 11, 1998

Support grows for US schools' Net subsidy

Moves to defuse the row threatening the subsidy that helps schools in the United States to use the Internet have been made by the Federal Communications Commission.

Commission chairman William Kennard, who regulates the scheme, has promised a more streamlined and cheaper programme of subsidies.

He hopes this will answer critics who say that the "e-rate" - the discount that schools can claim on telecommunications

services - is too expensive.

"The best thing that we can do in the interest of this programme is to proceed ahead prudently," he said.

"I don't think that we can afford to throw the baby out with the bath water."

As a concession to the telecommunications industry which pays for the subsidy, Mr Kennard said that he would reduce the \$2bn being sought for the e-rate this year, much of which is funding for wiring up schools to the

Internet.

President Clinton and Vice-President Gore want the schools' discount programme to grow.

"The e-rate is critical to our effort to put computers in every classroom," said Al Gore.

But opponents of the way the subsidy is currently operated argue that the cost will force telecommunications companies to increase phone charges for domestic users, making the scheme unacceptable.■

COMMENTARY

48. San Francisco Chronicle

June 12, 1998

227 Passed, Now Comes The Hard Part

DEBRA J. SAUNDERS

"LET 'EM send me to jail," San Francisco schools chief Bill Rojas proclaimed last week. Rojas was vowing not to implement Proposition 227, which mandates English immersion classes for limited English proficiency (LEP) students, after California voters approved it.

So Rojas would rather go to jail than obey the law. I could respect that statement if voters passed a measure ending accommodations for immigrant kids — no immersion, no bilingual, nada.

But what Rojas was declaring, in essence, was that he would rather go to jail than work to teach young children to learn English in a year.

(Not that Rojas would put it that way.

In a press release he argued that 227 mandates "sink or swim." Wrong, it clearly mandates "sheltered English immersion.")

The anti-227 crowd has been singing the same song. Despite the experience of countless immigrants who learned English on the quick, or worse, sink or swim, the Anti's argue it is an unspeakable hardship to expect educators to teach young kids English in a year. As the anti-227 lawsuit put it, success in a year is beyond "the vast majority" of LEP students.

Which illustrates the battle brewing now that 227 is law. Can the Educator Left put its politics aside for a moment and do right by California's children? Or will it be petulant, resist reform, and in so doing

shortchange immigrant kids?

That petulance, of course, is the reason 61 percent of voters said yes to Proposition 227. Their message: Bilingual programs have taken too long to teach students English, as a result of which too many LEP students don't learn English, or lag behind their peers because they learn it late.

It was a radical move for voters to approve a one-approach measure so clearly opposed by the very troops who would have to implement it. It was a vote that could only be born in desperation. And voters were desperate because state educators were tone deaf to parents' complaints and children's failure. Now comes the time for both sides to listen. The Anti's have made reasonable points

against 227. Most notably, its "one-size-fits-all" approach is confining.

Toward that end, the board should help districts provide easy approval of waivers for students, age 10 and over, whose parents want their children in bilingual classes. The board also should assure teachers and classroom aides that they can use other languages in immersion classes. (Not that 227 ever said they couldn't, but the Anti's scare campaign is another story.)

Three other suggestions: Help parents who want their children in bilingual classes get around the 30-day waiting

The state Board of Education, which meets today, should work to give schools period — at least for students who have attended school for at least a year. Find funds for tutorials and after-school classes for LEP students who need extra help. Also, address what schools should do for older students who already have spent years in bilingual programs.

Kudos go to California Teachers Association president Lois Tinson for telling teachers to obey the law. Teachers who heed parents' explicit requests to teach their children English need fear no lawsuit. Another plus: kids actually might

and teachers wiggle room to do the job — the job of teaching as best they can. learn something.

Indeed, if the Anti's decided to try to make 227 work, they could find that its golden lining means that no LEP student need be thrown into English classes in the "sink-or-swim" style, as dragged-out bilingual ed stops gobbling school resources. The only thing the Anti's truly have to fear losing is years of six-year bilingual education.

■

49. Chicago Tribune

June 12, 1998

UNLINKING THE CHAIN OF TEEN VIOLENCE

By Myriam Miedzian.

The National Rifle Association this week elected Charlton Heston as its president, hard on the heels of the Springfield, Ore., schoolyard shooting. That's somehow fitting, since the actor who played Moses handing down the commandment "Thou shalt not kill" is the ideal choice to paint a moralizing gloss over the obvious link between the easy availability of guns and the lethal escalation of youth violence.

The NRA takes the line that children and their parents, not guns, are exclusively to blame. NRA chief lobbyist Tanya Metaksa recently struck a Biblical tone, exculpating guns by calling Kip Kinkel, the 15-year-old perpetrator of the Springfield tragedy, evil. But the clinical fact is that many young people are at risk for violent behavior. Dismissing boys like Kinkel as evil anomalies misses the point that youth violence often stems from medical conditions that are treatable.

It would be unthinkable to withhold medical care from a diabetic child, feed him sweets, then blame him for going into sugar shock. Yet this is exactly what we do with millions of children, mostly boys, whose medical conditions put them at high risk for violence. Those include attention deficit disorder with hyperactivity (ADHD), learning disability (LD), mild mental retardation, mild autism and conduct disorders. The majority of kids who suffer from such disorders go untreated while the entertainment industry feeds them a

We can institute parental TV control devices. In 1995 the Senate passed a bill that would have given parents a way to block entire channels they deem

steady diet of violence and the gun lobby blocks regulation to take weapons out of their hands.

Kip Kinkel is one of these boys, diagnosed with ADHD and LD when he was 11, given access to guns but not to effective treatment. ADHD is six to nine times more prevalent among boys than girls, mental retardation nearly twice as prevalent, autism three times, and conduct disorder four to 12 times as prevalent. LD may be more equally gender-balanced but LD boys suffer disproportionately from ADHD.

As a result, boys are at greater risk for violent behavior, and the signs are usually apparent from a young age. Age 11 is often too late for diagnosis and treatment to head off violent behavior in adolescence and adulthood. Oregon Governor John Kitzhaber's allotment of \$30 million to violence prevention programs is a positive step, but funds must be targeted to early intervention.

One mother of a boy with ADHD, born the same year as Kinkel, described how as a baby her son invariably woke up crying and kicking. By age 3 he was punching her and throwing numerous temper tantrums. At this point the family sought professional advice and was told that without active intervention their toddler was likely to become a violent man. They got the help they needed early, and today, at 15, the boy exhibits no violent behavior. He channels aggressive energies into sports other than the shooting kind.

Early intervention may not always inappropriate for their children, but the House rejected it. The V-chip compromise blocks certain shows with violent content, but combining a CPBS

work, but it's still a good investment. An estimated 30 percent of delinquent boys and 40 percent of the jail population suffer from LD. Up to 30 percent of criminal offenders are mildly retarded. Getting professional help to at-risk children would undoubtedly be less costly than the incarceration associated with non-treatment. Besides, do we withhold treatment from children with leukemia just because it doesn't always cure them?

Not only do many high-risk children go untreated, they see more than 10,000 TV murders by the age of 18, including endless scenes of people shot down, blown up and burned alive. They develop shooting skills in video games and listen to music lyrics that denigrate women and extol violence. They spend more time being "entertained" than with their parents or in school. No parent can hope to protect their children entirely from this onslaught of cultural violence combined with easily available guns. What can we as a society do about it?

We can work to counter the gun lobby and demand effective gun control legislation. We can establish a Children's Public Broadcasting System free of gratuitous violence. The Children's Television Workshop and Nickelodeon are working on a kids' cable channel, but it may eventually carry ads, including ones for violent toys. We need two commercial-free channels: one for younger children and another for preadolescents.

and a parental control device is the only way to achieve a separate, safe, TV universe for children.

We can regulate violent entertainment.

We provide legal protection for children against labor, liquor and pornography. Many 1st Amendment experts agree that laws protecting children from entertainment violence would pass Supreme Court muster. In Europe, film rating laws are enforced without stifling free speech. In the United States, MPAA ratings are "suggested" and therefore

unenforced. Meanwhile, who is the target market for our multimillion-dollar, violent "R"-rated blockbusters? Young teenage boys.

Over the past decade, arrests of 15-year-old boys on murder charges increased more than 200 percent and arrests of boys 12 and under were up 100 percent. After Paducah, Jonesboro, and

Springfield, we can't accept the NRA argument that youth violence is a moral failing of a few "evil" kids or parents. It is a national epidemic. We have options and tools at our disposal to treat it. Let's use them.

Myriam Miedzian is the author of "Boys Will Be Boys: Breaking the Link Between Masculinity and..." ■

50. Manchester (N.H.) Union-Leader

June 12, 1998

Voucher Victory — Wisconsin: A Crack in the Education Monopoly

While the Supreme Court of New Hampshire has been busy inventing new rights and shoring up the public school monopoly, the Wisconsin high court has struck a blow for freedom. In the biggest victory yet for the school choice movement, the Wisconsin court affirmed the constitutionality of a Milwaukee voucher program. This program gives \$5,000 government vouchers to the parents of poor students — as many as 15,000 under this week's ruling —

which can be used at any private school, secular or religious. The ruling was a stunning setback for the education monopoly, which views competition and choice with abject horror. This is, of course, a tacit admission that the ossified public schools cannot compete in a free education market. Others alleged the Milwaukee vouchers violated church-state separation. Not true. Government vouchers in the form of GI Bill grants and other scholarships

routinely go to church-related colleges. Moreover, by providing vouchers directly to parents and not the schools, the benefit flows to the child, not the receiving institution, an arrangement the U.S. Supreme Court already has upheld.

Vouchers, parental choice, competition — these are the hallmarks of the coming revolution in public education. — *Richard Lessner* ■

51. Baltimore Sun

June 12, 1998

No magic solution for improving Md.'s colleges

By Edwin Hirschmann

THIS being 1998, it's about time for a reshuffling of the structure of public higher education in Maryland. So it is no surprise that the General Assembly authorized such a task force in its last session and that the members of this task force are expected to be appointed this month.

It has been 10 years since the last reshuffling of our state colleges and universities. Before that came the Rosenberg Commission in 1977, and before that was the Curlett Commission of 1962 or thereabouts. In short, these commissions come with the reliability of the 17-year locusts but with a little greater frequency.

I get that feeling of "deja vu all over again." The economizers were the first to be disillusioned. In retrospect, one can only snicker at the naive notion that restructuring would reduce expenditures. The budget for the University System of Maryland in the current fiscal year is \$1,996,665,299 — almost \$2 billion,

again" because I played a role in the last reshuffling. As chairman of the interim Faculty Advisory Council, my job was to protect faculty rights and responsibilities in the new structure, the highlight of which was creation of the Maryland Higher Education Commission and the University of Maryland System (now the University System of Maryland).

We faculty members were cautiously optimistic about the results. Not only was faculty status recognized, but the state had committed itself to trying to build a first-rate university system, we thought.

Upbeat mood

The administrators, headed by University of Maryland President John S. Toll, were also upbeat, feeling that they had a vehicle for an expanded, including more than \$9.9 million to fund the 105 positions at the system's Adelphi headquarters.

Ten years ago the University of Maryland had a budget of \$848 million, while the six institutions governed by the Board of Trustees for the state

centralized system of educational resources. So were the state legislators, some of whom felt we could do more with less, through greater efficiency and "eliminating duplication." Why, they asked, did the state need to maintain five separate undergraduate colleges in the Baltimore area?

Why, then, is there so much nagging discontent with results, so much that after only 10 years it needs re-examining? Because nobody really got what they wanted. The truth is — and I hate to admit this — we all oversold the people of Maryland on the importance of restructuring as a tool for the improvement of higher education.

universities and colleges (the other major component in the reformed system) managed with \$202 million.

Ten years ago, duplication was elusive among Baltimore-area colleges. Each institution was found to have its own unique role, and it made more financial

sense to continue them all instead of eliminating some and accommodating the displaced students elsewhere.

Even efforts at inter-campus coordination and cooperation proved difficult. A specialization theme — Towson to emphasize fine arts and education, University of Maryland Baltimore County, the "hard sciences," etc., with the others reducing their programs — ran into so many objections that it was quietly shelved. All that is left are a few small joint-degree programs, which the system encourages and facilitates, and the growing use of "distance learning" (through closed-circuit television).

Administrative dreams of a centrally directed system also died quickly. The two most ambitious planners were Mr. Toll, the first chancellor of the system, and Peter O'Malley, the first president of the new Board of Regents. Both resigned abruptly about a year after the plan went into effect. Since, the programming initiatives have come largely from the individual campuses. "Academic feudalism" continues, with each little baron, duke or countess defending his or her piece of turf.

Faculty illusions lasted a little longer, until the fiscal crunch of the early 1990s, when the state stopped paying them cost-of-living increases, except in election years. Faculty salaries still lag behind most of those paid by comparable institutions in other states, and the powers that be don't seem too worried about it.

Academic peach pickers

There have been significant additions to staff, but most of them are not faculty. My own university, Towson, had budget authorization for 1,390 positions for this fiscal year, 200 more than fiscal year 1988, but only 30 of those additions were permanent faculty: 566 as opposed to 596. (There were also 265 adjunct faculty, which is the academic equivalent of migrant peach pickers and paid accordingly.)

At College Park, there is a considerable body of faculty opinion that the university system is dragging them down, and if they could kick free of it, the campus would take off and soar. At UMBC, many feel they are the ones being held back by the system. Likewise at Towson, and probably elsewhere. This shows a naivete rivaling that of the

politicians who thought restructuring would save taxpayers' money.

In short, restructuring of higher education is no magic wand that will solve the problem with three waves in the air.

Well, how then do you build a first-rate academic system?

You do it the same way you would any solid structure — patiently, brick by brick, plank by plank, bolstering departments and programs and campuses, and letting each do its job. Yes, you spend money.

You hire the best professorial "free agents" on the market and pay them what they are worth. Persuade them that your university is a place where they would love to work, where faculty roles and rights are respected, where they can play an important part in a long-range, up-and-coming program.

Maybe it's happening already. There seem to be a lot of bright young professors around, at College Park and elsewhere. Remember, Harvard and Chicago and Berkeley weren't built in a day.

Edwin Hirschmann is a history professor at Towson University. ■

52. Boston Globe

June 12, 1998

Catholic education: pride, discipline

By Jim McLaughlin Lowell

It was like a breath of fresh air reading Edward R. F. Sheehan's column "Jesuit lessons to live by" (op ed, June 6).

With all of the bad ink and Catholic-bashing going on these days, for once somebody wrote an article that reminded me of my Catholic education and upbringing, which was a very

inspiring experience. The Sisters of Notre Dame at St. Charles in Woburn certainly were strict, and all of the whacks on the back of my head I'm sure I deserved, but they also gave me a great sense of direction, a love of God, family and friends, not to mention a great education.

Also, there were two priests in my adolescent life that I will always hold

dear to my heart - Father Sheehan and Father Keirce of the Immaculate Conception Parish in Winchester. The discipline and pride that were instilled into me during my days in drum corps by those two priests will always be with me. ■

53. The Wall Street Journal

06/12/98

School Choice: Once Fantasy, Now Reality

By Paul A. Gigot

The great conservative temptation is pessimism: We tend to think the world is always going to hell. Which is all the more reason to cheer that the once-impossible crusade for education choice is becoming inevitable.

Some of us can remember when "vouchers" were little more than one of Milton Friedman's libertarian dreams. They were about as politically achievable as, well, breaking up the Soviet Union.

But some miracles you live long enough to see, and what has become the education-choice movement is now slowly busting apart the public-school bureaucracy's stranglehold on poor kids.

Recent events have the feel of a dam breaking:

— The Wisconsin Supreme Court voted 4-2 Wednesday in favor of that state's voucher plan for 15,000 Milwaukee students. The big news here is that the court blew away what has been

the status quo's Jericho Wall — the argument that vouchers redeemed at religious schools violate the separation of church and state.

— As long as the money passes through parents, the judges said, the Milwaukee plan passes constitutional muster. Just as Pell grants can flow through college-age students to Notre Dame or Yeshiva, state money can also follow kids to private elementary schools.

Let us hope opponents of the ruling

are foolish enough to appeal to the current U.S. Supreme Court. The result could be the best decision for minority education since *Brown v. Board of Education*.

— Financier Ted Forstmann and his friends are donating \$200 million for K-12 private-school scholarships nationwide. This is the best kind of philanthropy: Putting cash directly in the hands of people so they can help themselves. It ought to shame the Ford and Rockefeller Foundations that squander their money on the schemes of social workers.

Nina Shokraii of the Heritage Foundation estimates there are now at least 56 of these private scholarship programs around the country. In Washington, D.C., more than 7,500 poor children applied for 1,000 scholarships. Thus have the donors exposed how deeply unpopular urban public schools are among the very people they claim to serve.

— The political debate is turning, even among liberals. The initial defections on the left came from local politicians who saw the tragedy of urban schools up close: Polly Williams in Milwaukee was first and bravest.

Next came a few national black politicians with their ears to the ground: Former Democratic congressman, Rev. Floyd Flake of Queens, has been eloquent. As spokesmen for choice, they

provide credibility that libertarian academics never could.

But now the choice heresy is spreading even to mainstream Democrats. Bob Byrd, the West Virginia monument, told the Senate recently he was voting for Sen. Paul Coverdell's (R., Ga.) education-savings accounts because it was time to try something new. He's voted more money for schools every year, he said, but they never get any better.

Even more startling, Sen. John Kerry, from the Kennedy Commonwealth of Massachusetts, says he may endorse choice if conservatives agree to spend more on schools. Mr. Kerry may figure this will soften his image as a reflexive liberal for a presidential run, but the teachers unions will paint a bull's-eye on his back.

It's naive to think victory is at hand, of course. The status-quo forces still have money (via union dues) and clout, especially with President Clinton on their side — the same president who praised Polly Williams when he was trying to sound like a New Democrat in 1990. Looking ahead, Vice President Al Gore acts like a wholly-owned subsidiary of the National Education Association.

But the Kremlin never expected to be overrun either. The choice movement's growth is being fueled by evidence and moral argument. The evidence is the manifest failure of urban public schools.

Only 15% of Washington, D.C., children read "below basic" on the Stanford 9 test in first grade. By 10th grade, 53% test below basic. In 10th-grade math, an incredible 89% score below basic. In other words, kids do worse the longer they're in schools that spend more than \$9,000 a year per student.

These results are morally unacceptable. They are the worst scandal in American public life. Today it is the left that is standing in the schoolhouse door, telling parents their children must live with broken windows, metal detectors and dropout rates of 50%.

Liberals are the ones defending the status quo because of an ideological fetish — a belief in a wall of church-state "separation" that is higher than America's founders ever intended. In politics, moral arguments trump such abstractions every time.

Conservatives are understandably skeptical of the idea of "progress," especially in politics. They assume everything is getting worse, and usually they're right. They're certainly right that the GOP Congress is disappointing.

But once in a while a Berlin Wall does fall. Once in a while Social Security can be reformed with private retirement accounts. And as we are now learning, even the public-school monopoly can be beaten. ■

54. Greensboro News & Record

06/10/98; Edition: ALL; Section: EDITORIAL; Page A10

VIOLENT STUDENTS SHOULD LOSE THEIR DRIVERS' LICENSES

We, eighth grade students at Greensboro Day School, support the proposed policy of Lt. Gov. Dennis Wicker. He believes that students who engage in violent activities on school grounds, should suffer suspension of their driver's licenses. Students who assault a teacher or another student, carry a weapon, vandalize the school property, or possess drugs or other illegal substances should

lose their licenses for a year.

If a student is under the age of 16, he would have to wait until turning 18 to apply for a license. We support this proposal in many ways, but believe that a few changes would be appropriate. This policy should be enforced when students take weapons or drugs to school, or assault another student. However, different punishments should be given to

students who bring a toy gun or plastic knife to school.

We hope everyone who supports suspending driver's licenses for violence in schools will write to their district representatives urging them to back the suspension of driver's licenses when there has been school violence. Let's say no to school violence.

Jessica Morton Greensboro ■

55. Wisconsin State Journal

06/10/98; Edition: All; Section: OPINION; Page 11A

A BALANCED EDUCATION RELIES ON RACIAL DIVERSITY

By Phil Certain ; Rob Seltzer

A recent guest column on the State Journal Opinion page questioned whether the University of Wisconsin Board of Regents overlooked state laws barring discrimination on the basis of race in crafting the update of its "Design for Diversity."

The basic argument was that the use of an applicant's race as one factor in college admission decisions is discrimination.

Rather than overlooking this argument, it is much more likely that the regents fully understood it and used additional factors to reach their decision to continue policies to encourage racial and ethnic diversity on UW System campuses.

The anti-discrimination law was crafted during the civil rights era as a tool to prevent discrimination against racial minorities. The claim now that the law mandates that race cannot be taken into account at all misses the original point of the law.

The law was not written to protect white students from being displaced by minority students; its purpose was to grant access to minority students — access that had been historically denied.

For minority students, special care is given in the admissions process, because some predictors of success, such as scores on standardized tests, are known to be problematic. It is also here that institutional goals are taken into account. With respect to minority admissions, the main institutional goal is diversity. Thirty

While one can argue that the law is wrongheaded or even unconstitutional, one cannot argue that its intent is to exclude race as one factor in the admissions process. The U.S. Supreme Court ruled in 1978, in *Regents of the University of California vs. Bakke*, that race could be used as a factor in the college admissions process. This ruling applies to Wisconsin.

In 1991, 91 percent of the freshmen at UW-Madison were white; in 1997 white students were 89 percent of the freshman class. During the same period the white population in Wisconsin also fell two percentage points, from 94.5 percent to 92.5 percent. Race has not had a dramatic impact on UW-Madison enrollments relative to the state population.

Few, if any, selective institutions in the United States grant admissions strictly based on numbers; for example, a particular grade point average (or high school percentile rank) and score combinations from the American College Testing exam and the Scholastic Aptitude Test.

Nor would most citizens want that. Most want colleges to take into account special talents and backgrounds. Most citizens want colleges to take into years ago, these considerations were used to "help them." Now, they are used to "help us all."

The fact is that today's students — majority and minority — are likely to live in a world quite different from the neighborhoods in which they grew up.

UW-Madison cannot achieve its

account "the whole person."

Some examples of the kinds of factors typically taken into account (in addition to grades or percentile rank and test scores) include: a challenging curriculum; the upward or downward trend of the high school record; extra-curricular activities; alumni ties; special artistic, musical or athletic talents; work experience; handicaps overcome; etc. A considerably greater number of students are admitted based on these factors than on race or ethnicity.

The admissions process for UW-Madison is typical of competitive institutions. Students in the upper 15 percent of their high school graduating class are usually admitted, regardless of race or other factors. Those below the top 15 percent receive more deliberation, and the factors indicated above are taken into account.

The goal is to admit only those students who have a high probability of success. If the sole goal of the admissions process was to admit only those with the highest probability of graduation, we would admit only non-resident white women. They have the highest likelihood of graduation on time.

mission of providing an excellent undergraduate education unless the student body, faculty and staff reflect a much greater degree of ethnic diversity than is now the case. This is why the "Design for Diversity" is still needed.■

56. The Atlanta Constitution

06/10/98Section: Editorial; Page A;14

Exit exam: School failed student, but teaches a final lesson

By Cynthia Tucker
STAFF

Atlanta schools should be as embarrassed as honor students who failed the graduation test, says Cynthia Tucker, editor of the Constitution's editorial page. Her column appears Wednesdays and Sundays. Here is an example of public school failure: A senior at an Atlanta high school, a girl always on the honor roll, is eligible for a HOPE scholarship, which requires a "B" average. But the young woman has not managed to pass the graduation examination required by Georgia public schools.

How did this happen? How could 18-year-old Tabitha Whitaker be an exemplary student, earn a "B" average and yet be among the 273 Atlanta students who have not mastered critical academic subjects well enough to pass the Georgia High School Graduation Tests, despite five chances?

Needless to say, Whitaker was heartbroken when she learned she would not be able to march with her classmates during commencement exercises at Benjamin Mays High School. She joined other students and parents who protested the Atlanta Board of Education's policy

of allowing only those students who have passed the graduation exam — students who are actually receiving a diploma — to walk across the stage at commencement.

Those students and parents directed their anger at the wrong target. The school board deserves plaudits for that policy. It is about time that the Atlanta public schools — indeed, schools throughout Georgia — set a high standard and stuck to it.

One of the curious things in this little controversy is that the Atlanta public schools are the only schools in the

Atlanta region that forbid nongraduating seniors to participate in commencement ceremonies. Other school systems allow students to receive a certificate of attendance. Statewide, thousands of students failed the graduation test.

Wayne Robinson, director of high school operations in Fayette County, contends that a high school diploma is "confidential information." Huh? Virtually every employment application asks whether the applicant has a high school diploma, and employers are entitled to call the school system to confirm the applicant's response. That information is part of the common currency of American life. There is no point in leading some seniors to believe

they can conceal their academic failure.

Although the Atlanta public schools will no longer tolerate that nonsense, the dilemma of young Tabitha Whitaker and others points out that Atlanta's schools don't quite have it right either.

Whitaker was not the only Atlanta senior with good grades who didn't pass the graduation exam. It is a travesty to allow that to happen, a failure that ought to be laid at the feet of grade-inflating teachers and the principals who tolerate it. It is too bad they can't be as publicly embarrassed for their failure as Whitaker has been.

There is also the matter of allowing teachers to teach subjects that they themselves have not mastered. That may

be one reason for the high failure rate on the science portion of the exam, which bewildered more students than any of the other four subject areas. According to a federal study, more than half of Georgia's science teachers lack even a minor in the subject. That cannot be blamed on the kids.

As for Whitaker, she can take the test again this summer and, if she passes, participate in a ceremony the Atlanta school system has scheduled for August. In a few years, when the workplace begins to be demanding, she may come to appreciate the wisdom of that policy. E-mail: cynthia@ajc.com■

57. The Washington Times

06/11/98; Edition: 2; Section: A; COMMENTARY; EDITORIALS; LETTERS; Page A22

The National PTA stands foursquare behind public education

Contrary to the view in one of your recent editorials, the National Congress of Parents and Teachers is an organization committed to comprehensive public school reform and has been encouraging parents to be involved in decisions regarding their children's education for more than 100 years ("The PTA, turning its back on poor children," May 19).

The National PTA opposes shortsighted proposals that disregard the 89 percent of America's children enrolled in public schools. Vouchers financed by public dollars divert much-needed funds from public schools, whose mission is to

serve all children, and redirect those funds to private institutions that admit only select students and are not accountable to the public. Parents with limited financial means will be left with no choice but to keep their children in an ailing and neglected public school system.

The National PTA recognizes that improvements must be made within the nation's public schools to provide equitable educational opportunities for all children. But vouchers, tax credits and other such alternative funding sources do not provide solutions to public schools or the children enrolled in them.

The National PTA believes that every child in this nation is entitled to an excellent public education, and an overwhelming majority of voters polled in the 1996 elections agreed. Our organization supports reform efforts such as smaller class size and safe, well-maintained facilities that focus on creating optimum learning environments. For this nation's well-being, there must be a renewed investment in public education. It's time to invest now.

LOIS JEAN WHITE

President

National PTA

Washington■

58. Ft. Worth Star-Telegram

June 11, 1998

Lawmakers and telecom powers are hanging up on us

By Milly Ivins

AUSTIN — As though determined to prove that the film 'Bulworth' has not an ounce of exaggeration in it, the powerful telecom lobby is now putting pressure on members of Congress who owe it a lot to get the industry out of the only redeeming feature of the 1996 Telecommunications Act. The phone companies are trying to weasel out of a commitment they made in '97 to subsidize the cost of connecting schools

and libraries to the Internet.

To remind you of the state of play to date, the Telecommunications Act was an outrageous rip-off, pretty much a walking definition of Bad Legislation. That's the little beauty that gave away \$70 billion worth of the people's airwaves for high-definition TV and otherwise let the telecom industry have everything it wanted.

The industry said the act would promote competition and lower cable

rates, among other joys. As you know, it touched off a tidal wave of communications company mergers and has resulted in higher cable rates than ever, phone slamming and other noxious practices.

In that horror of a bill was one bit of redeeming social value: the E-rate to help connect schools to the Net. But now the long-distance firms, such as AT&T and MCI Communications Corp., are claiming that the program — funded by

fees collected by the Federal Communications Commission — is too expensive, and they intend to pass the charges on to the consumer.

Sen. Bob Kerrey of Nebraska wrote MCI and AT&T: "In 1996, long distance companies raked in \$82 billion in revenues, which are now expected to increase because we heeded your requests to change the law. . . . The maximum the entire industry was asked to invest in schools and libraries was \$2.25 billion per year — less than three percent of the 1996 revenues in the long distance industry alone

You have since decided to raise consumers' phone bills rather than absorb this investment in your ample profit margins — in spite of the fact that your industry has been given substantial reductions in access charges, with more to come later this summer

You are now complaining about sharing a small piece of a growing pie with school children and rural and high-cost areas."

Not only are the long-distance phone companies making profits somewhere

Tom Kalil of the National Economic Council told 'The Washington Post' that "long-distance firms have saved \$2.4 billion over the last 11 months, several hundred million more than would have been spent under the highest estimates of what E-rate could cost." There is simply no reason to kill this important, effective program, nor is there any way the phone

between obscene and excessive, but you may have noticed that they have plenty of money to advertise all over the NBA playoffs, and also apparently to fund a disinformation campaign to convince us that the E-rate is a "stealth tax" somehow secretly stuck on by the FCC.

Now assaulting the E-rate are assorted Republicans, including House Speaker Newt Gingrich, who hailed the Telecom Act when it was passed as "a revolution in learning so that all citizens of all ages learn appropriately at their convenience in ways we can't yet imagine." But on Monday, Gingrich said he expects the E-rate program to be blocked in the next two weeks. The latest Republican addition to the annals of cheap, shabby partisan politics is to call the program "the Gore tax," hoping to associate it with the veep's well-known enthusiasm for the Internet.

Sens. John McCain of Arizona (who knows perfectly well how bad the Telecom Act is because he fought it in the first place) and Ernest Hollings of South Carolina and Reps. Thomas Bliley and John Dingell all signed a letter companies can claim this is a "stealth tax" — it was clearly written into the '96 Telecom Act, and it was made abundantly clear to the industry when it was granted the deregulation it asked for that universal service was part of the deal.

This is a singularly disgusting example of corporate greed, made more

asking the FCC to "immediately suspend further collection of funding for its schools and libraries program." That's a lot of legislative firepower (major committee chairmen), and the red-hots are threatening to cut off all FCC funding.

We know what's wrong with the phone companies: greed. But what so addles our elected representatives that they would deliberately harm schools, libraries and rural health centers in their own districts? The FCC has received 30,000 applications for the E-rate discount of between 20 and 90 percent, and more than 70 percent of the applications come to less than \$25,000. Further, the FCC has put an annual cap on the E-rate, so there's no way the phone companies can be overrun with requests.

Some legislators are fighting back — not only Kerrey but Sen. Olympia Snowe of Maine and, most notably, Jay Rockefeller of West Virginia, who single-handedly creates a new oxymoron: a populist Rockefeller.

disgusting by the fact that some of our elected representatives are going along with it. I do hope the ones who are doing so get very large campaign contribution from the industry; maybe it will make them feel better about selling out their constituents.■

59. Newsday

06/11/98; Edition: NASSAU AND SUFFOLK; Section: VIEWPOINTS; Page A57

It's Here, Public Schools' Next Revolution

By James P. Pinkerton.

ANDREW GROVE calls it the "strategic inflection point." In calculus, an inflection comes when a curve crosses the line between positive and negative. But Grove, the chairman of Intel, uses the term to describe the moment "when change is so powerful that it fundamentally alters the way business is done."

But the idea of an inflection point - the moment when everything changes - applies to public policy as well as business and technology. In education, there have been two inflection points in the last half-century. The first came in 1954, when the Supreme Court ruled that public schools must be integrated "with all deliberate speed." The second came in 1983, when the National Commission on Excellence in Education issued its

famous report, "A Nation at Risk," which argued that if a foreign country had dumbed down American schools the way Americans had dumbed them down, it would have been viewed as "an act of war."

In the 15 years since, reform has piled upon reform, and inflation-adjusted per-pupil spending has risen by a third, totaling \$300 billion annually for K-12 public education. And yet a curious thing has happened: U.S. students, as measured in international tests, have actually lost ground. Just this February, the Third International Mathematics and Science Study found that U.S. high school seniors ranked 19th out of 21 countries surveyed in math and science. **Education Secretary Richard Riley** called the results "unacceptable," and President Bill Clinton called for "a revolution" in math

and science teaching.

But the revolution - what will prove to be the third strategic inflection point in postwar American education - won't come from Washington. Nor will it come from the eduocracy; history proves that the people who cause a problem are not the ones to solve it.

Theodore J. Forstmann, a New York City financier, has just inflected American education. On Tuesday, he and a group of co-moguls, including John Walton of Wal-Mart and Michael Ovitz, the ex-No. 2 mouse at Walt Disney, announced the creation of the Children's Scholarship Fund, which will raise \$200 million to provide 50,000 private and parochial-school "scholarships" to poor kids in New York, Los Angeles, Chicago and Washington over the next four years.

Why get excited over \$200 million?

Americans gave \$150.7 billion to charity in 1996, according to Independent Sector, a Washington-based clearinghouse. Of that total, education got \$18.8 billion.

But as the makers of the film "Godzilla" have discovered, size doesn't always matter. Poor quality, in schooling as well as in movie-making, can defeat even the most enormous quantity of money. That tough lesson is now being learned by billionaire Walter Annenberg. In 1993, he committed some \$500 million to improve the New York City public schools; yet his millions have disappeared with barely a trace.

Forstmann and his philanthropic partners are not out simply to augment endowments or have buildings named after them. They are out to change the

way education works in America.

Forstmann says, "Competition makes you better." As befits a charity, the Children's Scholarship Fund shies away from the political implications of competition-based philanthropy. But the idea of privately financed choice in education naturally leads to the issue of publicly funded choice.

Indeed, eager to reclaim the education issue, Republicans in Washington and around the country have been pushing voucher and tax-credit legislation. Just yesterday, the Wisconsin Supreme Court ruled that poor children in a tiny pilot program in Milwaukee can in fact attend religious schools at taxpayer expense.

Democrats have mostly opposed such school choice, although the allegiance of

a core constituency may be slipping away. Sixty-two percent of District of Columbia blacks polled recently by The Washington Post supported publicly funded vouchers. Even more pressure on the status quo could come soon: According to US News & World Report, Forstmann has talked with Colin Powell about leading a "million mothers' march" on Washington to dramatize the Berlin Wall-like nature of the no-choice status quo.

Intel's Grove made a fortune by applying new science to old problems. Forstmann is willing to spend a fortune to do something more profound: Apply a new vision to the archaic architecture of American education and thereby save a generation of poor kids from failure. ■

60. The Fort Worth Star-Telegram

06/11/98; Edition: FINAL AM; Section: EDITORIAL/OPINIONS; Page 9

Educators, let the children go

By Cal Thomas

Two businessmen - Ted Forstmann, a venture capitalist, and John Walton, heir to the huge Wal-Mart fortune - have pledged to raise \$200 million that would allow at least 50,000 urban poor children to escape from failing public schools.

Normally, this would be an ideal issue for liberals, who regularly wail against the "unfair advantages" enjoyed by "the rich." Not this time. The education establishment and the politicians who receive its political contributions think it's perfectly fine that kids can't read or write at grade level when they graduate from many of these schools. And the decay there is physical as well as intellectual and moral.

Forstmann and Walton have started what may turn out to be the greatest revolution in public education.

That there is a hunger for educational choice is beyond dispute. In New York City, 22,000 applications for the Choice Scholarship Program are received each year for the 1,000 slots available. In Washington, D.C., more than 7,000 applications were filed for about 1,000 scholarships. San Antonio has the first citywide scholarship program for poor children, thanks to area businesses concerned about the quality of employees they are getting from the government-funded and -controlled education system.

In wealthy Palm Springs, Calif., the Desert Sun reported last fall that for every 700 students enrolled at Palm Springs High School, 200 will drop out,

455 will receive their high school diploma and not enter college, 39 students will enter college and quit without graduating, and just six students will graduate from college.

Members of the education establishment predicted that school choice wouldn't work and would drain public-school resources. They argued that more money is needed in a system that is already spending record amounts but getting ever-lower returns on the public's investment. If a mutual fund were performing as poorly as public schools, a good financial adviser would recommend that the client sell and find a better investment.

In Wisconsin, where school choice for low-income residents has been an option in some cities for more than seven years, and was affirmed yesterday by the state Supreme Court, even when the choice is for religious schools, the results are beginning to come in.

Howard Fuller, a former superintendent of the Milwaukee Public School system, says the magnitude of the improvements is so great that he recommends the choice program be expanded to new cities. Several studies from educational professionals indicate "quite large" gains in math achievement and reading. Surveys also indicate widespread parental satisfaction and more stability in attendance patterns.

A newer school-choice program in Cleveland shows similar academic gains as well as markedly improved parental and child satisfaction. In Milwaukee and

Cleveland choice schools, academic achievement in several subjects improved dramatically after as little as three years in a new environment.

Only the teachers unions and the politicians who need their votes and campaign money are upset. Unable to deny the evidence of improvement, many have taken to distorting the research and attempting to shut down choice experiments.

Professor Lawrence Stedman of the State University of New York illustrated the depth of the education problem for the minority community trapped in failed public schools. In a presentation last year to a Brookings Institution conference, Stedman said that 12th-grade black students "are performing at the level of middle-school white students. . . . They lag four or more years behind in every area, including reading, math, science, writing, history and geography. Latino seniors do somewhat better than 8th-grade white students in math and writing but, in other areas, are also four years behind white 12th-graders."

While the federal government attempts to break up the alleged monopoly of the highly successful Microsoft, it tries to maintain a failing education monopoly. Forstmann, Walton and their Choice Scholarship Program spell freedom and a future for students and parents who can't afford the "luxury" of private schools. The politicians and education bureaucrats, who increasingly place their kids in private schools, want to leave poor children behind. Forstmann

and Walton are like Moses crying to the education pharaohs: "Let these children go."

Cal Thomas' column is distributed by the Los Angeles Times Syndicate. You may write him in care of the syndicate, 218 S.

Spring St., Los Angeles, CA 90012. ■

EDITORIAL

61. The Wall Street Journal

06/12/98

The Gore Tax

Today Federal Communications Chairman William E. Kennard and his colleagues at the Commission plan to sit down and ram through a new 5% tax on your home phone bill. Some of the blame lies with the commission, which evidently feels it has the authority to write a tax hike whose scale would make even the House Ways and Means Committee blanch. But the main malefactor here is Al Gore, who should be lashed to a seat in front of a Web screen for pushing through the law that set this tax in motion in the first place.

The Gore Tax, as it should be known into eternity, is officially called the E-rate for its educational essence, as in: "Every child in America deserves a 21st century education and access to 21st century technology," to quote the Vice President. "The E-rate is critical to our effort to put computers in every classroom and library." And of course Mr. Gore is personally going to give it to every child in America.

To attach these computers to the electronic superhighway, Mr. Gore and then-FCC Chair Reed Hundt patched together the multibillion dollar phone-bill levy, and then buried it deep in the crevices of the 1996 telecom bill. The President's budget assumes a tax revenue

potential of \$13 billion, or twice the amount we currently pay in federal gas taxes, by the year 2003. This is not going to be a small tax.

But progress moves faster than politicians; in the last year some 80% of schools and libraries have already been wired. No matter. The Gore tax was already booting up. It wasn't until early this spring that people started waking up to fact that the commission had pushed phone companies into collecting \$600 million from wireless and business customers. That was just for starters. The full tax goes into effect this summer, when families can expect a 5% surcharge on their phone bills.

After waffling, long distance's Big Three announced they would do the right thing and break out the Gore Tax on their bill or in a separate statement come July. A page of its own sounds about right to us.

This unmasking of his hidden tax provoked Chairman Kennard to issue a press release calling AT&T's decision to itemize "premature, unwarranted and inconsistent." He added that "the FCC will continue to drive long distance rates down. . ." And you thought markets were what set prices in this country.

In the sudden whirlwind of interest,

the E-rate no longer seems like a sure thing just as schools and libraries were starting to line up for their share of the Gore bounty. On Capitol Hill this week, the bipartisan quartet running the House and Senate Commerce Committees — Rep. Tom Bliley and Sen. John McCain on the Republican side and Rep. John Dingell and Sen. Fritz Hollings for the Democrats — dispatched a fire-breathing letter to Chairman Kennard demanding that the commission suspend all further funding. Speaker Gingrich further advanced the possibility of a major food fight when he told the AP that "we'll probably block it in the next two weeks. . . It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States."

The manner in which this tax has been "enacted" is indeed bad. As disturbing is the fact that the Vice President and company felt that this presumably great public good had to be snuck through the process. If Mr. Gore wants every phone owner in the U.S. to accept a 5% tax on their monthly bills for some reason, let him run around the country in 2000 campaigning for it. ■

62. The New York Times

06/12/98 Section: Editorial Desk; Section A; Page 20, Column 1

Keep Internet Funding for Schools

With the Internet becoming increasingly important in commerce and education, the Federal Government should be redoubling its efforts to help disadvantaged communities get on line. Instead, some in Congress want to pull the plug on a modest program that is critical for thousands of schools and libraries around the nation that cannot afford to pay for Internet access on their own.

The "e-rate" program, created by the

1996 Telecommunications Act, provides subsidies to poor schools and libraries to pay for wiring and telephone costs. The cost of computers, software and teacher training are not covered. Most of the funding comes from big long-distance companies that pushed for passage of the act, which allowed them to pursue new lines of business. Now those companies are pressuring Congress and the Federal Communications Commission, which administers the program, to cut the

subsidies.

More than 30,000 schools and libraries have applied for subsidies totaling \$2.02 billion, an amount less than the annual spending limit of \$2.25 billion set by the F.C.C. So far only \$625 million has been collected for the first half of the year. Today the F.C.C. is expected to decide whether to collect \$1.3 billion in the second half of the year, as planned. Any significant reduction would be irresponsible given the needs of schools

and libraries.

The political pressure on the F.C.C. has been intense, with opponents deploying several different arguments. Congressional critics warn that e-rate collections will cause long-distance companies to raise their rates. The carriers, by putting a separate e-rate charge on telephone bills, are threatening to pass the cost on to consumers, when in

fact they should be absorbing that cost. House Speaker Newt Gingrich plays to that strategy by labeling the e-rate subsidy a "tax."

The e-rate program is a public obligation that the carriers agreed to and are required to finance under the 1996 law because they stand to reap enormous financial benefits from deregulation.

Access charges that long-distance companies pay to local phone companies have been cut significantly as a direct result of the 1996 act. Should the F.C.C. decide to trim the program, it will be capitulating to company greed at the expense of communities all over the country.■

63. Christian Science Monitor

June 12, 1998

Toward Peaceful Schools

Looking back on the school year just ending, many Americans will recall, sadly, a series of deadly shootings. Places like Jonesboro, Ark., and Springfield, Ore., are etched in memory.

Looking ahead to the fall, educators, parents, students, and community leaders ask: How can we keep it from happening again?

Many school districts have introduced metal detectors and search procedures. Uniformed police or security guards are becoming more common in halls and schoolyards. Administrators, teachers, and in some cases fellow students are alert to threats of violence that could turn into actual violence. Expulsions often follow such threats.

The need for these measures in many areas is hard to refute. Nationwide, just over 6,000 students were expelled last year for bringing guns to school, according to the **Department of**

Education. The days when such problems were thought to be limited to depressed, inner-city districts are gone. Suburban and rural towns - like Springfield and Jonesboro - have seen some of the worst violence.

But crackdown measures have limitations. They are sometimes indiscriminate - summarily expelling, for instance, otherwise well-behaved kids for relatively minor infractions. They can also build an us-against-them mentality in schools, though diligent efforts to include students in antiviolence campaigns lessen such feelings.

Most important, surveillance and punishment don't address motives and attitudes that underlie violence. In some cases, anger and resentment are easily detected. Then counseling can help, especially if it involves teamwork among students, their families, and school staff. Often, however, such feelings are hidden,

and violent behavior is unexpected.

In a recent Monitor article on school violence, a middle-school principal summed up what it takes to work with youngsters and turn them around: "You have to let them know they count. And you can't say, 'I don't have time for you now.'"

That simple advice works across the board - for parents, teachers, counselors, religious leaders, and even other teens.

Acting on it takes unselfishness, a genuine concern for others. Such elements of thought are critically needed to counteract the alienation and anger all too common today - and all too often glorified on screens and CDs.

Police methods and tough rules have their place. But the crucial changes will be less visible, occurring in the thinking of both students and the adults responsible for guiding and protecting them.■

64. The(Wis.) Capital Times

06/11/98; Edition: All; Section: EDITORIAL; Page 12A

TRAGIC RULING FOR SCHOOLS

Wisconsin lost a distinctive part of its heritage this week and put at risk the quality of its public education system for the future.

4-2 majority on the state Supreme Court decided to celebrate the 150th year of the state's constitution by trampling on the section that protects the separation of church and state.

The court gave its blessing to the expanded Milwaukee school choice program, which will now allow public money to be used for vouchers for low-income children attending religious

It also goes to the future of public education in Wisconsin. It shifts badly needed tax dollars away from the public

schools.

The Wisconsin Constitution says very clearly in Section 18 of Article I that no one shall "be compelled to attend, erect or support any place of worship, or to maintain any ministry, without consent . . . nor shall any money be drawn from the treasury for the benefit of religious societies, or religious or theological seminaries."

Justices Donald Steinmetz, Patrick Crooks, Jon Wilcox and Janine Geske apparently were not bothered by the plain language of the constitution. They school system and puts them into religious schools. In the process, it undermines the public system that serves

apparently were willing to overlook this state's strong tradition of separating church and state.

They stepped right over the reasoned opinions of the Circuit Court and the Court of Appeals. Instead, they bought the political appeals of Gov. Thompson, the Republican-controlled Legislature and their right-wing allies.

But this decision goes beyond what may seem like an abstract — but vitally important — principle of not compelling anyone to financially support another person's religious beliefs.

the vast majority of students in Milwaukee.

And don't think for a minute that the

impact of this decision is limited to Milwaukee. The forces pushing the legal battle in this case would like to see religious school choice expanded statewide.

The citizens of the future will be the big losers from this ruling. They will live

in a state where religious tensions will once again bubble up and where strong schools that bring together and educate children from all backgrounds have dwindled into a weakened, balkanized system.

That's the tragedy of the court's

decision this week. Opponents have already indicated that they will appeal the ruling to the U.S. Supreme Court. That's one avenue to prevent this tragedy. The only other way is to elect a new governor and a new Legislature and, eventually, a new Supreme Court.■

65. Wisconsin State Journal

06/11/98; Edition: All; Section: OPINION; Page 13A

REGENTS MUST BE UW ADVOCATES

Little about the UW Board of Regents' decision to raise tuition 4.9 percent for the coming school year was surprising.

The size of the increase (about \$141 for UW-Madison undergraduates who are state residents) wasn't a surprise. The complaints by students who believe they're slowly being priced out of an education wasn't a surprise. And the fact the Regents voted Friday without a word of discussion wasn't a surprise, either.

In fact, the only surprise was Regent President San Orr Jr.'s reaction after the vote. Asked why the Regents were so mum, he said it would be unfair to "beat up on the Legislature and a governor that have been very generous to the university system."

How's that again? Leaving aside the fact that every member of the 15-member board was appointed by Gov. Tommy Thompson, that sounds like an abdication of the Regents' duty to be independent advocates for the university system.

State tax support from the "very generous" Legislature and governor has been declining in percentage and real-dollar terms for quite some time.

That's because the Legislature and the governor have chosen to put more state resources into other baskets, such as K-12 schools, welfare reform and the state corrections system.

Perhaps those policy decisions enjoy popular and political support, but the Regents should continually question the relative decline in state support for higher education. Recognizing the need to stay competitive, Republican governors in surrounding states are beginning to spend more tax dollars on higher education and less on other priorities. If Wisconsin adheres to its current track without at least reflecting on what's going on elsewhere, the UW System could be put at a disadvantage.

That line of questioning should begin with the Regents, who are the policy guardians for the UW System. If they don't ask the hard questions, who will?

Even with the 4.9 percent tuition increase, a UW education is still a bargain for most in-state undergraduates. Tuition at the UW-Madison is the second lowest in the Big Ten Conference, and other four-year campuses in the UW

System charge less than comparable public schools.

But even a bargain is relative. As UW-Madison has become more selective in admitting undergraduate students, it is beginning to take on the appearance of a quasi-private school. Certainly, graduates of the UW-Madison will find more employment doors open to them than graduates of some other four-year schools.

A "one-size-fits-all" tuition increase may not make sense in the future. The Regents should consider widening the tuition gap between UW-Madison and other four-year campuses to reflect market conditions. If it costs more to recruit and retain certain types of professors at UW-Madison, perhaps tuition should reflect that.

The Regents should ask tough policy questions of themselves, the governor and the Legislature. The answers may not be all that much different from what they are now, but who knows? There might be a surprise or two.■

66. Buffalo News

06/10/98; Edition: CITY; Section: EDITORIAL PAGE; Page B2

REMOVE DISRUPTIVE STUDENTS FROM THE CLASSROOM

In the wake of extreme violence at a scattering of schools across the country, it's comforting to learn that teachers, administrators and students alike consider

As for the disruptive student, there should be one overriding policy. Remove him or her from the classroom, so the vast majority of students who are in class to learn can go about their business.

First and foremost, the school system has to ensure that each school is not only safe and secure, but conducive to

Buffalo schools to be relatively safe places to work and learn.

This week's Buffalo News series on school-safety issues, though, raises some learning for the students who are there to learn. The fundamental role of a school, and of teachers, is to educate. Let's not lose sight of that in any efforts to deal with the relatively small number of students who walk through the doors with bad attitudes and turn that hostility into disruptive behavior.

fundamental questions about the disruptive student in particular, and the role of schools in general.

It would be unconscionable to simply abandon any "problem" child, but schools have a first duty to educate the willing, and only secondarily to solve behavioral problems. The chronic troublemakers should be plucked out of the normal classroom setting.

State legislation proposed by

Assemblyman Sam Hoyt, D-Buffalo, and Sen. Dale M. Volker, R-Depew, would give school officials the legal authority to do just that. It's astounding that schools now can only suspend disruptive students temporarily; the Hoyt-Volker bill, supported by both the Buffalo Teachers Federation and the Buffalo School Board, offers due-process safeguards but authorizes disciplinary transfers as an option. It deserves passage.

That said, a strong effort also should be made to develop solid early-intervention programs for disruptive students and their families. An equally strong alternative education option should be sought for those for whom aggressive or violent behavior is both repeated and "normal."

Such programs should never be allowed to develop into a "turf war"

between social service workers and teachers or their unions. Unfortunately, it appears that has already happened. It's hard to understand how the teachers union can claim to favor early detection and treatment for troubled students while filing a grievance because trained social workers are not part of their union. The needs of kids should take precedence over union jurisdiction.

Battles over turf should not stall these kinds of programs, especially when they have demonstrated how valuable they can be. The Sweet Home suburban district's family-support center, which draws in a number of agencies, deserves a solid look by city educators; so, too, does the idea of increasing support for Alternative High School, a city effort to deal with troublesome students that was set up two decades ago but scaled back in recent

years.

Despite the best intentions and good programs, it has to be understood that schools can't take the place of families. Parenting is a full-time job, and it's both unrealistic and unwise to call on schools to take on that entire role in the few hours each weekday they have responsibility for a child.

Nevertheless, good teachers should be able to spot potential problems early on, and good school administrators should be alert to opportunities to provide the training and resources teachers need to sharpen those skills.

Help the children for whom violence has become too ingrained. But most of all, assure parents, teachers and the majority of students a safe and efficient setting for learning.■

67. The Columbus Dispatch

06/10/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 10A

STILL A DEAL

OSU IS WORTHY OF 6 PERCENT TUITION INCREASE

No one can argue that tuition at Ohio State University, at \$74.60 a week, is anything but a bargain.

The figure includes a 4 percent increase that the school's board of trustees approved last week and a 2 percent increase expected to be adopted next month. State law allows tuition to rise a maximum of 6 percent in one year.

Even with the increase, the pricetag is remarkably low. Seven public universities in Ohio, including Wright State University in Dayton and the University of Toledo, have tuition rates that are higher than OSU's.

The University of Michigan, widely considered a premier public institution academically, charged its in-state students an average \$6,070 this year - two-thirds more than the \$3,660 that OSU students had to pay.

The increase largely was fueled by OSU trustees' uncertainty over how much money the school can continue to expect

Almost every student there knows about this frustration, which surely adds to an understanding of, and even support for, the trustees' actions.

As Josh Mandel, president of the university's Undergraduate Student

from the state. In failing to win voters' approval of an increase in the statewide sales tax that would pay for school-funding reforms enacted this session, state lawmakers left Ohio's public institutions of higher education open to possible cuts in appropriations.

This in an atmosphere in which state support for OSU already is characterized as disappointingly low. In one of his farewell speeches to Columbus, former OSU President Gordon Gee noted that the school gets only about one-fifth of its operating money from state taxes. That's less than it gets from federal research grants and contracts. Without a more dedicated investment in higher education, he said, Ohio lawmakers will leave a legacy of which they hardly can be proud.

University trustees are hamstrung at every turn: Enrollment and tuition are capped while state support has been diminishing and may be cut further as the Government, said, "With the uncertain future of state funding, it's important that Ohio State provide resources that students deserve."

The university is wise to explore new partnerships with government and the

General Assembly wrestles with new demands to step up funding for primary and secondary education.

Combined with other fee increases, the 6 percent tuition increase would generate \$13 million more in annual revenues for the school, which would be used to beef up scholarships and financial aid, hire more faculty, expand library purchases, install computer wiring in more dormitories, reduce closed courses and remove barriers for students with disabilities.

If OSU is to become more competitive academically with acclaimed public universities, such as those in California and Illinois, it must attract quality faculty and quality students.

As it stands, many promising students select other schools, dissuaded by the fact that frequently being shut out of classes often makes graduating in four years difficult.

private sector as a way to make money and, thereby, possibly hold down tuition increases. In the meantime, the school will be made stronger, and its diplomas more valuable, because of the extra dollars.■

68. The Sacramento Bee

06/10/98; Edition: METRO FINAL; Section: EDITORIALS; Page B6

AFTER PROP. 227

NOW THE FOCUS SHOULD BE ON MEASURING RESULTS

Hours after the decisive victory of Proposition 227 at the polls, civil rights organizations went to court to block its implementation, while teachers and administrators in some urban school districts angrily threatened to defy its terms even if it is upheld.

The emotional reactions were to be expected from those who are on the front lines of the bilingual debate—those who teach a third of California's 1.4 million English-language learners in the students' primary language. Teachers in districts with large numbers of "limited English proficient" students have good reason to fear the effects on those children of the initiative's one-size-fits-all mandate for English-only instruction.

Children, like adults, differ in their capacity for learning foreign languages. Some have a natural affinity for it and will be fluent with a year's immersion. Others, who may be quick students in other subjects, will undoubtedly struggle for several years before they actually

begin to think and learn in English.

It is the academic futures of these children that Proposition 227's opponents so vigorously claim to protect when they threaten the "civil disobedience" of ignoring last week's election results.

But opponents would do a much greater service if, instead, they helped devise and then strongly supported measures for ensuring these children aren't left behind academically once the initiative takes effect.

A court ruling against Proposition 227 seems unlikely. It is possible, however, for the Legislature to pass a bill requiring that all students in the "sheltered English immersion" classes required by the initiative be assessed after one year, and given extra help if they need it to succeed. Those children who are fluent enough to take accurate notes and grasp new academic concepts after a year of English immersion should join the mainstream of English-language classes. Those who are still struggling must be

offered more time in the "sheltered" English classes, or extra services after school or in summer school. Otherwise, they face certain failure under a new system that has no requirements for showing it works better than the old one.

The bilingual education backlash occurred in the first place partly because nothing held the program accountable for results. Bilingual programs ranged from highly effective, where students succeeded in mastery both of English and other academic courses, to gross failure, where kids languished in Spanish-only classes year after year.

Proposition 227 threw out the good with the bad, with no assurances either would be replaced with something that works. Now it is time for the Legislature to create those assurances so that the "English for the Children" initiative doesn't leave California's children behind. ■

69. The Philadelphia Inquirer

06/11/98

Philadelphia Schools Need More than Audit from State

Jun. 11—The Pennsylvania House plans to spend \$500,000 to audit the management and spending habits of the School District of Philadelphia.

Have at it, folks.

Odds are that if your highpriced team proceeds objectively, it will confirm what at least three other sets of experts have found:

The district spends a higher percentage of its budget in the classroom than the average large city school district.

The district continues to tighten its management operations, in recent years squeezing out \$29 million in savings recommended by a panel of business people that said it couldn't find other places to cut.

City students who are getting the benefit of all-day kindergarten, smaller classes and adequate supplies are, on average, performing better academically.

The cost of educating poor children, of whom the district serves many, is rising

as programs (such as full-day kindergarten) are added to meet their real needs.

No doubt, your team will find some other ways to economize. Good. But they won't be sufficient to transform current funding into fairness for the 213,000 children in the system. Once your own audit explodes your pat excuses for not taking the state's public education duties more seriously, what then will you do? ■

70. New York Post

June 12, 1998

HELPING KIDS, NOT UNIONS

Why is this woman frowning?

Sandra Feldman, president of the American Federation of Teachers, reacted with a distinct lack of enthusiasm when asked about the Children's

Scholarship Fund. The brainchild of investor Theodore J. Forstmann and Wal-Mart heir John T. Walton, the private program seeks to raise \$200

million to permit as many as 50,000 inner-city public school children nationwide to get a higher quality education at parochial or other private

schools.

"These are wealthy people, and if this is where they want to put their money, who am I to argue?" the former New York teacher's union leader shrugged, as if Messrs. Forstmann and Walton had proposed building a replica of the Great Pyramid in Central Park rather than committing a colossal amount of money to the education of needy kids. "I would much prefer to have seen a contribution like that made to the public schools," she said.

No doubt. But Forstmann and Walton don't want to throw good money after bad. They don't want to help teacher's unions. They want to help kids.

"I believe in the public schools," Forstmann declared at Tuesday's press conference unveiling the initiative. "But they are not working right in a lot of places. Money's not going to fix them." The Children's Scholarship Fund seeks not to replace the public schools - there are far too many schoolchildren for that

to be practical - but to give them some competition and force them to make better use of the ample resources already at their control.

Government has talked about reforming the public schools since at least the 1983 "Nation at Risk" report first highlighted the grim situation. Public school funding was increased, but the results have been meager. Parents are rightly steamed. The entrenched interests - the administrators, the teacher unions, the politicians - have proved too strong, in many instances, to allow real reform.

But things may be changing. Public-spirited entrepreneurs - like Virginia Gilder, who funded a private-school program in Albany, right under the noses of the reform-unfriendly New York State Assembly - have gotten tired of waiting and are stepping up to the plate.

The Children's Scholarship Fund will duplicate nationally what has been done here in New York City and elsewhere.

New York's School Choice Scholarship Foundation has awarded \$11 million over the last two years to provide lottery-chosen students with \$1,400 scholarships to allow public school students to attend private or parochial schools.

There was more good news on the reform front on Wednesday, when the Wisconsin Supreme Court upheld the constitutionality of a state program that would allow public school children to use vouchers to attend religious schools as well as non-sectarian private schools.

The decision could reverberate across the nation.

"Competition makes you better," Forstmann said. "If you have a totally free marketplace in anything and you don't compete, you go broke. If you do compete, you prosper."

It ought to make sense even if your name is Sandra Feldman. ■

71. Philadelphia Inquirer

June 12, 1998

Take it to the top

A ruling upholding vouchers for church schools offers a chance to test the idea's constitutionality.

A Wisconsin court ruling that taxpayer money can be used to send poor children to religious schools could lead to the first U.S. Supreme Court test of the constitutionality of vouchers. That is good and important news. As school voucher programs are debated and voted on in this region and around America, the question of whether they violate the constitutional separation of church and state has hovered over every serious discussion.

When the city added religious schools in 1995, there was a challenge because that change would have vastly increased the program's size. Civil libertarians and teachers' groups sued, and a lower court agreed with them, limiting the program to the private, nonsectarian schools. Wednesday's ruling would expand it by about 13,500 pupils.

This case has been closely watched because Milwaukee already has the

The nation's highest court is best equipped to rule conclusively on the question. Let's hope that happens promptly, so that states and school districts can respond as they think appropriate for the educational needs of their students.

Upheld Wednesday was a Milwaukee program that allowed state-funded vouchers to be used at religious schools by students from low-income families. Opponents promptly vowed to appeal to nation's largest school-choice program. Other states and districts have been waiting in the wings.

Just last week, Cardinal Anthony Bevilacqua proposed that Philadelphia and 10 surrounding suburban school districts institute a voucher program to reimburse students attending archdiocesan schools. He suggested following the model of the Southeast Delco School District, which voted in

the U.S. Supreme Court.

The Milwaukee Parental Choice Program began more modestly in 1990, allowing some low-income families to send their children to the school of their choice — private or public, from kindergarten through 12th grade — with the costs paid by the state. About 1,500 pupils attend 23 private, nonsectarian schools.

March to reimburse students who opt out of the public system. The Southeast Delco model — the first passed in Pennsylvania — is flawed, but it does raise an important issue: Can there be a voucher plan that is both fair to public schools and constitutional?

At least now there's a chance that the Supreme Court will be able to answer one part of that question. ■

72. Pittsburgh Tribune-Review

June 12, 1998

Cancel the ``Gore Tax''

Congress, not the Federal Communications Commission, is constitutionally authorized to levy taxes. The FCC either is either unaware of this or doesn't care. In either case, Congress should compel the agency to refund the hundreds of millions of dollars snatched from telecommunications companies to help buy Internet linkage for American schools.

The latter goal is championed by our vice president, who set a 2000 deadline for its fulfillment. But how to subsidize such an ambitious undertaking? AT&T and MCI quickly learned the answer to that. Soon, their customers will be paying for it. Both companies intend to augment long-distance bills with a ``universal service" fee. The additional charge covers corporate losses incurred through the FCC's redistribution scheme.

So far this year, the Commission has drained \$675 million from telephone service providers to supply libraries, schools and other organizations with Internet access on the cheap.

``The commission created subsidies so

large that they cannot be funded without levying added charges on long-distance carriers and, ultimately, on consumers," complained Sen. John McCain, R-Ariz., in a June 2 letter to Commission Chairman William Kennard.

Indeed, 30,000 applicants are appealing for more than \$2 billion this year to gain or maintain a toll-light entrance ramp onto the info superhighway. As a consequence, surcharges have begun to show up on long distance bills. The added cost or ``Gore tax" has been greeted by customers with a decided lack of enthusiasm.

Kennard understands that long-distance callers are unhappy. He's been told by influential members of Congress to find another way to pay for this program.

But in testimony before the Senate Commerce communications subcommittee Wednesday, Kennard opposed ``abandon(ing) the 30,000 applicants who have invested their own money and time in getting this program

to where it is today."

Then let them continue to invest their own money and time in getting the program to where Al Gore wants it tomorrow.

Earlier this week, House Speaker Newt Gingrich called for ``Gore Tax" relief. ``It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States."

Precisely.

``We'll probably block it in the next two weeks."

Substitute ``certainly" for ``probably" and we're in full agreement with the speaker.

Bringing the benefits of the web to millions of American students is a wonderful goal. But it's not a constitutionally authorized function of the federal government to indirectly bill you for said benefits. Let state authorities, school boards and private sector interests pick up the tab, provided taxpayers and stockholders agree. ■

73. Milwaukee Journal Sentinel

June 12, 1998

Yes, some voters understand need for improving schools

Voter turnout in Mequon and Thiensville for a recent referendum on improving Homestead High School has been described as "pretty good" by local officials. Actually, it was better than that.

The referendum drew 4,594 Mequon voters, 31% of those eligible. By

The turnout and the result flew in the face of opposition by John Stollenwerk, chairman of the Allen-Edmonds Shoe Corp. and a champion of school choice, who took out ads urging defeat of the referendum. Stollenwerk also accused school district officials of deliberately scheduling the referendum in June to

contrast, April's mayoral election drew 3,953 voters, 27% of those eligible. Thirty-one percent is still nothing to rave about, but it does show that a significant percentage of people do care about education.

Voters also showed — by a 641-vote ensure a small turnout and thus give the proposal a better chance of winning.

Turns out Stollenwerk was wrong on two counts — wrong in his belief that the bigger the turnout, the bigger the "no" vote, and wrong about whether the work is needed.

The \$30 million in improvements will

margin — that they are sometimes willing to pay higher taxes to make sure their kids have the educational facilities they need. That's not always the case. Voters in the Arrowhead district near Hartland twice in the last seven months turned down similar referendums.

help the school better meet the future educational needs of children in the Mequon-Thiensville School District. Stollenwerk and other critics may not have understood that. Fortunately, enough other people did. ■

74. Chicago Tribune

June 12, 1998

A VOTE FOR VOUCHERS IN WISCONSIN

The Wisconsin Supreme Court ruled well and wisely Wednesday in holding that there is no constitutional bar to the use of taxpayer-provided vouchers to pay for education at church-sponsored private

schools. Not only does the decision move the controversial issue a giant step closer to ultimate resolution by the U.S. Supreme Court, but it also clearly puts the legal momentum firmly behind

voucher proponents.

That should be heartening to anyone who appreciates the practical and profitable role that religious institutions have played and can play in addressing

the social needs of America's urban poor.

One of the most fundamental such needs is quality education. In many poor communities, public schools fail to provide it and, typically, the available alternatives are schools run by churches. Yet when Wisconsin, which had been giving poor families public money to attend non-sectarian private schools, sought to extend the program to religious schools, a lower court struck down the policy as unconstitutional.

By a 4-2 margin, the state Supreme Court reversed that decision, holding that the program "has a secular purpose" and "will not have the primary effect of advancing religion." Indeed, the rules forbid schools to force students to attend religious activities if parents or guardians

request the children not take part.

Voucher opponents immediately vowed to appeal the decision, helping to set the stage for what many legal scholars believe will be a final —and welcome— showdown before the U.S. Supreme Court. A decision there would resolve similar battles being waged in Ohio, Arizona, Vermont and Maine.

Much of the opposition, led by teachers' unions and public school advocates, is based on fear that vouchers will diminish support for public education. But civil libertarians and others contend the decision violates the 1st Amendment's injunction against government support or religion.

But the U.S. Supreme Court has upheld the use of state grants at

religiously affiliated colleges. Likewise, public money goes to church-based organizations for day care, housing and other community purposes. There's no reason the same principles shouldn't apply to elementary and secondary education.

The interesting issue, after the hollow arguments against vouchers are cleared away, will be whether religious schools consider it worth their while to accept vouchers on the terms required in the Wisconsin program. Can such schools be as effective pedagogically if they can't make all students participate in religious activities? Legal commotion aside, that's the heart of the great voucher debate.

■

75. Sacramento Bee

June 12, 1998

Zero-tolerance hypocrisy: Schools should ban alcohol-related prom keepsakes

When a Bella Vista High School student tripped on the hem of her long gown at the senior ball recently, chaperones wondered if perhaps the girl was intoxicated. If so, she'd be guilty of violating the Fair Oaks school's policy of "zero tolerance" for alcohol and drugs — cause for immediate ejection from the ball, plus suspension from school and

However, the girl did get to keep the party favor that she purchased along with her senior ball ticket: a champagne flute, engraved with the high school's name. Engraved champagne flutes? Why not ashtrays, or perhaps silver-plated cigarette-paper holders?

Bella Vista is not alone. "That's exactly what we handed out at this school — the boys got a beer mug and the girls got a champagne glass," said a receptionist at San Juan High School. "We got a lot of calls from parents asking what we were doing."

It's no wonder parents didn't get it. Flutes, snifters, beer mugs and goblets, engraved with such stirring phrases as "A Night in Paradise, (your school's name here)" or "Just Tonight" fill page after

prohibition from attending all end-of-year festivities, including graduation itself.

Principal Jim Reidt won't talk about the case specifically, but says the strict rules were aimed at putting teeth in "zero tolerance" policies at a time when mere suspension from classes didn't seem to be impressing students.

When the girl admitted that she and page of catalogs hawking prom paraphernalia to high school students. The message — the prom is a grown-up affair, and grown-ups drink alcohol — is as blatant as a billboard where only sexy people smoke.

Policies vary at high schools throughout the region, although all have strict disciplinary procedures for intoxication or student possession of alcohol. Some, such as Rio Americano, banned alcohol-related mementos several years ago in favor of photo-related souvenirs. In Sacramento city schools, students are responsible for choosing prom items, a spokeswoman said, and some opt for the glasses, or candles inside champagne flutes, over alternatives such as engraved key chains

friends had earlier sipped a glass of champagne with her parents, before the kids piled into a limousine that took them to dinner and the ball, she was immediately suspended. Neither the girl nor her parents objected to her punishment of "social probation," but thought that excluding her from the graduation ceremony was a bit harsh. and picture frames.

Bella Vista's principal acknowledges the alcohol-suggestive keepsakes send mixed messages in an era of zero tolerance, adding that principals in the San Juan Unified School District have agreed to forbid them beginning next year. It's a tough policy to change, he says, because even some parents were "clamoring" for the glassware.

Sadly, not much can be done about parents who want to buy champagne glasses for their 17-year-olds, or send them off to the prom after having a drink. But high schools should put an immediate end to the hypocrisy of preaching sobriety while pushing the accouterments of drinking. ■

76. San Diego Union Tribune

June 12, 1998

Something for nothing?

Reform, don't scrap, plan to wire schools

Nothing on this planet is free, and that is doubly true when it comes to the fiber-optic links and other costly technologies that are the essential building blocks of the Information Age.

But Congress overlooked this ironclad law of economics when it passed the Telecommunications Act of 1996 and established a crash program to wire America's public schools and libraries to the Internet by 2000.

The goal of the program — to ensure virtually all students access to the Internet's boundless store of knowledge — is more than worthy. It is in fact vital if our schools are to keep pace with the rapidly emerging era of digital communications.

Only problem is, Congress failed to provide an adequate source of funding for the initiative and, to make matters even worse, greatly underestimated the cost of implementing it.

Now, a few short-sighted committee chairmen on Capitol Hill want to pull the plug on the Internet access project. That would be tragedy. A much wiser course would be to overhaul the program, which

suffers from some glaring flaws, and bring it back into line with fiscal reality.

When it comes to hooking schools to the Internet, the need is overwhelming. According to the **U.S. Department of Education**, only 27 percent of America's schools are tied to the information superhighway. In overburdened inner-city classrooms, the percentage is much lower. That means most students will graduate without ever learning how to tap into the unlimited body of information the Internet offers, placing them at a disadvantage when they enter the workplace of the 21st Century.

In enacting the Internet wiring program, lawmakers rashly assumed its huge price tag could be covered through reductions in the fees that long-distance phone service providers pay to local telecommunications companies. Those reductions were supposed to offset, dollar for dollar, a new fee that would be charged to long-distance carriers to fund the schools program.

Not surprisingly, the fee levied by the Federal Communications Commission for wiring classrooms exceeded the

savings it passed on to the phone providers. Meanwhile, the number of applications from schools for grants surpassed all expectations, driving the cost of the program to \$4 billion a year. The San Diego Unified School District is seeking \$5.9 million from the program.

At an FCC meeting today, chairman William Kennard will propose a sensible compromise plan to scale back the subsidy program by stretching out the time it will take to connect all schools to the Net. He also wants to reduce the new federal bureaucracy created for the project and to cut costs in other ways. His aim is to get the program's price tag back in line with the regulatory savings enjoyed by long-distance providers. That would eliminate any need for the phone companies to tack politically unpopular Internet-access surcharges onto the bills of residential phone customers.

Chairman Kennard has the right approach. The FCC should vote to reform the schools hook-up program, not scrap it. ■

77. San Diego Union Tribune

June 12, 1998

Poor parents win one

School voucher program clears legal hurdle

A ruling from the Wisconsin Supreme Court upholding the constitutionality of school vouchers is sending shock waves through the nation's public education system.

By a 4-2 ruling, the justices concluded that parents should have the right to tax funds to help pay for public or private schooling. The court majority tacitly agreed with the premise that since parents are paying taxes for their children's education, they should have some say in where their kids go to school, including religious schools.

That eminently evenhanded concept terrifies the powerful public school lobby and the politicians beholden to it. They correctly view school choice as a threat to the monopoly that insulates malfunctioning public schools from meaningful change.

Once the constitutional claim is settled by higher courts, defenders of

dysfunctional schools will resort to the "more time and money is needed to bring them up to speed" rationale. But this condescending attitude is insulting to parents whose kids are being held hostage in lousy schools until the educators get it right.

To their credit, Wisconsin lawmakers were not content to wait around. In 1995, they expanded a Milwaukee pilot program, thereby empowering poor parents to send their kids to religious schools. Nearly 100 parochial schools, ranging from Roman Catholic to Moslem, were poised to accept these students — that is, until the ACLU and the teachers' unions obtained a court injunction to shut those doors.

The reopening of those doors reflects a victory for not only those who believe in school choice in Wisconsin, but also for a movement that appears to be gaining momentum nationwide.

Although no states offer unrestricted choice plans for public or private schools, Iowa and Minnesota provide tax credits for private school expenses, excluding tuition. Arizona recently approved a tax credit for persons who provide private school scholarships for disadvantaged kids; that measure is being challenged in the courts. Cleveland has provided a publicly funded school voucher program during the last two years. Houston is looking at easing public school overcrowding by allowing kids to attend private schools.

The Wisconsin ruling should give added impetus to school choice, which the polls show is supported by most people, including an overwhelming percentage of African-American parents whose children are more apt to be casualties of educational malpractice. ■

78. Denver Post

June 12, 1998

Helping girls succeed

An all-girl middle school could provide a much-needed boost for adolescent girls in Denver Public Schools, and we commend DPS for undertaking a study of that idea.

Although some people oppose any separation of the sexes, one-gender schools often accelerate students' academic achievements.

That's especially true for girls and women. In mixed classrooms, males get 12 times more eye contact from teachers than females do, and they get asked questions 12 times more often.

Such second-class treatment isn't likely to spur girls on to great achievement. By contrast, enrollment in women's colleges enhances females' chances of success - as demonstrated locally by the excellent record of the Women's College of the University of Denver.

While only 3 percent of U.S. college

We commend the partnership for putting up the money toward a wonderful

graduates attended women's colleges, 36 percent of the highest-paid female executives graduated from all-women schools. So did 33 percent of America's top 50 "rising corporate women stars."

Even more to the point, many girls hit trouble as they enter adolescence, suffering a sudden lack of self-esteem and inexplicably sinking scores in math and science - even among those who had been stellar students in those subjects.

If ever a group needed a one-gender school, it is adolescent girls. Such a school would ease the social and peer pressures that strike these young ladies en masse, stunting their education.

Denver, particularly, could use such a school. As author Lisa Delpit noted in "Other People's Children," girls from traditional Hispanic households are taught to defer to males. Thus they are highly unlikely to raise their hands or otherwise participate in mixed-gender idea. And we urge the critics to hold their horses until we see whether this school

classrooms. That poses a real problem in DPS, where 48 percent of students are Hispanic.

But while DPS has only begun to study the concept, the ACLU of Colorado already has said it would be willing to file a lawsuit over an all-girl school, claiming separation leads to discrimination.

Balderdash. The Denver creation would be a "school of choice," meaning parents could take it or leave it. No one would have to send their daughters there. Besides, if this school opens, a boys-only school likely will follow, predicts school board member Lee White.

The \$25,000 grant for the DPS study came from the Philanthropic Education Partnership, funded by the Denver Foundation, Piton Foundation and Rose Community Foundation to encourage reform, innovation and creativity in public school systems.

might not solve a lot of woes for Denver girls.■