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CREATION DATE/TIME:15-JUN-1998 12:08:00.00

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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.

*** *** ***

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*** *** ***

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

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

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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.
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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

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RFC-822-headers:
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 with ESMTP id <01IY9NP5FICG00IEV3@PMDF.EOP.GOV>; Mon,
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 by STORM.EOP.GOV (PMDF V5.1-10 #29131)
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3. The Washington Post
FCC Pares School Internet Program
4. The Wall Street Journal
FCC Is Scaling Back Effort to ConnectNation's Schools, Libraries to Internet
5. The Washington Times
FCC cuts back `Gore tax' under Hill pressure
6. Morning Edition (NPR)
ERate Debate
7. The Sacramento Bee
FUNDING SLASHED FOR INTERNET HOOKUPS
IN SCHOOLS
8. Pittsburgh PostGazette
FCC cuts Internet subsidies
9. The Sacramento Bee
SCHOOLS MOVING CLOSER TO PARENTS'
WORK SITES
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Gingrich sparks an uprising
11. Portland Oregonian
CLINTON'S BUSY VISIT TO OREGON BEGINS
12. Associated Press
Riley seeks rise in funds to curb school violence
13. Saturday Morning News (CNN)
President Clinton Heads to Oregon to Discuss School ` ` Violence
` ` ` 14. Inside Politics (CNN)
` ` ` Wisconsin Supreme Court Rules TaxpayerFunded School Vouchers can be Used
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Religious Schools
` ` ` 15. Time

` ` ` Victory for Vouchers
` ` ` 16. The Washington Post
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` ` ` Advocates of School Vouchers Heartened by Ruling
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` ` ` Exam Day
` ` ` 27. Los Angeles Times
` ` ` Gore Stresses AfterSchool Care
` ` ` 28. Los Angeles Times
` ` ` Gore Gives AfterSchool Care High Marks
` ` ` 29. The Washington Times
` ` ` Riley says study bolsters case for national testing
` ` ` 30. Associated Press
` ` ` Gingrich delivers commencement speech amid protest
` ` ` 31. Associated Press
` ` ` President visits Oregon school hit by May shooting

TRADE
` ` ` 32. LRP Publications
` ` ` Changes in Literacy Bill Could Cost IDEA $500 Million
` ` ` 33. LRP Publications
` ` ` Research Shows State and Commercial Education Tests Too Diverse to Comp
are
` ` ` 34. LRP Publications
` ` ` Riley Discusses a New ED Approach to School Violence Prevention
` ` ` 35. Education Daily
` ` ` Legislative Update
` ` ` 36. Education Daily
` ` ` Look Before Leaping Into IDEA Transition Programs ` ` ` 37. Education Da
ily
` ` ` AFT, NEA Uniting To Tackle School Infrastructure
` ` ` 38. Education Daily
` ` ` NRC: State Tests Too Diverse For National Comparisons
` ` ` 39. Chronicle of Higher Education

` ` ` States and Colleges Wrangle Over Paying for Services to Disabled Student
s

LOCAL
` ` ` 40. Chicago Tribune
` ` ` TITLE IX: LITERALLY LEVELING THE PLAYING FIELD
` ` ` 41. The Detroit News
` ` ` $64,000 question at UM: Why don't more women get MBAs?
` ` ` 42. Seattle Times
` ` ` Middle school: critical for kids, tough for teachers
` ` ` 43. Buffalo News
` ` ` PUSH FOR VOUCHER PROGRAMS REFLECTS FRUSTRATION WITH PUBLIC
SCHOOLS
` ` ` 44. Sacramento Bee
` ` ` Districts wary of new test
` ` ` 45. Sacramento Bee
` ` ` Vote on more aid to schools ires GOP
` ` ` 46. The Kansas City Star
` ` ` New law mandates that teaching certificates of felons be revoked.
` ` ` 47. Miami Herald
` ` ` Fed up teachers find fate in books
` ` ` 48. The Sacramento Bee
` ` ` BILINGUAL ISSUE SPARKS CLASH AT STATE BOARD
` ` ` 49. Milwaukee Journal Sentinel
` ` ` MPS reform takes on a fresh angle
` ` ` 50. Milwaukee Journal Sentinel
` ` ` Results of statewide writing test have some dismissing the test itself

` ` ` 51. Bergen Record
` ` ` Private special ed: New schools open way to learning
` ` ` 52. Chicago SunTimes
` ` ` School employees dodging city tuition
` ` ` 53. The Indianapolis Star/The Indianapolis News
` ` ` Students face increasing textbook, technology fees for fall semester
` ` ` 54. Los Angeles Times
` ` ` State OKs Charter for Home Schooling Program
` ` ` 55. Los Angeles Times
` ` ` State Vows Swift Implementation of Prop. 227
` ` ` 56. Los Angeles Times
` ` ` Move Past Bilingual Debate, Latina Leader Urges Students
` ` ` 57. The Washington Post
` ` ` Math Ranking a Victory " Plus Some " for Girl, D.C. School
` ` ` 58. The Washington Post
` ` ` Va. Appointee Retreats From Comments on Black Schools
` ` ` 59. The Washington Post
` ` ` Black Leaders of Colleges Evaluate Their Numbers
` ` ` 60. The New York Times
` ` ` Schools For Sale ` ` ` 61. The New York Times
` ` ` Modular School Plan Is a Racial Solution, Opponents Say
` ` ` 62. The Washington Times
` ` ` Four Arlington schools to teach three R's in Spanish
` ` ` 63. The Charleston Gazette
` ` ` Standardized test scores up statewide

` ` ` 64. Buffalo News
` ` ` HIGH SCHOOL CAMPAIGNS TO 'STOP THE VIOLENCE'
` ` ` 65. The Atlanta Journal Constitution
` ` ` Cheating inquiries abound on 2 key tests
` ` ` 66. The Washington Post
` ` ` New School Chief's Positive Spin
` ` ` 67. Houston Chronicle
` ` ` Racial diversity is changing face of U.S., president tells graduates
` ` ` 68. The Washington Post
` ` ` A Push for Fiscal Education in the Classroom
` ` ` 69. San Francisco Examiner
` ` ` Schoolspending ranking gets boost

INTERNATIONAL
` ` ` 70. Financial Times
` ` ` New rules for Hong Kong schools

COMMENTARY
` ` ` 71. The Washington Post
` ` ` A Computer in Every Classroom
` ` ` 72. The Sacramento Bee
` ` ` PROP. 227 OFFERED `OVERSIMPLE' SPING
` ` ` 73. The Tampa Tribune
` ` ` Why put research ahead of teaching?
` ` ` 74. The Cleveland Plain Dealer
` ` ` REINVENT THE NATION'S SCHOOLS, TOO
` ` ` 75. San Antonio ExpressNews
` ` ` Bilingual vote result based on hate
` ` ` 76. Omaha WorldHerald
` ` ` Wisconsin Offers School Lifeboats
` ` ` 77. The Detroit News
` ` ` Girls are abandoning toys at an earlier age why?
` ` ` 78. The Columbus Dispatch
` ` ` SCHOOL RESEARCH NEEDS DISSEMINATION
` ` ` 79. Los Angeles Times
` ` ` Push to Trade Class Textbooks for Laptop PCs
` ` ` 80. Los Angeles Times
` ` ` Language Schools
` ` ` 81. The Washington Post
` ` ` Wisconsin Watershed
` ` ` 82. The New York Times
` ` ` Grammatically Incorrect
` ` ` 83. The New York Times
` ` ` Class Of '98
` ` ` 84. The New York Times
` ` ` Will Voucher Plan Help Poor Students? `` ` 85. The New York Times
` ` ` Vouchers for Church Schools
` ` ` 86. The Wall Street Journal
` ` ` Why I'm Reluctantly Backing Vouchers
` ` ` 87. The Wall Street Journal
` ` ` School Choice and the Supreme Court
` ` ` 88. The Kansas City Star

` ` ` Voucher ruling disappointing
` ` ` 89. Chicago Tribune
` ` ` SCHOOL VOUCHERS AND THE SALVATION OF EDUCATION
` ` ` 90. Portland Oregonian
` ` ` BEST WAY TO LEARN ENGLISH IS NOCOST IMMERSION
` ` ` 91. The Indianapolis Star
` ` ` School vouchers
` ` ` 92. The Washington Post
` ` ` The Education Monopoly
` ` ` 93. The Washington Post
` ` ` An Education in SelfCenteredness?
` ` ` 94. Los Angeles Times
` ` ` NRA's Education Program Praised

EDITORIAL
` ` ` 95. Detroit Free Press
` ` ` School officials deserve praise for discipline
` ` ` 96. Los Angeles Times
` ` ` Enforce Graduation Standards
` ` ` 97. The Washington Post
` ` ` D.C. Test Scores Looking Up
` ` ` 98. Omaha WorldHerald
` ` ` More Tools for School Accountability
` ` ` 99. St. Louis PostDispatch
` ` ` PUBLIC SCHOOLS SAFEGUARD DEMOCRACY
` ` ` 100. The Indianapolis Star
` ` ` School choice gains
` ` ` 101. Cleveland Plain Dealer
` ` ` PROGRESS FOR PUPILS
` ` ` 102. The Atlanta Journal
` ` ` Ruling on school vouchers a ray of hope for poor kids
` ` ` 103. The VirginianPilot and The LedgerStar,
` ` ` HIGHER EDUCATION MORE STUDY IS NO ANSWER
` ` ` 104. Buffalo News
` ` ` PARENTS HAVE TO TEACH THEIR CHILDREN MORALS
` ` ` 105. Boston Herald
` ` ` Kids win in Milwaukee
Body type#:\ P!P#Tabs-storiesdPublication#W\ P"P# 1. The New York Times"Publ
ication" #:\ P#P# 06/13/98Section: National Desk; Section A; Page 8, Column 3

Headline#\ P$P# Budget Is Cut for a Plan to Put Schools and Libraries
On LineH
eadline #:\ P%P#
By SETH SCHIESEL

The Federal Communications Commission decided yesterday to reduce by more tha
n 40 percent the budget of a plan to connect
schools and libraries to the Inter
net.

ddUnder bipartisan pressure from members of Congress who maintained that the pr
ogram would increase long-distance telephone
rates, the commission agreed to tr
im the program. All three of the Democrats on the commission voted in favor of

the plan, while
the two Republicans opposed it.
ddLong-distance carriers are required to provide most of the money for the prog
ram. Under the revised plan, $1.275 billion will be
raised this year, down from
an original maximum of $2.25 billion.
ddAbout 30,000 schools and libraries have applied for about $2.02 billion from
the program. Fewer than two-thirds of those requests
will now be granted, which
will skew the distribution of money toward the poorest school systems.
ddLynne E. Bradley, a lobbyist for the American Library Association, said, "Cl
early we're disappointed that it will put a lot of
schoolkids and libraries on
hold."
ddThe schools and libraries program was originally a relatively obscure offshoo
t of the Telecommunications Act of 1996, but it
became the subject of a hard-fo
ught political debate last week when four powerful members of Congress urged th
e commission to
cut off its funding altogether.
ddThe AT&T Corporation and the M.C.I. Communications Corporation, the two bigge
st long-distance carriers, have said in recent
months that they intended to pas
s on to consumers the cost of contributions to the program.
ddThat set off a blast of protest on Capitol Hill, directed at the F.C.C. and i
n particular at the commission's chairman, William E.
Kennard, who yesterday ac
knowledged the need for compromise.
dd"If we were to fund at the full $2.25 billion rate," he said, "there would
probably be some upward pressure on long-distance rates.
My goal has been to h
ave both lower rates and more money for universal service."
ddThe fight over the schools and libraries program has become perhaps the commu
nications commission's most important battle
with Congress. The program enjoys
the favor of Vice President Gore.
ddCriticizing the agency's action today, Thomas J. Bliley, the Virginia Republi
can who serves as chairman of the House Commerce
Committee, which oversees the
commission, said: "The F.C.C. blew it. Thanks to that agency and Vice Presiden
t Gore, the American
people, including less-fortunate Americans, are stuck with
higher phone rates."n

Publication#W\ P&P# 2. Los Angeles Times"Publication" #:\ P'P#* 06/13/98; Edi
tion: Home Edition; Section: Business; Financial Desk; Page D-3

Headline#\ P(P# FCC Votes to Scale Back School Net Wiring ProgramHeadline #:\
P)P#
By JUBE SHIVER Jr.
TIMES STAFF WRITER
ddWASHINGTON " Under fire from congressional leaders, the Federal Communication
s Commission voted Friday to scale back
an ambitious program to wire the nation

's schools and libraries for Internet access.
ddThe agency voted to cap this year's spending on the wiring program at $1.257
billion"a little more than half the $2.25 billion
the agency had previously aut
horized.
ddThe technology program, mandated by the 1996 Telecommunications Act, has draw
n criticism as it has ballooned in cost. The
outcry grew more intense in recent
weeks as some telephone companies"which are required to pay subsidies to the F
CC"vowed
to pass along the cost to residential phone customers.
ddThe school and library program"together with another new federal initiative t
o wire rural health-care facilities for Internet
access"were strongly champione
d by Vice President Al Gore. They are extensions of existing federal subsidies
that underwrite
phone service for the poor and others in costly to serve rural
and urban areas.
ddHowever, a group of congressional leaders that includes Senate Commerce Commi
ttee Chairman John McCain (R-Ariz.) and Rep.
John D. Dingell (D-Mich.), ranking
member of the House Commerce Committee, say the FCC has created a bloated prog
ram that
is at odds with Congress' original intent.
dd"Thanks to that agency and Vice President Gore, the American people . . . are
stuck with higher phone rates," said Rep. Thomas
J. Bliley, (R-Va.), chairman
of the House Commerce Committee.
ddBut Gore and FCC Chairman William E. Kennard say the program is needed to imp
rove education.
dd"How can we lead in the Information Age with an approach to education that's
stuck in the Stone Age?" said Gore in a statement
issued just before Friday aft
ernoon's vote. "It's time to put more of our children online, and that means ta
king politics offline."ddAT&T Corp. and MCI Communications Corp. recently annou
nced plans to add new charges on residential customers' bills next
month to pay
for the subsidies.
ddMCI said it will impose a 5.9% charge on residential customers' monthly inter
state and international toll calls. AT&T will bill
customers an additional 5% o
f their interstate and international calls, plus 1.8% of in-state long-distance
calls.
ddAT&T, MCI and Sprint Corp. have been charging their business customers extra
since the beginning of the year.
ddThe companies say they must add the charges because they can't afford to abso
rb the cost of the program. Some consumers groups
and FCC officials say, howeve
r, that the increases are not justified, because long-distance costs are fallin
g.
ddAT&T and MCI said they would reevaluate their rate increase in light of the F
CC's actions.
ddIndustry experts said the FCC program reductions are unlikely to result in si
gnificant rate rollbacks. They say less than half of

MCI and AT&T's proposed ra
te hikes are attributable to the school wiring program. The lion's share of the
increase stems from other
universal service subsidies for the poor and phone c
ustomers living in costly to serve areas.

n

Publication#W\ P*P# 3. The Washington Post"Publication" #:\ P+P# 06/13/98; Ed
ition: FINAL; Section: Financial; Page D01

Headline#\ P,P# FCC Pares School Internet ProgramHeadline #:\ P-P#Subhead#[\
P.P# Funding for Program Cut Nearly in Half
Subhead#:\ P/P# By Mike Mills
Washington Post Staff Writer
Rejecting calls in Congress to kill a controversial program to wire schools an
d libraries to the Internet, a Democratic majority at the
Federal Communication
s Commission yesterday voted instead to slash its funding by almost half.
ddLong-distance phone companies still plan to add special charges to residentia
l phone bills starting July 1, however. The Internet
program is only a small pa
rt of what the new fees would finance.
ddThe FCC's action has triggered a higher-level brawl between the White House a
nd leading lawmakers in Congress, who say that
the so-called e-rate program is
too broad in scope and complain it is raising constituents' phone bills.
dd"Congress will still try to end [the program] as soon as next week," predicte
d Vice President Gore in a speech to educators and
technology executives in Cal
ifornia. "Let me be clear: We will fight any effort by Congress to end the e-ra
te." President Clinton made
a similar statement.
ddIn a 3-2 vote along party lines, the FCC trimmed the program from its previou
s level of $2.3 billion to $1.3 billion. The agency
took other steps, including
reducing the salary of the program's administrator and targeting the remaining
funds so that the neediest
schools would get the money first.
ddPart of a broader 1996 rewrite of telecommunications laws, the e-rate initiat
ive provides discounts to educational institutions "
ranging from 20 percent to
90 percent, depending on need " when they contract with private companies for
wiring to classrooms
and libraries.
ddThe FCC yesterday said the poorest schools and libraries now will get 70 perc
ent of the fund's outlays, while some wealthier
private and public schools may
be cut out completely. Every school and library that met an early filing deadli
ne for discounts "will
get at least some funding," an FCC spokeswoman said. The
FCC also plans to meet the requests over an 18-month period instead
of 12 mont
hs.

dd"Many children and communities will be left unconnected," said Michelle Richa
rds of the National School Boards Association.
ddIn an interview, FCC Chairman William Kennard said stopping the program was n
ot an option he would consider.
dd"The fundamental issue is, can we as a nation afford to make this investment?
We can't afford not to," he said. While 78 percent
of schools have access to t
he Internet, he said, the access is usually just through one joint-use computer
. Only 27 percent of schools
have at least one classroom wired individually to
the Internet, he added.
ddRepublicans see the FCC as helping Gore to get credit for meeting a longtime
pledge to wire schools and libraries to the Internet
by 2000. Republicans call
the e-rate the "Gore tax" because phone bills will be going up July 1 in part t
o pay for it.
ddBut leading Democrats Sen. Ernest F. Hollings (D-S.C.) and Rep. John D. Dinge
ll (D-Mich.) also protest that the program has
been expanded too greatly and is
raising telephone rates.
dd"Mr. Kennard has chosen to go well beyond the intent of Congress to set up hu
ge additional acquisition programs for schools and
libraries," Dingell said in
an interview. "If he insists on getting himself in trouble, I'm sure he'll be s
uccessful."
ddCalling the FCC action "an exercise in futility," Sen. John McCain (R-Ariz.)
issued a statement saying "legislation must be enacted
immediately to stabilize
the schools and libraries program and give the entire telephone industry subsi
dy system the coherence and
permanence the Congress intended."
ddThe $1.3 billion figure represents a quarterly funding level of $325 million,
money that will be collected from long-distance
telephone carriers. AT&T Corp.
, MCI Communications Corp. and other companies have said that on July 1, they i
ntend to begin
charging consumers a 5 percent monthly fee to recover the cost o
f that program as well as programs that ensure "universal" low-cost
phone servi
ce to rural and high-cost areas.
ddAT&T is likely to switch to a flat monthly fee " in the 90-cent range " inste
ad of the 5 percent charge, company sources said
yesterday. Kennard applauded t
he flat-fee approach, saying it provided more consumer "clarity" than the 5 per
cent fee.ddMCI officials said they opposed the flat fee, though they did not ru
le out switching to that approach. Because MCI has more
higher-spending custome
rs than AT&T, it would recover more money under the 5 percent approach. Convers
ely, AT&T " which
has tens of millions of customers whose phone bills range fro
m zero to $20 monthly " would raise more money under the flat fee.
ddConsumer groups say that the July 1 rate increases should not be allowed. Lon
g-distance companies should absorb the costs of
the e-rate and other universal

service programs instead of raising rates, they contend, on grounds that those companies recently
enjoyed FCC-mandated reductions in other fees they pay for a
ccess to local phone companies' networks.n

Publication#W\ P0P# 4. The Wall Street Journal"Publication" #:\ P1P# 06/15/98
Section: Technology & Health;

Headline#\ P2P# FCC Is Scaling Back Effort to Connect
Nation's Schools, Libraries to InternetHeadline #:\ P3P#
By John Simons
Staff Reporter of The Wall Street Journal
WASHINGTON " Buckling under complaints about high costs from members of Congre
ss and consumer groups, the Federal
Communications Commission is scaling back a
n effort to connect the nation's schools, libraries and rural health centers to
the
Internet.
ddBy a 3-2 vote Friday, the FCC moved to cut spending on the Internet subsidy p
rogram this year almost in half, to $1.28 billion.
The action reduces the amoun
t the FCC will need to collect from telephone companies, who largely foot the b
ill for the program,
known as "e-rate." The FCC has collected $625 million so f
ar this year, but has yet to begin allocating the money.
ddWhile intended to address problems in the fledgling effort, a top priority of
Vice President Al Gore, the FCC's move may not
placate critics who say consume
rs' phone bills will still rise. Its supporters are likely also to be unhappy a
bout the cuts that would
come just as the program is getting off the ground.
ddThe cuts are the latest twist in a political and financial struggle over an e
ffort which once had wide support. Congress
overwhelmingly approved the initiat
ive as part of the 1996 telecommunications law and left it to the FCC to carry
out the details.
The FCC then designed two separate corporations, one to dole o
ut subsidies of as much as 90% for Internet wiring and access for
schools and l
ibraries and another to do the same for rural health care centers.
ddThe General Accounting Office, Congress's investigative arm, recently ruled t
hat the commission overstepped its authority, and
possibly broke the law in set
ting up the separate corporations. Last month, the FCC said it would revamp the
program and hinted
that it might reduce overall funding for the Internet progr
am.
ddThe issue came to a head in May when AT&T Corp. and MCI Communications Corp.
announced that they would begin assessing
a charge of 4% to 5% on consumers' bi
lls each month to pass along the cost of the initiative. Congressional Republic
ans seized on
the fees, calling them a "Gore tax." Some Democrats and consumer
groups also decried the extra charges, saying telephone bills were

rising as a
result of the new fees.
ddIn voting to cut the program's budget, the FCC also decided to give the most
needy schools and libraries top priority in getting
Internet hook-ups, and to s
treamline the offices administering the program.
dd"We are overhauling this program and streamlining it because giving our kids
access to technology is more important than scoring
political points," said FCC
Chairman William Kennard, adding that if the program had been fully funded it
may have resulted in
upward pressure on phone rates. "These decisions take ever
y issue critics have raised off the table."
ddThe issues aren't being cleared completely off the table, however. Some 30,00
0 schools have already applied for $2.02 billion in
subsidies. The cuts therefo
re will mean that some schools go empty-handed.
ddAnne L. Bryant, executive director of the National School Boards Association,
said she is "extremely disappointed" with the
decision and plans to gather for
ces to fight for full funding next year.
ddSome lawmakers were displeased for different reasons. Republican Rep. Thomas
J. Bliley of Virginia said the FCC scuttled its
chance to revamp the program, a
nd said that bills are still going to increase.
dd"There's a right way and a wrong way to implement the schools and libraries d
iscount program passed by Congress," Mr. Bliley
said. "The FCC has chosen the w
rong way."
ddOn Friday, Mr. Gore hinted that efforts might begin in Congress as early as t
his week to dismantle the Internet program and that
he is prepared to oppose th
ose actions. "We will fight any effort by Congress to end the e-rate," Mr. Gore
said. "It's time to put more
of our children on-line, and that means taking po
litics off-line."n
Publication#W\ P4P# 5. The Washington Times"Publication" #:\ P5P# 06/13/98; E
dition: 2; Section: B;BUSINESS; Page B8

Headline#\ P6P# FCC cuts back `Gore tax' under Hill pressureHeadline #:\ P7P#

By Doug Abrahms
THE WASHINGTON TIMES
The Federal Communications Commission voted yesterday to scale back its progr
am to connect schools and libraries to the Internet
amid widespread political c
riticism over rising telephone fees.
ddThe agency cut to $1.3 billion from $2.3 billion this year's funding for the
program, which was a main part of the Clinton
administration's goal of wiring s
chools to the information superhighway by 2000. Many lawmakers and consumer gro
ups complained
that the program was raising taxes on phone customers.
dd"It's vitally important to our future," said FCC Chairman William Kennard yes

terday. "How much of an investment do you want
to make in education?"
ddRepublican lawmakers still were not satisfied at the FCC's handling of the sc
hools and library fund, which critics have dubbed
the "Gore tax." They say Vice
President Al Gore plans to use the program as a campaign platform.
dd"The FCC blew it," said Rep. Thomas J. Bliley Jr., Virginia Republican and Co
mmerce Committee chairman. "Thanks to that
agency and Vice President Al Gore, t
he American people - including less fortunate Americans - are stuck with higher
phone rates."
ddRep. John D. Dingell, Michigan Democrat, said the FCC overstepped its jurisdi
cation to raise telephone fees and set up its own
bureaucracy to dole out the m
oney.
dd"I strongly support the {schools and library fund} and want to save it, but I
am not sure that making a smaller illegal program out
of a large illegal progr
am serves that purpose," he said.
ddLong-distance companies fund the schools and library fund, but the costs are
passed on to business and residential phone users.
AT&T Corp., Sprint and MCI s
aid they plan to add a 5 percent fee to consumers' bills - an average of about
$1 a month - next month
to cover the costs the schools and library program alon
g with funding rural and low-income phone service.
ddYesterday, the agency also revised its rules to ensure the neediest schools a
nd libraries receive first priority on the funds. About
30,000 schools and libr
aries requested $2 billion in funds for telecommunications services, the FCC sa
id.
ddThe issue divided the FCC, which approved the measure 3-2, with Republican-ap
pointed commissioners in opposition. The
commission defied a bipartisan directi
ve from Congress to suspend raising phone fees to fund the schools and library
project, said
Commissioner Harond Furchtgott-Roth.
dd"It would be irresponsible to issue funding commitments, allow public money t
o be distributed or to raise consumers' rates . . .
before congressional concer
ns can be fully addressed," he said.
ddRep. W.J. "Billy" Tauzin, Louisiana Republican and chairman of the House Comm
erce telecommunications subcommittee, put
forth a plan to pull the schools and
library fund out of the FCC's hands. He said he does not oppose the plan to wir
e the schools to
the Internet but merely the way the FCC established the progra
m.
ddMr. Tauzin said he plans to introduce legislation that would redirect the tel
ephone excise tax, which raised about $5 billion
annually. Half would be refund
ed to consumers and the other half would wire the schools to the Internet by us
ing block grants
through the states, he said.

dd"We will fight any effort by Congress to end the {schools and library funding
}," Mr. Gore said. "Our commitment to this initiative
will not end until we put
21st century educational technology in every classroom and library in America.
"n

Publication#W\ P8P# 6. Morning Edition (NPR)"Publication" #:\ P9P# 06/12/98Se
ction: News; Domestic;

Headline#\ P:P# E-Rate Debate Headline #:\ P;P#Subhead#[\ P<P# Members of Co
ngress have criticized the "E-rate" program as being too
expensive, while schoo
l administrators have expressed frustration at the
proposed cuts. The Federa
l Communications Commission is expected to
announce the cuts today.
Subhead#:\ P=P# By Larry Abramson
Washington DC
Bob Edwards, Washington, DC
BOB EDWARDS, HOST: The Federal Communications Commission meets today to discu
ss possible funding cuts in the
controversial program set up to subsidize Inter
net access for the nation's schools and libraries. Members of Congress have at
tacked
the program, know as E-rate, as too big and too expensive. Many school
administrators say they're disappointed, but not surprised,
that the issue has
become politicized.
ddNPR's Larry Abramson reports.TD LARRY ABRAMSON, NPR REPORTER: For many ed
ucators, the E-rate always sounded too good to be true. The federal
government
would subsidize an education rate, and pay for part of the cost of getting sch
ools onto the Internet. Every school could
expect something, with poorer schoo
ls getting up to a 90 percent discount on the wiring and some equipment they ne
ed. The
computers and software they'd have to pay for themselves.
ddJudy Ambler (ph) runs technology programs in the Pinellas County schools in F
lorida. Early on, she asked the Schools and
Libraries Corporation whether they
'd really have enough money for the thousands of schools that might apply.
ddJUDY AMBLER, HEAD OF TECHNOLOGY PROGRAMS, PINELLAS COUNTY, FLORIDA SCHOOLS:
And they assured
me at that time there was gonna be no problem, that they had f
elt that everyone would be funded.
ddABRAMSON: With those assurances, schools got their hopes up. Thirty-thousand
schools spent hours and hours getting their
applications ready. They had to j
ustify their expenses, explain their purchases to technical experts in Washingt
on.
ddNora Flaherty (ph) is technical director with St. Luke's and St. Anselm's (ph
), parochial schools catering to some of the poorest
students in the Bronx. He
re supervisors urged her to go for the E- rate.

ddNORA FLAHERTY, TECHNICAL DIRECTOR FOR TWO NEW YORK CITY PAROCHIAL SCHOOLS: T
his is something
that would give us the opportunity to provide the children wit
h " not only with a network where we can have kids doing work
throughout the bu
ilding and printing out their work and everything like that, but also to have I
nternet access, which we could never
afford.
ddABRAMSON: The devil in this case lay in the details. Long distance phone co
mpanies were supposed to pay into the fund.
Apparently, members of Congress tho
ught the bonus of a deregulated telecommunications industry would allow compani
es to just
absorb the
ddcosts of Internet subsidies. After all, that's what they'd always done with
federal obligations to provide phone service to remote
areas.
ddBut the industry decided to list this tariff as a separate line item on long
distance bills. Lawmakers howled, saying this project
was never supposed to ra
ise phone bills. Reducing the costs of the fund appears to be the only way to
stem those attacks.
ddThe problem is that school officials like John Gravelle (ph) in Merrill, Wisc
onsin have already put in tons of work getting ready
for an infusion of federal
funds.
ddJOHN GRAVELLE, SCHOOL ADMINISTRATOR, MERRILL, WISCONSIN: My high school is g
oing to be wired now. But
if I can't get this money, there's a chance I will n
ot be able to put in the frame relay which would hook them all together. That
won't
let me get the students out to the Internet.
ddABRAMSON: School administrators like Gravelle are upset with Washington for
breaking a promise. But they say criticism
of the program is justified. The F
CC set up an elaborate application procedure that was supposed to deter fraud,
but for many schools
the process was way too complicated. Complaints about the
bureaucracy found their way to Capitol Hill and that put more pressure
on the
FCC.
ddThe program was also attacked as too big, too ambitious, and misguided. Why
spend over $2 billion hooking schools to the
Internet when so many kids can't r
ead? Nora Flaherty says the answer is simple.
ddFLAHERTY: The problem is there's no money for that. You know, no one's givi
ng away money for us to buy new readers.
ddABRAMSON: Schools spend most of their money on salaries. They have to run a
fter any available discretionary funds so they
can protect their core budget.
ddSchools admit the Internet is simply in vogue. Parents volunteer for Net day
s and other Internet volunteer efforts the way they
never would for the standar
d bake sale. Flaherty says there's an excitement about the effort, particularl

y in poor neighborhoods.
ddFLAHERTY: For our children and for our parents, the likelihood of them ever seeing this in their home is nil. Parents would
be fascinated by seeing the In
ternet. That, to them, equals success at some point in their lives in the futu
re. That's how you get out
of here.
ddABRAMSON: Schools will be listening carefully today as FCC Chair William Ken
nard (ph) announces his plan to save the E-rate
program from extinction. Whate
ver Kennard decides, it's unclear whether members of Congress will be happier w
ith a smaller, more
streamlined program and leave it at that.
ddLarry Abramson, NPR News, Washington.n

Publication#W\ P>P# 7. The Sacramento Bee"Publication" #:\ P?P# 06/13/98; Edi
tion: METRO FINAL; Section: MAIN NEWS; Page A6

Headline#\ P@P# FUNDING SLASHED FOR INTERNET HOOKUPS
IN SCHOOLSHeadline #:\ P
AP#
By Mary Deibel
Scripps Howard News Service
  Federal regulators, under sudden fire from Congress and others, voted Friday
to scale back funding for subsidized Internet hookups
that more than 30,000 sch
ools and libraries hoped to share this year.
ddThe Federal Communications Commission, on a 3-2 vote, said it will provide $6
50 million in discounts for hookups between July
and December this year, bringi
ng the total for 1998 to $1.275 billion " almost half of what the FCC originall
y sought.
dd"You're never going to satisfy everyone," FCC Chairman Bill Kennard said afte
r the vote.ddKennard has been fighting all week to keep the program alive in th
e face of a flare-up of congressional opposition to the program
that President
Clinton made a centerpiece of his promise to improve public schools.
ddBut Anne Bryant, executive director of the National School Boards Association
, said such a drastic cutback will leave millions
of children and teachers wait
ing.
dd"Access delayed is access denied," said Bryant, who challenged congressional
critics and telephone executives "to walk into a
classroom to tell children and
 teachers to their faces why they can't afford to hook up their school to the I
nternet."
ddThe 1996 telecommunications deregulation act authorized phone companies to co
llect money to lower Internet rates for schools,
libraries and rural health fac
ilities in the expectation that competition unleashed as a result of deregulati
on would drive down phone
bills enough to offset the subsidy.
ddAT&T and MCI announced recently, however, that they will add a 5 percent surc
harge to long-distance bills starting in July to

reflect the subsidy. The $650
million the FCC authorized Friday will come from this surcharge.
ddClinton defended the program in a commencement address at Massachusetts Insti
tute of Technology last week, and Vice President
Al Gore carried on the call fo
r support this week. But lawmakers in both parties have promised to block the p
rogram entirely.
ddHouse Speaker Newt Gingrich, R-Ga., blasted what he labeled the "Gore tax" an
d said Congress will move to kill it before the
month is out.
ddGingrich also attacked the FCC, saying, "It is wrong for five unelected, appo
inted commissioners to be able to establish a tax on
every telephone line in th
e United States."
ddGore countered by calling on Congress and industry to "work with us to put 21
st century educational technology in every
classroom and library."
ddConsumer groups that have criticized phone companies for being slow to cut bi
lls and fees also have been outraged by the schools
and libraries program.
ddFCC Chairman Kennard said the education subsidy, known as the e-rate, account
s for only 30 percent of the surcharge that
long-distance companies propose bre
aking out separately on monthly phone bills.n

Publication#W\ PBP# 8. Pittsburgh PostGazette"Publication" #:\ PCP# 06/13/98S
ection: A SECTION; Page A4

Headline#\ PDP# FCC cuts Internet subsidiesHeadline #:\ PEP#Subhead#[\ PFP#
Local schools stand to lose hoped-for funds
Subhead#:\ PGP# WASHINGTON - Federal regulators voted Friday to slash a cont
roversial Internet subsidy program by 43 percent this year and
provide only the
nation's poorest school systems and libraries with the wiring necessary to get
onto the World Wide Web.
ddWith only $1.275 billion to give out to 30,000 schools and libraries that hav
e asked for $2.02 billion, the Federal Communication
Commission's decision is l
ikely to hurt middle-income and suburban school districts the most.
ddThe original price tag for the program was $2.25 billion annually.
dd"I hope our actions will allow us to get past the controversies, distractions
and false choices and focus on the promise that
communications holds for educa
tion," said FCC Chairman William Kennard.
ddJust how the decision will affect local libraries and schools was tough to ga
uge late Friday.
ddDistrict 11, Manitou, Harrison, Falcon and Widefield schools all applied for
the subsidy, although it's unclear how many other
Pikes Peak region districts a
nd libraries also followed suit.
ddExactly how much money is at stake also is unknown.
ddHowever, District 11 alone is seeking $4 million in discounts for wiring and
Internet access - even delaying districtwide computer
projects for months to ap

ply for the money.
ddOn Monday, D-11 and other area schools have scheduled a news conference to di
scuss the impact the FCC vote will have on
classrooms and children. Business le
aders and a representative from the Colorado Department of Education are expe
cted to attend.
dd"We could stand to lose $4 million," D-11 technology expert Sandy Patton said
of the possible impact of the vote, which had
school computer experts buzzing
Friday.
ddIn its complex ruling, the FCC said it will provide subsidies for monthly Int
ernet services and telephone link-ups for most school
systems this year, but wh
at most applicants need is money to wire classrooms.
ddThere probably will be only enough money in the FCC fund to wire inner-city a
nd rural outpost schools and libraries where more
than half the students qualif
y for the federal school lunch program, experts said.
dd"This decision is deeply disappointing, because it says we're willing to leav
e half our children behind on the journey into the 21st
century," said National
Education Association President Bob Chase.
ddThe FCC made its decision following weeks of pressure from Congress, which st
ill may try to stop the program. The e-rate (e is
for education) is funded by t
he Universal Service Fund, a decades-old fee paid by telephone companies that h
elps provide "lifeline"
access to poor people in hard-to-reach areas of the nat
ion. The 1996 Telecommunications Act expanded the fund to include Internet
hook
ups for classrooms.
dd- Gazette reporter Wendy Y. Lawton contributed to this report.
ddAT A GLANCE
ddThe Federal Communications Commission voted Friday to reduce funds schools wo
uld use to connect to the World Wide Web.
ddThe FCC slashed the controversial Internet subsidy program by 43 percent. Sch
ools and libraries had asked for $2.02 billionannually.
ddFour local school districts that have asked for funds are unsure how the cutb
ack will affect them.n

Publication#W\ PHP# 9. The Sacramento Bee"Publication" #:\ PIP# 06/14/98; Edi
tion: METRO FINAL; Section: BUSINESS; Page E2

Headline#\ PJP# SCHOOLS MOVING CLOSER TO PARENTS' WORK
SITESHeadline #:\ PKP#

By Robert Greene
Associated Press
ddIf Ashley Lyon or Teka Nicholas has a problem at school, Mom is close by.
ddAshley's mother, Rosanna, works at the M.D. Anderson Cancer Center, a short h
op by car from the school that Ashley attends.
Teka's mom, Jasmine, works just
two blocks away at the Texas Orthopedic Hospital.
dd The closeness is intentional. The school, the Medical Center Charter School,

is one of about 30 nationwide located near where
parents work rather than wher
e they live. All have opened in the past decade.
ddFrom Florida to California, children from kindergarten up to the fifth grade
ride with their parents to schools at or near an airport,
corporate complexes,
downtown business centers and hospitals. In Florida City, Fla., 38 children att
end school on Florida Power
& Light Co. property, outside the Turkey Point nucl
ear power plant where their parents work.
ddProximity makes sense for working parents. Many drive as far as 90 miles to j
obs at the medical center, and long commutes steal
time. Worries about children
can be a distraction. Even minor illnesses can cause parents to miss work. And
unexpected late hours
can mean chaos.
dd"It's a lot more settling on the mind because you're so close," Teka's father
, chemical engineer Fred Nicholas, said as he dropped
off Teka and her 3-year-o
ld sister, Kyena, at the medical center school building.
ddWhen one of his daughters had a fever once, he said, "My wife just ran over."

ddMom's health care background wasn't absolutely needed. The school has a nurse
and licensed clinic. For a fee, ailing children can
be kept in a sick bay rath
er than sent home, disrupting parents' work schedules. Before- and after-school
care are also offered for a
fee.
ddThe extended care and convenience make for happier and more productive employ
ees, say the businesses backing such schools.
Parents, especially fathers, beco
me more involved in school. The commute offers quality time.
dd"The drop-off time and the pickup time are some of the best time they can spe
nd with their children," said Jane Royse,
work-family administrator at 3M Co. i
n St. Paul, Minn. "Their parents also have the opportunity to come in the schoo
l, eat lunch
and volunteer."
dd3M employees can send children to the Eastside Workplace Kindergarten, housed
nondescriptly " for security reasons " in a
strip mall outside the St. Paul co
rporate headquarters.
ddAs is typical, the company provides the space, upkeep and maintenance, while
the school district supplies teachers and textbooks.
The 50 student slots are f
illed by lottery, with preference given to children of 3M employees. Only four
students have parents who
work elsewhere.
ddThe American Bankers Insurance Group was among the first to open such a schoo
l when it started offering classrooms at its Miami
headquarters in 1987. The co
mpany saw it as a way to improve benefits while helping Dade County schools dea
l with overcrowding.
More than 200 children from kindergarten through the fifth

grade now attend the school, which the company recently paid $1.3
million to e
xpand.
ddMany teachers enjoy working at such schools, often run as satellites of other
elementary schools, because of the smaller,
less-crowded buildings, closer con
tact with parents and less contact with administrators.
ddSurprisingly, there's more economic, racial and ethnic diversity at work site
schools than in most neighborhood schools, backers
say.
ddThe school at Houston's sprawling medical center draws students from 10 diffe
rent school districts and a variety of countries. More
than two-thirds of the c
hildren are African American, and one-third qualify for free or cut-price lunch
es.
ddAt the same time, the children get something pretty close to private school:
uniforms, optional chapel time, meals cooked on the
premises and a custom-desig
ned curriculum.
ddThe school, set up as a charter school, receives state money but is free to s
et its own rules and curriculum. Unlike others, the school
opened without a cor
porate sponsor.
ddParents "really sort of in their own mind think that this is a private school
," said Margot Heard, a founder of the school.n
Publication#W\ PLP# 10. San Diego UnionTribune"Publication" #:\ PMP#June 15,
1998

Headline#\ PNP# Gingrich sparks an uprisingHeadline #:\ POP#Subhead#[\ PPP#
Some at UCSD rite stand to cheer, some walk out on keynote speakerSubhead#:\
PQP#
By Jeff Ristine STAFF WRITER
dd House Speaker Newt Gingrich brought supporters and protesters alike to thei
r feet as keynote speaker at UC San Diego's
graduation ceremonies yesterday.
dd The supporters were standing to cheer the political leader of the post-Reaga
n right. The protesters were walking out on him.
dd "I appreciate being on a university campus where the right to dissent is rea
l," Gingrich said before launching into an address on
technology and the futur
e. "And where people can have differing views including, occasionally, conser
vative views."
dd But for some graduating seniors and faculty members whose views lean more t
oward the opposite end of the political spectrum,
the commencement ceremony at
UCSD's RIMAC Field ended early.
dd As Gingrich took the podium, his critics stood and turned their backs to the
speaker. A few moments later, about 100 protesters
slowly and silently filed
out toward the back of the commencement staging area, some wearing red bands
tied around their arms
or pieces of paper with slogans pinned to their black g
owns.
dd Graduates who stayed for the full ceremony said they didn't mind the demons

tration.
dd "They made their point but they didn't disrupt the ceremony," said Jennifer Baham of Cerritos, who graduated from UCSD's Revelle College with a bachelor's degree in biology.
dd The announcement of Gingrich as keynote speaker brought a series of demonstrations on campus as the spring quarter drew to a close.
dd Students chastised UCSD Chancellor Robert Dynes for not seeking their input after UC Regent Ward Connerly relayed Gingrich's interest in coming to campus. And, like some faculty members, they said the sometimes combative conservative was a poor choice for commencement speaker at the end of a year dominated by concerns over precipitous declines in enrollment by black and Hispanic students.
dd "You choose a speaker for what he represents as much as what he or she is going to say," Roddey Reid, an associate professor of literature, said in a pre-commencement rally outside the university's Geisel Library attended by about 80 Gingrich critics.
dd No stranger to demonstrations, Gingrich simultaneously paid tribute to and tweaked the protesters at the beginning of his 15-minute address.
dd "I once helped lead a demonstration at Tulane (University) when I was a graduate student," he said. "I believe in free speech, and I believe in genuine diversity which includes all of us, not just a self-defined group."
dd To that end, Gingrich had help from supporters carrying their own signs: "I (heart symbol) Newt" in red, "Speaker Newt" in blue. The pro-Gingrich contingent was organized by Brooks Kochvar, state vice chairman of the College Republicans group, and sat as close to the protesters as it could get.
dd "Everybody said that diversity is what we needed, and it didn't appear that people are open to diversity at graduation," Kochvar, a University of San Diego student, said in explaining the presence of his group, which he placed at more than 100.
dd In his remarks, Gingrich dispensed with the political sphere quickly.
dd "We will work very hard to continue to balance the budget, which will lower interest rates on your student loans so it will cost you less to pay them back," Gingrich said. "And I will work to cut your taxes so that when you get that job to buy that car, to get that house, you'll actually have take-home pay to do it with."
dd Gingrich, who prides himself on being something of a computer-age "techie," talked mostly about the rate of change in the world and the breakthroughs to which today's graduates can look forward.
dd "In your generation," he said, "you're going to create a remarkable future."

dd To do so, he said, the U.S. must remain at the forefront of investing in sci
ence and must "dramatically revise our entire approach"
to teaching precollegi
ate science and math. Students today "never learn the magic and the mystery an
d the excitement of seeking
new knowledge."
dd His advice to the graduates: "Dream big. Work hard. Learn daily. Enjoy life.
"
dd Some 10,000 tickets for the event were distributed, but hundreds of seats fo
r both graduates and their guests went empty
throughout the event. University
officials speculated many grads apparently were satisfied to attend smaller c
eremonies, put on by
UCSD's individual colleges and graduate divisions, that t
ook place Saturday.
dd While Dynes formally conferred the university's degrees at the all-campus c
ommencement, diplomas were actually passed out
at the separate, more intimate
events.
dd And with only a fraction of the anticipation and security that accompanied
President Clinton's visit to commencement last year,
officials were happy with
the way the morning unfolded.
dd Indeed, the biggest disappointment of the morning for most was probably when
the sound system briefly conked out as the UCSD
Gospel Choir performed a tun
e from "Rent."
dd "I would compliment the protesters in the way they spoke their minds," James
Langley, vice chancellor for development and
university relations, told the n
ews media. "They conducted themselves reasonably well."
dd Gingrich, whose schedule for San Diego also included appearances at a books
tore and a political fund-raiser, got mixed reviews.dd "Personally, I would rat
her have someone who is more of an intellectual, because I don't really agree
with his political views,"
said Andrew Kim, 22, of Los Angeles, a psychology g
raduate.
dd "I liked the things he said about technology," said Elizabeth Colglazier, wh
o earned bachelor's degrees in philosophy and history
from Warren College. She
enjoyed the speaker's occasional comparisons between the technological lifes
tyles of his own youth and
today.
dd Sam Ho, a Muir College graduate with a degree in biology, said the walkout "
is part of freedom of expression."
dd George Lipsitz, chair of the department of ethnic studies, indicated the pr
otesters chose their symbolism carefully.
dd "We hope we send a message that by turning its back on diversity, by ending
affirmative action policies that enable minority
students to compete and succe
ed at UCSD, the state has turned its back on us," he explained.n

Publication#W\ PRP# 11. Portland Oregonian"Publication" #:\ PSP# 06/13/98; Ed
ition: SUNRISE; Section: LOCAL STORIES; Page A01

Headline#\ PTP# CLINTON'S BUSY VISIT TO OREGON BEGINSHeadline #:\ PUP#
By JEFF MAPESof the Oregonian Staff ddThe day before he plans to send a messag
e of healing to victims of the Springfield school shooting, President Clinton c
alled for
an expansion of afterschool and summer programs to help cut juvenile
crime.
dd"We have too many kids in trouble," the president said at a Friday night fund
-raiser in Portland, shortly after arriving for a 21-hour
Oregon visit that wil
l take him to Thurston High School this afternoon.
ddClinton landed at Portland Air Base about 8:55 p.m. and was met on the tarmac
by Gov. John Kitzhaber, a delegation of elected
officials, and Ashley Waite, 1
0, and her sister, Caitlin, 7, of Beaverton, who handed him a plastic bin of ho
memade cupcakes.
ddHis motorcade immediately sped off for two Democratic receptions, where he to
ld about 500 contributors the country still has
"big issues to deal with" despi
te low unemployment and inflation and the first budget surplus in 29 years.
dd"Nobody thinks we have the best system of public education uniformly in the w
orld yet," said Clinton, whose budget request for
100,000 new teachers is stall
ed in the Republican Congress.
dd"We've got things to do, we've got an agenda there: smaller classes, better t
rained teachers, charter schools, technology in every
single classroom."
ddIn Chicago, a summer school program so extensive that it could be the country
's sixth-largest school system has helped cut
juvenile crime, he said.
ddThe president will be back on the stump this morning, delivering Portland Sta
te University's commencement address.
ddAfterward, he will travel to Thurston High for a private meeting with shootin
g victims and their families and a speech in the
gymnasium to about 1,600 stude
nts, teachers, emergency personnel and community leaders
ddWhite House officials held off until late Friday before deciding to allow lim
ited media coverage of Clinton's address at Thurston,
where two students died a
nd 22 were injured in a cafeteria shooting May 21.
ddPresidential schedulers initially listed the visit as closed out of sensitivi
ty for grieving students and staff members. But local
leaders and school offici
als eventually told the White House they wanted the whole community to hear Cli
nton's remarks.
ddWhite House press secretary Mike McCurry responded Thursday to concerns from
some students that Clinton's visit could dredge
up bad memories.
ddMcCurry said Clinton "has always been very respectful of families that are gr
ieving 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."
ddSpringfield firefighters started a "Ribbon of Promise" program encouraging re
sidents to display blue ribbons during Clinton's visit.

The ribbons are meant t
o symbolize national determination to end school violence.
ddU.S. Rep. Peter DeFazio, D-Ore., said he would urge Clinton to support $17 mi
llion for a new Oregon National Guard center in
Eugene. That would allow the ol
d armory to be used to expand juvenile detention and treatment facilities.
ddClinton arrived on Air Force One from California, where he attended a nationa
l ocean conference in Monterey. He also spoke at
a fund-raiser in San Francisco
 for Sen. Barbara Boxer, D-Calif. First One event for soft money
ddClinton appeared at two. The second was a private Democratic Party event in t
he same building. Clinton was to mingle with 29
big donors, some of whom paid a
s much as $10,000 to attend. Aisling Coughlan, who runs the state party's get-o
ut-the-vote efforts,
estimated the reception would raise about $150,000.
ddThe event, with Kitzhaber and U.S. Sen. Ron Wyden, D-Ore., as hosts, attracte
d some controversy because it was the first "soft
money" fund-raiser in Oregon
featuring the president.
ddFederal election laws restrict how much donors can give directly to congressi
onal and presidential candidates and bar corporations
and unions from making an
y donations. But anyone " including businesses and organized labor " can give u
nlimited amounts for
activities benefiting the party.
ddCritics, who tried unsuccessfully to ban such soft-money contributions in rec
ent legislation before Congress, say the large
donations have a corrupting infl
uence on politics. The national Democratic Party has returned $3 million in sof
t money from foreign
donors during Clinton's re-election campaign in 1996.
ddWyden, who voted to ban soft-money contributions, said he felt justified in h
elping solicit donations Friday so the Democrats
could remain competitive with
Republicans. "As long as you have the current laws, you have to be prepared" to
 match opponents'
attacks, he said. Full house expectedddThe 21,500-seat Rose
Garden is expected to be full for Clinton's speech at Portland State's graduati
on ceremonies. White House
spokesman Joe Lockhart said Clinton would talk about
 immigration.
dd"I think you'll hear some of the themes he's talked about " racial diversity
as being a strength in this country . . . and how we need
to craft immigration
policies to reflect that," Lockhart said.
ddWhite House staffers contacted PSU officials this week to ask about immigrant
s at the graduation whom Clinton might decide
to recognize.
ddThe event is not open to the public. Invitees can begin entering the Rose Gar
den at 7:30 a.m. Clinton is scheduled to make brief
remarks to 250 PSU supporte
rs and officials at a breakfast before the commencement.
ddMembers of a coalition of groups said they plan to protest outside the buildi

ng against the Clinton administration's trade and
welfare policies. Organizers
included the Pacific Party, Peace and Justice Works and the Cross Border Labor
Organizing Coalition.
ddIn addition, a group of Armenians and Greeks plans to protest PSU's acceptanc
e of a large grant from Turkey.
ddHours before Clinton's arrival, Eugene police responding to an anonymous call
 found and detonated two explosive devices in a
culvert at the Eugene Airport w
here Air Force One is scheduled to land today.
ddThe culvert is on the airport grounds about a quarter mile from the terminal.
 Police refused to describe the devices.
ddThe caller who phoned shortly before 3 p.m. also told police there were bombs
 at Eugene's Greyhound bus terminal, but after it
was evacuated and searched fo
r seven hours no bombs were found.
ddPolice were reluctant to link the incidents with Clinton's visit.
dd"I'm assuming it has nothing to do with the president, but you just never kno
w," Eugene police Capt. Roy Brown said.
ddDan Hortsch and Romel Hernandez of The Oregonian staff, correspondent Janet F
ilips and The Associated Press contributed
to this report.n

Publication#W\ PVP# 12. Associated Press"Publication" #:\ PWP#June 15, 1998

Headline#\ PXP# Riley seeks rise in funds to curb school violenceHeadline #:\
 PYP#Subhead#[\ PZP# Heston, NRA are asked to get guns from children Subhead#
:\ P[P#
WASHINGTON " With jabs at the National Rifle Association and Congress, Educat
ion Secretary Richard W. Riley said
yesterday that President Clinton's educati
on agenda would help curb school violence. He also outlined efforts by the educ
ation and
justice departments to deal with the problem.
ddIn a speech, Riley urged lawmakers to pass spending increases for drug and vi
olence prevention coordinators, delinquency and
truancy prevention and after-sc
hool programs. He urged Congress to pass bills to improve literacy, build schoo
ls and hire more
teachers.
dd"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 drug-free schools program.
ddRiley also struck back at actor Charlton Heston, newly elected president of t
he NRA, for his assaults on Clinton's character and
record.
dd"If Charlton Heston and the NRA want to come into the `mainstream of American
 political debate,' then they need to stop defining
themselves as `victims of m
edia manipulation' and help keep our children from becoming victims of gun viol
ence in our schools,
in our homes and in our streets," he said. "I challenge th
e NRA to direct its attention to getting guns out of the hands of unsupervised

children."
ddRiley said he and Attorney General Janet Reno would discuss drugs and violenc
e with young people this summer.
ddThe two departments will develop a model for schools in small communities to
deal with crises, such as shootings, after they
occur. And the departments will
create a guide, to be ready this fall, to help teachers and principals identif
y troubled children.
ddIn Memphis, Tenn., a conference yesterday on school shootings drew participan
ts from five communities that have had fatal school
shootings in recent months:
Pearl, Miss.; Jonesboro, Ark.; Paducah, Ky.; Edinboro, Pa.; and Springfield, O
re.
ddPreventing violence at school has to start at home. "We've got parents who ar
e afraid to go in their kid's bedroom because of a
privacy thing. But when we g
o in that room after the fact, it's all there. The signs are all there," said B
ill Reisman, a consultant on
anti-social behavior of youngsters.n
Publication#W\ P\P# 13. Saturday Morning News (CNN)"Publication" #:\ P]P#June
13, 1998

Headline#\ P^P# President Clinton Heads to Oregon to Discuss School
ViolenceHe
adline #:\ P_P#
BOBBIE BATTISTA, CNN ANCHOR: President Clinton, today, will visit people affect
ed by another school shooting. The one last
month in Springfield, Oregon. At th
is hour, the president is still in Portland where he is to give a commencement
address. CNN's
White House Correspondent John King is traveling with the presid
ent and joins us now live " John.
ddJOHN KING, CNN WHITE HOUSE CORRESPONDENT: Bobbie, the president arrived in Po
rtland last night. Attended a
Democratic fundraiser here for a local congresswo
man seeking reelection. In just an hour or so he will be here on the campus of
Portland State University to deliver the commencement address. We're told the p
resident will focus on immigration, warning against
anti-immigrant sentiment in
the United States but also calling on immigrates to quickly assimilate into th
e U.S. culture by learning
English and dedicating themselves to our public scho
ol system.
ddThe main event, however, will come later. The president will travel up to Spr
ingfield, Oregon to meet with families at Thurston
High School where just a mon
th ago, 15-year old freshman Kip Kinkel charged with killing his parents and th
en going to school and
opening fire on his classmates, killing two and wounding
twenty-two others. The president to meet privately with some of the families
t
hen speak publicly to the community there.
ddThe president also focusing on the rash of school shootings across the United
States in his weekly radio address this morning,

laying part of the blame on a
society that he says too often glorifies violence. Violence on television, he
says children also have too
much access to violence on the Internet and other c
omputer systems. The president says society must do more but he also made clear

that in his view, a lot of the responsibility falls to parents.
dd(BEGIN AUDIO CLIP)
ddWILLIAM J. CLINTON, PRESIDENT OF THE UNITED STATES: We have another important
responsibility to remember that
unsupervised children and guns are a deadly co
mbination. Parents cannot permit easy access to weapons that kill. We must get
serious
about gun safety. We must, everyone of us, get serious about prevention
.
dd(END AUDIO CLIP)
ddKING: The president also promising that the attorney general and the Secretar
y of Education will prepare a guide book for every
school
ddin America by this fall so that teachers and parents might see the early warn
ing signs of a child leading a troubled life heading
towards violence.
ddJohn King, CNN reporting live in Portland, Oregon.n

Publication#W\ P`P# 14. Inside Politics (CNN)"Publication" #:\ PaP#June 12, 1
998

Headline#\ PbP# Wisconsin Supreme Court Rules Taxpayer-Funded
School Vouchers
can be Used for Religious SchoolsHeadline #:\ PcP#
JUDY WOODRUFF, CNN ANCHOR:
ddWOODRUFF: Well, it is Friday, which means it's time for Bill Schneider's Poli
tical Play of the Week. All right Bill, we
understand this week's choice has so
mething to do with the right to choose.
ddBILL SCHNEIDER, CNN POLITICAL ANALYST: That's right, Judy. The pro-choice mov
ement got a big boost this week from
a favorable court decision, a decision wel
comed by conservatives. Why? Because it had nothing to do with abortion. This p
ro-choice
decision was about school choice.
dd(BEGIN VIDEOTAPE)
dd(voice-over): Wisconsin was the first state to pass a law, back in 1990, allo
wing low-income students to receive taxpayer subsidies
so they could attend the
school of their choice, public or private. This experiment, limited to a small
number of Milwaukee families,
got the strong backing of Wisconsin's reform-min
ded GOP Governor Tommy Thompson.
ddGOV. TOMMY THOMPSON (R), WISCONSIN: It allows for some parental choice, and I
think that's good.
ddSCHNEIDER: But when the state expanded the program in 1995 to include parochi
al schools, civil libertarians and teachers'
unions immediately challenged that

option and persuaded a circuit court to strike it down.
ddBARRY LYNN, AMERICANS UNITED FOR SEPARATION OF CHURCH AND STATE: When you sta
rt collecting money
from the taxpayers' budgets and funding it over to private
religious schools, you have imposed a religious tax on Americans.
ddSCHNEIDER: Milwaukee became a place of pilgrimage for Republicans paying homa
ge to the cause.
ddWILLIAM BENNETT (R), FORMER EDUCATION SECRETARY: Good public schools have not
hing to fear from educational
choice. ddLAMAR ALEXANDER (R), FORMER EDUCATION S
ECRETARY: And Milwaukee and Wisconsin are paving the way for
this country in re
minding us that we have established a system that keeps the poorest children in
America from having a choice of
the best schools.
ddSCHNEIDER: Opponents of school choice say conservative supporters have a hidd
en agenda: to destroy the public school system.
ddLYNN: Many schools in America's inner cities need more money. They do not nee
d to have money diverted away from the repair
and reform of those systems into
these private religious academies.
ddSCHNEIDER: Nonsense, say school choice advocates. The goal of the program is
to save public schools by forcing them to
compete with private schools. Ah! the
free market.
ddGINGRICH: I think our goals should be to make public schools so good that peo
ple want to stay in them. The idea that you should
have to trap children in a b
ad school is just wrong.
ddSCHNEIDER: The conservative argument seems to be getting through. Public supp
ort for school choice has been rising, especially
among minorities, who suffer
most from poor public schools. On Wednesday, Wisconsin's state supreme court re
versed the lower
court and ruled that taxpayer money can be used to pay for rel
igious schools. It was the highest level decision yet on this issue, setting
a
precedent for pending decisions in Arizona, Ohio, Vermont and Maine.
ddTHOMPSON: The supreme court deserves the highest praise for opening new doors
of opportunity to the poor children of
Milwaukee. If it's good enough for the
president and vice president of the United States, it's certainly good enough f
or these children
and all of our other children.
ddSCHNEIDER: The court's decision was a most valuable play for Governor Thompso
n. So who showed up yesterday to help
Thompson kick off his re-election campaig
n? The Green Bay Packer's most valuable player.
ddBRETT FAVRE, GREEN BAY PACKERS: I'm going for my fourth MVP, and Governor Tho
mpson is going for his fourth term.
I don't think there's any question that he'
ll get it, too.
ddSCHNEIDER: Well, he certainly gets our version of the Lombardi Trophy, the Po
litical Play of the Week.

dd(END VIDEOTAPE)
ddY'know, that's a good populist line: the people of Milwaukee should be able t
o send their kids to good private schools just like
the Clintons and the Gores
do. Hmm, could this man be thinking presidential thoughts? Judy?
ddWOODRUFF: Hmm. I wonder.
ddSCHNEIDER: We'll see.
ddWOODRUFF: Bill Schneider, thanks. And INSIDE POLITICS will be right back.
dd(COMMERCIAL BREAK)
ddWOODRUFF: It is that time of year when members of Congress disclose their per
sonal assets. Well one thing we noticed,
members made a lot fewer speeches than
in years past when they were allowed to pocket $2,000 for certain appearances.
One
exception was Utah's Orrin Hatch, who earned $44,600 for making 23 speeche
s and writing one editorial, but all the money had to
go to charity. Nebraska's
Bob Kerrey has some of the more interesting assets, including more than $1 mil
lion in the Grandmother's
restaurant chain, as well as shares in four fitness c
lubs and a bowling alley. At the other end of the spectrum, House Majority Lead
er
Dick Armey listed only a $2,100 pension from his old job as a college profes
sor, and a savings account with less than $15,000.
Maybe he's thinking about wh
at the Bible says about a poor man being able to get into the kingdom of heaven
.
ddWell that's all for this edition of INSIDE POLITICS.
ddAnd these programming notes: Senate Minority Leader Tom Daschle will be the g
uest on "EVANS AND NOVAK." That's
tomorrow at 5:30 p.m. Eastern. And Secretary
of State Madeleine Albright will be on CNN's "LATE EDITION" Sunday at noon
East
ern. I'm Judy Woodruff. "SHOWBIZ TODAY" is next.n

Publication#W\ PdP# 15. Time"Publication" #:\ PeP#June 22, 1998

Headline#\ PfP# Victory for Vouchers Headline #:\ PgP#Subhead#[\ PhP# A cour
t's ruling that they can be used for religious schools is a major move
toward f
ree choice Subhead#:\ PiP#
By ADAM COHEN
ddMilwaukee's spectrum school for pregnant and at-risk teens tried hard to keep
God at arm's length. The private school was
established in buildings next to a
Catholic parish, but the school went through the formality of buying the prope
rty from the church
for $1. The teacher providing the students with moral direc
tion was not a priest but a former priest. And, yes, there was a giant cross
ca
rved in the side of one of the school's buildings, but it was covered over with
a cross-shaped air-conditioning unit.
ddPrivate schools like Spectrum had good financial reason to exclude religion.
Under Milwaukee's pioneering school-voucher

program, poor families got state-fu
nded vouchers for tuition at public or private schools. The catch was that the
vouchers could not
be used at religious schools, on the ground that it would vi
olate the principle of church-state separation.
ddWell, God can come back now, thanks to a ruling last week by Wisconsin's high
est court that there is no such constitutional
problem. The Wisconsin supreme c
ourt is the highest court ever to uphold religious-school vouchers, and both si
des in the bitter
national debate over vouchers are calling this a watershed de
cision. "It has amazing potential to shake up the political landscape,"
says Cl
int Bolick of the Institute of Justice, which argues for voucher programs aroun
d the country. But opponents insist the courtgot the First Amendment law wrong
and say they will win if the case goes to the U.S. Supreme Court.
ddFor years school vouchers were the darling of conservatives like University o
f Chicago economist Milton Friedman, but they
seemed more like an academic exer
cise than achievable public policy. Factor in the fierce opposition of teachers
' unions, which view
vouchers as a threat to jobs, and they seemed like a very
long shot. But lately vouchers have been picking up steam. Democrats like
Milwa
ukee Mayor John Norquist and former New York Congressman Floyd Flake have joine
d Republicans in advocating school
choice. And last week venture capitalist Ted
Forstmann and Wal-Mart heir John Walton announced the Children's Scholarship F
und,
a $200 million initiative to provide scholarships for 50,000 children to a
ttend private or parochial schools.
ddSupporters of the use of vouchers for religious schools say they're eager for
a U.S. Supreme Court ruling. In fact, Bolick says his
group would support an a
ppeal of the Wisconsin decision even though it won below. But Barry Lynn, of Am
ericans United for
Separation of Church and State, says voucher backers are cel
ebrating too soon. The current conservative court has never endorsed
the kind o
f direct state funding of religious institutions that a school voucher represen
ts. "Every parochial school is first and foremost
a ministry," says Lynn. "The
court has moved, but it hasn't moved that far."n

Publication#W\ PjP# 16. The Washington Post"Publication" #:\ PkP# 06/15/98; E
dition: FINAL; Section: A Section; Page A01

Headline#\ PlP# District Schools Cut JobsHeadline #:\ PmP#Subhead#[\ PnP# S
ystem's New Chief Is Laying Off 175 In Central Office
Subhead#:\ PoP# By Valerie Strauss
Washington Post Staff Writer
D.C. School Superintendent Arlene Ackerman has begun laying off about one in f
our employees in the school system's central
administration, a reduction in for

ce that some principals and others say may leave too few staff members to handl
e the workload.
ddThe reduction, which over the next couple of weeks will cut 175 of 646 centra
l administrators and staff members, is deemed
necessary to help close a $62 mil
lion deficit. It is just one of the reform initiatives Ackerman is overseeing a
s she starts her seventh
week as head of the 146 public schools in the city, wh
ere she is moving quickly to revamp key operations, including the
long-dysfunct
ional personnel office.
ddThe reduction of employees in the central office "is a huge percentage," said
Ackerman, who plans to retrain and redeploy existing
staff members. "It is at
a point now where we have to think about how we are going to do things differen
tly."
ddBut the staff cuts are causing concern among many principals and local educat
ion activists, who worry that there won't be enough
administrators and staff su
pport to do the job.
dd"We have been asked to do a lot of reports for the new team, but it's hard to
find the right person anymore in central administration
to turn them in to," s
aid a principal who asked not to be identified.
ddStaffing has gotten so tight at school headquarters that Ackerman's deputy, E
lois Brooks, recently sent her secretary to help in
the personnel office, and n
ow she and Ackerman share a secretary.
ddAckerman was deputy superintendent before she succeeded Julius W. Becton Jr.
as schools chief last month. In addition to
overseeing central administration s
taff cuts, she is organizing the District's largest summer school program, plan
ning some furloughs
and completing evaluations of all principals to see who sta
ys and who goes. She also is supervising repairs and renovations at school
buil
dings, creating curriculum standards and planning next year's budget and staffi
ng.
ddSome educators and school advocates are encouraged by Ackerman's actions so f
ar, saying she recognizes the system's flaws,
understands how a good system fun
ctions and has the backbone to make difficult changes. They point to her progre
ss in raising
student scores on standardized tests and credit her with persuadi
ng the D.C. financial control board to pay for a new computer system
that will
help officials keep better track of personnel and budget information. (Becton's
failure to trim personnel to match the payroll
contributed, in large part, to
the $62 million deficit.)
ddOthers, though calling Ackerman the most knowledgeable superintendent the Dis
trict has had in years, say she and her deputies
are not focusing enough on som
e key problems, including the costly special education program. Some also worry

that school officials
are trying to impose external solutions without sufficie
nt "buy-in," or cooperation, from a change-resistant bureaucracy that has
stymi
ed earlier reform efforts.
dd"It sounds like she is doing some of the right things," said Jim Ford, the fo
rmer director of the D.C. Council's education committee.
"You have to be able t
o execute, to get people to follow you. Others have tried and failed. . . . It'
s a fine line she has to walk, and a
tough one. She has to try to earn the trus
t and respect of people who have seen superintendents come and go, and at the s
ame time
try to force major reform."
ddAckerman had initially considered increasing class size and cutting the numbe
r of school counselors to help close the deficit,
which was discovered unexpect
edly this spring. Instead, she has begun reducing the size of the central admin
istration, where the staff
ballooned from 511 members in 1979 to 967 by 1992, b
efore some cuts started in 1996.
ddBut the reduction in employees could affect other Ackerman reform efforts, in
cluding, for example, her campaign to root out
suburban students who attend D.C
. schools. Some estimates of out-of-District enrollment have topped 10,000 " a
number that, if
true, is depriving the system of tens of millions of dollars ea
ch year in tuition fees.
ddAckerman said last week that at least 700 such students have already been ide
ntified because they registered for school using
Maryland addresses.
ddIn her crackdown, she has adopted stricter requirements for proving D.C. resi
dency. And the control board recently told her thatthe school system for the fi
rst time will be allowed to use the city government's various databases to make
sure students attending
D.C. schools reside in the District.
ddBut even if the system could better identify nonresident students, recent sta
ff cutbacks would make it hard to collect tuition. When
Barbara Eck, a speech p
athologist, called the tuition enforcement branch last week to report that a sp
ecial education candidate lived
in Maryland, she said the receptionist told her
nobody was left in that office.
ddOfficials say that they are merging the functions of that office with other b
ranches.
ddOne way Ackerman and others say they will make the administration work effici
ently with fewer people is through retraining.
That is going on now in the pers
onnel department, where there have been more than a dozen chiefs in the last de
cade. All vowed to
fix an operation that has long failed to track the exact num
ber of school employees. All left frustrated.
ddAckerman has hired a new personnel chief, Joe Carillo, who has moved his desk
into the hub of the personnel section, promising

to remake the 54-employee dep
artment. The former head of personnel for the Sacramento Unified School Distric
t says he will retrain
staff members to do multiple jobs to ensure a smoother o
peration.
ddAckerman said she is learning almost every day about the problems that have t
urned the system into one of the country's most
dysfunctional. The system, for
example, has been rife with recent rumors that teachers are being laid off as p
art of the reduction in
force. They aren't. Instead, Ackerman is requiring scho
ols to stay strictly within enrollment-based staffing limits, and some teachers

and assistant principals are being reassigned.
ddSome schools have extra staff members, mostly as a result of deals made with
earlier administrations, Ackerman said, noting that
the total number may be as
high as 100, mostly in the upper grades.
dd"With me, there will be no back-room deals," she told a meeting of principals
last week.
ddBut with other staff cuts underway, word of teacher layoffs has spread throug
h the system " making people angry over something
that isn't happening. Ackerma
n beseeched principals to stop spreading rumors about staff cuts and other issu
es, asking them to call
her first.
dd"I tend to not deal with [rumors] until they are affecting the core and moral
e of our district," she told them.
ddAs she goes about her business, Ackerman is picking up fans, who like her dir
ect but soft-spoken approach, and critics.
ddVarious groups of parents from schools across the city complain that she won'
t meet with them or provide requested information.
Supporters say she can't ple
ase everyone " and shouldn't try, because it is an impossible task. Still, acti
vists worry that if she doesn't
win the support of enough mid-level school empl
oyees, especially principals, she won't succeed.
dd"She can't be successful without buy-in, and it's not clear that she's going
for buy-in," school activist Marlene Berlin said. "People
are not going to simp
ly follow orders. They have been around too long. They are too savvy."
ddCarillo said he understands the importance of cooperation and promises to wor
k with the various levels of school employees.
dd"We want to make sure all the reforms are discussed at length and that we hav
e buy-in at every level," he said. "We know it's
important."n

Publication#W\ PpP# 17. The New York Times"Publication" #:\ PqP# 06/13/98Sect
ion: Metropolitan Desk; Section B; Page 1, Column 2

Headline#\ PrP# Advocates of School Vouchers Heartened by RulingHeadline #:\
PsP#
By JACQUES STEINBERG
Emboldened by a Wisconsin Supreme Court decision this week permitting the use

of taxpayer money to pay religious school tuition,
advocates for the use of sc
hool vouchers in the New York area say they believe they now have fresh ammunit
ion to press their cause.
ddThe proponents said they were encouraged by the Wisconsin justices' ruling th
at a Milwaukee voucher program giving tuition
money to parents, rather than dir
ectly to parochial schools, did not violate the First Amendment's separation of
church and state. That,
the justices said, is because the program's primary pu
rpose was not to advance religion.
ddSome legal scholars believe the issue will become a test case before the Unit
ed States Supreme Court, and if the Wisconsin
decision is ultimately upheld, th
e advocates say, then the restrictions of individual state constitutions would
govern the use of
vouchers. In the aftermath of the ruling, they have begun ass
essing the hurdles in their own state constitutions and the political
prospects
within their legislatures.
ddIn Connecticut, the organizers of a privately financed voucher program said t
hat the Wisconsin decision had provided them with
grist to lobby for taxpayer-s
upported vouchers as a solution to the grave problems in the Hartford public sc
hools; this in a state in
which the Republican Governor, John Rowland, and one
United States Senator, Joseph Lieberman, a Democrat, have expressed at
least so
me support for experimenting with vouchers.
ddIn New York City, the founders of a program that has awarded privately financ
ed vouchers to 2,200 public-school children during
the last two years said the
Wisconsin decision could lead to an intermediate step on the road to public vou
chers: awarding tax credits
to parents who send their children to private schoo
ls.
ddMayor Bret Schundler of Jersey City, a Republican who has been a leading vouc
her advocate in New Jersey, said that he was
planning a lobbying blitz in suppo
rt of already proposed legislation, heretofore given little chance of enactment
, that would permit
pilot voucher programs in every county.
dd"You have had a Supreme Court rule in Wisconsin that there is no church-stat
e problem with vouchers," Mr. Schundler said. "That
suggests you will also se
e other state supreme courts rule in a similar vein."
ddBut that is not necessarily true, even some advocates say. New York, for inst
ance, is one of 37 states that amended their stateconstitutions in the late 19t
h and early 20th centuries to restrict the spending of public money on parochia
l schools, according to the
Becket Fund for Religious Liberty, a public-interes
t law firm that defends voucher programs. Most of those states acted after Jame
s
G. Blaine, a Republican Presidential hopeful, failed in his bid in 1876 to at

tach such an amendment, widely described by scholars
as virulently anti-Catholi
c, to the Constitution.
ddIn New York, the state constitution stipulates that no "public money" may a
id "any school or institution of learning wholly or in
part under the control
or direction of any religious denomination or in which any denominational tenet
 or doctrine is taught."
ddWhile New Jersey and Connecticut, like Wisconsin, have no such provisions in
their constitutions, the laws in each are ambiguous
enough to give advocates on
 both sides cause for optimism.
ddIn New Jersey, the Legislature is not permitted, under the constitution, to '
'borrow, appropriate or use" the "fund for the support
of free public schools
" for "any other purpose." But the constitution stops short of an outright b
an on using taxpayer money to aid
religious schools. The Connecticut constituti
on declares that "no law shall ever be made" authorizing that the "school fu
nd" be
"diverted to any other use than the encouragement and support of publi
c schools." But as in New Jersey, it does not bar spending
other public money
on religious schools.
ddBut even if the courts in those states were to give their blessing to the con
cept of spending taxpayer money on religious schools,
the political opposition
would be strong. New York State, for example, has perhaps the most powerful tea
chers union in the country
" indeed, it has been the legislators' most generous
 campaign patron " and its leaders have been adamant in their opposition to
vou
chers, which they say would threaten to siphon children, and the money spent on
 them, away from public schools.
dd"This is the lifeblood of public schools," said Randi Weingarten, the presi
dent of the United Federation of Teachers, the New York
City teachers union. "
Either you believe in public education or you don't."
ddMindful of the union's opposition, and the strong wording of the constitution
, proponents of vouchers hold little hope for approval
in New York State. Peter
 Flanigan, a Wall Street executive who helped organize the privately financed v
oucher program in New York
City, said he believed that tax credits for parents
who pay parochial or private school tuition might pass constitutional muster.
ddBut Steven Sanders, a Manhattan Democrat who is the chairman of the State Ass
embly's Education Committee, said the Assembly
would resist. "If you were to a
llow tax credits," Mr. Sanders said, "it would merely be a circumvention arou
nd using tax dollars and
state aid as it exists now."
ddIn Connecticut, Lewis Andrews, the chairman and executive director of the Chi
ldren's Educational Opportunity Foundation of
America, has established private

voucher programs for 325 public school students in Bridgeport and Hartford. He said he would
lobby for a publicly financed voucher program for Hartford, whose troubled school system is under state control.
dd"The Wisconsin decision gets people to realize it's maybe not a religious issue, but an education issue," Mr. Harris said.
ddIn 1994, the State House of Representatives deadlocked on a bill that would have permitted publicly financed vouchers.
Subsequent measures did not pass out
of committee.
dd"I certainly think it is not a good place to put taxpayer dollars into private and religious schools when there is no public
accountability for how those funds are spent," said Cameron Staples, a Democrat who is the co-chairman of the State Assembly's
joint House-Senate Education Committee.
ddIn New Jersey, Gov. Christine Todd Whitman, a Republican, is a supporter of publicly financed vouchers, but the Legislature
blocked a pilot voucher program
in 1994. Now, the Legislature is considering several similar bills, and Mayor Schundler said he was
confident that the Wisconsin justices' reasoning would change some minds.
dd"The question has always been," Mr. Schundler said, "when do we want to get our grass-roots supporters cranking to put pressure
on the Legislature? I think it's time to start cranking."n

Publication#W\ PtP# 18. The New York Times"Publication" #:\ PuP# 06/14/98Section: Magazine Desk; Section 6; Page 48, Column 3

Headline#\ PvP# Charter Schools Are Public SchoolsHeadline #:\ PwP#
By Norman Atkins
In January 1996, a 35-year-old teacher whom I scarcely knew, James Verrilli, asked me to lunch in Newark. Verrilli had been
teaching American history most of
the past dozen years at a low-tuition middle school near the epicenter of the city's infamous riots.
To breathe life into his lessons, he designed path-breaking interactive software and transformed himself into historical figures like
Amerigo Vespucci and John Wilkes Booth.
ddAs we sat down, he handed me a two-week-old New Jersey law that called for the creation of 135 public charter schools. "This
thing is like an invitation written to me," he said. Verrilli waxed eloquent about creating a world-class public school for Newark
children, where top-flight teachers would teach with passion and devotion, where parents would be partners. Verrilli was a
not-for-profiteer with a vengeance. To him, vouchers marked a retreat from public education, and in his small quarter of the world,
he aimed to revitalize it.
ddMeanwhile, I'd spent the previous six years looking for someone like Verrilli

. For most of that time, I managed a public charity
that supports innovative te
achers and leaders in New York's low-income neighborhoods. Wandering through hu
ndreds of classrooms,
I'd often wondered whether you could capture within the p
ublic sector the magic of the small, mission-driven private schools I'd seen
in
Harlem and the Lower East Side. At last, the charter law " its ink barely dry
" seemed to be the ticket. "So," Verrilli said, "you
want to start a charter
school?"
ddWithin weeks, six Newark parents who shared our vision stepped up to help des
ign the school. Bob Howitt of the WKBJFoundation offered a planning grant and j
oined the team. Over the next 10 months, we wrote an 80-page application for so
mething
we called North Star Academy Charter School of Newark, after the symbol
of the 19th-century freedom struggle. We framed the
curriculum, sketched the s
chedule, detailed the discipline code, crunched the budget. We decided to open
with 72 fifth and sixth
graders and to grow to a middle school of 144 students,
fifth through eighth grades.
ddIn January 1997, a year after Verrilli and I first met, Gov. Christine Todd W
hitman chartered North Star. But as I heard her herald
our plans in her State o
f the State address, I had the sinking feeling that we'd never find a place to
put the kids. Over the previous
half-year, we had traipsed through 70 buildings
" even considered setting up a trailer on an empty lot. Finally, we found the
ideal
facility, a downtown office building. New Community Corporation, a Newark
-based nonprofit organization, secured financing to
buy it and to fast-track th
e substantial renovation. Unable to issue bonds (which traditional public schoo
ls do), we passed the plate
and received the capital support to complete the pr
oject. After a summer of sleepless nights, workers finished the building about
18
hours before the opening of school.
ddThe first year flew by with surprising success. It's too early to report test
scores, but we have seen 96 percent attendance and a
Tocquevillian outbreak of
parent involvement. But throughout the rest of the state, opponents are posing
tough questions: Do charter
schools have unfair regulatory advantages? Can the
y cater solely to the cream of the academic crop? Will they cripple existing
pu
blic-school systems?
ddAt their best, charter schools are resolutely public: they are free of charge
and adhere to the most egalitarian admission process
" the lottery. At North S
tar, we randomly selected the first 72 students from an applicant pool of 222.
Several parents prayed over,
or kissed, the lottery cards bearing their childre

n's names; winners rejoiced as if they had hit the jackpot. Of those chosen, al
l are
minority children from Newark; 75 percent qualify for free lunches; 92 pe
rcent attended public school the previous year, and a
majority entered with bel
ow-grade-level reading skills.
ddNew Jersey grants initial charters for four years; if we fail to help our stu
dents meet the high academic standards we set, our charter
could be revoked. Bu
t despite the increased accountability, charter schools are not, as President C
linton touts, free from onerous
regulations. While some state charter laws have
trimmed red tape, most " including New Jersey " are still draped in it. We mus
t
hire certified teachers and grant them tenure, and must adhere to all public-
school laws and regulations. Anyone who doubts this fact
need only get a load o
f the massive paperwork dumped on our little school by Washington and Trenton.
Each month, I drive to the
Department of Education in Trenton to negotiate th
e bureaucratic labyrinth.
ddSo if we can't get out from under those statutes and regulations, what's the
big appeal? The answer: autonomy. Self-governing
and outside the control of any
local district, the charter school is operated by an independent board of trus
tees and decides how best
to allocate its dollars.
ddWith this autonomy, we cut class size to 18, extended school one hour each da
y and one month each year (September to July).
We arrange for our students to t
ake studio art each week at the Newark Museum, swim at the Y, do research at th
e Public Library
and attend the new New Jersey Performing Arts Center across th
e street. We built a state-of-the art computer network. Through our
outdoor edu
cation program, students climb ropes, canoe, study organic farming.
ddThe freedom to make and hold to these budget decisions sets charter schools a
part from even the small-niche alternative schools
operating in New York City,
which have very little discretion over spending, are vulnerable to shifting dis
trict priorities and are often
saddled with faculty and staff they don't want o
r custodians who control the facility. At North Star, we hired our founding fac
ulty
from a pool of 400 resumes only after watching them teach. They earn salar
ies and benefits comparable to those in traditional
districts, but log in longe
r days and years. If the work is hard, the freedom to teach manageable classes
and to help shape the
curriculum is well worth it.
ddCharter schools do more with less. In our first year, North Star received an
average of $7,480 in basic government aid for each
of its students, or roughly
83 percent of what was spent on their Newark peers. (That rate is slated to go

to 90 percent next year. The
remaining 10 percent stays at the district " even
for charter-school students it is no longer educating " to cover its operating
expenses.) Given that the state mandates that the aid follows the child to the
charter school, many smaller, middle-class communities
" Red Bank, Teaneck, Mat
awan " have tried to keep charter operators out, arguing that they plunder publ
ic schools.
ddIn truth, charter schools may be the last, best hope for public education. Qu
ality charters can stem the exodus of students to private
schools and attract r
esidents to the towns where they are located, thereby bumping up tax revenues (
and funds for public schools).
Nationwide, wise superintendents are incubating
charter schools as a tool to foster innovation and generate increased parent ch
oice.
They use economies of scale to sell classroom space and janitorial, cafet
eria, music and counseling services to the start-ups.
ddCharter schools are no panacea, but they can play the role of public educatio
n's R & D arm. They don't presage the collapse of
public schools, but their ren
aissance. After all, the great educational philosopher John Dewey once said tha
t "democracy as an ethical
ideal calls upon men and women to build communities
." Charter schools represent the best opportunity today for citizens to reach
for and fulfill such a civic imperative.n
Publication#W\ PxP# 19. The New York Times"Publication" #:\ PyP# 06/14/98Sect
ion: Week in Review Desk; Section 4; Page 4, Column 1

Headline#\ PzP# Colleges Seek Glory In the Polling GameHeadline #:\ P{P#
By JOSEPH BERGER
THEY do not have the academic cachet of a Harvard, nor will they forever be i
dentified with winning one for the Gipper like Notre
Dame. But many unsung scho
ols, including those with tongue-curling names like Quinnipiac College, have di
scovered a sly way
to get themselves better known.
ddThey poll.
ddWhat do New Yorkers think about the Yankees leaving the Bronx? Quinnipiac, in
Hamden, Conn., found that by an 81-to-7
margin, they want the Yankees to stay
put. Which President do Americans most admire? Marist College in Poughkeepsie,
N.Y.,
revealed that John F. Kennedy edges out Abraham Lincoln and Ronald Reagan
.
ddQuinnipiac, Marist, Manhattanville College in Purchase, N.Y., Virginia Common
wealth University in Richmond, Va., the
University of Southern Maine in Portlan
d and scores of others have discovered that polling people for views on politic
al candidates,
abortion or more whimsical topics is helping them stand out in t
he muddle of 5,500 colleges scrambling for applicants.
ddCultivating that niche performs an academic function, of course, by training
students to gather and analyze the raw numbers

needed in careers like journalis
m, political science and marketing. But polls also get a college's name in news
papers and on television.
ddLee M. Meringoff, director of the Marist Institute for Public Opinion, recall
s that when he began polling in 1978 people would
confuse his college with the
Yankee ballplayer who holds the season record for home runs. "Now we don't hav
e to spell Marist and
we don't have to spell Poughkeepsie," he said.
ddThere are more than 100 colleges that poll or do in-depth surveys, said Sheld
on R. Gawiser, president of the National Council
on Public Polls. Older polls,
like those conducted by the National Opinion Research Center at the University
of Chicago and the
Institute for Social Research at the University of Michigan,
have long gathered data for government agencies, foundations and social
scient
ists exploring patterns of drug abuse, race relations and other issues.
ddOther polls are more local and may be closely allied with state governments,
providing legislators with opinion data and calling
the quarter, half and stret
ch positions of local political horse races.
ddMixed Motives
ddWhile all these colleges acknowledge that publicity is a nice byproduct, scho
ol officials cite academic motives for getting involved
with polling. "I was t
eaching a class in political parties and voting behavior and a student suggeste
d that maybe we should do a poll,"
Mr. Meringoff said. "We organized 100 stud
ents to conduct an exit poll of Dutchess County and we accurately predicted the
county
executive's race."
ddManhattanville started its poll to engage students with the surrounding commu
nity, said Richard A. Berman, its president. But
the school did not mind that a
poll might regain some of the fame Manhattanville enjoyed when it was known as
the alma mater of
Rose and Ethel Kennedy. So last year it sampled Westchester
voters about the race for county executive and this year moved on to
races for
Governor and United Stated Senator.
dd"We'd be crazy to say it hasn't increased visibility," Mr. Berman said.
ddThe advent of cheap powerful computers in the 1980's and the increasing relia
bility of telephone interviews have made polling
relatively inexpensive, said J
anice Ballou, director of polling at the Eagleton Institute of Politics at Rutg
ers University in New Jersey.
For colleges, students often provide a ready sour
ce of cheap labor. Quinnipiac employs 120 students at $6.50 an hour.
ddQuinnipiac, a 70-year-old private college specializing in business, health an
d communications, started polls seven years ago
covering politics in Connecticu
t, New York and New Jersey. But the school has lately branched out into more at
tention-getting topics,

finding recently that New Yorkers support school unifor
ms by a 69-to-25 margin.
ddOne thing pollsters cannot say with precision is how many students apply beca
use they first heard about Quinnipiac or Marist
through a published poll. "I h
aven't seen a poll on the impact of polls on the ability to attract students,"
Mr. Gawiser said.n

Publication#W\ P|P# 20. The New York Times"Publication" #:\ P}P# 06/14/98Sect
ion: National Desk; Section 1; Page 1, Column 1

Headline#\ P~P# From Adolescent Angst To Shooting Up SchoolsHeadline #:\ PP#
By TIMOTHY EGAN
MOSES LAKE, Wash., June 9 " Well before the school shootings in Oregon and th
e South prompted a search to the depths of
the national soul, a 14-year-old hon
ors student named Barry Loukaitis walked into his algebra class in this hard li
ttle farm town and
shot his teacher in the back and two students in the chest.
ddGuns and violent videos were always around the boy's house. He learned how t
o fire weapons from his father. And he picked
up a pose from the Oliver Stone m
ovie "Natural Born Killers," telling a friend it would be "pretty cool" to
go on a killing spree just
like the two lead characters in the film.
ddDressed in black and armed with three of the family firearms, Barry entered F
rontier Middle School in this desert town 180 mileseast of Seattle on Feb. 2, 1
996, and turned his guns loose on fellow ninth graders.
dd"This sure beats algebra, doesn't it," Barry said, according to court recor
ds, as he stood over a dying boy who was choking on his
own blood. He was tackl
ed by a teacher and hauled off to jail, where he promptly took a nap.
ddA sign soon appeared on a nearby school, bearing a single word: Why? Of late,
that question has been asked around the nation,
following a spate of multiple-
victim school shootings over the last nine months that have left 15 people dead
and 42 wounded. People
wonder whether something aberrant and terrifying " like
a lethal virus, some have called it "is in the bloodstream.
ddWhile precise answers may be elusive, the recent killing sprees share a remar
kable number of common traits. The first of the rural,
multiple-victim student
shootings, here in Moses Lake, looks in many respects like a road map of what w
as to come. From this case
and interviews with police officers, prosecutors, ps
ychologists and parents of the attackers " as well as the boys' own words "
sev
eral patterns emerge:
dd*Each case involved a child who felt inferior or picked on, with a grudge aga
inst some student or teacher. The attackers
complained of being fat or nearsig
hted, short or unloved " the ordinary problems of adolescence, at first glance.
But in fact, most
of the assailants were suicidal, and of above-average intell

igence, according to mental health experts who have examined most of
the childr
en arrested for the shootings. Their killings are now viewed by some criminolog
ists and other experts as a way to end a
tortured life with a blaze of terror.
dd*The killers were able to easily acquire high-powered guns, and in many cases
, their parents helped the children get them, either
directly or through neglig
ence. Guns with rapid-fire capability, usually semiautomatic rifles that can sp
ray a burst of bullets in a
matter of seconds, were used in the incidents with
the most victims. Single-fire, bolt-action guns or revolvers would not have cau
sed
near the damage in human life, the police say.
dd*To varying degrees, each of the attackers seemed to have been obsessed by vi
olent pop culture. A 14-year-old in West Paducah,
Ky., was influenced by a movi
e in which a character's classmates are shot during a dream sequence, according
to detectives. Violent
rap lyrics may have influenced one of the boys in the J
onesboro, Ark., case, his mother says. In particular, a song about a stealth
ki
lling eerily matches what occurred. The killer who has confessed in Pearl, Miss
., says he was a fan of violent fantasy video games
and the nihilistic rock-and
-roll lyrics of Marilyn Manson, as was the boy charged in the Springfield, Ore.
, shootings last month. The
Springfield youth was so enmeshed in violent televi
sion and Internet sites that his parents recently unplugged the cable televisio
n
and took away his computer, a close family friend said.
dd*The student killers gave ample warning signs, often in detailed writings at
school, of dramatic, violent outbursts to come. The
boy in Moses Lake wrote a p
oem about murder, saying, "I'm at my point of no return." Similar jottings we
re left by the boys in the
South, and in Springfield. In virtually all of the c
ases, adults never took the threats and warning signs seriously. Or they simply

overlooked them.
dd"When you look at the overall pattern, it's a pretty serious wake-up call,"
said Dr. Ronald D. Stephens, executive director of the
National School Safety
Center, which monitors school violence from its headquarters in Westlake Villag
e, Calif. "We are seeing an
increasing number of violent, callous, remorseless
juveniles.
dd"What's behind it," Dr. Stephens said, "seems to be a combination of issue
s that range from the availability of weapons to the
culture our kids immerse t
hemselves in to the fact that many youngsters simply have no sense of the final
ity of death."
ddPeople argue, in the age-old debate, either that the killers are simply bad h
uman beings or that their actions can be linked to a

corrosive family environme
nt " nature versus nurture. Certainly, the recent shootings give plenty of new
material for both sides.
ddParents of the young killers place blame on the surfeit of guns, the influenc
e of junk culture and children stressed to a snapping
point. But they also look
 at themselves, their broken marriages, their lives of stress and hurry, and wo
nder how all that affected their
children.
dd"I didn't think about Barry at all," said JoAnn Phillips, the mother of Bar
ry Loukaitis in Moses Lake, in court testimony last year
in her son's case. A f
ew weeks before the shooting, she had told her son that she planned to divorce
her husband and that she herself
was suicidal, but she was oblivious to how thi
s would affect her son.
dd"We are responsible for our kids, but you tell me, where did I go wrong?" G
retchen Woodward said in an interview recently in
which she discussed her son,
Mitchell Johnson, the seventh grader accused, along with Andrew Golden, of kill
ing 5 and wounding
10 in Jonesboro last March. "I think there's a lot more pre
ssure on our kids today than there was when we were growing up."
ddThe Killings
ddUrban Trend Takes Rural Turn
ddChildren have long killed children in the United States. The peak was the 199
2-93 school year, when nearly 50 people were killed
in school-related violence,
 according to the School Safety Center. Most of those killings were in urban sc
hools, and prompted a
Federal law banning guns from schools, security measures
 like metal detectors, and efforts to control the influence of gangs. What
is d
ifferent now is that the shootings are largely rural, have multiple victims and
, within the warped logic of homicide, seem to make
no sense; many of the victi
ms have been shot at random.
ddIn looking at the 221 deaths at American schoolyards over the last six years,
 what leaps out is how the shootings changed
dramatically in the last two years
 " not the number, but the type.
ddMost earlier deaths were gang-related, or they were stabbings, or they involv
ed money or a fight over a girlfriend. (Boys are
almost always the killers.) Th
en came the Moses Lake shooting in 1996. Barry Loukaitis, who confessed to the
shootings and was
found guilty as an adult in trial last fall, did have a targe
t in mind when he walked into the afternoon algebra class " a popular boy
who h
ad teased him. He shot the boy to death.
ddBut then he fired away at two other students, people against whom he said he
had no grudge. He shot the teacher, Leona Caires,
in the back. She died with an
 eraser still in her hand.

ddWhen asked in a tape-recorded session with police why he shot the others, Bar
ry said, "I don't know, I guess reflex took over."
ddAfter Moses Lake, shootings of a somewhat similar nature followed. In Februar
y 1997 in Bethel, Alaska, a boy armed with a12-gauge shotgun that had been kept
 unlocked around the home killed a popular athlete, fired shots at random and t
hen tracked and
killed the principal. Like Barry, the 16-year-old Alaskan kille
r thought it would be "cool," prosecutors said, to shoot up the school.
dd"He loved what he did," said Renee Erb, who prosecuted the youth, Evan Rams
ey. "This was his moment of glory."
ddBy the end of last year, the killings seemed to come with numbing sameness. A
ll but one of the victims apparently were chosen
at random in the shootings out
side a high school in Pearl, Miss.
dd"I wasn't aiming at anyone else," said Luke Woodham, convicted this week in
 the shootings, in a tape-recorded confession played
at his trial in Hattiesbur
g, Miss. "It was like I was there, and I wasn't there."
ddIn West Paducah, Ky., three girls were killed and five other students wounded
 in a shooting with no apparent motive. "It was kind
of like I was in a dream,
" the accused attacker, 14-year-old Michael Carneal, told his principal.
ddIn March, an 11-year-old steeped in gun culture and a 13-year-old with a trou
bled past opened fire, in what seemed like a military
assault, at students who
filed out of Westside Middle School in Jonesboro, Ark.
ddAnd finally in Springfield last month " where a boy with a love of guns is a
ccused of mowing down as many students as possible
in the crowded school cafete
ria, using a semiautomatic rifle taken from his father " the victims were anyon
e who happened to be
in the way, the police said.
ddPeople ask why this is happening now in white, rural areas, said Dr. Alan Uni
s, a University of Washington psychiatrist who did
an examination of the Moses
Lake assailant for the court. "It's happening everywhere," he said. "One of
the things we're seeing in
the population at large is that all the mood disorde
rs are happening earlier and earlier. The incidence of depression and suicide h
as
gone way up among young people."
ddSuicide rates for the young have increased over the last four decades and hav
e leveled off near their all-time highs. More than 1.5
million Americans under
age 15 are seriously depressed, the National Institute of Mental Health says. T
he number may be twice that
high, in the view of the American Academy of Child
and Adolescent Psychiatry.
ddMost of the attackers in the recent cases had shown signs of clinical depress
ion or other psychological problems. But schools,
strapped for mental health co
unselors, are less likely to pick up on such behavior or to have the available
help, principals at the
schools where the shootings happened said.

ddThe Guns
ddTroubled Children And Easy Access
ddA depressed, insecure child is one thing, and quite common. But that same boy with a gun can be a lethal threat. In all of the recent shootings, acquiring guns was easier than buying beer, or even gas. And these children armed themselves with small arsenals, as if preparing for battle.
ddThe Moses Lake assailant used to play at home with his family guns as if they were toys, friends testified in court. In his confession, Barry Loukaitis said he took two of his father's guns from an unlocked cabinet, and a third one " a .25-caliber semiautomatic pistol " from a family car.
ddThe gun used in the Alaska school shootings was kept unlocked at the foot of the stairs in a foster home where Evan Ramsey was living, according to police.
ddThe shootings in West Paducah, Jonesboro and Springfield were similar in that semiautomatic weapons " capable of firing off dozens of rounds in less than a minute " were used to kill children. Weapons of less rapid-fire capability would likely have reduced the death tolls, the police said.
ddIn Jonesboro and Springfield, the parents of the accused assailants taught their children, at an early age, how to use guns properly, which is the general advice of the National Rifle Association. The story of how Andrew Golden, accused in the Jonesboro shooting, was given a gun by Santa Claus at age 6, and was an expert marksman in the Practical Pistol Shooters Club a few years later has been widely reported.
ddBut less well-known is how the other accused Jonesboro killer came by his knowledge of guns. Mitchell Johnson's mother, Mrs. Woodward, said in an interview that she taught her boy how to shoot a shotgun, and then he took a three-week course.
ddWhen the boys were arrested after hitting 15 human targets at Westside Middle School, police found nine guns in their possession. Most of them had been taken from the home of Andrew's grandfather, Doug Golden, a conservation officer who says he usually kept his guns unlocked in the house.
ddThe parents of Kipland Kinkel, the boy accused of the Springfield shootings, were not gun enthusiasts, but their son was, according to interviews with family friends. The parents agonized over the boy's gun obsession, finally giving in and buying him a weapon. The father and son took courses in marksmanship and safety, and the guns were kept under lock and key.
ddBut given Kip Kinkel's moods and temper, the parents had debated over whether to get him a single-loading bolt-action weapon or something with more rapid-fire capability. They settled on the more powerful gun, a .22-caliber semiautomatic Ruger rifle. It was

a fatal mistake, said some people who are studying the r
ecent shootings. It was that rifle that Kip used to fire off 50 rounds at
Thurs
ton High School.
dd"The kid had them by the throat," said Dr. Bill Reisman, who does profiling
of deviant youth behavior for law-enforcement
officials and recently gave a cl
osed-door briefing to community leaders from cities where the school shootings
occurred. "They were
terrified of his interest in guns, but they went out and
bought him guns."
ddA Kinkel family friend, Tom Jacobson, who played tennis every other week with
the boy's father, said the parents were looking
for way to control and connect
with their volatile child. The parents, Bill and Faith Kinkel, were both kille
d by their son, prosecutors
in Oregon said.
dd"These were devoted parents in a tight-knit family," Mr. Jacobson said in a
n interview. "Bill had tried everything with Kip. I think
he just ran out of i
deas."
ddThe Culture
ddToo Influenced By Music and Film?ddJust as easy to get as guns were videos or
cassettes in which murder is a central theme, and often glorified. Jurors in t
he trial of
Barry Loukaitis were shown a Pearl Jam video, "Jeremy," about a y
outh who fantasizes about using violence against classmates who
taunt him. That
video, along with "Natural Born Killers," a movie about a pair who kill the
ir parents and then go on nationwide
shooting spree, were among Barry's favorit
es, his friends testified.
ddAt least one of the boys accused in the Jonesboro attack, Mitchell Johnson, w
as a big fan of gangsta rap. Friends and family
members say a favorite song was
one by Bone Thugs-n-Harmony, called, "Crept and We Came," about killings in
a massacre-like
way.
ddThe boy also played Mortal Kombat, a popular video game that involves graphic
killing of opponents, his mother said.
dd"There are many cultural forces predisposing kids to violent behavior," sai
d the Rev. Chris Perry, a youth minister for Mitchell
Johnson at Central Baptis
t Church, who has talked to the boy three times since the shootings. "There is
a profound cultural influence,
like gravity, pulling kids into a world where v
iolence is a perfectly normal way to handle our emotions."
ddBut Mitchell also loved gospel music, the preacher said, and he sang at nursi
ng homes. Millions of children listen to
violent-themed rap music, play Mortal
Kombat and witness thousands of killings on television by age 10, and do not be
come
murderers.
dd"Barry Loukaitis was obviously influenced by 'Natural Born Killers,' " said

John Knodell, who prosecuted the Moses Lake
assailant. "But there are hundred
s of thousands of kids who watch these things and don't blow away their schoolm
ates."
ddThe psychiatrist in the Loukaitis case, Dr. Unis, also is reluctant to blame
violent cultural influences. But he and other experts say
there is a syndrome a
t work, in which a child who sees one shootout on the news may be inspired to t
ry something similar.
dd"The media or violent videos do not by themselves make the event happen," s
aid Ms. Erb, the prosecutor in Alaska. "But it shows
them a way."
ddThe Signs
ddCries for Help Often Overlooked
ddThe boys accused of shooting classmates are portrayed as average children. Bu
t a look inside their bedrooms or journals, or a
discussion with their friends
shows they left ample clues of trouble to come.
ddMichael Carneal was known as a slight boy who played baritone sax in the scho
ol band in West Paducah. After the killings, his
principal, Bill Bond, looked a
t some of his writing and found a child who felt weak and powerless, with an an
gry desire to lash out.
ddA week before the shooting, Michael warned classmates that "something big wa
s going to happen" and they should get out of the
way, detectives said. At lea
st three boys accused in other cases did the same thing.
ddThe Alaskan assailant warned specific students the night before the killings
to go up on a second-floor balcony. "These kids didn't
tell anyone," said the
prosecutor, Ms. Erb. "Instead, they got right up there the next day to get th
eir view of the killings."
ddIn his ninth-grade English class, Barry Loukaitis wrote a poem about murder t
hat ended this way:
ddI look at his body on the floor,
ddKilling a bastard that deserves to die,
ddAin't nothing like it in the world,
ddBut he sure did bleed a lot
ddKip Kinkel read a journal entry aloud in English class about killing fellow
students.
ddMost of the attackers were also suicidal, writing notes before the killings t
hat assumed they would die.
ddLuke Woodham's journal writings were particularly graphic. He left a last wil
l and testament, leaving music cassettes to the older
boy who is said by police
to have influenced him. "I do this to show society, 'Push us and we will push
back,' " he wrote. "I suffered
all my life. No one ever truly loved me. No o
ne ever truly cared about me."
ddDr. Reisman said parents and teachers should be alarmed by such writings. Ani
mal abuse, arson and a sudden interest in death
and darkness are red flags, he
said.
ddOften the assailants live in the shadow of successful older siblings, Dr. Rei

sman added. But the most common element is deep
depression, he said.
dd"They'll all have depression, in the state in which they do these things,"
Dr. Reisman said. "When they're cornered, the first thing
they say is, 'Kill m
e.' It's suicide by cop."n

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n: National Desk; Section 1; Page 22, Column 1

Headline#\ PP# Clinton Blames Hollywood, Access to Firearms and Lax
Supervisio
n for School ViolenceHeadline #:\ PP#
By JOHN M. BRODER
SPRINGFIELD, Ore., June 13 " President Clinton today blamed the glorification
of violence in popular culture, easy access to
firearms and lax parental super
vision for the recent of school shootings that have left a river of blood from
Mississippi to Oregon.
ddIn remarks to friends and families of the victims of the May 21 shootings at
Thurston High School here, and in his weekly radio
address, the President said
that Hollywood bears much of the responsibility for the violence by producing m
ovies, television shows
and songs that romanticize killing and twist the minds
of impressionable teen-agers.
ddHe told the gathering here, the scene of a gun assault by a 15-year-old that
killed four and injured two dozen, that the recentincidents have been fueled by
a few disturbed youths, readily-available guns and pervasive violence in popul
ar culture.
dd"The younger you are and the more you're exposed to it, the more kind of des
ensitized you are to it," the President solemnly told
students and parents in
the high school auditorium. "Those three things can be a combustible combinati
on."
ddHe delivered a sharper attack on Hollywood in the radio address.
dd"It is no wonder, as scores of studies show, that our children are increasin
gly numb to violence," Mr. Clinton said.
dd"When mindless killing becomes a staple of family entertainment, when over a
nd over children see cinematic conflicts resolved
not with words, but with weap
ons, we shouldn't be surprised when children, from impulse or design, follow su
it," he added.
ddBut even as he lectured Hollywood, he planned to appear at an $800,000 fund-r
aiser Saturday night for the Democratic National
Committee at the Beverly Hills
home of the entertainment mogul Lew Wasserman, founder of MCA Corporation.
ddIn his address, the President also called on Congress to pass tougher gun law
s and finance after-school programs to channel
juvenile energy into positive pu
rsuits.
ddMr. Clinton was in Oregon today to speak at a Democratic fund-raising event a
nd to deliver the commencement address at
Portland State University.

ddOn Friday night, police officers found and detonated two bombs at the airport
in Eugene, Ore., where Mr. Clinton's plane landed
today for the meeting in Spr
ingfield.
ddMr. Clinton devoted the graduation speech to a defense of diversity and a ple
a for tolerance of the swelling wave of immigrants
to America.
ddHe said that citizens have a responsibility to welcome new arrivals, not fear
or shun them, and he recalled the xenophobia in
America's past.
dd"Some Americans have met each group of newcomers with suspicion and violence
and discrimination," Mr. Clinton said. "So great
was the hatred of Irish imm
igrants 150 years ago that they were greeted with signs that read 'No dogs or I
rish;' so profound was the
fear of Chinese in the 1880's that they were barred
from entering the country."
ddSuch treatment of immigrants is not only wrong, he said, it is "un-American.
"
ddMr. Clinton He said that immigrants have responsibilities as well " to learn
English, to study the Constitution, to obey the law
and embrace American cultur
e.

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Publication#W\ PP# 22. The New York Times"Publication" #:\ PP# 06/14/98Sectio
n: National Desk; Section 1; Page 1, Column 4

Headline#\ PP# The California Entrepreneur Who Beat Bilingual
TeachingHeadline
#:\ PP#
By FRANK BRUNI
PALO ALTO, Calif., June 8 " Ron K. Unz, the man who beat bilingual education
in the nation's most populous state, is no slick
demagogue or smooth revolution
ary.
ddAt 36, he looks and lives like a harried graduate student, dressed in faded a
nd fraying clothing, fueled by fast food and canned
chili, fatigued by late nig
hts in the glow of a computer screen.
ddBut by successfully promoting a statewide initiative that, if it withstands l
egal challenges, will essentially wipe out bilingual
education in California, M
r. Unz emerged last week as a new force and a new kind of figure in California
politics, the ardent
ideologue who circumvents the telegenic requirements and m
essy compromises of a traditional candidacy by working his will through
a voter
referendum.
dd"Look at Jane Harman and Al Checchi," Mr. Unz said, referring to two candid
ates who lost their bids for the Democratic
nomination for governor on June 2,
when his initiative passed. Exquisitely groomed and exhaustively coached, they

were slaves to
focus groups, he said, and have little to show for their efforts
.
dd"Six months from now, will anyone really remember what either of them said i
n the campaign?" asked Mr. Unz, a self-made
multimillionaire who owns a softwa
re company here. "For a politician, you spend a lot of time and a lot of money
and you probably
lose. With the initiative process, you can have a lot more di
rect impact, and if you can get your thing on the ballot, there's a good
chance
you'll win."
ddThat was true in California long before Mr. Unz and Proposition 227, supporte
d by 61 percent of voters.
ddBut seldom has a referendum in this initiative-mad state been so entwined wit
h one person " indeed, Proposition 227 came to
be known by many people as the U
nz Initiative, and the opposition group that sprang up to oppose it included th
e phrase "No on Unz"
in its title.
ddMr. Unz, whose campaign employed a support staff of only two people, was argu
ably more of a lone ranger than Ward Connerly,
the principal force behind an an
ti-affirmative action initiative, Proposition 209, in 1996. Perhaps only Howard
Jarvis, the man behind
the anti-tax measure Proposition 13 two decades ago, ha
s been so closely identified with an initiative and integral not only to its
pa
ssage, but to its existence.
ddMoreover, Mr. Unz, unlike the architects of most initiatives, seems poised to
use the same blunt instrument to effect other changes.
ddHe made no bones about it: he is likely to be back with another initiative, a
nd maybe even another after that. He mentioned taxpolicy, then grew deliberatel
y vague.
ddTo his critics, such words are chilling. They say that the initiative process
promotes often extreme ideas, unmitigated by the
compromises and consensus bui
lding that occur in a legislative body, then asks uninformed voters for a simpl
e yes or no.
ddAnd they say that the process provides a ready window of political opportunit
y for anyone who can afford to hire workers to
gather the necessary signatures
" about 430,000 in the case of Proposition 227 " to put a referendum on the bal
lot.
ddThe cost of a signature-gathering campaign, from $500,000 to $1 million, is a
fraction of the $16 million that Ms. Harman, for
example, spent on her failed
bid for governor. It is a sum available to a number of individuals in such a we
althy state, political
analysts noted.
ddAlthough advertising an initiative can raise the financial toll, Mr. Unz, who
owns a software company in the Silicon Valley, said
he spent less than $300,00
0 on commercials and paid promotions for Proposition 227. He relied mostly on f

ree news coverage.
ddIn all, Mr. Unz said the bill for the initiative was about $1.2 million, of w
hich he contributed $700,000. The initiative was certainly
a more cost-effectiv
e strategy for change than his unsuccessful challenge of Gov. Pete Wilson for t
he Republican nomination for
governor four years ago, when he mined his persona
l wealth for more than $2 million.
dd"This year, Ron Unz used much less money to qualify an initiative, and he wi
ll be a player for a long time in California politics,"
said Jim Shultz, execu
tive director of the Democracy Center in San Francisco, a nonprofit advocacy-tr
aining group, and an expert
on the history of initiatives in California.
ddMr. Shultz and other political observers noted that Mr. Unz demonstrated the
enormous potential impact that one person can have
by tapping a sensitive nerve
among voters. Conventional politicians, restrained by the legislative process
and the influence of
advocacy groups, had not raised the issue.
ddMr. Unz did not have to soften or muddy his vision to get people to consider
it: He just put it before them in an uncomplicated
triumph of will and wealth.
"It's a lot easier to be ideologically pure in an initiative campaign than in
office," said Dan Schnur, a
Republican political analyst in California. "Ther
e is a potential for a lot more of these people."
ddIf Mr. Unz is any indication, they do not need any special charisma. Although
he seems earnest and affable, he also comes across
as somewhat goofy and disco
nnected, caught up in his own frenetic thought processes, his eyes fixed on som
e indeterminate point
in space as his words tumble out in run-on paragraphs.
ddHis voice has slightly nasal, cultured tones, and he laughs in open-mouthed g
ulps: George Plimpton meets Pee-wee Herman.
ddMr. Unz did not have a particularly strong personal connection to the issue o
f bilingual education. He is unmarried and childless
and had never been in a bi
lingual classroom.
ddMr. Unz said he was driven by a pure, unwavering conviction that bilingual ed
ucation, as a way to acclimate children into English,
defied logic and test sco
res, which showed poor achievement by many students in the programs. Bilingual
education struck him as
a paradigm of a government program wrapped in lofty the
ories but miserable results.
ddBut he confessed that he was also excited by the prospect of waging ideologic
al battle on a broad stage and entering the public
fray in such a bold manner,
which he called "tremendous fun." Some analysts said he may have been paving
the path for another run
for office, finding a way to seize the kind of clout t
hat eluded him when he ran against Mr. Wilson.
ddAlthough his maternal grandparents spoke Yiddish when they came to Los Angele

s from the former Soviet Union, he grew up
in an English-speaking household, an
only child raised by a single mother after his father left when he was a todd
ler. Bilingual
education was not prevalent when he attended Los Angeles public
schools.
ddAt Harvard University, he had double majors in theoretical physics and ancien
t history. But his passion for ideas ranged far and
wide.
ddEric Reyburn, who lived in a dormitory room that adjoined Mr. Unz's, said Mr.
Unz's conservative ideology put him at odds with
many of his peers, and he rel
ished debating them and trumping them with his easy command of information. "R
on loves to be able
to state his opinions on things," Mr. Reyburn said. "And
he's a very competitive person."
ddAfter graduate courses in theoretical physics at Cambridge University in Engl
and and Stanford University in Palo Alto, Mr. Unz
moved to New York City to be
a software developer, once sending resumes that listed his I.Q. as 214, more th
an twice the average
person's. In 1988, he started Wall Street Analytics, which
provides software programs for analyzing mortgage securities. Five years
later
, he moved the company to Palo Alto.
ddHe also began pumping time and money into conservative organizations. His sur
prise entry into the 1994 governor's race,
however, came in protest of an idea
supported by many conservatives and by Mr. Wilson: Proposition 187, which calle
d for the denial
of public services to illegal immigrants. Mr. Unz said he saw
that initiative, which was passed by voters but is tied up in legal
obstacles,
as needlessly divisive.
ddSome opponents have branded Proposition 227 in similar terms. The initiative
calls for students with limited skills in English to
be given about a year of i
ntensive instruction in the language, then be placed in classes where all subje
cts are taught in English.
ddBut Mr. Unz was careful to get several prominent Hispanic educators to attach
their names to his cause, and political analysts said
that by framing his case
in educational terms that did not seem to fan the flames of racial conflict, h
e may have won over moderate
voters who would have felt uncomfortable about sid
ing with any referendum that smacked of bigotry.
ddMr. Unz said he succeeded because the current system was terribly flawed and
voters needed only to be enlightened. Mr. Unz,
who attends conferences on publi
c policy as a form of recreation, was happy to be the one to take on that task.

dd"It's nice to be able to fix broken things, and there are a lot of broken th
ings in California," he said. "I certainly fixed bilingual
education. I fixed

it but good."n
Publication#W\ PP# 23. The New York Times"Publication" #:\ PP# 06/15/98Sectio
n: National Desk; Section A; Page 17, Column 1

Headline#\ PP# Federal Grants To Colleges Are ResurgingHeadline #:\ PP#
By WILLIAM H. HONAN
This year the University of West Alabama will receive a grant of $300,000 fro
m the Department of Agriculture for research on the
disposal of poultry carcass
es. The University of Maine will receive $220,000, also from the Department of
Agriculture, for research
on low-bush blueberries.
ddThese grants are among more than 200 Federal outlays set aside by Congress fo
r specific colleges and universities without benefit
of competitive or merit re
view. Although the grants may or may not meet genuine public needs, they are wi
dely derided as
pork-barrel boondoggles.
ddAll told, Congress authorized $495 million for academic earmarking for fiscal
1998, according to the 10th annual study of the
practice by The Chronicle of H
igher Education, an independent national newspaper. President Clinton, making l
imited use of the
line-item veto, reduced the appropriation to $483 million. T
he June 19 issue of The Chronicle, which reports on the study, will be
on newss
tands beginning today.
ddAfter appropriations dipped to $296 million in 1996 as Republican legislators
slashed earmarks as prime examples of wasteful
spending, the practice is on th
e rise again, according to The Chronicle.
ddThe peak, according to The Chronicle, came in 1993, when the value of earmark
s was placed at $763 million. Over the last decade,
nearly $5 billion has been
spent on such projects.
ddUniversity leaders whose institutions benefit from earmarking were muted in t
heir criticism. Cornelius J. Pings, president of the
Association of American Un
iversities, which has traditionally opposed earmarking, said the increase was '
'a bit troubling, but not
alarming."
dd"All colleges and universities together receive somewhere between $15 billio
n and $16 billion from the Federal Government,"
Mr. Pings said. "Earmarking a
ccounts for only 3 percent of that total." The other 97 percent, he explained,
is for competitively
reviewed projects.
ddJames D. Savage, an associate professor of government at the University of V
irginia and the author of a book called "Funding
Science in America: Congress,
Universities and the Politics of the Academic Pork Barrel," to be published n
ext year by the
Cambridge University Press, said that the reason for the increa
se in earmarking was that Congress has more money available because

of the boo
ming economy.
dd"The more they have, the more they get to earmark," he said.
ddProfessor Savage said the solution to the problem lay in electing lawmakers w
ho will fight the practice.
ddBut academicians must also be held responsible, Professor Savage said. "Peer
 review is the norm in academic life," he said. "We
have it in tenure, promot
ion, allocation of resources and publication. There is no such norm in politics
, where the object is to get
elected and then help your friends. The leaders of
 higher education must educate the politicians."n

Publication#W\ PP# 24. The New York Times"Publication" #:\ PP# 06/15/98Sectio
n: National Desk; Section A; Page 12, Column 4

Headline#\ PP# School Ruling Shakes MilwaukeeHeadline #:\ PP#
By PAM BELLUCK
 MILWAUKEE, June 11 " It was the last week of school, and students and teachers
 were absorbed in final exams and celebratory
field trips. The biggest local st
ory was the invasion of 100,000 motorcycle riders for the 95th anniversary of M
ilwaukee's own
Harley-Davidson Inc.
ddNot exactly the perfect time for an education bombshell.
ddSo when the Wisconsin Supreme Court ruled Wednesday that taxpayer money could
 be used to send Milwaukee students to
religious schools, the most significant
school voucher ruling in the nation to date, the decision sent currents of exci
tement through
some parts of the community, and alarm through others.
ddProponents said it would completely transform education in Milwaukee, letting
 parents choose where to send their children and
revitalizing parochial schools
. One champion, Brother Bob Smith, the principal of Messmer High School, a Roma
n Catholic school,
said, "This is, in my mind, the equivalent of winning the S
uper Bowl."
ddOpponents decried what they saw as the breakdown of democratic principles, th
e crippling of the public schools, the ascendancy
of religious agendas in educa
tion, and what they feared might be an exodus of good students from the public
schools or a streaming
of whites and blacks to what would become essentially se
gregated schools.
dd"Will a Timothy McVeigh start the next church in Milwaukee and see this as a
 profit-making venture and solicit enrollment and
succeed?" said John Benson,
the State Superintendent of Public Instruction, Wisconsin's highest education o
fficial, who called for
a moment of silence after the decision to memorialize t
he loss of religious liberty.
ddMuch still needs to be determined about how the court's decision will be impl
emented, but it may be that in practice the changeswill be more incremental tha

n either the heraldic trumpets or the apocalyptic pronouncements suggest.
dd"At first blush we certainly were very concerned about it," said Alan S. Br
own, the Superintendent of the Milwaukee Public
Schools. "Then when you start
getting into the numbers, it doesn't look as bad."
dd"It's going to take years," said Dan McKinley, the executive director of Pa
rtners Advancing Values in Education or PAVE, a group
that has been behind the
school choice movement and has been using private money to send children to pri
vate and religious schools.
"A lot of the schools that we work with are strugg
ling. Many of them don't have good science programs. . . . Many of them can't
r
etain good teachers. They have a long way to go before they're really strong vi
tal schools."
ddThe Milwaukee Parental Choice Program, begun in 1990 as the nation's first vo
ucher program, allows poor families to send their
children to the school of the
ir choice at state expense. About 1,500 students attend 23 nonsectarian private
schools.
ddThe crusade to expand Milwaukee's program to include religious schools, which
make up the majority of the city's private schools,
was waged by an unlikely c
oalition of habitual political enemies.
ddThere was State Representative Annette Polly Williams, a black Democrat from
Milwaukee's inner city, whose legislation created
the program. Frustrated with
a public system with a graduation rate of 45 percent and a controversial busing
program, Ms. Williams
said she wanted to give "low-income families some power
" to choose schools.
ddAnd there was a group of conservatives, including the Bradley Foundation in M
ilwaukee, the Institute for Justice in Washington,
and Kenneth W. Starr, the in
dependent counsel investigating President Clinton, who led the legal team two y
ears ago, when the State
Supreme Court deadlocked on the case.
dd"They needed us to legitimize them," said Ms. Williams, adding that she is
wary of conservatives' desires to promote religious
schools and to include peop
le who are not poor. "We needed them because they control the media, they cont
rol the money, they
control everything."
ddTheir opponents included teachers' organizations, the American Civil Libertie
s Union, the National Association for the
Advancement of Colored People, and bl
ack leaders who feared the draining or de facto segregation of the public schoo
ls. The
plaintiffs have said they will appeal to the United States Supreme Cour
t, but the expanded program is expected to start this fall.
ddUnder the expansion, up to 15,000 students, or about 14 percent of the 104,00
0 students in the public school system, can attend
private schools, nonsectaria
n or religious. At about $5,000 per pupil, that could mean that more than $70 m

illion would be siphoned
from the public schools.
ddThis prospect makes people like Donelle Johnson, a teacher at Elm Creative Ar
ts School, an inner-city magnet school, feel "like
my legs had been cut out fr
om underneath me. You're going to have to have layoffs and huge, huge classes.'
'
ddOther teachers, like Gary Hanneman, chairman of the physical education depa
rtment at South Division High School on the south
side, worry that because many
private schools do not have programs for special education students and do not
have to take such
students, the public schools will end up with more difficult
pupils.
ddDr. Brown and others suggested that these effects were likely to occur slowly
, giving public schools time to compete for students.
ddAbout 4,400 of the 15,000 potential slots would be filled by students who are
already in private schools, either through the state's
secular program or thro
ugh the privately financed program led by Mr. McKinley. While 110 schools will
participate this fall, Mr.
McKinley said Milwaukee's private schools now have s
pace for only about 3,600 more students. He predicts that other religious
schoo
ls will spring up to accommodate the 15,000.
ddBut questions about what religious schools are required to do may temper some
schools' enthusiasm for the plan. The law says
students can decline to take pa
rt in religious observances.
dd"If the rules include abandoning religious observance, we may not be able to
participate," said Tom Hage, the principal of
Resurrection Catholic Academy,
a school that has accepted so many public school students whose tuition was pri
vately subsidized
that they now make up about half the enrollment of 240. Mr. H
age said all students attend church once a week during school hours.
ddThe program also does not require private and religious schools to hire certi
fied teachers or use standardized state curriculum and
tests, or to adhere to t
he same rules of accountability that public schools do. It is not clear whether
the state will try to change those
rules.
ddIt is also unclear how dissatisfied parents are with the district.
dd"The reality is there aren't that many parents you interview who are really
upset," said Emily Van Dunk, a research coordinator
for the Public Policy Foru
m, a nonpartisan group, which found that most parents say they are happy with t
heir child's school, whether
public or private.
ddEmpirical studies have been less than conclusive. One, conducted by a Princet
on University economics professor, Cecilia Rouse,
found that students in the sc
hool choice program performed better in math, but showed no gains in reading.
ddProfessor Rouse also compared "choice" schools with public schools that had

small classes and other enhancements and found
that the public school students
did as well in math and better in reading.
ddThat suggests to some on both sides that public schools can find ways to comp
ete.
dd"We will probably become more market oriented now in terms of how we display
to the community our successes," Dr. Brown
said.
ddParents' views vary. Some, like Jennifer Evans, a religious education directo
r at a Unitarian church, a public school parent and
a plaintiff in the voucher
lawsuit, said she feared some public schools would be cash-strapped and left wi
th students "whose parents
didn't have the resources, whether financially or e
motionally or whatever, to get them into a different school."
ddOthers like vouchers because they promote religious schools.
ddBut several focused on their own pragmatic circumstances.
ddVivian Watts, who works in a public school cafeteria, pulled her sons out of
public school three years ago because Marquess, now
11, was suspended several t
imes for discipline problems, and Remy, now 12, had low grades. With PAVE's hel
p, she placed them
in Resurrection Catholic Academy, where they "have more one
-on-one with the teachers."ddClaudia Coleman-Brown moved her sons, Kenneth, no
w 15, and Trent, now 14, from public school to a secular voucher school
to a Ro
man Catholic school and back to public schools, depending on how she felt about
the teachers, the principal and her children's
needs.
dd"When something doesn't work," said Ms. Coleman-Brown, an administrative as
sistant for the county government, "you move
on."n

Publication#W\ PP# 25. The New York Times"Publication" #:\ PP# 06/15/98Sectio
n: Metropolitan Desk; Section B; Page 1, Column 4

Headline#\ PP# New York Region Steps Up Efforts for Bilingual ClassesHeadline
#:\ PP#
By ABBY GOODNOUGH
ALBANY, June 14 " As California prepares to dismantle bilingual education for
immigrant children, New York, New Jersey and
Connecticut are moving in the opp
osite direction, with plans to improve and even expand bilingual and intensive
English programs
in public schools.
ddOne day after Californians voted two weeks ago to effectively end the instruc
tion of immigrant children in their native languages,
education officials in Ne
w Jersey approved new rules meant to strengthen it, including one that would al
low bilingual classes for
children as young as 3. And in New York, education of
ficials are planning to train more bilingual teachers and allow some students
t
o take college-preparatory examinations in their native languages.

ddBut while education officials in both states fiercely defend bilingual educat
ion, they also agree with critics who say that many
students learn English too
slowly. That is a particular concern in New York City, where educators, politic
ians and parents have
debated for decades whether bilingual programs help or hi
nder the mainstreaming of immigrant children.
ddThe debate has spread to Connecticut, where the legislature recently appointe
d a task force to evaluate bilingual programs and
determine whether students we
re spending too much time in them. But instead of limiting the time that studen
ts can spend in bilingual
programs, Connecticut will probably experiment with p
rograms that have worked in other states, task force members said.
ddAlthough New York and New Jersey have a history of providing generously for i
mmigrants, educators in both states say their
embrace of bilingual education is
more pragmatic than philosophical. Both states are introducing new curriculum
standards and more
rigorous standardized tests, so immigrant students need to l
earn English more quickly and thoroughly, the educators said. At the same
time,
they said, many students need to study mathematics, science and social studies
in their native languages to grasp the subject
matter and meet the tougher sta
ndards.
dd"It's no longer enough to finish a bilingual education program and have marg
inal skills," said Richard P. Mills, New York's State
Education Commissioner.
"The expectations are now much higher. So we're having a very focused effort t
o understand what works
out there and what doesn't."
ddWhile the move to eliminate bilingual education in California has rekindled t
he debate here, people on both sides say bilingual
education has had so many ar
dent defenders in the New York metropolitan region, for so many years, that it
is in no danger of
extinction. The teacher unions in the region are more united
in their support of bilingual education than those in California. And
advocacy
groups for immigrants, which have waged successful court battles to expand bil
ingual education in New York, have worked
consistently over the years to win pa
rents and politicians to their cause.
ddThis in stark contrast to California, where the rejection of bilingual educat
ion is one of several recent initiatives that have put
immigrants and their sup
porters on the defensive. Politicians in the Northeast have been less inclined
to play to anti-immigrant
sentiments, and the champions of bilingual schooling
see no reason to expect things to change.
dd"It's a totally different atmosphere out here, with divisive policies and le
adership on issues related to race and education," said
Thomas Saenz, a lawyer

for the Mexican-American Legal Defense Fund, which fought to preserve bilingua
l education in California.
ddCritics of bilingual education say it is on safer ground in New York, New Jer
sey and Connecticut not only because of its vocal
supporters in the region but
also because the three states do not allow voters to decide education policy th
rough referendums, as
California does.
dd"The legislators would have to take on the teachers' unions, which they hard
ly ever do, and on top of that, they'd have to take on
the ethnic groups," sai
d Jorge Amselle, a spokesman for the Center for Equal Opportunity in Washington
, a conservative research
organization that is opposed to bilingual education.
"The only time you're going to see serious change in the Northeast is when you

see big grass-roots efforts that will serve as cover for legislators who want
the change."
ddCalifornians passed Proposition 227, which limits help for non-native speaker
s to a year of intensive English instruction, with
61 percent of the vote. But
while a growing number of that state's Hispanic immigrants have expressed conce
rns about bilingual
education, fewer than 4 in 10 of those who voted favored th
e proposition, in part because most of California's Hispanic lawmakers
lobbied
heavily against it.
ddStill, immigrant parents in California have protested more aggressively than
those in the Northeast, who have yet to speak with
a unified voice on the issue
. Critics of bilingual education say that while many parents in the Northeast a
re convinced that it slows
their children's progress in English, they are loath
to challenge advocacy groups and educators.
dd"The parents get intimidated when so-called experts tell them bilingual educ
ation is the right thing to do," said Sister Kathy Maire,
an organizer for Eas
t Brooklyn Congregations who helped a group of immigrant parents file an unsucc
essful lawsuit to curtail
bilingual education in New York State in 1996. "But
it's very fair to say they understand that their kids are not learning English.
And
it's very fair to say they are greatly disturbed."ddThe renewed attention
to bilingual education comes as immigrant populations in all three states are
growing and school districts
are struggling to find enough certified bilingual
instructors. New York, where 18.7 percent of the population is foreign born,
co
mpared with 25.1 percent in California, spends $88 million a year on bilingual
education for 194,000 students, most of whom live
in New York City.
ddNew Jersey, where 15.6 percent of the population is foreign born, spends $57
million a year on bilingual programs for 48,000
students. About 9 percent of th

e population is foreign born in Connecticut, which spends $20 million a year on bilingual education
for 19,300 students.
ddIn all three states, the vast majority of students in bilingual programs are Hispanic. Mandarin Chinese, Haitian, Korean, Polish,
Arabic, Portuguese and Urd
u are also among the most common native languages.
ddOf the three states, New Jersey has taken the most concrete steps toward impr
oving and expanding bilingual and intensive English
programs. On June 3, the Ne
w Jersey Board of Education voted to require school districts to monitor the ac
hievement of bilingual
students to insure that they meet the state's new curric
ulum standards. It also voted to require districts to provide bilingual or inte
nsive
English programs for preschool pupils not proficient in English.
ddThe board also changed the wording of the state's bilingual education code to encourage districts to provide instruction in English
as a second language for
more than 150 minutes a week, which is the minimum requirement in New Jersey.
ddIliana Okum, who oversees bilingual education for the New Jersey Department of Education , said the state's programs worked
because more than 90 percent of
the bilingual students passed proficiency tests in three years or less. Althou
gh the state in 1996 gave
parents more leeway in deciding whether to remove the
ir children from bilingual programs, less than 2 percent of the parents have
do
ne so, Ms. Okum said.
dd"I think everybody is generally pleased," she said.
ddIn New York, the State Board of Regents voted last year to allow students who enter the country in the ninth grade or later to take
most Regents exams in Sp
anish, Russian, Chinese, Haitian Creole and Korean. It also voted to require bi
lingual students to take the
Regents English exam, which will soon be a graduat
ion requirement, in English. Mr. Mills, the Education Commissioner, asked state

education officials last fall to determine whether bilingual students needed m
ore intensive English instruction to meet the new
curriculum standards and grad
uation requirements.
dd"The increase in requirements is humongous for somebody who is learning Engl
ish for the first time," said Alan Ray, a spokesman
for the state's Department
of Education.
ddThe Education Department will submit recommendations to the Board of Regent
s next month, and Mr. Mills said they would
probably include increasing the min
imum amount of time " now 180 minutes per week " that bilingual students spend
in intensive
English classes. Other goals are to train bilingual teachers in th
e new curriculum standards and to increase the number of teachers
certified to

teach bilingual classes. Only 30 percent of the bilingual teachers are now cert
ified as such, Mr. Mills said.
ddHe said that while some students, particularly at the middle-school level, we
re staying in bilingual programs far too long, most
finished in three years or
less. Students who want to stay in bilingual programs longer than three years m
ust file for an extension,
and in the 1997-98 school year, only 12 percent of b
ilingual students in New York City did so, he said.
ddMr. Mills said he thought that California's strategy in Proposition 227 was '
'a sound-bite solution." By examining bilingual
programs around the nation, he
said, New York hopes to collect enough data to determine what methods of teach
ing English work
best.
dd"I am not satisfied with the data we have," Mr. Mills said. "Bilingual edu
cation seems to work under certain circumstances, but
they are very demanding c
onditions. We have an obligation to think this through because children who don
't speak English, like other
children, must meet higher standards."n

Publication#W\ PP# 26. Weekend Edition (NPR)"Publication" #:\ PP# 06/13/98Sec
tion: News; Domestic;

Headline#\ PP# Exam Day Headline #:\ PP#Subhead#[\ PP# Neal tells a story a
bout every student's worst exam-day nightmare.
Subhead#:\ PP# By Neal Conan
Washington DC
NEAL CONAN, HOST: Now, this final note on the week's news.
ddPanic, fear, outrage, and utter confusion were just a few of the emotions tha
t exploded into the brains of a class in Britain a few
days ago.
ddThe students were facing a daunting exam known as the "A Level." It's a kind
of combination final and SAT, the culmination of
concentrated study on a subjec
t the students propose to pursue at university.
ddThis class at Bradford Grammar, a school that has produced luminaries includi
ng the painter David Hockney and former Foreign
Minister Denis Healey (ph) spen
t two years mastering the answers to every conceivable question about William S
hakespeare's tragedy
"King Lear."
ddThough they were probably nervous enough to begin with, the jaws of hell gape
d beneath their stomachs when they opened the
test. No Lear questions on the f
irst page, none on the second, none at all.
ddThis horrifying moment of complete helplessness was captured by Christopher D
urang in his one-act play "The Actor's
Nightmare." A man awakes to find himsel
f on stage amid a production of "Hamlet." The other characters start feeding
him lines,but just when he begins to get the knack of ad-libbing in iambic pent
ameter, the play shifts to the banter of Noel Coward's "Private
Lives," and the

n to "Waiting for Godot."
ddAll of us dream out anxieties of this sort. The script isn't finished. Who
am I supposed to interview? Why are they pointing at
me? And did I forget to
put on my pants?
ddIn Bradford, it turned out, that the teacher had made a terrible mistake. A
spokesman for the examinations board, employing a
bit of understatement, remark
ed, "it will have been a stressful time for the students, and we will do everyt
hing we can to ensure that
they are not disadvantaged by a mistake that wasn't
their fault."
ddGiven the probability that they will have to face their Shakespearian A Level
s again, and the night before, we offer this advice
from Cole Porter.
ddSINGERS: Brush up your Shakespeare   Start quoting him now   Brush up
your Shakespeare   And the women you will
wow
ddSINGER: Just declaim a few lines from "Othella"   And they'll think you'r
e a hell of a fellah
ddSINGER: If your blonde won't respond when you flatter her   Tell her what
 Tony told Cleopatterer
ddSINGER: If she fights when her clothes you are mussing...
ddSINGERS: (Unintelligible) "Much Ado About Nothing"
ddBrush up your Shakespeare   And they'll all kowtow
ddCONAN: And it's 18 minutes after the hour.
ddn

Publication#W\   PP#   27. Los Angeles Times"Publication"   #:\   PP#* 06/14/98; Edit
ion: Home Edition; Section: Metro; Metro Desk; Page B-3

Headline#\   PP#   Gore Stresses After-School CareHeadline   #:\   PP#
By MEGAN GARVEY
TIMES STAFF WRITER
ddIn a town hall meeting Saturday at Sutter Middle School in Winnetka, Vice Pre
sident Al Gore emphasized the commitment of
the Clinton administration to after
-school programs, reiterating a previously announced plan to ask Congress for $
1 billion in such
funding to be used over the next five years.
ddGore"who demurred when addressed as "the next president of the United States,
" saying to much laughter, "I want to appear
to discourage that comment""told s
everal hundred people gathered at the invitation-only event that every school i
n the country needs
after-school programs.
ddPresident Clinton and Gore were both in Monterey on Friday for the National O
ceans Conference, where they announced an
extended ban on offshore drilling on
the East and West coasts.
ddGore linked the after-school initiative with his work to clean up the environ
ment.
ddIf more investment is not made in cleaning up the environment, community poli
cing and after-school care, Gore said, children

might feel that the future is h
opeless.
dd"If they get the message subtly, but powerfully, that we don't really care th
at much, then that changes their attitude toward the
future of their own life,"
 he said.
ddSaturday's event, held in an idyllic courtyard framed by shade trees and wash
ed by sunlight, seemed more like a forum than a town
hall meeting. Gore did mos
t of the talking, asking community leaders and students to comment on the role
of after-school programs
in their lives.
ddThe Clinton administration has pushed for after-school programs in recent mon
ths, in part motivated by the string of shootings
on school campuses this year.
 Even though federal statistics show that most juvenile crime occurs between 3
p.m. and 8 p.m., studies
show that relatively few programs provide supervised a
ctivities during those hours. Teen pregnancy and drug use have also been
linked
 to a lack of adult supervision after school.
ddUntil recently, however, little national attention was paid to the issue. The
 last time U.S. Department of Education officials
studied formal after-school
 care"in 1991"they found that only 1.7 million students, less than 7% of childr
en 5 to 13, attended
after-school programs.
ddBrandon Carney, 14, a Sutter student, told Gore that he had been offered drug
s while hanging out with friends after school.
Brandon said he knew fellow stud
ents who got into trouble because they had nothing to do.n
Publication#W\ PP# 28. Los Angeles Times"Publication" #:\ PP#* 06/14/98; Edit
ion: Valley Edition; Section: Metro; Zones Desk; Page B-1

Headline#\ PP# Gore Gives After-School Care High Marks
Headline #:\ PP#Subhead#[\ PP# Speaking at a Winnetka town hall meeting, the
vice president said cleaning up
the environment and community policing also are
 vital to children's future.
Subhead#:\ PP# By MEGAN GARVEY
TIMES STAFF WRITER
ddWINNETKA " In a town hall meeting Saturday at Sutter Middle School, Vice Pres
ident Al Gore emphasized the commitment
of the Clinton administration to after-
school programs, reiterating a previously announced plan to ask Congress for $1
 billion in such
funding to be used over the next five years.
ddGore"who demurred when addressed as "the next president of the United States"
 saying, to much laughter, "I want to appear
to discourage that comment""told t
he several hundred gathered at the invitation-only event that every school in t
he country needs
after-school programs.
ddPresident Clinton and Gore were both in Monterey on Friday for the National O

ceans Conference, where they announced an
extended ban on offshore drilling on
both coasts. Sen. Barbara Boxer (D-Calif.) told the crowd that the clouds parte
d and the sun
shined for Clinton and Gore on Friday in Monterey and they did th
e same for Gore on Saturday.
dd"I think there's a message here. We like what you're doing, and they like wha
t you're doing up there," she said, pointing skyward.
ddGore, who did not invoke divine intervention in his remarks, did tie the afte
r-school initiative to his work to clean up the
environment.
ddIf more investment is not made in cleaning up the environment, community poli
cing and after-school care, Gore said children
might feel that the future is ho
peless.
dd"If they get the message subtly, but powerfully that we don't really care tha
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t of the talking, asking various community leaders and students to comment on t
he role of after-school
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Even though federal statistics show that most juvenile crime occurs between 3
and 8 p.m., studies show
relatively few programs provide supervised activities
during those hours. Teen pregnancy and drug use also have been tied to lack
of
adult supervision after school.
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e last time U.S. Department of Education officials
studied formal after-schoo
l care"in 1991"they found that only 1.7 million students, less than 7% of child
ren 5 to 13, attended
after-school programs.
ddBrandon Carney, 14, a Sutter student who lives in Winnetka, told Gore he had
been offered drugs while hanging out with friends
after school. Brandon said he
knew fellow students who got in trouble because they had nothing to do.
ddGore told the crowd"who stayed for an afternoon workshop after the vice presi
dent departed for a private fund-raiser in
Calabasas"that the needs outweigh th
e resources.
ddIn one of the few off-agenda moments of the morning, Aureliano Cortes, a pare
nt from South-Central Los Angeles, asked Gore
about the passage of Proposition
227, which requires a one-year limit on native language instruction for non-Eng
lish speaking
students.

ddCortes, who spoke in Spanish, thanked Gore for coming to Los Angeles. "De nad
a," replied Gore, who said the administration
still believes that three years s
hould be the bare minimum of native language instruction and planned to work "w
ithin the limits of
the law" to make sure students received proper instruction.

ddMany were thrilled to be so close to the vice president. "We never thought we
'd see one of you here," one Valley woman told the
vice president.
ddKim Skinner, 12, got to shake Gore's hand.
dd"I was so excited," said the Winnetka resident. Kim attends the after-school
program at Sutter, part of a Los Angeles Unified
School District program that s
erves 5,000 students at 25 of the district's 57 middle schools.
ddKim said she thinks there's nothing uncool about staying at school longer.
dd"I like it," she said. "You can hang out with your friends longer."n
Publication#W\ PP# 29. The Washington Times"Publication" #:\ PP# 06/13/98; Ed
ition: 2; Section: A;NATION; Page A4

Headline#\ PP# Riley says study bolsters case for national testingHeadline #:\
PP#
By Laura R. Vanderkam
THE WASHINGTON TIMES
State exams that test how well students are learning have failed to yield rel
iable comparisons, making it nearly impossible to weigh
differences in educatio
n among the states, a top education official said yesterday.
dd"Now we have the results, and they show conclusively that if we want to know
how well students are performing compared to
rigorous and widely accepted natio
nal standards, then we simply cannot rely on existing tests," Education Secret
ary Richard W.
Riley said. "{The study} clearly shows that work on developing
voluntary national tests must continue."
ddPresident Clinton called for voluntary national testing in his 1997 State of
the Union address. National testing of reading and math
competency would take p
lace in the fourth and eighth grades.
ddThe results would be used to compare educational systems in different states.

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 in reading an
d math," acting Deputy Secretary of Education Marshall S. Smith said. "I think
it's important for parents
in Louisiana to know how their students are doing co
mpared with students in Massachusetts, in Minnesota or in California."
ddThe move for national testing began in controversy when Mr. Clinton announced
that funding for the $90 million, five-year
program would come from the Fund f
or the Improvement of Education, a source that did not require congressional ap
proval.
ddSaying that national testing must be subject to national debate, Congress add

ed an amendment to the 1997 Department of
Education spending bill that limite
d work on the issue.
ddFunding was granted for the feasibility study conducted by the National Acade
my of Sciences. A 16-member panel overseen by
the National Assessment Governing
Board examined the existing state competency tests and announced their finding
s yesterday.
ddConservatives oppose the national tests, saying they would create another lay
er of bureaucracy and take power away from parents
and local school districts.
dd"This study shows that there is already a vast array of tests at the state an
d local level," Rep. Bill Goodling, Pennsylvania
Republican and chairman of the
House Education and the Workforce Committee said. "Any attempt by the Clinton
administration
to implement new federal testing would violate state and local a
uthority and disrupt recent and expensive state educational reforms."
ddOpponents have accused Mr. Clinton of using national testing as a springboard
for a national curriculum.
dd"Whoever controls the test will control the curriculum of all the kids in the
country," Monty Neill, director of the National Center
for Fair and Open Testi
ng, said when the issue was first debated last year. "When President Clinton cl
aims the test will be voluntary,
look out. This is a slippery slope."
dd David Frank , spokesman for the Department of Education, said national testi
ng would not create a national curriculum. "It would
be a test of basic skills,
" he said.
dd"The point of this study was to determine if an equivalency standard could be
developed from the existing tests," Mr. Frank said.
"This study clearly shows
that this is not feasible. The study came out differently from what Representat
ive Goodling wanted, so
he's ignoring the findings.n

Publication#W\ PP# 30. Associated Press"Publication" #:\ PP#6-15 6:00a

Headline#\ PP# Gingrich delivers commencement speech amid protestHeadline #:\
PP#
By PAULA STORY
Associated Press Writer
ddSAN DIEGO (AP) - About 40 graduates turned their backs on House Speaker Newt
Gingrich and walked out as he delivered the
commencement address at the Univers
ity of California, San Diego.
ddThe Sunday walkout culminated protests by students who opposed the decision t
o have the Georgia Republican speak and
demanded a say in the selection process
.
ddGingrich was gracious about the dissent, saying he participated in a few prot
ests in his days as a student and recognized the value
of differing opinions.

ddHe approached the podium amid both boos and cheers. The crowd on the universi
ty's athletic field was estimated by UCSD
officials at 8,000.
dd"I suspect that here today, virtually all of you - clearly not all of you, bu
t virtually all of you - are very happy, and your parents
are happy because you
made it," Gingrich said.
ddLast year's UCSD graduation speaker was President Clinton, who used the occas
ion to launch a yearlong discussion of race
relations. Gingrich's speech covere
d science, technology, political leadership and federal funding for research.
ddSome protesters tied Gingrich's visit to what they said is a crisis in minori
ty representation and declining admissions on the heelsof Proposition 209, the
1996 measure that dismantled many California affirmative action programs.
ddThose who walked out remained at the rear, staying mostly quiet until just be
fore Gingrich concluded. They then marched off,
at times shouting, "No Universi
ty Without Diversity."
ddUCSD students had some input over speakers until last year, when the school a
bandoned a practice of having separate
commencements for its undergraduate coll
eges and graduate divisions, in order to have Clinton speak to everyone.
ddUCSD Chancellor Robert Dynes has said he made a mistake by not seeking studen
t input and noted that they will be involved
in the decision next year.n

Publication#W\ PP# 31. Associated Press"Publication" #:\ PP#06-13 7:45p

Headline#\ PP# President visits Oregon school hit by May shootingHeadline #:\
PP#
By SANDRA SOBIERAJ
Associated Press Writer
ddSPRINGFIELD, Ore. (AP) - A blue ribbon bearing the word "Promise" on his lape
l, President Clinton walked the corridors of
Thurston High School - where not o
ne month ago there were sounds of gunfire and screams - to try and console a co
mmunity and
turn its tragedy into an emblem of hope.
dd"We want something constructive to come out of this," Clinton told an assembl
y in the school gymnasium just across a breezeway
from the cafeteria where 15-y
ear-old Kip Kinkel is accused of opening fire on May 21 - one day after being s
uspended for stashing
a gun in his locker.
ddClinton said he was echoing words spoken to him privately by the fathers of t
he two slain boys, Mikael Nickolauson and Ben
Walker. Quietly in the school lib
rary, Clinton also huddled one-by-one with families of some two dozen wounded s
tudents, several
of whom were still in casts or on crutches.
ddTo Ben's and Mikael's parents, Clinton said his message was: "One way they ca
n honor their children is to work with us to try
to create a country and a set
of circumstances which makes it far less likely that these things would be repe

ated."
ddHe endorsed new legislation introduced by Oregon Sens. Ron Wyden and Gordon S
mith to require that kids bringing guns to
school be held over by officials for
 72 hours of observation and evaluation.
ddA billboard just outside of town bore a blue ribbon like Clinton's and a simi
lar plea - "Let it end here."
ddHundreds of Springfield residents lined the streets and packed the school's f
ront lawn to wave a greeting, some bearing
hand-lettered posters saying, "Thank
 you for coming."
ddBut, while the bullet holes in the cafeteria have long been spackled over, Cl
inton's visit rubbed some open wounds.
dd"We're tired of hearing about it and we want to move on," said Luke Jimenez,
17, who graduated last week.
ddAnother new graduate, Aubra Lewellen, 18, said: "It happened along time ago.
I feel like he only came because he was in Portland
(for a commencement speech)
. I don't feel like he really came for us."
ddAmy Lindley, 29, a graduate of Thurston, differed. "It's important for him to
 be here to see what's been going on," she said.
ddTo explain his intentions, Clinton took the unusual step of addressing report
ers before boarding the flight to Springfield.
dd"I want to listen," he said. "I want to learn. I want to be of whatever suppo
rt I can."
ddHe acknowledged to his audience in the gymnasium - which was half full althou
gh all of the school's 1,400 students had been
invited - some reservations abou
t coming.
dd"I didn't want to do anything to add to your burdens," he said.
ddWhite House officials treaded gingerly in planning the stop, wary of it appea
ring exploitative. It was an 11th hour change of heart
by school principal Larr
y Bentz that opened the latter part of Clinton's visit to limited press coverag
e so that the whole community
might hear Clinton's message.
ddBentz asked that reporters allowed inside be kept away from students.
ddIn his Saturday radio address to the nation, Clinton appealed once more for l
ess violence in popular entertainment and more action
in Congress.
ddHe said he was directing Education Secretary Richard Riley and Attorney Gen
eral Janet Reno to work with school officials
and law enforcement authorities o
n developing an "early warning guide" that might help prevent the kind of youth
 rage that erupted
in deadly school gunfire here and in Arkansas, Kentucky, Mis
sissippi and Pennsylvania.
dd"In Springfield, and in far too many recent cases, troubled children announce
d their intentions before turning guns on their
classmates," Clinton said. "We'
ve learned that terrible threats and rage in the face of rejection can be more
than idle talk."
ddHis administration's new guide would "help adults understand the signs and re
spond to them before it's too late," Clinton said.

ddHe also urged congressional action on his proposal for a lifetime ban on gun purchases by violent juveniles, and for $95 million
in crime prevention efforts
, including after-school programs.
ddBefore motorcading to Springfield, Clinton's Air Force One arrived without in cident at an airport in nearby Eugene. Late Friday,
two explosives devices were
found and detonated on airport property.nPublication#W\ PP# 32. LRP Publicati ons"Publication" #:\ PP#June 12, 1998

Headline#\ PP# Changes in Literacy Bill Could Cost IDEA $500 Million
Headline
#:\ PP#
ddThe House and Senate issued a conference report June 10 for the education sa vings account bill void of a provision that would
have given special education
programs $500 million annually over the next three years.
ddAs part of Sen. Paul Coverdell's, R-Ga., A+ Savings Account legislation, the conference committee chose to adopt the Reading
Excellence Act, the House Rep
ublican counterproposal to President Clinton's America Reads program. The Sena te version, by way
of an amendment offered by Sen. Judd Gregg, R-N.H., would h ave tied literacy funding to annual special education increases of
$500 millio
n. The House version, which the conference committee adopted, contains no suc h requirement.
ddThe move by the conference committee means that if Clinton signs the bill in to law by July 1, special education programs will
receive no new funds linked
to its passage - - where they once stood to gain $1.5 billion over the next th ree years.
ddSpecial education groups are still watching closely, however, as they do sta nd to gain $210 million if the bill fails to get the
president's signature by
the July 1 deadline.
ddWhen the $210 million was appropriated last year for the literacy program, s uch funding was contingent on authorization by July
1. If the bill does not be
come law by then, the $210 million automatically shifts to special education s tate grants.
ddPresident Clinton has promised to veto the education savings account bill, a nd thereby reject the literacy measure as well.
ddA presidential veto would not necessarily kill the bill, as a group of Democ ratic senators have pledged to vote to override a veto
in exchange for comprom
ises made by the Republican leadership during conference discussions (see D.C. Daily, June 10).
ddThe House and Senate are expected to vote on the conference report early nex t week, and quick passage would likely have the
bill on the president's desk s
hortly thereafter. A swift veto by the president would give lawmakers less tha n a week to round up
enough votes to override the veto by the July 1 deadline.

ddThe Reading Excellence Act, if passed, would provide the $210 million in fun
ding for new research, teacher training and
individual grants to help improve
K-12 instruction.n

Publication#W\ PP# 33. LRP Publications"Publication" #:\ PP#June 12, 1998

Headline#\ PP# Research Shows State and Commercial Education Tests
Too Diverse
to Compare Headline #:\ PP#
ddA study released today by the National Research Council determined that stat
e standardized tests are too diverse to allow results
to be compared to one an
other or to national or international standards " data that lends support for
national testing, a pet Clinton
administration initiative.
ddThe study revealed that existing state and commercially produced tests great
ly differ in the types and difficulty of questions that
they ask, the thought
processes required of students, the ways and times they are administered, how
closely they reflect the material
taught in school, scoring, and how results a
re reported, said the council.
ddCongress objects to the administration-proposed testing, fearing that the D
epartment of Education is not allowing appropriate
preparation time needed fo
r such tests. Lawmakers and ED agreed to have the National Research Council ex
amine existing state tests
in November, 1997 during the debate over President
Clinton's proposal for new federal tests.
dd Education Secretary Richard Riley is encouraged by the research, saying th
at the results clearly show that development on
voluntary national tests must
continue.
dd"Last fall the president and Congress agreed to have this study conducted, a
nd agreed that the results should inform congressional
action on national test
ing," said Riley. "Now that we have the results, and they show conclusively th
at if we want to know how well
students are performing compared to rigorous an
d widely accepted national standards, then we simply cannot rely on existing t
ests."
ddRep. Bill Goodling, chairman of the House Committee on Education and the Wor
kforce, interpreted the council's results
differently. The lawmaker stressed t
he study's finding that there is an adequate amount of tests at the state and
local level already
exist and that an additional test is unnecessary.
dd"This finding is neither surprising nor disappointing," said Goodling. "I ha
ve to conclude on the basis of this study that we don't
need another test " e
specially on developed in Washington. I also have to conclude that any attempt
by the Clinton administration

to implement new federal tests would violate st
ate and local authority and disrupt recent and expensive state education refor
ms."
ddThe lawmaker reiterated Congress' concern that teachers would begin focusing
their curriculum on the contents of the national
test so their scores would p
rove favorable.
dd"New federal tests would set a new national curriculum because, as every tea
cher knows, 'what's tested is what is taught'," said
Goodling. "Teachers would
have to teach new federal curricula and local schools would have to make cost
ly new investments in
textbooks." ddWhile Secretary Riley emphasized that work
on the voluntary 4th grade reading and 8th grade math tests "must continue wit
hout
delay," lawmakers plan to halt the tests' progress.
ddGoodling said that he, this week, received assurances from Speaker of the Ho
use Newt Gingrich, R-Ga., and Senate Majority
Leader Trent Lott, R-Miss., that
prohibition on fiscal year 1999 funding for any new federal tests will be par
t of the House Labor,
Health and Human Services, and Education Appropriations
Subcommittee bill.
dd"Republicans are not going to help the President make bad education policy,"
said Goodling. "Instead, we have our own agenda.
This summer and fall we will
act to send more dollars directly to the classroom, improve academic quality
and bolster parental
involvement and responsibility."n

Publication#W\ PP# 34. LRP Publications"Publication" #:\ PP#June 9, 1998

Headline#\ PP# Riley Discusses a New ED Approach to School Violence
Prevention
Headline #:\ PP#
dd Education Secretary Richard Riley told a congregation of school officials
today that the Clinton administration plans to
implement multiple "action ste
ps" this summer in response to the recent series of fatal school shootings.
ddRiley told a group of 450 state Safe and Drug-Free School coordinators, gove
rnor's representatives, and others who work in
school safety and drug preventi
on that ED, along with help from the Department of Justice, has proposed a sev
en-step action plan
to prevent fatalities such as those suffered by a half-doz
en schools in the last six months.
ddThe first step of the administration's plan, "listening to children," will c
onsist of meetings between Riley, Attorney General Janet
Reno, and students th
is summer and fall to speak directly regarding violence and drugs.
dd"We can't begin to end the violence unless we reach out to our young people,
truly listen to their voices, and tune in to what they
are really trying to s
ay," said Riley. "And we must make them part of this solution."

ddThe second step, "effective programs," will be the department's move to "tig
hten" up existing programs, including the redirection
of the Safe and Drug Fre
e School Program. Riley added that Congress should respond to recent violence
by passing President
Clinton's request to target $125 million to those communi
ties with strong prevention initiatives.
ddThe third step, "shifting resources to prevention," will be the redirection
of funding towards initiatives such as the development
of prevention strategie
s at the elementary school level. Riley said that both he and Reno believe tha
t Congress is not allotting enough
funding for prevention measures.
dd"[I]t is a 'serious mistake' for both the House and Senate to be developing
juvenile justice legislation that sets aside no real
funding for delinquency p
revention, for truancy prevention, for after-school programs and for mentoring
programs," said Riley.
"These are the very programs that you and I know can b
e so effective in stopping violence from occurring in the first place."
ddThe fourth step, "early warning signs," will be comprised of the development
of a guide for teachers and principles, ready in early
fall, which will inclu
de violence prevention methods and ways to deal with aggressive behavior, said
Riley. The framework will
be jointly developed by ED, the Department of Justi
ce, the National Association of School Psychologists and other experts.
ddRiley added that while it is beneficial to identify those students who exhib
it early signs of aggression, educators must not "label"
students.
dd"In my opinion, too many young people are already being sorted out in our sc
hools and too often this approach to education has
been harmful to minority yo
uth," said the Education Secretary.
ddThe fifth step, "linking schools to community services," will explore ways t
o develop a stronger link between schools and
community mental health faciliti
es as well as increase the number of school counselors.
dd"We want to make sure that important support staff in our nation's schools
" the social workers, counselors and school
psychologists " are not solely fo
cused on testing and evaluation but also are directing their expertise to prev
enting violence," said
Riley.
ddED and the Department of Justice will jointly disclose the sixth step, "deve
loping model crisis management plans," which will
consist of a guidance model
that can be used by schools to develop their own plans.
ddThe last step, "a major study of alternative schools," will look into ways t
o place students expelled under the Gun Free Schools
Act in alternate educatio
nal settings.
dd"A child who brings a weapon to school needs to be properly evaluated and a
plan of action has to be developed to turn this young

person's life around," s
aid Riley.
ddThrough these steps, the administration plans to confront the ills that resu
lt in violent youths " society's glorification of violence
and a child's feel
ings of emotional disconnectedness from family and school.
dd"The action steps I have ... outlined are comprehensive because this is the
only way we are going to help our young people," said
Riley. "America's young
people are resilient. They will have a bright future if we help them turn away
 from the culture of violence
and drugs that this society tolerates all too ea
sily."n
Publication#W\ PP# 35. Education Daily"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Legislative UpdateHeadline #:\ PP#
by Darren Goode and Rod Kuckro
ddThe House and Senate this week expect to take up a compromise education savin
gs account bill, while a resolution on special
education funding is expected to
 hit the House floor by Thursday.
ddRecent or Upcoming Action ...
ddFiscal 1999 Budget Resolution S. Con. Res. 86: This nonbinding, five-year spe
nding blueprint would ignore most of President
Clinton's education ini "tiative
s. It would funnel any new funds from a tobacco set "tlement to Medicare, rathe
r than using the
money to hire 100,000 new teachers as the president wants. It
also would add $500 million to special education each year for the next
five ye
ars and increase the Title VI block grant from 350 million to $872 million (ED,
 March 20). H. Con. Res. 284: The proposed
House resolution essentially would f
reeze overall education and training spending in 1999. Last action: The House p
assed its budget
resolution June 5 by a vote of 216-204 and sent it to the Sena
te. The Senate passed its budget resolution April 2, 57-41. Next action:
Negoti
ators need to reconcile the House and Senate versions, which would not require
the president's signature. Neither the House
nor the Senate have assigned confe
rees yet, and no timetable on the negotiations has been set.
ddFiscal 1999 Appropriations President Clinton's proposal would raise Education
 Department discretionary spending about 6 percent
above the fiscal 1998 level,
 to $31.2 billion. Title I would get a $392 million boost, channeled to targete
d and concentration grants.
Special education and vocational education would be
 level-funded, and Title VI block grants would be eliminated. New initiatives
i
nclude $200 million for education opportunity zones, which would funnel money t
o impoverished urban and rural districts for reform
efforts, and $200 million f
or after-school child care. Last action: The House Appropriations Com "mittee o

n May 22 issued a
nonbinding plan to increase overall spending on labor, human
services and education programs from $81.2 billion to $81.9 billion
for fiscal
1999 (ED, May 27). The Senate Appropriations Committee has set aside $82.3 bill
ion for those programs (ED, May 15).
Next action: The House education funding s
ubcommittee is expected to release its program-by-program spending bill in the
next two
weeks. Fiscal 1999 begins Oct. 1.
ddBilingual Education H.R. 3892: Would change federal bilingual aid from compet
itive grants to formula grants to states, which
could design their own programs
; nullify legal agreements regarding non-English-speaking students between scho
ol districts and
the Education Department ; set a three-year time limit for st
udents in bilingual education programs; require schools to get parents'
permiss
ion to place students in bilingual ed programs and change the name of ED's Offi
ce of Bilingual Education and Minority
Language Affairs to the Office of Englis
h Language Acquisition. Last action: The House Education and the Workforce Comm
ittee
passed the bill, 22-17, June 4. Next action: The bill goes to the House f
loor, but no schedule has been set.
ddSchool Prayer H. J. Res. 78, S. J. Res. 48: Would amend the U.S. Constitution
to allow student-initiated prayer in public schools.
Last action: The resoluti
on on June 4 failed to gain the necessary two-thirds approval from House member
s, receiving a vote of 224
to 203. Sen. James Inhofe, R-Okla., introduced S. J.
Res. 48 on June 4 and referred to the Senate Judiciary Committee. Next action:

No action is scheduled on S. J. Res. 48.
ddEducation Tax Breaks/National Tests/Block Grants S. 1133: Would allow parents
tax-free withdrawals from education savings
accounts of up to $2,000 annually
for K-12 expenses, including private school tuition, transportation and compute
rs. Interest on
savings in state-sponsored prepaid tuition plans would be tax-f
ree. The bill also would ban further development of voluntary national
tests in
reading and math; allow states to receive about $10.3 billion of federal educa
tion funds as block grants to states or localities;
provide $210 million for a
children's literacy program; and provide modest school construction aid (ED, Ap
ril 24). H.R. 2646: Would
allow parents tax-free withdrawals from education sav
ings accounts of up to $2,500 annually for K-12 expenses, including private
sch
ool tuition. Last action: House and Senate conferees on June 10 agreed on a fin
al version of the bill. The final draft did not include
the block grants and na
tional testing ban provisions. The House Early Childhood, Youth and Families Su

bcommittee held a hearing
June 11 on rewriting laws on the National Assessment
of Educational Progress and the National Assessment Governing Board. Next
actio
n: The House likely will vote on the bill tomorrow or Wednesday; a Senate vote
is expected by Friday.
ddHEA Reauthorization H.R. 6: Would reauthorize all Higher Education Act (HEA)
programs, which expired Sept. 30 but received
an automatic one-year extension.
The House legislation would cut interest rates for students by 0.8 percentage p
oints through a sub
"sidy to lenders. The bill also would eliminate the Nationa
l Board of Professional Teaching Standards (ED, May 1). S. 1882: Would
cut inte
rest rates to the same level as the House bill. It also includes penalties for
colleges and universities that do not participate in
a mandated cost survey in
the new bill. Last action: The House and Senate passed a provision May 22 in th
e highway funding bill
that would apply the interest rate formula in H.R. 6 to
student loans through Oct. 1. The legislation delays a change in the interest
r
ate scheduled for July 1 that private lenders say would force them to leave the
Family Education Loan program. Next action: The
Senate is expected to take up
S. 1882 this week. President Clinton has said he will sign the highway bill.
ddOmnibus Education S. 1590: Would authorize $75 million in fiscal 1999 for vou
chers for impoverished students in unsafe schools;
roll together several federa
l education funds into block grants, funneling $3 billion directly to states; a
llow families to accrue interest
tax-free on money they save for educational ex
penses; allow federal education funds to be used for teach "er competency testi
ng
and merit pay; focus $210 million on teacher training in reading and tutorin
g grants rather than training volunteers; encourage charter
schools in states w
ith the most lenient laws; and spend $9.3 billion for special ed over six years
(ED, Jan. 21). S. 1708: Would
authorize $9.7 billion for school repair and con
struction bonds in fiscal 1999 and 2000; $7.3 billion over five years to hire 1
00,000
teachers; $200 million in fiscal 1999 for after-school programs; $3.2 bi
llion over five years for school technology; and $1.5 billionover five years fo
r edu "cation opportunity grants (ED, March 5). Last action: The Senate Governm
ental Affairs Committee held
a hearing June 10 on the Bureau of Indian Affairs'
school construction program. The House Early Childhood, Youth and Families
Sub
committee held a hearing on Head Start reauthorization June 9, as well as a fie
ld hearing June 12 in South Bend, Ind. Next action:
The Senate Labor and Human
Resources Committee will hold a field hearing today on teacher education in Col
umbus, Ohio.

ddSocial Promotion H. Res. 401: Would express the sense of the House that socia
l promotion should be ended through the use of
teacher training programs and pr
oven educational practices. Last action: The House Education and the Workforce
Committee passed
the resolution June 4 by voice vote. Next action: The House is
expected to take up the resolution as soon as tomorrow.
ddSpecial Education Funding H. Res. 399: Would urge Congress and the Clinton ad
minis "tration to give higher priority to funding
programs under the Individual
s with Disabilities Education Act, in the context of a balanced budget. Last ac
tion: The House
Education and the Workforce Committee passed it on June 4 by vo
ice vote. Next action: The resolution is tentatively scheduled to
hit the House
floor tomorrow.
ddBlock Grants H.R. 3248: Would roll about $3 billion of currently authorized f
ederal education programs into block grants to states
for K-12 programs. Block
grants would be administered by governors, to be used by states and local schoo
l districts to pay for
student-focused expenditures. Last action: The House Ear
ly Childhood, Youth and Families Subcommittee held a June 5 hearing
on communit
y block grants. Next action: No further action is scheduled.
ddSchool Meals H.R. 3874: Would ease some restrictions on nonprofit groups part
icipating in the summer meals program; expand
the after-school snack program to
serve children up to age 18; create a five-state pilot program for universal s
chool breakfasts; and
extend flexibility in shifting administrative expenses am
ong nutrition programs. Last action: The House Education and the
Work-force Com
mittee on June 4 passed the bill, 36-1, after combining several child nutrition
programs into one bill. Next action:
The bill is set to go to the House floor,
but no schedule has been set.
ddParental Rights H.R. 3189: Would expand the 1974 Family Education Rights and
Privacy Act to withhold federal funds from
schools that don't allow parents to
review all curriculum materials and tests. It also would withhold funds from sc
hools that require
students to take psychological tests or reveal personal info
rmation without prior written consent. Last action: The House Education
and the
Workforce Committee did not take up the bill on June 10 as planned. Next actio
n: The committee probably will take up the
bill next week.
ddAdult Special Education Inmates H.R. 3254: Would amend the Individuals with D
isabilities Education Act (IDEA) to restrict
federal regulators' ability to pun
ish states that refuse to serve disabled students ages 18 to 21 who are incarce
rated as adults. It would
allow the Education Department to withhold only the I

DEA funds intended for the eligible inmates, not any part of the state's larger

special ed grant. Last action: The House Education and the Workforce Committee on June 4 passed the bill, 23-18. Next action: The bill is headed for the Hous e floor, but no schedule has been set.

ddJust Introduced ...

ddE-Rate Repeal H.R. 4032: Would repeal the e-rate program, an initiative cappe d at $2.25 billion a year, to connect schools and libraries to the Internet. Fu nded by levies on telecommunications companies, the e-rate program was created under the 1996 Telecommunications Act, but congressional critics have been disp leased with how the Federal Communications Commission has set up the program. L ast action: Introduced June 11 by Rep. Jim Sensenbrenner, R-Wis.; referred to t he Commerce Committee. Next action: No action is scheduled.

ddInformation Technology Tax Credits H.R. 4025, S. 2089: Would provide a 20 per cent tax credit to businesses who provide information technology training for t heir employees. The tax credits would increase to 5 percent for programs in sch ool districts in which at least 50 percent of students are eligible for free or reduced-cost lunches and for disaster areas. Last action: H.R. 4025 was introd uced June 10 by Rep. Jon Christensen, R-Neb.; referred to the House Ways and Me ans Committee. S. 2089 was introduced May 18 by Sen. Kent Conrad, D-N.D.; refer red to the Senate Finance Committee. Next action: No action has been scheduled for either bill.

ddSchool Violence H. Con. Res. 287: Would request that the president initiate a series of town meetings across the country addressing school violence. Would a lso ask states and localities to establish school violence prevention hotlines informing law enforcement when violent threats are made at schools. Last action : Introduced June 5 by Rep. Harold Ford, D-Tenn.; referred to the House Educati on and the Workforce Committee. Next action: No action scheduled.

ddStill Pending ...

ddVocational Education H.R. 1853: The House GOP plan to reauthorize the Carl D. Perkins Vocational and Applied Technology Education Act would allot school dis tricts at least 90 percent of the basic state voc ed grant, up from 75 percent. S. 1186: Would retain a separate funding stream for voc ed. Last action: The H ouse appointed conferees May 22. Senate conferees are the members of the Senate Labor and Human Resources Committee. Next action: House and Senate staff have already begun negotiations to hammer out differences in the bills; members may begin meeting this week.n

Publication#W\ PP# 36. Education Daily"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Look Before Leaping Into IDEA Transition ProgramsHeadline #:\ PP#

by William J. Cahir

ddBefore developing school-to-work plans for disabled students, schools first s
hould conduct vocational assessments to identify a
students' interests, strengt
hs and weaknesses, experts say.

ddA vocational assessment involves classroom ob-servations, job try-outs, work
sample reviews and diagnostic tests. The process
takes place over time.

ddDetermining a student's direction and capabil-ities will help everyone involv
ed get a better grasp on vocational planning, says the
Nation-al Information Ce
nter for Chil-dren and Youth with Disabili-ties (NICHCY) in Washington, D.C.

dd"Students generally emerge from the voca-tion-al assessment process with incr
eased self-aware "ness and a better understanding
of their skills," NICHCY says
in a research paper.

ddThe Individuals with Disabilities Education Act (IDEA) requires schools to ma
ke transi-tion-related adjustments to each disabled
stu-dent's academic program
starting at age 14, and to begin transition services at age 16 (ED, March 25,
1997).

ddUsing The Miller Model

ddRobert Miller, professor of special education at Mankato State University in
Mankato, Minn., says it's high time for schools to
target ser-vices to disabled
students and others who are not college bound.

ddTo effectively assist students with transition plan-ning, Miller says educato
rs should identify their:

dd* Long-term goals, which "harness that natu-ral motivation of the student;" *
Self-advocacy skills, or their ability to ex-plain their
needs and hopes to em
ployers and post-secondary institutions; * Functional living skills, or their c
apability for coping with
day-to-day tasks; * Academic abilities; and * Vocatio
nal abilities and aptitudes.

ddThis model avoids a key special ed pitfall "merely telling students what they
cannot do "and encourages cooperation with the
family.

ddFinding Jobs For All

ddThe National Center for Research in Vocation-al Education this week gave Dorc
hester Dis-trict No. 2 in Summerville, S.C., an
award for running an exemplary
career guidance program.

ddAs part of its vocational assessment process, the district administers a batt
ery of tests to assess students' skills. The tests are given
to both disabled a
nd non-disabled students.

ddThe district also tries to assess their goals and abilities by placing them i
n jobs, such as filling peanut snack bags for airlines, or
running a school-bas

ed cookie company.
ddNinth and 10th-grade special ed students, work-ing with their nondisabled pee
rs, are clearing about $300 a day in profit selling
cookies, which they bake in
 a Summerville High School kitchen. The money is divided evenly among the stude
nts involved and
dis-persed as wages.
dd"It is unreal, the money they've made," said Janice Jolly, the district's sch
ool-to-work coordinator.
ddTrying A Local Business
ddThe district also runs a second program for special ed students in grades 11
and 12. Using a $108,000 grant from a state agency,
it places them in jobs with
 a second-hand sporting goods store. And depending on each child's vocation-al
skills, the district will try
to place her in an-other job after graduation.
ddHigh-tech jobs, such as data entry, aren't avail-able around Summerville, so
some of the older special ed students are referred to
classes for specific voca
tional training, or for social skills coaching.
ddFor instance, disabled students with severe skill deficits are referred at ag
e 16 to the state's vocational rehabilitation system.
dd"We're not as far along as I'd like to be," said Floy Shuler, coordinator of
special education in Dorchester District No. 2.
"Depending on what kind of skil
ls they show at that point, they can go onto a variety of programs."
ddFor more information, contact National Infor-mation Center for Children and Y
outh with Disabilities, Internet, http://laran.waisman.wisc.edu/fv/www/educatio
n/transition.html, or Janice Jolly, Dorchester District 2 Career Development In
itiatives, 1101 Boone
Hill Rd., Summerville, SC, 29477; (803)832-7026, ext. 140
62; e-mail, jjolly@dorchester2.k12.sc.us.n

Publication#W\ PP# 37. Education Daily"Publication" #:\ PP#June 15, 1998

Headline#\ PP# AFT, NEA Uniting To Tackle School Infrastructure Headline #:\
PP#
by Jonathan Fox
ddThe nation's top two teacher unions have teamed up with business leaders, arc
hitects and financial experts to help solve the vexing
problem of how to financ
e school construction and modernization.
dd"Our nation's public schoolchildren have a right to attend safe and modern sc
hools," said National Education Association President
Bob Chase, who noted Thur
sday that American schools may need as much as $200 billion for renovations, eq
uipment andconstruction.
ddThe new joint task force is considering a num-ber of methods to ease the prob
lem, including the use of state revenue streams to
fund bonds. "Unions and busi
-ness leaders have never worked together on this problem, said Sandra Feldman,
president of the
American Federa-tion of Teachers.n

Publication#W\ PP# 38. Education Daily"Publication" #:\ PP#June 15, 1998

Headline#\ PP# NRC: State Tests Too Diverse For National ComparisonsHeadline #
:\ PP#
by Jonathan Fox
ddComparing results from a smorgasbord of state and commercial tests taken by s
choolchildren isn't a feasible substitute for
President Clinton's national test
ing plan, a panel of experts concluded Friday.
ddFearful that national tests would create a de facto national curriculum, Repu
blicans in Con-gress ordered the National Research
Council (NRC) last fall to i
nves-tigate whether the re-sults from existing tests could be used for national
or in-ter-national
comparisons (ED, Nov. 20, 1997).
ddBut according to an NRC panel, which didn't take a position in the testing co
ntroversy, state and commercial tests vary too much
" in con-tent, format, tar
get ages, samp-ling tech-niques and other factors " to create an effective fra
me-work for comparison.
ddPredictably, administration officials hailed the NRC report as proof their ap
proach is needed.
dd"The results _ show conclusively that if we want to know how well students ar
e perform-ing compared to rigorous and widely
accepted national standards, then
we simply cannot rely on existing tests," said Education Secretary Richard Ri
ley . "We must do
everything we can to help our children master the basics."
ddNo Big Surprises
ddMeanwhile, the report's findings were no sur-prise to assessment experts, who
doubted such interstate testing comparisons all
along.
ddLinking tests is "educational assessment's counterpart to perpetual motion ma
chines," said Robert Mislevy, a longtime Education
Test-ing Service researcher,
last November.
ddBut Rep. Bill Goodling, R-Pa., chairman of the House Education and the Workfo
rce Commit-tee, called the re-port's conclusions
"neither sur-prising nor dis-a
ppointing."
ddHe reiterated con-cerns that na-tional tests would lead to a nation-al cur-ri
-culum because "as every teacher knows, 'what is tested
is what is taught.'"
dd"We believe in the richness and diver-sity of our Republic's 50 states and 15
,600 school dis-tricts," Goodling said in a statement.
"Any at-tempt by the Cli
nton administration to imple-ment new federal tests would violate state and loc
al authority and disrupt recent
and expen-sive state education reforms."
ddThe prospect of linking hundreds of state tests created a logistical nightmar
e for researchers, NRC said in its report.
ddEven linking a mere 15 state assessments would require more than 100 complex
com-par-isons between the tests that would

require ex-tensive data collection a
nd analysis, while fre-quent changes in state-wide tests complicate the matter
even more, the
agency said.
ddAnother possibility is linking the state tests to the National Assessment of
Education Pro-gress (NAEP), which is given to a sample
of stu-dents.
ddBut since NAEP only tests groups of stu-dents, not individuals, few valid inf
er-ences could be drawn from such comparisons,
re-searchers said.
ddTesting Plan Plods Along
ddEarly last year, Clinton proposed voluntary national tests for fourth-grade r
eading and eighth-grade math so states could compare
performance to other state
s and nations, but his plan has encountered stiff GOP opposition.
ddClinton originally proposed the tests for a spring 1999 roll-out. But GOP pre
ssure forced the administration to delay the exams
for a year and shift oversig
ht from the Education Depart-ment to an independent panel, the National Assessm
ent Governing Board
(NAGB).
ddNABG since has moved the schedule back even further. Now, the first tests lik
ely won't be ad-ministered until March 2001 (ED,
Jan. 23).
ddLast fall, controversy over Clinton's testing plan held up the fiscal 1998 ed
ucation spend-ing bill for six weeks. Goodling hopes
to avoid a repeat scenario
this year.
ddThe NRC is an independent, nonprofit group working under congressional charte
r to provide advice to the government on science
and tech-nology.
ddCopies of "Equivalency and Linkage of Educa-tional Tests: Interim Report" is
$10 from the Board on Testing and Assessment,
Commission on Behavioral and Soci
al Science and Educa-tion, NRC, 2101 Constitution Ave. NW, Wash-ing-ton, DC 204
18,
(202)334-3087.n
Publication#W\ PP# 39. Chronicle of Higher Education"Publication" #:\ PP#June
15, 1998

Headline#\ PP# States and Colleges Wrangle Over Paying for Services to
Disable
d Students Headline #:\ PP#Subhead#[\ PP# Dispute over auxiliary aids has bee
n escalating since passage of Americans
With Disabilities Act Subhead#:\ PP#
By JEFFREY SELINGO
ddAbout 30 states are reneging on their responsibility to help pay for auxiliar
y services for disabled college students, according to
advocates for the disabl
ed, sticking an increasing number of colleges with bills that can approach $20,
000 per student each year.
ddIf the trend continues, advocates for the disabled fear that universities wil
l stop recruiting students who may need such auxiliary
aids as interpreters for

the deaf, the most common and expensive service.

ddThe dispute over who pays for the auxiliary aids has quietly grown since the passage of the Americans With Disabilities Act in 1990. The federal law, some state officials argue, absolves them of paying for services for college students who are also clients of their vocational-rehabilitation agencies, which carry out a federal-state employment program for disabled people.

ddBut the U.S. Education Department, which oversees state vocational-rehabilitation agencies, says that another federal law, the Rehabilitation Act of 1973, still gives the state agencies the final responsibility to pay for their clients, although many states have worked out agreements to share the costs with universities.

ddLast week " three months after learning about the payment dispute through a letter signed by more than 100 university officials who work with disabled students " department officials began a survey to find out if, and how many, state agencies are refusing to make payments to universities.

dd"This is something we have to get a handle on," says Mark E. Shoob, deputy commissioner of the department's Rehabilitation Services Administration. "It would really surprise me if some 30 states are refusing to pay."

ddHe declined to comment on what action the department would take if it discovers that a state has refused to pay. The question of who is responsible for paying the bill may eventually be answered by the courts or by lawmakers, say many federal officials and lawyers.

ddCongress is considering legislation that advocates for the disabled say would allow states to pass the financial responsibility for vocational-rehabilitation clients on to universities. Lawmakers say the proposal is meant only to encourage states and institutions to share the costs.

ddIn the past, vocational-rehabilitation agencies paid for the aids for their clients, while universities covered the same services for students who were not clients of the agencies. Guidelines for becoming a client differ from state to state and are not necessarily based on economic need.

ddThe current dispute stems from differing interpretations of two laws. Universities say the state agencies are responsible for their clients under the Rehabilitation Act of 1973. State officials argue that the act never specifically mandated that they provide the services, and that the more-recent A.D.A. supersedes it in any event.

ddFor universities, the dispute is reminiscent of a battle they fought when the Rehabilitation Act was enacted. At the time, colleges and universities balked at the cost of providing services to disabled students. The Education Departmen

t tried to quell the fears by
writing into the rules carrying out the law an as
surance that the department "anticipates that the bulk of auxiliary aids will b
e paid
for by the state and private agencies, not by colleges or universities."

ddBut in 1994, a number of states began to refuse to pay, after a national grou
p representing vocational-rehabilitation directors said
paying universities to
make their services accessible to disabled students constituted a "surcharge" f
or auxiliary aids, which is
prohibited by the Americans With Disabilities Act.
The state directors argued that universities, by paying for services for studen
ts
who are not vocational-rehabilitation clients, but not paying for those who
are such clients, were not providing "equal access" under
the A.D.A.
ddThe dispute, however, is more about money than about fine legal points. The c
ost of providing services to disabled people is
skyrocketing for both states an
d universities.
ddState rehabilitation officials say they receive only 20 per cent of the money
 they need to fulfill their clients' needs adequately. By
law, the agencies are
 allowed to give priority to clients with the most need. In recent years, as th
eir client bases grew, the agencies
concluded that colleges could help their ow
n students.
dd"Universities never call us if they need to build a ramp," says Jody Harlan,
a spokeswoman for the Oklahoma Rehabilitation
Services Department. "How is acce
ss to communications different?"
ddLast year, Oklahoma joined what university officials say is a growing list of
 states that have refused to make payments. When
state officials told the Unive
rsity of Oklahoma last year that they would no longer pay for auxiliary aids, t
he decision meant a loss
of some $15,000 in that year, says Suzette M. Dyer, co
ordinator of disability services at the university.
ddMore troubling to university officials is that the tab for next year is uncer
tain, because vocational-rehabilitation clients typically
don't identify themse
lves until they arrive on the campus. Officials expect to have three deaf stude
nts enrolled this fall, but "that could
change, because it's early, and those a
re the only ones we know about," Ms. Dyer says.
dd"Voc-rehab knows that the colleges will pick up the cost," she adds, "because
 we, unlike them, will not deny a student access toservices."
ddSince universities are prohibited by law from asking students on applications
 if they need auxiliary aids, those costs can't be
figured into annual budgets.
 "These students become budget busters for college administrators," says Debra
Hamilton, director of
disabled-student services at Rensselaer Polytechnic Insti

tute.
ddBut some university officials say institutions should not continue to expect
state assistance at a time when rehabilitation agencies
themselves are trying t
o serve more clients. If colleges admit disabled students, these officials say,
then they should plan to pay for
auxiliary services.
ddCarol DeSouza, A.D.A. compliance officer at the University of Massachusetts a
t Boston, says federal regulations never specifically
mandated that rehabilitat
ion agencies pay for auxiliary aids for their clients at universities. Ms. DeSo
uza, president of the Association
on Higher Education and Disability, says she
does not speak for the association on the dispute, and acknowledges that her po
sition
is not popular among her colleagues.
dd"Institutions must look at the use of their own moneys for providing these se
rvices for which they just collected tuition and fees,"
she says. "Schools shou
ld accept the responsibility they have just taken on."
ddRebecca McDonald, a deaf student at the University of Oklahoma and a vocation
al-rehabilitation client, agrees that if universities
provided the auxiliary ai
ds in the first place, deaf students could avoid bureaucratic struggles over wh
o is going to pay the bills.
ddMs. McDonald, a senior psychology major, says she never agonized over the bil
ls, because the university paid for the auxiliary
aids and awaited reimbursemen
t from the state. But when the state cut its aid to colleges, she was worried t
hat the university would
no longer pay for her interpreter.
dd"A public institution should have a service already established instead of wa
nting its money back from vocational rehabilitation,"
Ms. McDonald says.
ddJoseph H. Owens, executive director of the Council of State Administrators of
Vocational Rehabilitation, did not return calls from
The Chronicle seeking cla
rification of states' policies.
ddAdvocates for the disabled say state administrators are pushing a plan before
Congress to bolster their position. The proposal, part
of a compromise job-tra
ining bill now being crafted, would assure that state vocational-rehabilitation
agencies be the payers of last
resort, according to a Senate committee report.

ddAn aide to the Senate Labor and Human Resources Committee says the bill's int
ent is to encourage more colleges and
vocational-rehabilitation agencies to sha
re costs, so that states can help more clients with a limited pool of money.
ddBut Ms. Hamilton, of Rensselaer, fears that if universities are expected to p
ick up more of the cost of auxiliary aids, they will stop
recruiting disabled s
tudents.
dd"Let's face it, there are ways to discourage admissions," says Ms. Hamilton,

who received vocational-rehabilitation assistance to
attend college. "Deaf stud
ents will become persona non grata on college campuses."n

Publication#W\ PP# 40. Chicago Tribune"Publication" #:\ PP# 06/14/98; Edition
: CHICAGOLAND FINAL; C; Section: SPORTS; Page 22

Headline#\ PP# TITLE IX: LITERALLY LEVELING THE PLAYING
FIELDHeadline #:\ PP#

By Barry Temkin.
ddLet's play two:
dd- They crowned a Class AA state softball champion Saturday at Northern Illino
is, but that wasn't the day's only noteworthy event
in the sport.
ddAt about 1 p.m., Clemente dedicated a new softball field, a testament to a co
ach's tenacity, a more progressive attitude at the
Chicago Board of Education a
nd the power of Title IX.
ddThe coach is Barbara Martin, who wouldn't accept the dangerous, rock-strewn m
ess of a multipurpose athletic field that sat
alongside Clemente's beautiful, s
pacious baseball facility.
ddSo in October 1996, after much futile complaining, she helped file a Title IX
complaint with the U.S. Department of Education 's
Office for Civil Rights al
leging that the school's athletes were being denied equal access to quality fac
ilities.
ddThe result is a jewel of a softball field at the Near Northwest Side school,
complete with thick outfield grass, a manicured infield,
drainage and irrigatio
n systems, fencing, foul poles, a backstop and stands.
ddConstruction began in February and ended in time for the second half of the s
eason, though a few finishing touches are still
needed. A Board of Education re
presentative could not provide the facility's price tag Friday, but a source pu
t the cost at slightly more
than $250,000.
dd"It's a wonderful field," said Martin, whose team was 21-3 this season and re
ached the Public League semifinals. "I didn't think
I'd see it in my lifetime."

ddFor that, she credits several Board of Education officials, including Chief E
xecutive Officer Paul Vallas and Public League director
J.W. Smith. Rather than
dragging their feet and having to be constantly prodded by the government, boa
rd officials seem to have
done the right thing the right way.
dd"They are concerned about athletics in Chicago," Martin said of Vallas and Sm
ith. "They want us to excel, and not just inbasketball."
ddClemente therefore has joined a string of facilities upgrades that includes S
enn and Englewood; and its new field also will benefit
the football and soccer

programs as well as physical education classes.
ddThat makes Martin doubly happy, because she is Clemente's head sophomore foot
ball coach. She is, however, giving up her
softball coaching duties because of
the time demands of her position as a Clemente social studies teacher. She will
 be replaced by
frosh-soph softball coach Mark Crawley.
dd"I got a lot of compliments about this (field)," she said. "But I didn't want
 compliments; I wanted to do what was right."
dd- With school out, the most interesting player in college sports this summer
will be the NCAA Division I Management Council,
which at its July 27-29 meeting
 in Philadelphia will consider measures that could affect recruiting in several
 sports, particularly
football.
ddMost of the measures are intended to help schools comply with Title IX. One w
ould reduce the maximum number of scholarship
athletes in Division I-A football
 programs from 85 to 75, which might please a few of the perennial have-not sch
ools because it would
spread more talent around but would have most coaches squ
irming like politicians at an ethics seminar.
ddAlso on the table is a proposal to reduce the number to 75 but allow coaches
to spread those scholarships among up to 95 players.
Breaking up scholarships i
s commonplace in such "equivalency" sports as track and field but is not allowe
d in "head count" sports
such as football and basketball.
ddThis change could force football recruiters into deciding not only which play
ers are worthy of scholarships but also how much
each recruit is worth.
ddThe implications are fascinating. A have-not such as Minnesota, for instance,
 might be able to sign a player otherwise headed for
Nebraska because he's wort
h a full scholarship to the Gophers but only a partial ride to the Cornhuskers.

ddOn the other hand, a player otherwise headed for Minnesota might take one of
Nebraska's extra 10 scholarships, even if it was
less than a full one, figuring
 a partial ride is worth it if it means a chance to play on a national champion
.
ddAny Management Council action would advance to the Division I Board of Direct
ors for final approval. It's possible football will
remain a head-count sport w
ith 85 scholarships, but the need to offer similar athletic opportunities to me
n and women likely will force
eventual modifications simply because the sport u
ses so many more scholarships than do other activities.
ddAlso likely at some point are boosts in the scholarship limits in several wom
en's sports.n

Publication#W\ PP# 41. The Detroit News"Publication" #:\ PP# 06/14/98; Editio
n: Final; Section: Metro; Page B13

Headline#\ PP# $64,000 question at U-M: Why don't more women get MBAs?Headline
#:\ PP#
By Douglas Ilka / The Detroit News
ANN ARBOR " Cindy Canfield is a proud " if minority " member of the Universit
y of Michigan MBA Class of 1998.
ddThe master's in business administration is widely seen as a gateway to corpor
ate leadership, but only 24 percent of Canfield's class
of 417 graduates are wo
men.
dd"If I want to move from cost accounting and financial analysis to become a fi
nancial director, I have to have an MBA," said
Canfield, 30, a financial analys
t with Tower Automotive in Romulus.
ddDespite the benefits of an MBA, experts are at a loss trying to explain why m
ore women don't enroll in the program " especially
when both U-M's medical and
law schools boast of more than 40 percent female graduates.
dd"What's even more disturbing is that 40 percent of our undergraduates in busi
ness school are women," said Jeanne Wilt, U-M's
director of placement for the s
chool of business.
dd"We need to learn why there is such a fall off when it comes to graduate scho
ol."
ddTo answer that question, the university's business school has started the mos
t intensive study ever undertaken to learn the strengths
and weaknesses of the
MBA program.
ddThe $260,000 study involves 10 universities and 13 corporations along with th
e Center for the Education of Women at the
University of Michigan.
ddThe U-M researchers will send out a survey to MBA graduates this summer, tabu
late results this fall, conduct focus groups and
meet with corporation represen
tatives before writing a final report scheduled to be published next spring.
dd"The numbers suggest that the corporations that drive the success of our econ
omy are missing out on a vast pool of potential
business talent," said B. Josep
h White, dean of the U-M Business School.
dd"We need to get way beneath the surface if we hope to have any real impact on
changing things. I want Michigan and all business
schools to have a thorough u
nderstanding so we can take substantive actions."
ddOne inhibiting factor to increased enrollment is that unlike medical, law or
engineering graduate schools, admission to an MBA
program requires three to fou
r years of work experience.
ddMany prospective MBA candidates find it difficult to juggle a career and grad
uate school classes, even though they know the
importance of an MBA degree.
dd"Either I learn how to play golf or I get my MBA, if I want to get the jobs I
'm looking for," said Lani Campana, 28, who will
receive her MBA this month fro
m Wayne State University. She works as a client service representative for Will

is Corroon Corp. ofMichigan, a Southfield insurance brokerage.
dd"I graduated in May 1992 from Taylor University in Indiana and didn't enter g
rad school until September 1995. I went to night
school, so it took me three ye
ars to get my MBA."
ddBusiness school undergraduates earn an average of more than $46,000 per year
when entering an MBA program and can expect
to make more than $69,000 annually
with the master's degree, according to a study by the Fuqua School of Business
at Duke
University.
ddBut money is not an MBA's only drawing power.
dd"If you are sitting across the table from a CEO, you have to have a knowledge
base; you have to speak their language, and an
MBA gives you that plus instant
creditability," said Christa Alessandri, 29, a manager at Deloitte and Touche
Consulting Group.
ddDeloitte and Touche, with headquarters in Tower 600 of the Renaissance Center
in Detroit, is one of the 13 sponsoring
corporations in the U-M study.
dd"I always knew I wanted to be in business," said Alessandri, who earned a lib
eral arts degree from U-M in 1990 and returned for
her MBA in 1995.
dd"I think liberal arts gave me a broad-based education. After I worked for a w
hile, I could see that I needed the MBA to kick-start
my career."
ddDown the hall from Alessandri, Deanna Mabry also has an MBA degree displayed
on her office wall: Class of 1996, Pennsylvania
State University, along with a
bachelor's degree in architectural design from Clemson University and a master'
s in architecture from
the University of Virginia.
dd"I practiced architecture for three years, but I wanted to work more on the b
usiness side," said Mabry, 30. "I realized the MBA
was critical to understand b
usiness strategy and planning. With an MBA, your career can move along more qui
ckly."
ddWomen continue to be more heavily represented in the graduate school programs
considered more traditional for females such
as nursing, where 94 percent of a
ll students are women; social work, 80 percent and library science, 78 percent.

dd"A great deal of progress has been made in understanding how to attract women
to science and engineering careers and we hope
to replicate that trend for wom
en and business," said Carol Hollenshead, director of the Center for the Educat
ion of Women at U-M.
dd"The long term effort at the engineering school included undergraduate studen
ts visiting high schools to talk about careers in
engineering and seminars at t
he college level to discuss job opportunities and requirements."
ddThe U-M MBA study will be aided by researchers from the New York- based Catal
yst, a nonprofit organization devoted to the
business and professional advancem

ent of women.
dd"Business schools are an extremely important entry on the path to corporate l
eadership. It is important to women, the academic
community and the nation to u
nderstand why women are under- represented in MBA programs. We want to know if
there's something
that we can and should do about it," said Catalyst President
Sheila Wellington.
ddWhere are the women?
ddA study to learn why women are under-represented in MBA programs nationwide i
nvolves these groups:
ddThe University of Michigan Business School will prepare surveys to be sent th
is summer to business school alumni from the
University of Virginia, Stanford U
niversity, New York University, University of Pennsylvania, UCLA, Dartmouth, MI
T, Duke,
University of Chicago and University of California at Berkeley.
ddResearch assistance will be provided by Catalyst, a nonprofit organization in
New York City.
ddFord Motor Co. and 12 other corporations have donated $260,000.
ddFor information, call (313) 936-2150 or (313) 998-7240.n

Publication#W\ PP# 42. Seattle Times"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Middle school: critical for kids, tough for teachers Headline #
:\ PP#
by Jolayne Houtz
Seattle Times staff reporter
dd"No chicken pieces leave the room!"
ddThe stern announcement on the blackboard hardly seems necessary. By sixth per
iod, the centerpiece of science teacher Cherie
Allen's form-and-function unit i
s pretty ripe. The idea of slipping a decaying chicken foot out of the room is
too gruesome for her
eighth-grade students to even consider.
dd"Oh God, I'm going to ralph," a girl announces. Others crack jokes or make a
great show of horror. For the next 50 minutes, Allen
has their full, undivided
attention.
ddWhen students look back on their years at Madison Middle School in West Seatt
le, Allen likely will be one of the teachers they
think of first. Ask eighth-gr
aders which is their favorite class, and most don't pause before naming her dem
anding, fast-moving,
show-don't-tell science class.
ddPrincipal Stephanie Haskins calls Allen "the pinnacle of middle-school teachi
ng. It doesn't get any better."
ddThe transition that occurs in middle school "is as crucial as kindergarten or
first grade; the issues are as critical," Haskins says.
There's no other time
when kids so need the delicate balance of discipline, high standards and gentle
hand-holding a master teacher
like Allen can provide.
ddSome teachers may spend the first 10 minutes taking attendance, making announ

cements and competing with student clamor, butafter 28 years in front of a clas
sroom, Allen knows exactly how to get and keep her students' attention.
ddShe launches into it as soon as the bell rings: "OK, let's get started. Jason
, I need you with me. Thank you." She silences a couple
of chattering girls wit
h a glance. Glasses parked on top of her head, fingers sporting silver rings, A
llen paces around the front of the
room when lecturing, which isn't often. She
trades light-hearted banter and self-deprecating short jokes (she's 5 feet 3) w
ith "my
kids."
ddShe's always clearly in control, enough to feel comfortable turning kids loos
e to work on their own, knowing she can pull them
back when she wants. She has
high expectations without being rigid; digressions are welcome.
dd"They're lucky to have me, and I'm lucky to have them," she says.
ddMiddle school is the punch line in a long-running joke among educators.
ddIn the past, middle schools attracted teachers who used them as a staging are
a to get into another kind of school, though Allen
and other longtime middle-sc
hool educators say more and more teachers are choosing middle schools because t
hey want to be there.
ddBut those teachers often lack any special preparation or even student-teachin
g experience in middle schools to prepare them for
the unique educational needs
of pre-adolescents.
ddFew teacher colleges in Washington provide special training in middle-level e
ducation. And, like many states, Washington doesn't
offer a middle-level educat
ion certificate, simply certifying teachers either for the secondary level or a
ny grade from kindergarten
to eighth. (Later this year, the state Board of Educ
ation is likely to consider a proposal to make a middle-level certificate avail
able.)
ddEven those who teach in middle schools because they like the budding intellec
ts and emerging sense of self aren't always sure
about how to treat their stude
nts: Are they more like tall elementary-school children, or tiny high-schoolers
?
ddThe answer changes from moment to moment at this age, and in that simple trut
h lies the crux of the matter: Middle school is a
challenging assignment where
every day is a tricky balancing act, helping kids become mature and independent
teens while still
acknowledging the children inside them. It's not for everyon
e.
ddAllen is right where she wants to be and has been since she started teaching
middle school in 1971. She thinks these kids are smart,
funny, interesting, qui
rky. "They're going through so many things that I'm egotistical enough to think
I can help them with."
ddTeaching is a full-body experience for Allen. To illustrate the notion of for
m evolving to serve function, she pretends she's a deer
bounding on long legs,

a chimpanzee lumbering along on its knuckles. She holds a model of a human jawb
one to her face to show
how it is actually muscles that are responsible for mov
ement, not bones.
ddThe kind of teaching Allen embodies takes energy, planning, creative thinking
, a willingness to experiment. She threw out her
long-held lesson plans when sh
e realized she was following them like a script.
ddEvery year, she adds at least one new experiment, to keep her teaching fresh
and her kids on their toes - teaching metrics by having
students measure melted
chocolate; using soap bubbles to study light waves, molecular movement, natura
l patterns and surface
tension; simulating the plasticity of the Earth's mantle
with cornstarch and water.
ddThe chicken feet are meant to approximate human hands. Students don gloves an
d use razors to cut into the feet and pull out
individual tendons that will cau
se one or more "fingers" to move.
dd"No, you can't flip each other off. We've had that question already. Oh, and
don't do this either." Allen tucks one foot under each
sleeve of her sweatshirt
and flaps her new "hands" around.
ddBy the end of class, students are running around the room showing off their i
ncisions, yanking on tendons, making the OK sign
with the fingers. "Look at the
little thumb move!" one exclaims.
ddAllen works the room, cruising from table to table, sharing in their jokes, e
xplaining what they're seeing and reminding them why
it matters - that our hand
s are the tools we use to turn our ideas and dreams into reality.
ddThere's no easy A in this class, and Allen doesn't let kids sweet-talk her in
to lowering her expectations. But she is also mindful
of the serious personal i
ssues some of her kids face.
ddShe keeps bins of stuffed animals in her room. If you need to go to the bathr
oom, your locker or the office, you take a spotted
leopard or Daffy Duck with y
ou as a hall pass. "They're still children," Allen reasons.
ddIt's also a furry little touch of humanity in a world that often feels confus
ing, even cruel, to kids. She worries that teachers have
become so consumed wit
h the legal implications of touching students, schools have started holding kid
s at arm's length just when
they most need a caring adult to lean on.
dd"The union says the most that should ever occur is a high-five. But the day a
kid comes to me with their arms open and tears in
their eyes and I can't give
them a hug is the day I go do something else."
ddSo she supports them, she loves them, but she refuses to be their crutch. Emp
athizing with children doesn't mean they should get
away with doing less. "Yes,
you're hormonally challenged, I understand," Allen says. "You still have to do
this."

ddThere are many other thoughtful, engaging teachers at Madison, and Haskins, t
he principal, is working to make them the model
in her school. But for now, the
re are also those who still choose the path of least resistance.
ddThey rely on what is easy - a lecture, a work sheet, a video, the end-of-chap
ter questions in a textbook. Too many teachers still
use dry, dated lesson plan
s where they do most of the talking and teach to the lowest-performing students
. Too many don't push kids
to figure it out on their own.
ddFor this, they make the same $37,860 a year, the average Washington teacher's
 salary, as their colleagues who spend countless
extra hours and their own mone
y to enhance their students' middle-school experience.
ddIn one class, students were asked to read a handout and glean enough informat
ion to explain the term "manifest destiny." But then
the teacher just gave away
 the answer. Twice. All the students had to do was copy it down.
ddRandom chance dictates whether a student gets assigned to the math teacher wh
o walks students carefully through an assignment
and helps them understand why
an answer is right, or the one who spends so much time on discipline there's li
ttle time left for math
instruction.
ddGradually, principals are being given the chance to shift the balance between
 inspired and uninspired teachers. ddA new Seattle teachers contract, for examp
le, gives principals the authority to hire new teachers without regard to senio
rity. That
means Haskins and a hiring team of teachers get to hand-select teach
ers they think will fit best in the school - "teachers who love
middle-school k
ids and think fart jokes are funny," Haskins says with a laugh.
ddShe wants teachers who know about middle-school students in particular, who k
now "they're not miniature adults. Their trials
and tribulations are as real to
 them, as important and stressful, as the trials and tribulations any adult fac
es."
ddTeachers who are passionate about the job and clear about their approach aren
't always easy to find. One opening for a
language-arts teacher remained open f
or most of the fall while Haskins conducted numerous interviews searching for t
he right
candidate.
ddHaskins is now at the end of her second year at Madison, and she already has
hired about 22 new staff members, about half of
the total staff. Over time, she
 believes they'll bring a new, higher standard for teaching into the school.
ddBut until then, some students who might excel are simply bored.
ddMichelle Bounds is tall, blond and athletic and remembers the first time she
ever made a basket playing basketball. She was 5.
Until February, she wore brac
es with blue rubber bands, which matched the blue fingernail polish she sometim
es wears.
ddAn honor-roll student, the eighth-grader is called smart, well-behaved, consi

derate by her teachers. She doubtless could handle
much more challenging work t
han she's asked to do.
ddOne gray December day was typical for Michelle - five 50-minute classes domin
ated by textbooks, busy work and down time
while her teachers worked with slowe
r students or disciplined unruly ones. The sixth period, she spent answering ph
ones and
delivering messages as an office assistant.
ddThe most memorable class that day was language arts, when students were asked
 to change five grammatically incorrect sentences
into correct ones.
ddOne example: "there is one poem that appeals to me it is entitled annabel lee
 by edgar allen poe." The teacher, a long-term
substitute, said they should str
ike out "there is."
dd"Why?" Michelle asked. "Does it have to come out?"
dd"Yes, it's awkward."
dd"But . . . "
dd"Awkward," the teacher repeated, then pointedly spelled it out: "A-w-k-w. . .
 ."
dd"I know the word," Michelle muttered.
ddMany of the students were unruly and restless. The substitute asked them to "
give me five," a way of refocusing their attention
on the grammar assignment. S
he kept a running tally on the blackboard of how many seconds passed before the
 students were quiet.
By the time the bell rang, she was up to 35.
ddWith other students banging on the door from the outside to get in, the teach
er put an "exemplary" student essay on an overhead
projector and informed her c
lass she was going to read it aloud to them.
ddThey laughed, until they realized she meant to read the entire thing.
ddIt's no small matter to be tardy to class at Madison. Too many times being ma
rked late leads to disciplinary action. Students
frowned, squirmed, slumped in
their seats, marking the seconds on the clock.
ddFinally, Michelle started to panic. "We've only got two more minutes, and we'
ve got to go to our lockers!" Other kids picked up
the call. The teacher stoppe
d and stared at her, waiting for the class to quiet down again, then finished r
eading the essay and dismissed
them.
ddMichelle raced down the hall, dodging other students, to make it to her next
class with 30 seconds to spare.
ddClass management is key
dd"I'm gonna keep on climbing up the mountain till I make it on home. . . . The
 mountain is steep and the going is tough."
ddThe going is extremely tough in Clark Bathum's eighth-grade choir class. In f
act, there's almost no going at all.
ddFor about the 22nd time, Bathum stops his group of 17 girl singers. "Quiet pl
ease," he pleads with the back row of altos.
ddOne of the unwritten rules of middle schools: Classroom management matters mo
re than anything. Without the ability to control

the classroom, it doesn't matt
er how gifted you are as a teacher.
ddThis is not something teachers spend a lot of time on at teacher colleges, wh
ich figure the art of kid control is best learned on the
job.
ddMost of Bathum's altos, including some of the most behaviorally challenged gi
rls in the eighth-grade class, are openly defiant.
They sit when they're suppos
ed to stand, stay quiet when they're supposed to sing, talk back - loudly - whe
n they're supposed to
listen. About six girls set the tone for the whole class,
 while the sopranos and a few of the altos sit quietly, exchanging occasional
f
rustrated glances and comments.
dd"Ladies, if you're not going to do this, I'm going to ask you to leave," he s
ays.
ddThe altos take the bait.
dd"You have too many rules!" a pony-tailed girl shoots back. She takes out a ta
pe recorder and starts playing it loudly.
dd"Please put that away. That's a toy," Bathum says evenly. He does not raise h
is voice.
dd"No, it's a tape recorder to keep people like you from harassing me. God, the
re's like 75 rules. STUPID RULES!" she yells. She's
standing under a sign listi
ng class rules, one of which is "I will show respect and consideration for othe
rs."
ddCherie Allen, the veteran science teacher, knows classroom management is neit
her easy nor natural. Her own first principal
thought she wouldn't make it as a
 teacher because she couldn't control her kids.
ddNow she holds one-on-one conferences with misbehaving students to find out wh
at's behind the disruptive behavior and force
them to take responsibility for t
heir actions. Only a handful of students are referred out of her classroom to t
he office for further
disciplinary action, "and the office knows if I send them
 up, it's serious."
ddShe sees maintaining order as more slow negotiation than harsh retribution. "
I expect them to behave because it's the right thingto do, not because I'm stan
ding over them with a stick."
ddBathum, a young first-year teacher with a goatee and glasses, turns to the ri
ngleader of the obstinate altos who also happens to
be the most talented singer
 in the bunch.
dd"I told you, I'm sick. I'm in a bad mood," she whines.
dd"I'm sick, too. You don't see me with an attitude problem," Bathum says.
dd"I don't have an attitude problem," the alto sneers.
ddBathum sighs. "Ladies, what can I do to get you to sing? How about if I give
you three minutes to socialize at the end of class?"
ddThe altos laugh out loud at this bribe.
ddSuddenly, one of the altos seems to join forces with Bathum.
dd"You guys! He don't need to be doing this. You all supposed to be singing any
way," the dark-haired girl says.
dd"Thank you!" Bathum says gratefully.

ddThen she starts singing, loudly and alone.
ddBefore the end of class, the dark-haired girl gets detention for talking, the ringleader gets sent to the office for talking back - and continues to talk back all the way out the door. The girl with the ponytail stalks off with his hall pass, a piece of wood shaped like a guitar, to drop his class.
ddFinally, he turns to their favorite song, an R&B ballad called "I Believe I Can Fly." For the first time, he's got everyone's attention. They're all looking at the sheet music and singing. Then the bell rings and class is over.
ddBathum thinks middle school is the last time you can really hook kids on music - high school is too late. So he ignored the jokes about teaching in middle schools and chose to teach at this level. And he's making strides with his other classes, coaxing increasingly sophisticated performances from students in his orchestra and band classes.
ddHe looks forward to the time when his sixth-graders, who think it's cool to belong to anything, are eighth-graders and can set the tone for music instruction.
dd"If most of the group decides they're going to sing that day, the rest come along," he says of the eighth-grade class. "Other days, one kid can make the rest feel it's so uncool to sing, and I might get only three to five minutes of real work out of them."
ddIndeed, in the same class about three weeks later, it was as if his eighth-grade choir had been behaviorally born again.
ddThey were singing a love song, and that might have accounted for how closely they followed the music. Four times through with minimal disruptions, they sang with a wistful intensity.
dd"You never know who's going to show up," Bathum says. "It's the same kids, but you never know who is going to possess them that day, which demons."
ddTeachers' best secrets
ddIt is not easy motivating many children this age to do their best. Though there are many who work hard for their A's, do their homework, pay attention in class, too many of their classmates do just enough to get by - and some don't do that much.
ddSome ignore homework assignments. They goof off and talk during class. They copy their friends' work. Some girls spend more time sifting through makeup bags than they do on class work. To them, school is a necessary evil to be endured for the sake of being with friends.
ddBut the best teachers know a couple secrets to get middle-school students to learn in spite of themselves.
ddFirst: Young adolescents learn best by doing, not by listening.
ddSpin around three times in a circle with your eyes closed, then record your observations. You've just learned something about equilibrium the way sixth-grad

ers in Lois Swanbeck's science class did.
ddStudy the contents of a mysterious green bag supposedly dropped in an alley a
fter an argument, containing unusual items such
as a tooth and a stale box of A
ltoids mints. Then guess who might have owned it. That's how Kathleen Myers jaz
zed up what could
have been a deadly dull assignment to write a character sketc
h in her sixth-grade language-arts class.
ddOr take a walking tour of West Seattle and interview business people about co
mmunity needs and resources in the neighborhood.
Seventh-graders in Curt Gersto
n's language-arts classes had to write proposals for a student project based on
that experience. They
decided to tackle what they saw as a significant litter
problem by organizing a neighborhood cleanup this month.
ddOr put on an improvisational skit to illustrate the art of persuasion. Adam G
ish, an eighth-grade language-arts teacher, draws a
student up to the front of
the room to play a father responding to a request from his son, played by Gish,
to borrow $40 for a pair
of jeans.
dd"Did you wash the car?" the "father" asks.
dd"No, but . . ."
dd"Sorry."
dd"But I . . ."
dd"Wait until the commercial!" the "father" snaps at Gish. The whole class is l
aughing now.
dd"Cut - what a nasty guy! OK, back to it . . . I'll wash the car and wax it an
d no allowance for three weeks," Gish pleads, and his
dad eventually accepts th
e deal.
dd"So, based on what you just saw . . ."
dd"He's a bad father!" one boy blurts out, and they all crack up again.
ddBut they also are left with a vivid image burned into their minds about how t
o write a persuasive essay, something a bookish
definition scrawled on an overh
ead projector surely could not accomplish.
ddA second strategy that works with middle-school kids: Have them spend more ti
me learning in a deeper way about fewer topics.
ddThe typical middle-school schedule runs six periods a day, with six different
teachers spending 50 minutes each on six unrelated
subjects. Students lurch fr
om "Oliver Twist" to oceanography to octagons.
ddUnder Haskins, Madison is now moving slowly toward something called an integr
ated curriculum, an educator's way of sayingthat most things you can learn abou
t, from slavery to westward expansion, cross more than one subject area.
ddYou can study pre-Columbian cultures, for example, the way some Madison seven
th-graders did last fall - by making books with
Mesoamerican hieroglyphics, rea
ding Mayan folk tales, role-playing cultural and social issues that faced the M
ayans and using the
Mayan number system to solve math problems.
ddAt Madison, all teachers are now grouped into teams that share a common plann
ing period so team members can share information

about students, strategies and
subjects.
ddCoordinating lesson plans, creating hands-on projects for students - these th
ings take significantly more time and energy, but there
are rewards: Scores on
every kind of test Madison students took this year edged upward.
ddHaskins also has introduced the common-sense notion that teachers who work in
the same building should talk to each other more
about what they teach.
ddIn many schools, that doesn't happen - and that means some things don't get t
aught at all.
ddNow a committee of teachers is studying how to create a seamless curriculum f
rom sixth to eighth grade that will ensure every
key topic is covered while pru
ning out repetition.
ddThe plan is new and exciting enough that Allen is reconsidering her decision
to retire in a couple years so she can continue
working with Haskins and other
teachers on the idea.
ddMoments teachers wait for
ddWhen these tactics work, the payoff comes in sweet, fleeting moments when tea
cher and student connect, when the light turns
on and burns so bright you can a
lmost touch it.
ddIt happened to Elizabeth Kim this spring during a special 10-week workshop on
poetry in Julie Lehnis's sixth-grade language-arts
class.
ddThe shy 12-year-old was terrified to learn she would have to stand up in fron
t of her classmates, read her own poems aloud and
be judged on her eye contact
and posture as well as her words.
ddBut every week she stood in the circle of her classmates, Elizabeth found it
got easier until she was looking other students in the
eye without fear and rea
ding her poetry in a strong, clear voice.
ddLast month, Elizabeth did something she'd never imagined she could. She was o
ne of a dozen students from Lehnis' class who
chose to read her poetry in front
of a microphone in a crowded West Seattle Starbucks.
ddWearing white carnations and carrying themselves with new confidence, Elizabe
th and the others spoke poignant words about
hope, peace and social justice.
ddShoulders squared, they looked the audience in the eyes, sprinkling in just t
he right dramatic pauses and hand gestures, though
if you looked closely, you c
ould see their hands shaking.
dd"They just blossomed doing this," said Lehnis, who's been teaching 15 years.
She stood along the side of the cafe, beaming at
them, gesturing them to speak
louder, to slow down.
ddTo see these kids grow so dramatically in such a short amount of time - these
are the moments teachers wait for.n

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INAL; Section: NEWS; Page A3

Headline#\ PP# PUSH FOR VOUCHER PROGRAMS REFLECTS FRUSTRATION WITH PUBLIC SCHO
OLSHeadline #:\ PP#
By GWEN FLORIO
Knight Ridder Newspapers
ddThe idea of school vouchers " giving money to public-school students in poor districts so they can attend private, presumably
better, schools " has been aro
und for a long time.
ddBut it leapt into prominence this month when Wisconsin's Supreme Court ruled that taxpayer money could fund vouchers for
attendance at religious schools. Ph
iladelphia's Cardinal Anthony Bevilacqua recently proposed a similar plan for t
he city and 10
suburban districts.
ddWisconsin's court ruling followed by one day the announcement, by two wealthy businessmen in New York, of the $200 million
Children's Scholarship Fund for p
oor children who want to attend private schools.
ddThe Wisconsin case involves students in Milwaukee; the Children's Scholarship Fund will give money to children nationwide.
ddBut the most measurable effect of school vouchers will be seen in San Antonio, where $50 million in vouchers will be provided
by a private group for student
s in the impoverished Edgewood Independent School District. Never before has su
ch a large voucher
program been targeted at a single district.
dd"We wanted to have an impact on the system," said Fritz Steiger, president of CEO America, which stands for Children's
Educational Opportunity, the group th
at announced last month it would fund the program. "And we wanted to choose a d
istrict that
wasn't performing up to par."
ddEdgewood qualifies.
ddIts 14,000 students make up the ninth-poorest public school district in Texas. Until recently, they performed abysmally on state
tests.
ddEdgewood was so bad that Elizabeth Espinoza, who attended its schools as a ch
ild, vowed things would be better for her ownchildren.
dd"When I was there, I was lucky if I could read a sentence, let alone write an essay," she said. "When it was time for my kids to
go to school, I sent them t
o private schools without hesitation."
ddWhen things didn't work out in those schools, Espinoza got ready to leave Edg
ewood.
ddShe told her mother, "If I've got to put them in public schools, I'm going to move." Under no circumstances, she declared, would
her children go to Edgewood
schools.
ddVoucher programs are aimed at the Elizabeth Espinozas of this nation, parents who decry the incompetence of many urban and
very rural schools but who are to

o poor to move to the comfortable suburbs that have some of the nation's best p
ublic districts.
ddThe idea is to provide money " from taxes or from private scholarship groups
" to those parents so that they can send their
children to good schools.
ddThe movement for vouchers has gained considerable support in the last decade.
 It stems from the same frustrations with public
education that spawned charter
 schools, which are public schools that operate autonomously within a district.

ddSince last year, seven states have considered legislation that would provide
either vouchers or tax credits to parents whose children
attend private schools
, according to the Education Commission for the States.
ddSo far, only Milwaukee and Cleveland use tax money for vouchers, while at lea
st a dozen private groups offer vouchers in the
United States. In the Philadelp
hia area, the Southeast Delco School District approved a voucher plan, but it f
aces a court challenge.
ddState-funded programs brush up against the constitutional barrier that separa
tes church and state. The American Civil Liberties
Union will appeal the Wiscon
sin ruling, which upheld a Milwaukee voucher program.
ddCritics such as the ACLU contend that using state money to send children to r
eligious schools is unconstitutional. Most of the
schools involved in voucher p
lans have religious affiliations.
ddAs to privately funded programs, such as CEO and the new Children's Scholarsh
ip Fund created by venture capitalist Ted
Forstmann and Wal-Mart heir John Walt
on, some contend that the money would be better spent improving the below-par p
ublic
districts.
dd"What could I do with $50 million?" said Dolores Munoz, superintendent of the
 Edgewood district, referring to the CEO plan to
provide $5 million a year for
10 years to help students leave her district.
ddProponents of vouchers argue that public school systems would mismanage the f
unds, that their bureaucracies are like
governments, spending and spending with
 no appreciable results.
ddMs. Munoz sides with those who point out that suburban districts have always
outspent the urban ones and that their students
perform better as a result.n

Publication#W\ PP# 44. Sacramento Bee"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Districts wary of new testHeadline #:\ PP#Subhead#[\ PP# Educ
ators say unfair to limited-English kidsSubhead#:\ PP#
By Marcos Breton Bee Staff Writer
ddIt was an otherwise normal school day in April when 10-year-old Jonathan Rodr
iguez walked into his Oakland home to face a
question that seemed to frighten h
im: How had he done on California's new, mandatory achievement tests?

ddNormally a cherubic boy with expressive eyes, Jonathan withdrew to a corner a
nd seemed to shrink within himself. All he could
muster was a shrug.
dd"He kept saying, 'I don't know,' " said his father, Gaspar Rodriguez, a grave
yard-shift custodian. "He just didn't know how he did."
ddJonathan didn't know because he doesn't fully understand English, the languag
e the test was given in. His family arrived from
Puerto Rico six years ago, and
while Jonathan takes English classes, all his other subjects are taught in his
native Spanish.
ddHe is one of 1.3 million students in California public schools who are just l
earning English. Like Jonathan, nearly all those kids
are having their learning
skills evaluated by tests in English, even though they struggle with the langu
age.
ddThat process is causing deep divisions within the education community.
ddMany educators feel students not fluent in English should have been exempted
from the Statewide Testing and Reporting (STAR)
program or evaluated in their o
wn language. They complain that not doing so fails to accurately assess these k
ids, stigmatizes them
and depresses the scores of districts where many are enro
lled.
ddThe governor's office dismisses these claims as those of educators chafing at
a test that will assess how kids are doing and, by
extension, how the educator
s are doing.
ddIt is against this backdrop that the STAR results will be released June 30.
ddAll but a small number of California students have taken the statewide tests,
which rate math, science, reading, social science,
language and spelling skill
s for all public school kids between second and 11th grades.
ddThose few who haven't been tested " at least 6,000 students " are mostly re
cently arrived immigrants whose participation was
blocked by a court ruling tha
t state officials will appeal Thursday. Twelve days later, the California Depar
tment of Education will
release preliminary results of the Statewide Testing an
d Reporting (STAR) program.
ddThe scores will be issued with reservations echoed by school districts whose
student rolls are filled with kids like Jonathan
Rodriguez.ddDistrict leaders a
sk: What is proven by testing limited-English-proficient students in English, o
ther than showing that they don't
speak English?
dd"(Giving) these tests was a decision made by politicians, not educators," sai
d Jim Sweeney, superintendent of the Sacramento City
Unified School District. "
What we're told is the results of the test will go home. So (LEP) students will
get a letter at home saying,
'You're a failure.' "
ddThe STAR tests were pushed through the Legislature last year by Gov. Pete Wil
son.
dd"The state has no way to assess what works, what doesn't work, how well our c

hildren are doing and whether we are getting value
for our (education) dollar,"
said Sean Walsh, Wilson's spokesman.
dd"The governor finally put his foot down and said enough is enough. We have to
have a baseline. We have to be able to know how
well a kid is doing in San Die
go and compare it to how well a kid is doing in Sacramento."
ddWhile there are other concerns about the STAR tests " whether the questions
correspond well enough to what was actually
taught, for instance " the issue o
f testing kids not fluent in English has been the most controversial.
ddIndeed, even though voters on June 2 overwhelmingly passed Proposition 227 "
which virtually prohibits bilingual education
" resistance to English-only me
asures in schools remains strong.
ddFor example, the San Francisco Unified School District sued the state Departm
ent of Education over the test and won a ruling
in San Francisco Superior Court
exempting the district from giving the test to nearly 6,000 limited-English st
udents, many of them
recently arrived immigrants.
ddState officials have filed a motion to reconsider the ruling and a hearing is
set for Thursday.
dd"We had a lot of concerns regarding the self-esteem of a student who has just
come to this country and is forced to take a test in
a language he or she stil
l doesn't understand," said Emily Den, special assistant for equal opportunity
at the San Francisco Unified
School District. Den said she is not opposed to a
standardized achievement test for all California students, but thinks LEP stude
nts
shouldn't be in the mix.
ddThe San Francisco district tested its native English speakers, but not LEP st
udents. For them, the only fair evaluation is a test in
their native language u
ntil they are English proficient, Den said.
ddThough they shared the concerns of the San Francisco district, educators in o
ther districts with large numbers of limited-English
students chose not to sue.

ddSweeney said he feared that by refusing to give the test, Sacramento City Uni
fied officials would be sending out "the wrong
message" that they were shying a
way from their responsibility to teach.
ddAt the Fresno Unified School District, officials were told by their lawyer th
at if they sued as San Francisco did, they would lose.
dd"We were pleased to see (San Francisco) got that ruling and we would like to
drop back to that kind of guideline where the (most
remedial) limited-English-p
roficient students were exempted," said Robert Grobe, director of research, eva
luation and assessment
for Fresno Unified.
ddGrobe thinks the discrepancies in English-speaking enrollment will be reflect
ed in test scores. State figures for the 1996-97 school

year show that 24.6 per
cent of California's students aren't proficient in English. But in Fresno Count
y, 60.3 percent of public school
pupils " 47,334 students " don't speak the l
anguage well.
dd"We know the average scores in Fresno Unified are going to be low. . . . Comp
ared to suburban schools, there are going to be
disparate comparisons."
ddNone of that will be known until the results are posted by the Department of
Education on June 30. Overall results breaking down
scores by county, district
and school will appear on the Internet.
ddLater, individual scores will be mailed home.
dd"I'm sure some districts have legitimate concerns that they will be viewed ra
ther harshly," Walsh said. "We had to get this program
started. We are reformin
g the way we conduct education in the state, but we can't do everything overnig
ht."
ddFor the Rodriguez family, issues of reform take a back seat to raising their
son Jonathan to be a good student and a good person.
dd"My son still struggles with English," said Gaspar Rodriguez, of his soon-to-
be sixth-grader. "He's been in (English) classes where
I've been concerned abou
t his progress because most of his classes have been in Spanish as opposed to E
nglish.
dd"Turning around and then giving him important examinations in English just do
esn't make any sense."n

Publication#W\ PP# 45. Sacramento Bee"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Vote on more aid to schools ires GOPHeadline #:\ PP#Subhead#[\
PP# Panel's action assures showdown on car taxSubhead#:\ PP#
By Steven A. Capps Bee Capitol Bureau
ddSetting up a showdown over an election-year tax cut, the Legislature's budget
conference committee has approved more than $1.2
billion in extra spending for
K-12 schools, money that Republicans are demanding be used instead to reduce C
alifornia's car tax.
ddThe committee voted over the weekend to raise beginning teachers' salaries to
a minimum of $35,000 a year, extend the state's
school year by three days, red
uce class sizes in higher grades and create a new summer school program for low
-performing students.
dd"Education is my top priority and education is the top priority of the people
of California," declared state Sen. Mike Thompson,
D-St. Helena, chairman of t
he budget conference committee.dd"Our schoolkids should be provided with every
possible educational opportunity we can provide," he said. "That's what we have

tried to do."
ddIn total, the conference committee earmarked more than $1.2 billion for schoo
ls above the amount required by Proposition 98,
the California law that sets mi
nimum spending levels for kindergarten through 12th-grade schools.

ddWhile legislative Democrats have argued for weeks for more money for educatio
n, the late Saturday night action formally placed
the funds in the draft state
budget, representing a major escalation in the battle over the issue.
ddThe move came under immediate fire from Republicans.
dd"It's way too much," Assemblyman George Runner, R-Lancaster, a member of the
conference committee, said Sunday.
ddRunner noted that GOP Gov. Pete Wilson has proposed spending about $500 milli
on above Proposition 98 requirements in his
$75.8 billion budget proposal for t
he 1998-99 fiscal year. The governor's budget calls for $24.5 billion in state
funds for K-12
schools.
dd"This is an issue of degree," Runner added. "We can support the governor's ov
er-investment, but anything more just seems to be
throwing more money at the pr
oblem."
ddThe action came as legislators resigned themselves to missing tonight'smidnig
ht constitutional deadline for adoption of a new state
budget.
ddThe new fiscal year starts July 1 and without a new budget in place, state go
vernment lacks the authority to pay some of its bills.
ddState employees will be paid because of previous court rulings; legislators a
nd their employees will not.
ddAny action by the conference committee must be ratified by a two-thirds vote
of the Legislature. And even if the Legislature
approved it, it would be subjec
t to Wilson's veto powers.
ddSean Walsh, the governor's press secretary, said Sunday that Wilson "was not
inclined to look favorably on the committee's
actions."
ddSaid Runner: "Ultimately, this is all going to be back on the table for discu
ssion as we consider cutting the vehicle license fee."
ddA special conference committee made up of legislative leaders of both houses
is expected to be created later this week to discuss
various tax cuts, includin
g the car tax proposal.
ddWith the state enjoying a projected $4.4 billion surplus in the 1998-99 budge
t, Wilson and Republicans are calling for a 75 percent
cut in the vehicle licen
se fee, or car tax. Democrats want the extra money to go to schools, state empl
oyee salaries and a cost-of-living
increase in some welfare programs.
ddWilson's car tax cut would be phased in over a four-year period beginning on
Jan. 1, 1999.
ddIn its first year, it would save California car owners " and reduce state re
venues " by about $1 billion. When fully
implemented, the cut would total abou
t $3.6 billion a year.
ddWalsh argued that Wilson's education proposal provided money "for programs th
at are identified to strategically improve
education. Democrats simply want to
throw money at the problem without a plan."
ddBut Assemblywoman Carole Migden, D-San Francisco, another member of the confe

rence committee, countered, "The polls all
show Californians are more intereste
d in supporting schools than cutting the vehicle license fee."
ddThe six-member budget conference committee set aside $150 million to raise al
l teachers' salaries to a minimum of $35,000 a year,
with Runner the only disse
nting vote. The only other Republican on the panel, Sen. Cathie Wright of Simi
Valley, voted for the raise.
ddThe current average salary for a starting teacher is about $29,000, according
to analysts.
ddWilson's budget did not include a provision to increase teacher salaries.
ddRunner, however, said local school boards and not the state should set their
own teachers' salaries.
ddThe conference committee voted unanimously to spend $70 million for remedial
summer school and $30 million for after-school
programs for low-income areas. I
n his budget, the governor proposed spending $100 million split evenly between
the two programs.
ddThe committee unanimously approved $178 million to begin reducing class sizes
in junior and senior high school grades, but the
specific grades to be include
d will be decided by legislation later this year.
ddConferees, meanwhile, went along with Wilson's call for $250 million for new
textbooks but rejected on a 6-0 vote his requirement
that the money only be use
d for math books.
ddThe conference committee scheduled further meetings todayto begin discussions
on the budget for higher education.n

Publication#W\ PP# 46. The Kansas City Star"Publication" #:\ PP# 06/13/98; Ed
ition: METROPOLITAN; Section: NATIONAL/WORLD; Page A1

Headline#\ PP# New law mandates that teaching certificates of felons be
revoke
d.Headline #:\ PP#
By PHILLIP O'CONNOR
Staff Writer
ddMissouri Gov. Mel Carnahan signed a bill into law Friday in Kansas City aimed
at more quickly removing felons from the state's
classrooms.
ddMeanwhile, the first statewide criminal records check of Missouri teachersfou
nd that at least 65 convicted felons hold certificates
to teach, in violation o
f state law. State officials are now moving to revoke those certifications.
dd``We cannot tolerate criminals in our classrooms," Carnahan said at a news c
onference at the Missouri State Office Buildingdowntown.
dd``This situation is totally unacceptable. Even one unfit teacher is too many.
These few have the potential to do irreparable harm
to countless students."
ddThe law and the state-initiated computer search followed stories in The Kansa
s City Star in August that detailed how the Kansas
City School District in rece
nt years imposed little if any discipline on several staff members accused of s
exual and other misconduct

with students, including some staff members who had
criminal records.
dd``The gravity of the situation demanded that we take decisive legislative act
ion if our educational and law enforcement officials
were to have the authority
they needed to rid our schools of these dangerous influences," Carnahan said
Friday.
ddIn response to the stories, the governor in December vowed to make stronger t
eacher certification legislation a priority for his
administration.
ddHe also issued an executive order that required the departments of Public Saf
ety and Corrections to work with the state Board of
Education to identify any M
issouri teacher employed by a school district who has been convicted of felonie
s or other serious crimes.
ddThe Department of Elementary and Secondary Education compared the names of th
e state's 120,000 certified teachers against the
Highway Patrol's list of Misso
uri felons.
ddThe convictions found are for crimes including involuntary manslaughter, sexu
al assault, assault, drug offenses, robbery, burglary,
arson, stealing, passing
a bad check, forgery, selling liquor without a license and unlawful possession
of a concealed firearm.
ddMark Van Zandt, general counsel for the state education department, said his
office will begin notifying the identified teachers
in coming weeks. The most s
erious offenders will be notified first. Officials hope to finish the notificat
ion and revocation process
before schools open this fall.
ddState officials said they would not release names or addresses of those found
with criminal records until decertification charges
are filed with the state B
oard of Education, possibly in July. State officials would not say Friday wheth
er any of those already
identified are from the Kansas City area.
ddThe newly signed law is expected to speed up revocation of teacher certificat
ion for those convicted of serious felonies such as
murder, rape, sodomy, robbe
ry, child abandonment, molestation or endangerment, incest or child pornography
.
ddUnder the previous law, the state could revoke certification for teachers con
victed of a felony, but only after a lengthy
investigation and disciplinary hea
rings. And the teacher was allowed to continue teaching until the case was reso
lved.
ddThe new law makes revocation in such cases automatic. Teachers still can appe
al to the state Board of Education but will be
removed from the classroom until
their cases are resolved. The law also allows for revocation in misdemeanor ca
ses involving moral
turpitude.
ddThe new law also allows the state to revoke the certification of teachers who
received a suspended imposition of sentence or

accepted some other plea that d
id not result in a criminal record.
ddIn many cases, districts fail to uncover previous criminal behavior in backgr
ound checks because court records are closed or
convictions aren't recorded. Th
e governor late last year sent letters to prosecutors, police agencies and scho
ol districts across the state
asking them to better share information on crimin
al behavior by teachers.
ddOther provisions of the new law allow the Missouri attorney general to pursue
 revocation proceedings on behalf of school districts
that cannot afford them.
Some districts have been reluctant to pursue certificate revocation because of
high legal costs. That has
allowed teachers simply to move to other districts.
ddIn addition to the new state law, the state department of education is fillin
g four new positions to investigate teacher misconduct
cases. The department no
w has one employee investigating such cases part-time.
ddThe efforts are aimed at improving a system that trails much of the nation in
 investigating teachers' backgrounds and revoking
certification of those involv
ed in misconduct.
dd``Our administration is committed to ensuring that Missouri students receive
the best preparation we can give them to lead
productive, successful lives," s
aid Carnahan, the son of two teachers. ``That preparation begins with the fines
t instruction and
direction we can provide for them."
ddWhile the new law closes several loopholes, Carnahan and others concede that
flaws still exist.
ddThe computer check was not extended to noncertified staff such as custodians
or cafeteria workers. And the check only uncovers
felony convictions in Missour
i courts. The check does not extend to other states or include any federal felo
nies. Officials say that
can only be accomplished with mandatory fingerprinting
. Fingerprinting would allow the state to access a national crime database
main
tained by the FBI.
ddSome Missouri districts already require fingerprints, but the state has been
reluctant to mandate such a measure, partly because
of the cost and the percept
ion of government intrusion. But Carnahan did not rule out the possibility of m
andatory fingerprinting.n
Publication#W\ PP# 47. Miami Herald"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Fed up teachers find fate in booksHeadline #:\ PP#
By OZZIE OSBORNE
Herald Staff Writer
ddTAVERNIER " Even the most devoted teachers get burned out.
ddSome start wanting another challenge. Many object to parents who think they c
an run the schools better than teachers can. And
more and more say they detest

the maddening increase in trivial red tape.
ddJoy McIntosh and Linda Johnson are two who finally had enough and got out.
ddThey've acquired Cover to Cover Books at 90130 Old Highway, have already expa
nded their handsomely decorated store with
an addition that includes a coffee b
ar, and are thinking ahead to the time when they might have more stores.
ddNow, instead of teaching a few kids, they keep up with an inventory of 36,000
 books, gifts, toys and some items they hope no
other stores have.
ddThere is stress, just as in teaching. Hours are long; there is no predictable
 paycheck.
dd``There's never enough time to keep up with the catalogs," says McIntosh. ``
Now, we're buying for Christmas.
dd``But the benefits outweigh the drawbacks. I can't tell you what it's like to
 be your own boss. Linda and I complement each other.
And the people here have
been so wonderful.
dd``We have school book fairs " here and in Miami " as fund-raisers. They hel
p business."
ddMcIntosh started her teaching career at St. Philips, a grade school in Coral
Gables.
dd``I loved it and the kids loved me," she says.
ddIn a year off from teaching, she and Johnson, who had become good friends, pl
anned for their bookstore and unsuccessfully sought
a site in New York state.
ddThen the 39-year-old McIntosh went back to teaching, this time at a middle sc
hool " and disillusionment set in.
dd``If I just had the kids, I would have been fine," she says. ``But there was
 always the red tape. And many people seem to think
because they've been to sch
ool they can be a teacher. I had run out of ways to do things better."
ddJohnson says it's almost certain that good teachers get in a rut, which means
 there's always the danger of burnout.
dd``I personally think it's hard to do a good job of teaching over a sustained
period," she says.
ddJohnson, who is from Miami, started teaching in Kendall and during her career
 put together libraries and also taught math and
physical education.
ddLooking back at her teaching days, the 49-year-old Johnson remembers how she
detested physical education.
dd``It's the only subject where you have to change clothes," she says. ``What
a hassle."
ddMcIntosh and Johnson have two more years to meet the goal they've set.
dd``There are many things we still want to do," says Johnson. ``If in two year
s we haven't done what we want to, we can try
something else.
dd``But I am a visionary, thinking that some day we'll have other stores."n

Publication#W\ PP# 48. The Sacramento Bee"Publication" #:\ PP# 06/13/98; Edit
ion: METRO FINAL; Section: MAIN NEWS; Page A3

Headline#\ PP# BILINGUAL ISSUE SPARKS CLASH AT STATE
BOARD Headline #:\ PP#
By Janine DeFao

Bee Staff Writer

ddWhile voters overwhelmingly approved an end to bilingual education earlier th
is month, Proposition 227 continued to spark
impassioned debate Friday at the C
alifornia State Board of Education.

ddAt its first meeting since 61 percent of voters passed the initiative June 2,
the state board agreed to start meeting weekly, beginning
the week of June 22,
to draw up implementation measures for local school districts. The initiative
gave districts a mere 60 days after
the election to replace programs using nati
ve language instruction with one year of "English immersion."

ddAlready, opponents of Proposition 227 have filed a class-action suit to block
its implementation. This week, the coalition of civil
rights groups filed a re
quest for an injunction and a hearing was scheduled for July 15 in U.S. Distric
t Court in San Francisco.

ddBut state board members and Superintendent of Public Instruction Delaine East
in clashed Friday over who could give interim
guidance to local educators, many
of whom have complained that the initiative is ambiguous and fails to address
important details
of how to educate the state's 1.4 million children not fluent
in English.

dd"The communication (to districts) can only come from the board as we go forwa
rd," said board member Janet Nicholas, who was
joined by fellow members in expr
essing the importance that districts receive a single, clear message from the s
tate level. Boardmember Marion Joseph proposed that the board approve any polic
y memo to local districts.

ddEastin, who was being represented at the meeting by one of her deputies, soon
stormed into the room and braced herself against
the public lectern.

dd"You will not muzzle this superintendent," chided Eastin, who said she was in
another meeting but was following the board
meeting on closed-circuit televisi
on. "Yours is a policy role. . . . I administer the department, I execute the l
aw, and when and if you
tell me to do something that is illegal and unconstitut
ional, I won't do it."

dd"I will work collaboratively with this board, but I will not be clearing any
memo I send to the field with this board. End of
discussion," Eastin said.

ddThe board then unanimously approved Joseph's motion for oversight on policy m
emos to the field.

ddThe exchange spotlighted ongoing tensions between the publicly elected superi
ntendent, a Democrat, and the state board appointed
by Republican Gov. Pete Wil
son.

ddAlready, Eastin and the board are in disagreement over the meaning of a Febru
ary court ruling on bilingual education. While the
board contends the ruling ne
gated state law on bilingual education " leaving only federal law in place in C
alifornia " Eastin and

her staff have disagreed.
ddAfter the ruling, the board rescinded a long-standing policy that had require
d school districts to seek waivers if they wanted to
implement an approach othe
r than bilingual education for limited-English students. The board said it no l
onger had the authority to
grant waivers.
ddBut educators and parents from five California school districts Friday said t
hey disagreed and asked the board for waivers from
Proposition 227 so they can
continue their bilingual programs. No action was taken.
ddEarlier in the meeting, Sonia Hernandez, deputy state superintendent for curr
iculum and instruction, told the board that many
questions about the initiative
 remain. Among them are what an English-immersion program will look like, how m
uch of a child's
primary language can be used, and what the definition is of "g
ood working knowledge of English," the point at which the initiative
says limit
ed-English students will be transferred into mainstream classrooms.n

Publication#W\ PP# 49. Milwaukee Journal Sentinel"Publication" #:\ PP#June 15
, 1998

Headline#\ PP# MPS reform takes on a fresh angle Headline #:\ PP#Subhead#[\
PP# Since the state high court ruling on school choice, legislators emphasizing

power over punishment Subhead#:\ PP#
By Daniel Bice and Richard P. Jones of the Journal Sentinel staff
ddThe state Supreme Court ruling expanding Milwaukee's school choice program di
d little to dampen the enthusiasm of legislative
leaders wanting to pass a bill
 aimed at reforming Milwaukee Public Schools.
ddBut in the days since the decision was released, the legislative focus has sh
ifted away from punishing MPS for academic failures
and toward giving district
officials the power to overhaul their own schools.
dd"This (ruling) makes it imperative that we finish the Milwaukee Public School
s reforms," said Assembly Speaker Scott Jensen
(R-Town of Brookfield). "We have
 empowered charter schools and choice schools to offer innovative education pro
grams. At the
same time, we did not empower MPS to make serious reforms."
ddLast week, the Supreme Court, in a 4-2 decision, issued a landmark decision t
hat permits poor children to attend religious schools
at taxpayers' expense.
ddBeginning this fall, as many as 15,000 students from low-income families will
 be eligible to attend private schools in Milwaukee.
The Milwaukee Parental Cho
ice Program had been restricted to 1,500 students who could attend private, non
-sectarian schools.
ddThe ruling came just weeks after the Republican-controlled Legislature failed
 to pass Gov. Tommy Thompson's bill authorizing
a state takeover of MPS. It was

one of Thompson's biggest legislative setbacks in his three terms as governor.

ddA spokesman for Thompson said the Republican governor still plans to introduc
e an MPS reform package early next year in spite
of the choice ruling.
ddSchool choice advocates contend the expanded program will help MPS by forcing
it to compete with the private schools for
students.
dd"The governor has always said choice is only one arrow in the quiver in impro
ving MPS," said Kevin Keane, press secretary for
Thompson. "You need to continu
e making investments in the public schools."
ddThompson's original MPS legislation would have empowered a three-member commi
ssion to take over the state's largest school
district if it failed to meet sta
te-mandated academic benchmarks within two years.
ddAlso included in the measure was a series of provisions referred to as the "F
uller reforms" " ideas linked to former MPS
Superintendent Howard Fuller. They
would have allowed MPS to close failing schools and reassign the staff, withou
t regard to
seniority; convert private schools to charter schools; contract wit
h private schools for educational services; and open contract talks
to the publ
ic.
ddWhile interest in the punitive part of Thompson's plan has all but vanished,
the Fuller reforms appear to be gaining support among
legislative leaders and o
ther top officials.
ddDavid Riemer, a top aide to Mayor John Norquist, said those proposals seemed
to have been lost in the debate over Thompson'stakeover bill last month. Norqui
st opposed the governor's plan to seize control of MPS.
ddRiemer said he had concerns about how some of the Fuller reform proposals wer
e drafted in Thompson's original bill. But he said
the governor's impulse was c
orrect.
dd"The takeover idea was a bad idea; it's gone," Riemer said. "The proper way t
o challenge MPS is through competition. But I think
we also do need to give MPS
more tools to be an effective management organization."
ddSen. Alberta Darling (R-River Hills) said it was unfortunate that the Legisla
ture was unable to pass the Fuller reforms when it had
the chance during the Ma
y special session. She said she believes MPS still could benefit from those pro
posals.
dd"That's what the governor wanted to do: He wanted to put that pressure on, an
d the Legislature refused to give MPS those
(management) tools," Darling said.
"It think that's the tragedy of it all."
ddShe added, "We can't tie MPS' hands behind their back."
ddBut one leading Milwaukee legislator said she wishes Thompson and Republican
lawmakers would learn their lesson from the
special session and leave MPS alone
.

ddRep. Annette Polly Williams (D-Milwaukee) said she and other black legislator
s from Milwaukee are working on their own plan
for improving the troubled schoo
l system. The group will be holding a hearing July 18 to receive public input o
n Milwaukee's
schools.
ddWilliams said she doesn't believe Fuller represents the black community in Mi
lwaukee. Thompson has said that he will consult
with Fuller, specifically, when
drafting his MPS plan for the next legislative session.
ddIf top Republican officials insist on trying to fix MPS, Williams will start
introducing legislation to overhaul the school systems
in their districts, she
said.
dd"We'll probably come up with a plan for Alberta Darling's school district and
Scott Jensen's, and we really need to come together
in Milwaukee and come up w
ith a plan for Elroy," she said.
dd"We'll add that to the agenda. All these white folks who don't live in our co
mmunity, all those people who think they know what's
best for us in Milwaukee
" we will then lay out a plan for their school districts, too."n

Publication#W\ PP# 50. Milwaukee Journal Sentinel"Publication" #:\ PP#June 15
, 1998

Headline#\ PP# Results of statewide writing test have some dismissing
the test
itself Headline #:\ PP#Subhead#[\ PP# Educators question new exam that score
d almost all students in a small range Subhead#:\ PP#
By Alan J. Borsuk
of the Journal Sentinel staff
ddHere's an example of why there hasn't been too big a stir since it was announ
ced in the spring that results on statewide tests of
students' proficiency in l
anguage arts " which basically means writing " were the worst of a bad-lookin
g batch of scores in five
subject areas:
ddIn Appleton, about 3,000 students in fourth, eighth and 10th grades took the
test. A key part was writing an essay on a given
subject. The essays were then
graded by professional scorers in California on a scale of 1 to 6.
ddAmong all the Appleton students, no one got a 1, the lowest score. And no one
got a 6, the highest. The scores were heavily
bunched from 3.5 to 4.5.
ddMuch the same was true statewide. Almost two-thirds of eighth- and 10th-grade
rs were given scores of 4. Only 24 out of more
than 180,000 public school stude
nts who took the test got 6's. Less than one-tenth of 1% got 1's or 1.5's.
ddInstead of looking like a bell curve, a graph of the scores looks more like t
he Empire State Building standing on the Great Plains.
ddOfficials of the state Department of Public Instruction express general satis
faction with the ground they broke this year with a
round of tests rating stude

nts based on their proficiency rather than simply in comparison to how students elsewhere did. The tests, part of the Wisconsin Student Assessment System, were given in five subject areas: reading, language arts and writing, math, science and social studies.

ddJohn Price, director of curriculum and staff development for the Appleton Area School District, said he generally favors the state's new proficiency tests, but the way these writing scores came in "calls into question the entire process."

ddEducators are arguing that the lousy results may have said more about how the test results were interpreted than about whether today's students know how to write.

ddEducators campaigned hard " and apparently effectively " with parents and policy makers in advance of release of the scores, urging restrained reactions.

That's exactly what has happened, even though the results showed, for example, that only a relatively small percentage of eighth-graders who took the test were rated as advanced proficient in language skills.

ddJohn Fortier, the assistant state superintendent of schools who oversaw the testing, said the narrow band of scores on the writing sample was "causing us no end of concern." Officials are trying to determine the reason for it and whether or not changes are needed.

ddFortier generally defended the tests and the way they were scored. He said, at face level, the scores on the writing tests showed that Wisconsin had a large number of students who did adequate work, but few who did either great or terrible work.

ddBut do the results mean there isn't even one outstandingly great or terrible writer in a place like Appleton? dd"It's a peculiar situation," Fortier said. " I have a hard time believing it's the case."

ddWhile school officials have discounted the results, they take the overall issue seriously. Many teachers are making adjustments in what they do in their classrooms because of the new tests. Some educators say that, apart from this test, they know that their communities want to see better results when it comes to writing.

ddThere seems to be wide agreement among educators on three points about Wisconsin students' writing skills:

ddThere is confidence that students aren't doing as poorly as the test results seemed to show.

dd"We think Wisconsin students write better than that," said Fortier.

ddCarole Oudenhoven, K-12 reading specialist for the school district of South Milwaukee, said, "Our students are being asked to do some very sophisticated work, and we're not sure the general public knows that."

ddThe way writing skills are taught has shifted in a way that has some parallel to what has happened in teaching reading. Drills on spelling and grammar are n

ot used much anymore; the stress is on doing a lot of writing itself and learni
ng skills by correcting,
revising, researching and getting reactions from teach
ers or peers.
ddAssessment " which often means standardized testing " is in. It's been popu
lar politics to demand better results from schools.
The state has developed spe
cific goals in core subjects for students, and many school districts have added
their own goals.
ddStatewide, 69% of fourth-graders were rated as proficient or advanced profici
ent as readers. In language arts, presumably a
compatible skill, only 40% were
rated as proficient or advanced proficient, even though both the reading and la
nguage arts scores
were derived from a single test.
ddFortier said that he wasn't surprised that writing scores were below reading
scores; the two are different processes and reading
performance is generally be
tter.
ddHe said the tests given to fourth-, eighth- and 10th-graders " about 60,000
students in each grade " were developed by a private
company, CTB/McGraw-Hill,
and were a definite improvement over previous tests. One key improvement: Rath
er than being made
up exclusively of multiple choice questions, the test mixed
in short-answer questions.
ddThe writing samples included in the language arts test make scoring more diff
icult and expensive but are considered a much better
way to see a student's abi
lity than multiple-choice questions.
ddFourth-graders were asked to write an essay on Helen Keller. Eighth-graders r
ead a paragraph about a mountain that could be
climbed by either of two routes
" an easy, scenic route that takes three days, or a tougher, less scenic route
that takes a day and a
half " and had to write about which route they would c
hoose and why. And 10th-graders had to write an essay based on imagining
they h
ad dropped out of high school two years ago and now had to give advice to a you
nger friend who is thinking of dropping out.
ddFor each grade, the students had less than 45 minutes to carry out the assign
ment.
ddIn interviews, teachers from several districts said that timed writing like t
his was not generally the way writing was being taught
to students. Teachers ta
lked about teaching writing as "a process," and this kind of timed writing was
different than the style of
creating and revising used frequently in class. Als
o, large numbers of students work now on computers and were uncomfortable
deali
ng with pencil and paper in a way that corrections and changes were hard to mak
e " not to mention writing without the
spell-check function.
ddIt appears many teachers, sometimes with reluctance, are increasing the use o

f timed writing assignment in class to prepare
students for state tests.
ddOne thing that draws praise among educators is that the new tests offered mor
e detailed analysis of results in terms not only of
individual students but of
classes or schools as a whole.
ddJeff Maas, a Madison elementary school teacher who recently completed a term
as head of the Wisconsin Council of Teachers
of English, said he found that his
class didn't do well in interpreting graphics, so he will stress that more.
ddKaren Zalucha, instructional administrator and assessment coordinator of the
Franklin School District, said the results showed
students in the district gene
rally weren't good at proof reading. So more will be done with that.
ddSome educators, including DPI's Fortier, are flatly predicting that the profi
ciency results will look better next year.
dd"Things will work out and scores will rise," said Maas. "I'm not worried abou
t it because I know the profession is filled with
caring, intelligent professio
nals who want their kids to do well."
ddBut, he said, if things don't look better over the next several years, that w
ill show there is a problem with language skills, and
pressure to improve will
grow.
ddFortier said teachers around the state had shown a lot of concern about the l
anguage skills results. He said that they were coming
to DPI with a message: Yo
u told us the standards, you told us the scores; now, what are you going to do
to help us get the scores up
to the desired levels?
ddComparing Wisconsin's spending on professional development of teachers with a
state such as Virginia, he said the teachers'
question is a good one.n
Publication#W\ PP# 51. Bergen Record"Publication" #:\ PP#June 15, 1998

Headline#\ PP# Private special ed: New schools open way to learning Headline #
:\ P P#
By JAN BARRY and
BARBARA WILLIAMS Staff Writers
ddLynn Yuhas of Vernon credits a private school paid for with taxpayer dollars
for saving her 11-year-old daughter, Maria.
ddShe recalls when life for both of them was "pure hell." Frequent calls came f
rom the local elementary school to pick Maria up
because she was out of control
. Homework assignments set off nightly screaming sessions.
dd"I used to yell at my teachers and run out of the room when I was angry," sai
d Maria, an energetic sixth-grader in her second year
at the Windsor School, a
private academy in Pompton Lakes specializing in attention deficit disorder. Th
e school draws students from
across North Jersey.
ddNow when Yuhas hears from teachers, it's a once-a-week phone call from Windso
r reporting on Maria's progress. And homework
is done with little fuss.

dd"Here the teachers give us more help, and I've learned how to control my beha
vior," said Maria, one of 160 students with
emotional and behavior problems att
ending the highly regarded school.
ddDespite the move to mainstream children with learning disabilities in communi
ty classrooms, thousands of New Jersey youngsters
are bused every school day to
and from out-of-district special-education classes. Many of the schools, inclu
ding Windsor, have
tuitions approaching or topping $30,000 per year. Those rate
s are set by the state, which reimburses a portion of the bills.
ddDespite the high cost, plus busing, public school educators praise the progra
ms, because local public schools are not equipped
to serve students with such d
isabilities or have too few students to form their own special-education classe
s. Financially, the biggest
complaint at many North Jersey districts is that th
e state should pay more of the cost than it now does.
dd"They are expensive. But look at what they provide for you. If you had a coup
le of emotionally disturbed kids [in a regular
classroom], they would be creati
ng chaos," said Tony DelTufo, a Livingston school trustee and retired teacher.
He is co-chairman
of the special-education committee of the New Jersey School B
oards Association.
ddCheryl DeGrosa of Hackensack is happy with the progress her 12-year-old son h
as made at Windsor. "Matt used to stop
concentrating if a plane flew overhead a
nd it was too loud, if people were talking in the hallway " anything could dis
tract him. Now
he is using skills, both inside and outside the classroom, that
he learned to filter out distractions, and he can really focus," she said.
dd"I can do a lot more here," said Matt, a seventh-grader. "I was struggling be
fore " the teacher would take away my paper before
I could finish the work. He
re they make sure we understand the assignment first, and then we are able to f
inish."
ddStudents are sent to the Windsor School and affiliated private high schools i
n Morristown and Paterson from districts in about
50 towns in eight counties. M
any educators laud the year-round programs created by two former public school
special-education
supervisors, Daniel Greco and Philip Scardilli.
dd"We place children in the best environment for the child, and have students a
ttending special-education schools in many areas,
including Paramus, Lodi, Rock
leigh, Garfield, and Pompton Lakes," said John Campion, Ridgewood's special-edu
cation director.
"Windsor is brand-spanking-new, wired for technology, with a p
hysical plant second to none. Mr. Greco's philosophy and the way
Windsor is run
does meet a lot of the needs of Ridgewood students."
ddMost students at Windsor are like Matt and Maria, able to comprehend the work
but finding it difficult to focus. Most are smart,

and many go on to academica
lly rigorous colleges, including Ivy League schools, said Greco.
dd"The problem these students face is not academics; it is their behavior. They
are impulsive and can get out of control," Greco said.
"Here we teach them how
to grab hold of their emotions and focus. We don't think special ed."
ddClasses are small: A teacher and two aides work with a maximum of 12 elementa
ry-grade students. Kindergarten classes have a
teacher and four aides. Students
also receive group and individual counseling to help learn how to cope with ro
ller-coaster emotions.
ddOf Windsor's $4.6 million budget, $2.4 million covers salaries for 73 teacher
s, aides, and psychologists, plus textbooks and
teaching supplies. Teacher pay
ranges from $30,000 to $44,000, said Greco. Administration costs are $630,000,
or 13 percent. The
rest of the budget runs the building.
ddThat is just a small part of the spectrum of special-education programs that
collectively cost more than $635 million in state funds
to reimburse districts
for part of the cost of in-district classes and out-of-district tuition.
ddOf the state's 1.2 million public school students, 17 percent, or 204,000, ar
e classified for special education. About 10,000 of these
students attend priva
te schools such as Windsor. There are 147 of these schools, a number that has c
hanged little in recent years, said
Barbara Gantwerk, director of special-educa
tion programs for the state Department of Education.
dd"The preference is really to have children educated in a regular classroom wi
th supplementary support services," Gantwerk said.
She was referring to student
s attending regular classes, plus a period in a resource room where a special-e
ducation teacher helps them
with difficult work.
ddDecisions on where to place a student are made by a district's child study te
am, comprising a psychologist, a social worker, the
school nurse, a case manage
r, an administrator or teacher, and the parents. If the home district cannot me
et a student's needs, the team
can recommend an out-of-district school. If one
school doesn't work out, another can be selected.
ddTuition bills for out-of-district programs typically range between $20,000 an
d $38,000 per student, and the top state
reimbursement rate is $8,470 per stude
nt. The Department of Education determines the tuition rates and the amounts of

reimbursement, depending on the disability.ddAnother cost factor at the Windso
r School is that it is state of the art. Freshly painted classrooms are equippe
d with new computers
with Internet hookups. There is a gleaming computer lab, a
n exercise room, two gymnasiums, two cafeterias, an art room, a music
room, a l
ibrary, and a reading room.
ddThe school was designed by Greco, a Pompton Lakes resident, who was the state

's special-education supervisor in Passaic County,
and Scardilli, of Chatham, w
ho did the same job in Essex County. Their private school program is overseen b
y the state Department
of Education.
ddThey opened in 1990 in a rented former parochial school in Lincoln Park. "We
mortgaged our houses and then held our breath,"
said Greco, who began his caree
r as a special-education teacher at Hanover Park High School.
ddWithin three months, the school was filled to capacity with 86 pupils. In ens
uing steps, they opened a high school in Morristown
and an elementary school an
d a high school in Paterson, and moved the school in Lincoln Park to Pompton La
kes. They now oversee
184 teachers, aides, counselors, and administrators servi
ng 360 pupils in five affiliated schools with a $12 million annual budget.
ddOpened in 1995, the Pompton Lakes school serves 160 students in Grades 5 thro
ugh 8 in a former department store renovated
with $850,000 in bank loans. A com
parable, new public school building would cost several million dollars, Greco e
stimated. A closed
shoe store next door was converted last year for $360,000 in
to the Windsor Learning Center, which has 50 students in Grades K
through 4. Th
e Windsor business office is in a third storefront.
ddWith an influx of money from public school districts, the Windsor School syst
em has turned around not only individual students
but also a decaying downtown.
What was a gaping hole in the business district is now a cozy stretch of windo
ws full of colorful
artwork. At night, it is a hub of community events, from Ch
amber of Commerce meetings to indoor soccer games.
ddAs a private institution, the Windsor school and center in Pompton Lakes paid
$76,414 in property taxes in 1997. It rents its other
properties.
dd"The school itself is everybody's dream, a state of the art facility," said M
ayor John Murrin, who is a teacher in a Wanaque public
school. "The young peopl
e who attend there are very lucky."
ddMany parents agree. Like Lynn Yuhas, Bonnie Werner of Morris Plains is deligh
ted with the improvement her son, Brian, has
made at Windsor.
dd"The school works on the child's self-esteem, encouraging him, and making him
understand he isn't stupid," said Werner. "They
teach him how to block out the
distractions and focus on what he's doing."
ddBrian, 12, said he found conventional classes too difficult and special-educa
tion classes too easy at his local school. "I have help
here whenever I need it
. But they don't give me the answers. They make me work for it," he said.
dd"We empower kids here," said Camille Cerciello, Windsor's assistant principal
. "We offer rewards, show the students there are
consequences to their actions,
and teach them how to tap into their abilities."

ddRewards include earning points that can be exchanged for items at the school store, and participation in clubs, sports programs, and pizza parties. Inapprop riate behavior can result in being sent to a "time out" room.
ddOnce students learn how to control their behavior, the goal becomes to have t hem return to their home districts. That usually happens in about two years, Gr eco said.
ddSome students go on to a private special-education high school. The decision is made by the child study team.n

Publication#W\ P
P# 52. Chicago Sun-Times"Publication" #:\ PP# 06/12/98; Edition: 5XS; Section: NEWS; Page 8

Headline#\ P P# School employees dodging city tuitionHeadline #:\ P
P#
By Raymond R. Coffey
ddYusef Patel is a teacher at Mather High School on Chicago's North Side. His d aughter is also a student at Mather.
ddLast week, the law department at Board of Education headquarters sent Patel a "demand letter" for $5,899 he owes the Chicago Public Schools in unpaid tuitio n for his daughter.
ddHe got the bill because, though Chicago teachers are in most cases supposed t o live in the city, Patel and his daughter reside in suburban Lincolnwood, and nonresident students are supposed to pay tuition, which is calculated at $5,899 per school year.
ddPatel is hardly a pioneer in this sort of dodge. School board accounts curre ntly show an "outstanding tuition arrearage" of about $1.8 million. Yes, millio n.
ddAnd about a third of that - $615,000 - is accounted for by board employees, i ncluding four principals, two assistant principals and more than 20 teachers, w ho don't live here but put their kids in city schools and evaded paying tuition for them.
ddSchools Inspector General Ken Holt, a former FBI agent, said the sums owed by the tuition-dodgers run from a low of about $400 to a high of $84,000, the sum the system is trying to collect from one family that had several children ille gally enrolled in Chicago schools over several years.
ddSchools Chief Executive Officer Paul Vallas told me this week that Holt and t he law department have compiled more than 100 cases, roughly half of them refer red for legal action, the other half still pending or under investigation.
ddHe said 14 of 28 cases involving teachers and other board employees have been closed, with the employees found to owe the schools a total of $146,763. The a mount paid to date totals $63,000, with the rest to be collected under payment plans.
ddIn most of the cases involving suburban parents who are not board employees,

Vallas said, the kids were enrolled in Chicago
magnet schools. That, in a backh
anded, don't-pay sort of way, is a compliment to the successes of Chicago schoo
l reform.
ddIn 42 of those cases, he said, the board has gone to court to enforce collect
ion of the tuition.ddVallas said Patel has agreed to pay up. If he does not, Bo
b Hall of the board law department said, "I assume there will be litigation
by
the board."
ddUntil Vallas came in to run the schools and ordered a crackdown on the nonres
ident tuition situation, previous boards had ignored
the issue almost totally.
ddA year ago, Holt reported he so far had uncovered about $1 million worth of n
onresident tuition fraud perpetrated mostly by
people giving false addresses.
  The dollar number is up to $1.8 million now. And the number of cases on file
is up from about 65
to 103.
ddBut even with Vallas' push, the bureaucratic wheels still grind slowly in goi
ng after restitution. The procedure requires, among
other things, a state heari
ng on residency.
ddThe Patel case came to my attention several months ago in phone calls and let
ters from parents and others at Mather, 5835 N.
Lincoln. They had his address a
nd phone number in Lincolnwood.
ddThey said his daughter had been enrolled at Mather for three years - not just
 the one for which the board is so far seeking tuition
restitution - and they w
ere upset at what they felt he was getting away with. After getting next to n
owhere with my early inquiries,
I put the information I had together and passed
 it on directly to Vallas, who pressed the inquiry that led to last week's dema
nd letter
to Patel.
ddWhat I could never figure out was how Mather officials could be unaware of a
situation that so many other people seemed to know
all about.
ddI was hoping to ask Mather Principal John Butterfield about that Thursday. I
told his office I was calling about the Patel case. He
did not return my calls.
 I also could not reach Patel.n

Publication#W\ PP# 53. The Indianapolis Star/The Indianapolis News"Publication
" #:\ PP# 06/12/98; Edition: CITY;HOME; Section: METRO SOUTH; Page S04

Headline#\ PP# Students face increasing textbook, technology fees for
fall sem
esterHeadline #:\ PP#
By DERRICK GINGERY
  FAIRLAND, Ind. - Parents of students in Northwestern Consolidated School Corp
. will face a fee increase when the fall semester
commences.
ddThe School Board on Wednesday approved price increases for textbook rentals i

n many grade levels. Only the kindergarten
retained the same fee from the previ
ous year.
ddSchool officials say publishers' increases in textbook prices and the adding
of extra hands-on materials forced fees up.
$5,000 shortfall expected
dd"We tried to absorb the cost of books (when we buy them)," said Assistant Sup
erintendent Ellen Welk. "When you do that for
so many years, the cash balance g
ets eaten away in each building because books keep going up (in price)."
ddTriton Central High School is expected to be in the red for the first time in
many years, because textbook rental fees will not cover
the cost of books. Off
icials expect a $5,000 shortfall.
ddTextbook rental fees at the high school, averaging about $100 per student, we
re not increased. However, a $10 technology fee
was added for all students. It
is also the first student fee increase for the high school in several years.
ddWhile fees at almost all levels are increasing, a study of all school corpora
tions showed the district to be well below the state
average in textbook fees.
ddA mandatory technology fee also was added to all other grade levels except ki
ndergarten. At the elementary school level (Grades
1-4), students will be charg
ed $2.50; Grades 5, 7 and 8 will be charged $2; and Grade 6 will be charged $4.

ddThe new fees are intended to help offset the costs of maintaining computer te
rminals and software.
Members voice concern
ddSome board members voiced uneasiness with the fee increase, but school admini
strators said that while fees are going up, they
are still lower than the state
average.
dd"I would like to see more discussion and justification of the technology fee
(next year)," said board member Doug Warnecke.
dd"I want to re-examine why we are pushing the fee over to students."
ddIn other business, the board approved changes to expansion plans for Triton E
lementary School.
ddA new reading area and computer lab were moved in order to make future expans
ion easier.
ddConstruction plans will be approved at the board's next meeting July 1.n
Publication#W\ PP# 54. Los Angeles Times"Publication" #:\ PP#* 06/13/98; Edit
ion: Orange County Edition; Section: Metro; Metro Desk; Page B-1

Headline#\ PP# State OKs Charter for Home Schooling Program
Headline #:\ PP#Subhead#[\ PP# New status cuts down on paperwork, loosens cur
riculum requirements for
1,500 county students.
Subhead#:\ PP# By LIZ SEYMOUR
TIMES STAFF WRITER
ddOrange County's home schoolers are getting a boost from an unlikely source: t
he State Board of Education, which on Friday
unanimously approved a charter sch
ool for their needs.

ddAfter a four-year effort, the county's Home Education Program will combine it
s six resource centers for home-schooled children
and their parents into the Or
ange County Charter School.
ddThe centers provide computer labs, libraries and curriculum help"including te
achers"for the county's 1,500 home schoolers
who are under the guidance of coun
ty public schools. Teachers aid home schoolers in meeting statewide standards a
nd help fix
problems with instructional methods.
ddCharter school status now means parents and teachers will be free from most o
f the state-mandated paperwork.
dd"It allows more time with the child and the family," said Sharon Kohout-Lawre
nce of Laguna Niguel, who home-schools her
13-year-old daughter.
dd"Some paper will still need to fly back and forth," said Sheree Denee, the pr
ogram principal. "But we want to be more
project-oriented, more creative."
ddBecoming a charter school also loosens curriculum requirements. For example,
a professional musician may teach music instead
of a music teacher with state c
redentials.
ddWhat charter school status won't do is cost taxpayers any more money, Denee s
aid. Financing for the school is based on the
number of children home-schooled.

ddAttendance is voluntary and home schoolers are not required to participate in
 any school programs, she said.
ddThe charter school will be the second in the county; the other is Santiago Mi
ddle School in Orange. Statewide, there are an
estimated 130 charter schools, s
aid Laurie Gardner, the co-director of the Charter Schools Development Center a
t Cal State
Sacramento.
ddIt may seem contradictory that parents who prefer their children to learn at
home instead of in a classroom would want the county
to apply for charter schoo
l status. But the philosophy underlying charter schools is an obvious match wit
h the flexible, creative
instruction methods of home-schooling, Gardner said.
dd"The whole idea [of charter schools] is to come up with different ideas about
 education," she said. "In this case, we're redefining
schooling to see if mayb
e we don't even need school."
ddSchool districts in other counties, including Los Angeles, San Diego and Rive
rside, have already established charter schools that
are devoted, at least in p
art, to home schoolers, Denee said.n

Publication#W\ PP# 55. Los Angeles Times"Publication" #:\ PP#* 06/13/98; Edit
ion: Orange County Edition; Section: Metro Desk; Page A-1

Headline#\ PP# State Vows Swift Implementation of Prop. 227Headline #:\ PP#
By RICHARD LEE COLVIN;

JANET WILSON
TIMES STAFF WRITERS
ddSACRAMENTO " In a meeting punctuated by an angry outburst from state Supt. of Public Instruction Delaine Eastin, California's Board of Education on Friday v owed to move quickly to develop emergency regulations to implement Proposition 227, the anti-bilingual education measure approved by voters.
ddAlthough opponents are seeking to block the measure in court, the board said it will push ahead and meet weekly to iron out by Aug. 1 guidelines on several vague aspects of the proposition"seeking to define what a one-year English imme rsion program for non-fluent students should be like, what textbooks should be used and how teachers should be trained.
dd"The weekly meetings are absolutely essential because of our serious commitme nt in going to work on this," said Marion Joseph, a board member from Menlo Par k.
ddSeveral school districts, however, pleaded with the board for exemptions from the proposition.
ddSome local officials and parents argued that they should be able to continue successful bilingual programs, including one in the Capistrano Unified School D istrict that teaches all students in Spanish and English.
dd"Speaking Spanish isn't bad," said Donna Sabat, a native English speaker whos e child is in the program. "To lose this program would be devastating."
ddMembers of the state board"which is appointed by Gov. Pete Wilson, a 227 back er"seemed worried that the will of the votersmight be undermined by the State D epartment of Education, headed by Eastin, who campaigned against the propositio n.
ddAlthough Eastin has promised to implement it, the board proposed requiring he r to get its approval for any advice she might give school districts.
ddThat prompted a stern-faced Eastin to lash back, "You will not muzzle this su perintendent!"
dd"I administer the department, I execute the laws," said Eastin, who as superi ntendent is an elected constitutional officer. "When and if you direct me to do something that is unconstitutional or illegal, I don't do it."
ddEastin complained that state board members are intruding on her turf, going a round her to make requests directly of her staff.
dd"Stop bothering my staff!" she demanded. "Stop calling them at home. Stop cal ling them when they're on vacation. . . . If you want to be the superintendent, you should have taken out papers and run."
ddEastin's tongue-lashing caused the board to narrow its motion, limiting it to requiring her to get prior approval only for policy directives.
ddBut the board and Eastin's department still were divided on the issue of whet her entire school districts might be granted waivers from complying with the pr oposition, which all but bans instruction in any language other than English. I

t requires districts to provide
non-fluent students with a year of intensive in
struction in English before moving them into mainstream classes.
ddWhile the Legislature gives the state board the authority to waive almost any
part of the Education Code, board lawyers said they
do not believe that power
extends to this proposition.
ddThe measure does allow individual parents to seek exemptions for their childr
en. Other than that, board lawyers noted, the
proposition specifies that it can
only be amended by another vote of the people or a two-thirds vote of the Legi
slature.
ddAn attorney for the education department , Michael Hersher, agreed that the
board could not "undo the initiative." But he said
the board could give tempora
ry relief to districts that, for example, cannot buy books in English before th
e start of school.
ddEven as a legal showdown on the proposition is brewing"with oral arguments sc
heduled for July 15 on a motion from a group
of civil rights attorneys for a pr
eliminary injunction"eight school districts, including those in Fresno, Berkele
y, San Jose and
Hayward, have filed requests to allow them to continue bilingua
l programs.
dd"I'm now faced with the task of designing a program I know nothing about," a
frustrated Marcos Guerrero, principal of a middle
school in Hayward, told the b
oard Friday. "Now, my middle school children are learning English and they are
continuing to make
progress in all areas academically."
ddYvonne Larsen, president of the board, said she understands the uncertainty f
aced by school districts that may have to overhaul
well-established programs by
the start of school in September. That is why the board intends to finish its
work by Aug. 1, she said,
"so the schools do have something available to them f
or direction."
ddAmong the issues before the board is how to allocate $100 million the proposi
tion sets aside for community organizations to teach
English to adults, who are
expected to tutor children.
ddThe problem is, at least 10 agencies that already run English classes are und
er investigation by the FBI and the U.S. Department
of Education for possibly
misusing millions of dollars in federal funds.
ddLarsen said she was "truly troubled" by indications that state education offi
cials had long been aware of problems with such
programs but had not informed t
he state board. That prompted her to call for an independent audit of the depar
tment's adult education
programs, a proposal that will be taken up next month.n

ion: Home Edition; Section: Metro; Metro Desk; Page B-3

Headline#\ PP# Move Past Bilingual Debate, Latina Leader Urges StudentsHeadlin
e #:\ PP#
By PATRICK J. McDONNELL
TIMES STAFF WRITER
ddShe was a fierce opponent of Proposition 227, but the United States' highest-ranking Salvadoran American lawmaker advised
students at Belmont High School on
Friday that it is time to move beyond the rancorous debate surrounding bilingu
al education.
dd"You don't have time to be wrapped up in that issue," Assemblywoman Liz Figue
roa (D-Fremont) told several dozen students
gathered in the library of Belmont,
a school in the Central American immigrant heartland west of downtown Los Ange
les. "You're
wasting your time. And you don't have time to waste."
ddThe measure, approved in the June 2 election, virtually eliminates bilingual educational programs in California schools.
ddFigueroa spoke a day after students from Belmont and at least two other Los A
ngeles high schools walked out of classes to protest
Proposition 227.
ddFigueroa had scheduled her visit to Belmont long before Thursday's protests. But the walkout remained a hot topic on campus.
ddFresh from a bruising primary victory for a state Senate seat south of Oaklan
d, Figueroa is one of an increasing number of Latino
elected officials in Calif
ornia.
ddMost are of Mexican ancestry, often with families that have been in the Unite
d States for generations. Figueroa's election to the
Legislature has been a sou
rce of pride to Salvadorans, both in this country and in Central America.
dd"It feels good that a Salvadoran has made it that far," said Melvin Rodriguez
, an 18-year-old student at Belmont who arrived from
San Salvador three years a
go.ddFigueroa's immigrant parents settled in San Francisco in 1949, when there were few Salvadorans moving to this country. Today,
with a larger Salvadoran po
pulation in the United States, Salvadoran American leaders, trying to boost com
munity identity, point
with pride to success stories like Figueroa's.
ddHer success prompted a Salvadoran newspaper to dispatch a reporter to cover h
er Senate campaign.
ddRelishing her role, Figueroa has attempted to reach out to community organiza
tions, especially in Southern California, which has
the nation's largest concen
trations of Salvadoran and Guatemalan immigrants. It has been a process of redi
scovery for Figueroa, who
acknowledges not having dwelt much on her Salvadoran
ancestry until she was contacted by Salvadoran American activists after
her ele
ction in 1994.
dd"When I first started coming down to L.A., it was like coming to a foreign co

untry," said Figueroa, whose Assembly district has
twice as many Asian American
s as Latinos and includes a swath of the upscale Silicon Valley. "I get a great
deal of energy coming
to L.A."
ddFigueroa, the mother of a 24-year-old daughter and 21-year-old son, was born
in San Francisco. Her parents became successful
entrepreneurs, running delicate
ssens and laundries. Figueroa said she lived an upper-middle-class life"experie
ncing nothing like
the working-class world surrounding Belmont High School.
ddThe assemblywoman praised students' opposition to Proposition 227.
ddShe said it was designed to hold back and divide Latinos. Supporters, on the
other hand, depicted the ballot measure as a means
to help Latino students succ
eed.
ddFigueroa said the measure was part of an anti-Latino and anti-immigrant backl
ash that emerged four years ago with Proposition
187, which aimed to deprive il
legal immigrants of social, health and educational services.
ddBut despite her opposition to 227, she said the students should direct their
energy toward getting a good education.
dd"Educate yourself and do it quickly," she told them, stressing the crucial ne
ed to become fluent in English, even as they maintain
their Spanish-speaking sk
ills.
dd"The best way to fight back is to make sure that all of you end up in corpora
te America," Figueroa told the Belmont students.
"There's absolutely no better
revenge than winning."n

Publication#W\ P P# 57. The Washington Post"Publication" #:\ P!P# 06/13/98; E
dition: FINAL; Section: Metro; Page C01

Headline#\ P"P# Math Ranking a Victory " Plus Some " for Girl, D.C.
SchoolHead
line #:\ P#P#
By Sari Horwitz
Washington Post Staff Writer
A couple of years ago, when she was in fifth grade, Sarah Gilberg noticed some
thing disturbing as she watched her older brother's
prize-winning junior high m
ath team: There were no girls.
ddSarah, reasoning that girls can do math, too, was determined to change that.
ddLast month, the petite, soft-spoken 13-year-old, now a member of the Alice De
al Junior High MathCounts team, was the top
female student in the country in th
e MathCounts National Competition. The annual contest pits teams and individual
students against
each other to answer difficult mathematical questions quickly
, sometimes without calculators.
dd"It feels good to prove it's possible for a girl at a D.C. school to win such
a big honor," said Sarah, who is considering a career
as an architect.

ddIt feels good, too, for many in the District's public school community, where parents are routinely on the defensive about the system's poor achievement, high dropout and truancy rates and mismanaged operations.

ddDeal's MathCounts team won the D.C. championship in 1995 and 1996, and its best math students then joined top-scoring students from the city's private and public schools for the national competition. Sarah was on the team this year with Ryu Yoshida of St. Albans and Zack Bassman and Stephen Marks of Sidwell Friends, and they placed 25th among the 57 teams vying nationally.

ddOf the 228 seventh- and eighth-grade math students in the national contest, only 27 were girls. In individual competition, Sarah placed 59th, the highest ranking among the female contestants, winning $3,000 from the American Association of University Women.

She is the daughter of Deborah Brouse, a program director at the nonprofit Environmental Support Center, and Elliott Gilberg, a division director at the Environmental Protection Agency.

ddDeal Principal Reginald Moss and many parents attribute much of the school's math success to geometry teacher Guy Brandenburg.

dd"Some of our students are taking Algebra II and trig by ninth grade," said Moss, who hired Brandenburg four years ago. "We had to have a teacher who would drive the students hard. At the same time, we didn't want the kids bruised and battered. He makes math interesting and challenging, and is also sensitive to their needs."

ddBrandenburg, 48, a Deal alumnus, credits his students, their parents and Robert Thurston, a well-regarded math teacher many students had at Lafayette Elementary School.

ddWhoever gets the kudos, one thing is clear: Math is fun inside Room 102. This week, Sarah and her eighth-grade classmates tackled positive and negative correlations between body measurements and figured out their lung capacities.

ddIt was a messy process that involved flipping a plastic gallon of water upside down in a larger container of water, blowing intothe gallon container through plastic tubing, then measuring how much air was expelled by refilling the jug.

dd"You used to see students getting huge trophies for sports," said Brandenburg, who coaches the team with math teacher Joyce Higginbotham. "The students who did well in math used to just get certificates. Now they get MathCounts trophies, and they're pretty nice looking."

ddJudging from some of the questions, the MathCounts kids deserve the recognition.

ddTry this: The height of a one-quart can of wood stain is 4 3/4 inches. If an inside diameter of the can is 4 1/8 inches, what is the volume of the can? Express your answer in cubic inches as a decimal to the nearest tenth.

ddOr this: The sides of a square eight centimeters high are increased by two ce
ntimeters each. The area of the square has been
increased by what percent? Expr
ess your answer to the nearest whole percent.
ddToo easy? Try a team workout question: P.H. Dee and her friends were intervie
wed, and their favorite activities were found to
be as follows: 25 liked sleepi
ng; 12 liked eating; 4 liked loafing and eating; 2 liked sleeping, eating and l
oafing; 37 liked loafing;
9 liked sleeping and loafing; 7 liked sleeping and ea
ting. Each person liked at least one activity. Determine the smallest number of

people who could have been interviewed.
ddThe answers, respectively: 63.5; 56; and 56.
ddBut, of course, you knew that.n

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dition: FINAL; Section: Metro; Page C01

Headline#\ P&P# Va. Appointee Retreats From Comments on Black
SchoolsHeadline
#:\ P'P#
By Spencer S. Hsu
Washington Post Staff Writer
Virginia's policymaking panel for higher education voted unanimously to appoin
t William B. Allen as its executive director today,
and the outspoken critic of
affirmative action retreated from his suggestion that he would seek a review o
f the state's two historically
black public colleges.
ddAllen, an African American who opposes race-based preferences in college admi
ssions, said that his recent comments to The
Washington Post questioning the va
lue of Norfolk State and Virginia State universities were the result of a "misc
onstruction and
misunderstanding."
ddSpeaking before about 100 state educators and lawmakers here after his electi
on to head the State Council on Higher Education,
the 54-year-old Michigan Stat
e University dean said that during the Post interview, he was speaking as a his
torian, not a policymaker.
ddAllen said in the interview that although black colleges such as Norfolk Stat
e and Virginia State may have been necessary in the
past, now "it's important f
or us . . . to ask the question of what role specific institutions are playing
and whether these are roles we
are deliberately embracing or merely inheriting.
"
ddCritics who say that the black colleges provide opportunities that many stude
nts otherwise wouldn't have pointed to the comments
as a sign that Allen, with
the support of conservative Republicans, would use his new post to try to impos
e his agenda on Virginia's
universities.

ddBut Allen said today that neither he nor the state council " which recommends
policies to the General Assembly and state
universities " has any intention of
seeking a review of black colleges.
dd"Speaking openly to a reporter . . . I provided the grist for speculation abo
ut continued support of Norfolk State and Virginia State"
universities, Allen s
aid. "Not only did I not make a proposal to end support, my public record is a
record of specific public support
. . . of historically black colleges."
ddHe added that his comments referred to black schools' struggles in recent yea
rs that have led them to revisit "missions and markets
in an effort to position
themselves."
ddAllen declined to elaborate on his personal views, saying he would not "saddl
e Virginia with any particular policy within a matter
of minutes" on the job.
dd"I will be a champion for higher education," he said.
ddSome college officials are uneasy about Allen taking over what in past years
has been a nonpartisan role directing the council.
But many at the gathering he
re said they were encouraged by his remarks today.
dd"He has shown his commitment to all historically black institutions," Norfolk
State President Marie McDemmond said of Allen.
McDemmond said Allen called her
this morning to assure her that he was not launching an assault on black colle
ges.
ddDemocratic lawmakers here today were more skeptical. They said Allen's record
as a conservative activist and political
commentator suggests that Allen, who
soon will resign from his Michigan State post, could have a contentious and pol
iticized tenure
as the council's executive director.
dd"While I'm relieved to hear him indicate that historically black colleges and
universities will not be on his hit list, the fact that he
said it will not ca
use people to be lulled to sleep," said state Sen. L. Louise Lucas (D-Portsmout
h). "They will be monitoring very
closely to be sure he's true to his words."
ddAdded Del. Jerrauld C. Jones (D-Norfolk), chairman of the Virginia black legi
slative caucus: "The past is prologue to the present.
He is on record having ta
ken certain positions in the past. . . . The record is there."ddAllen, who was
on the U.S. Civil Rights Commission from 1987 to 1992 under Presidents Ronald R
eagan and George Bush, has
said that laws allowing racial preferences are "an e
vil in this society."
ddAllen was ousted from the panel by Bush, who supported affirmative action. Al
len said last week that serving on the federal rights
panel "takes a willingnes
s" to strike "some of the most sensitive chords at the heart of this society. I
'm not too modest to boast of
having done that."
ddIn Michigan, he directed a 1996 state report that recommended that the state

give parents money to send their children to the
schools of their choice. The r
eport was lambasted and then junked by state officials who called it a recipe f
or destroying public
education.
ddToday, the state council, whose 11 members report to Gov. James S. Gilmore II
I (R) and were appointed by his predecessor,
Republican George Allen, praised W
illiam Allen and said they believe he will bring "the highest public profession
alism" to the
$130,000-a-year post.
dd"It was our objective to identify a highly qualified individual whose only ag
enda would be higher education," council member
Anne Marie Whittemore said. "We
 are satisfied that Dr. Allen shares that goal with us."n

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dition: FINAL; Section: Metro; Page B04

Headline#\ P*P# Black Leaders of Colleges Evaluate Their NumbersHeadline #:\
P+P#
By Peter S. Goodman
Washington Post Staff Writer
 The first conference of African American presidents at "mainstream" colleges a
nd universities convened five years ago in Chicago,
and it didn't take long to
get the invitations out. Of the approximately 1,800 majority-white institutions
 in the United States, only
26 were then headed by black people.
ddYesterday, as a dozen African American presidents gathered a second time, at
a Washington hotel, they did so noting only
moderate progress. Across the count
ry, 31 majority-white colleges and universities are now headed by black people.
 Although those
in attendance were cheered by the slight swelling of their rank
s, they were mostly concerned about how to increase that number.
dd"We've got a long way to go," said H. Patrick Swygert, president of majority-
black Howard University, who convened the first
conference when he was presiden
t of the majority-white State University of New York at Buffalo and who hosted
yesterday's
gathering. "Many African Americans have frankly not been encouraged
 to pursue leadership careers in higher education."
ddLike its predecessor, the conference that began Friday night featured discuss
ion about how to get more black people into the
pipeline that traditionally sup
plies university presidents: the deanships, provost slots and other leadership
posts.
ddMainly, however, the conference sought to add volume to the national dialogue
 about race, focusing on the near absence of
African Americans from the highest
 ranks of academia. American academic communities are hurt, Swygert said, by th
e absence of
black people from positions of significant influence.

dd"You miss another point of view," he said. "You miss providing your increasin
gly diverse student body with people they can
aspire to emulate, who more direc
tly reflect their life experience."
ddIn the academic world, as in so many circles, mentor relationships are very i
mportant, said Swygert, who urged his colleagues
to return to their campuses an
d encourage young African Americans to aim high.
ddAmong the dozen or so college and university presidents at the conference yes
terday were James C. Renick, president of the
University of Michigan-Dearborn;
Sidney A. Ribeau, president of Bowling Green State University; David G. Carter,
president of
Eastern Connecticut State University; and Muriel A. Moore, presid
ent of the State University of New York at Buffalo.
ddJulius F. Nimmons, president of the University of the District Columbia, whic
h is a majority-black institution, also attended.n

Publication#W\ P,P# 60. The New York Times"Publication" #:\ P-P# 06/14/98Sect
ion: Magazine Desk; Section 6; Page 42, Column 1

Headline#\ P.P# Schools For SaleHeadline #:\ P/P#
By Michael Winerip
It was easy to tell right away, walking into the large meeting room, that som
ething hot was for sale and a lot was at stake. A dozen
eager company reps " st
ylish young men and women of all races and backgrounds " stood behind two long
tables with slick
brochures and stacks of applications in English and Spanish.
There were balloons and potted plants everywhere, cookies, pastries,
coffee, ju
ices and soft drinks, a room nearby to park the children.
ddBy the time Kathleen Madigan, Ed.D, began her pitch on this April night, it w
as standing room only, more than 300 Jersey City
parents. One father in the aud
ience, Robert Silberman, was struck by how much the meeting felt like a sales p
resentation at the
telecommunications company where he works, while others rema
rked on the speaker's evangelical tone. But what was being offered
was neither
cell phones nor God's salvation. The offering to this heavily minority audience
in one of the poorest school districts in
New Jersey was a free, publicly fina
nced education for their children at a new charter school to be opened in Septe
mber by AdvantageSchools Inc., a Boston-based, for-profit company with schools
in Phoenix and Rocky Mount, N.C.
dd"As we speak," began Madigan, Advantage's curriculum director, "I have kin
dergartners in Phoenix and North Carolina who can
tell you the three phases of
matter!. . .I have 5-year-olds in North Carolina who know where the prime merid
ian is!. . .We have 200
instructional days, 20 more than the public schools!. .
.We go from 8 in the morning until 3:30 in the afternoon! Eight in the morning

until 3:30!. . .We will have a phenomenal staff to make this a reality. We get
to choose our teachers.. . .We don't say it's the child's
fault, or they didn'
t have a good breakfast, or they came from this kind of family.
dd"This is how they're taught to walk down the hall," she said, marching, her
hands folded in front of her. For an hour those parents
sat, rapt, listening t
o one remarkable story after another. She told them how Advantage ran a direct-
instruction school stressing basics,
with teachers using daily scripts to drill
students. She showed them videos of young black boys reading. "Our children o
n third level
are reading the 'Iliad'; in fifth grade they read Homer's 'Odysse
y.'. . .Most children don't like to rewrite. Oh no? Our children say,
'Give me
one more chance!'. . .No child will fall through the cracks in our school."
ddAnd then she made an irresistible claim: "Every single one of our kindergart
ners in both schools is reading! Every single one! I
don't get up here and say
it unless it's true."
ddKimlee Acosta, an employment agency worker and mother of two boys in the publ
ic schools, was sold. She found a pay phone
and called her friend Christine Lit
aker, who was still at work. "You got to get down here," said Acosta. "It's
freakin' great! They're
going to start school at 8; they go to 3:30! My kids st
art school at freakin' quarter to 9." India Sloane, a home health aide with a
daughter entering kindergarten, thought it sounded better than her local public
school. "I'm going to apply her for this school," she
said. "It have good q
ualifications for, you know, a child."
ddThat night, hundreds of Jersey City parents signed up their children for a sc
hool that didn't have even a building or location yet,
run by a company whose e
ntire track record is two schools, each in existence for less than a year. The
parents were willing to take
the plunge, because while they didn't know fully w
hat they were getting into, they knew they weren't pleased with what their chil
dren
had.
ddStill, not everyone was converted. While Robert Silberman liked it, his wife,
Karen, thought it sounded militaristic. "I guess we're
having a disagreement,
" she said. And Sandra Oviedo has a son who's having problems with math in a s
chool that uses a similar
method. "It's not magic," she said. Even many paren
ts eagerly signing on the dotted line were wondering if there really could be s
uch
a miraculous urban public school where every kindergartner reads.
ddThis is the cutting edge of the school-choice movement, and it is stunning to
behold because it is so radically different from what
has come before in publi
c education, and at the same time so much in sync with this era, when the free
market is entrusted to deliver

the best public-policy choices for us all. In th
e new education marketplace, public schools are expected to sell themselves
agg
ressively, and the burden of figuring out what is real and what is hype falls n
ot on regulators or district bureaucrats or boards of
education but on parents.
During the question period at that April meeting, Carlos Garcia asked what kin
d of guarantees went with
all the company's promises. "What happens if my chil
d does fall by the wayside?" Garcia asked. "I'm having that now, in another
c
harter school."
dd"You're asking what recourse you have if we don't do what we say," Madigan
responded. "I don't have a good answer for you.
If this school doesn't do it,
you tell other people and we don't keep in business."
ddIn short: Let the buyer beware.
ddEach new school year brings more charters, and that in turn is pressuring pub
lic schools to sell themselves harder. Since 1991,
when Minnesota passed the fi
rst charter legislation, 32 other states, including New Jersey (but not New Yor
k), have followed suit,
and there are currently 786 charter schoools in America
, with 400 to 500 more expected this fall. They tend to be in big cities, but
e
xist in suburbs and rural areas, too, varying enormously in philosophy and qual
ity. While most are run on a nonprofit basis, started
by parents and educators,
there are also about a dozen for-profit charter companies, including Edison, t
he best known, which will
have 48 schools by fall, and Advantage, which will ha
ve 7 or 8. The movement has attracted support across the spectrum, from
conserv
ative businessmen like Steven Wilson, a founder of Advantage, to liberal public
educators like Deborah Meier, who created
the widely admired Central Park East
public school in Harlem in the 1970's and recently started her own charter in
Boston.
ddIn Jersey City alone " where six charters have been approved " there is one s
tarted by white yuppies and one by the Urban
League. There are charters that st
ress basics, and there is the Learning Community charter, which uses the Bank S
treet model and
has a principal who warns parents that there will be little hom
ework and no textbooks. When Kiwan Fitch is asked what she likes
about that cha
rter, she mentions the time her kindergartner, Brandon, dissected a fish.
ddAnyone in New Jersey who wants to start one " parents, teachers, professors,
businesspeople " submits a plan to the state. If
the state approves, then that
plan " the charter " becomes the blueprint for the school. A charter school is
free and open to any child
who lives within the public-school district where th
e charter school is located. Typically, too many children want to attend and a

lottery is held.
ddFinancing is all tax dollars, and that is where the competition comes in, whe
re things turn nasty: nearly every dollar that goes to
a charter is subtracted
from that district's public schools. Jersey City public schools currently recei
ve about $7,000 from the state and
city for each child educated. When a charter
 opens, it receives most of that $7,000 per child enrolled and the public schoo
l loses that
$7,000 per child. So Advantage's charter, with 500 students, would
 receive close to $3.5 million in public funds that would have
otherwise gone t
o Jersey City public schools. The numbers make it easy to understand the hard s
ell at that April meeting. Every
family could bring in at least $7,000 to Advan
tage Schools Inc.; Kimlee Acosta's two sons were worth a cool $14,000.
ddNor are public-school districts sitting by quietly as their funds and motivat
ed students are skimmed off. Of 23 new charters
approved this year in New Jerse
y, 14 faced legal challenges, most claiming they were an unfair economic drain.

ddSupporters of school choice say that rather than being hurt, good public scho
ols will rise to the market challenge and improve.
And you can see some of that
 in Jersey City, at schools like P.S.16, where the principal and parents are al
so out selling their school
hard. Fortunately, P.S. 16 has lots to sell: it's a
 small school in a handsome old building in a gentrifying neighborhood ofbrowns
tones, with a poor yet upwardly mobile immigrant population whose children have
 some of the city's best test scores.
ddMornings at P.S. 16, before school, Bob DiTursi, the principal, leans out his
 window, joking with parents on the sidewalk below.
"I'm drumming up business,
" he says, pulling his head inside. He is not kidding. He wants 40 kindergartn
ers for next September,
enough so he can have two small classes of 20 each. Las
t fall, he fell short of 40 and it cost him. When the citywide classroom census

was completed last October, he had only 31 kindergartners; the district decide
d that wasn't enough to justify two teachers and took
one away, merging the chi
ldren into a single, large class. Since then, when parents considering P.S. 16
for next year have visited,
they've been discouraged by that overcrowded kinder
garten. The principal fears that these motivated parents " the ones whose
child
ren do best on the state tests that everyone follows in The Jersey Journal " wi
ll go elsewhere. And so he has been hunting
kindergartners, visiting downtown h
igh-rises to pitch parents. He also has been giving out zone waivers to middle-
class families who
prefer P.S. 16 to their neighborhood school, P.S. 9, one of
the city's worst.
ddP.S. 16 has had help, too, from Charlotte Kreutz, though she doesn't even hav

e a child there yet. Kreutz, a designer married to
an architect, believes in su
pporting her local public school and wants to send her 4-year-old, Georgia, to
P.S. 16 " if the kindergarten
is not too large. In March, Kreutz created a flie
r that explained the kindergarten situation, titled "Consider P.S. 16, a Great
School
in Your Own Neighborhood!" She spent hours stuffing mailboxes and butt
onholing parents. In this way, Kreutz lined up five families
with children ente
ring kindergarten who said they were leaning toward P.S. 16. Nothing is sure, h
owever, as parents jockey on behalf
of their children; several had their names
in lotteries for charters, too. Even Kreutz was torn. "If Georgia's in a class
of 30 kids, I'll
be really unhappy. I don't know what I'll do. I don't want to
be a bleeding-heart liberal making a point about public schools and
sacrificin
g my child."
ddEvery reform has limitations, and the problem with school choice is what happ
ens to schools that have nothing to sell, schools
left behind after the most-mo
tivated families have made their choices and moved on. P.S. 39 is widely regard
ed as Jersey City's worst
elementary school, a large, dark building at the end
of a dead-end street surrounded by a 25-foot-high chain-link fence that makes
i
t look like Riker's Island. The school has the city's lowest test scores and th
e most poor children, 94 percent qualifying for free
lunches, many living on we
lfare in the Duncan Avenue projects. Midyear, the principal resigned. The week
I visited, fights frequently
broke out; the lunchroom was in chaos. The stereot
ype of bad inner-city schools is overcrowded classes, but so many parents work
hard to get their children elsewhere " whether a charter, a Catholic school or,
by using a fake address, a better public school " that
at P.S. 39 average clas
s size is actually small, 21.
ddAt P.S. 39, in Laurie Ralph's third grade this year, a girl named Fathema oft
en screamed, rolled on the floor like a dog and fought,
making it impossible to
accomplish anything some days. There were times the veteran teacher broke down
crying. Fathema's mother,
Peggy Smith, 30, says she doesn't know how to handle
her daughter, either. One thing is certain: Smith won't be signing up her five

children (three of them in special education) for a charter. She had never hea
rd of charters. "I don't know too much about them," she
says.
ddThis year's Jersey City Teacher of the Year is from P.S. 39, Jerri O'Brien-Ca
ss. She works long hours and learns about the personal
problems her third grade
rs face at home so she can help them better. For one boy who can't read and is
failing, she sent home 17 notes

requesting a parent conference " with no respon
se. P.S. 39 is on the losing side of the school-choice debate, and it enrages t
he
teacher of the year. "If my best students, my Schnelle and my Phillip, are
going off to charter schools, God bless them " let them
go if it gives them bet
ter lives," she says. "But that makes us like a prison. We'll be the Last Sto
p Incarceration Public School."
ddThe answer from school choicers would be if P.S. 39 doesn't work, get rid of
it and let the children of the Duncan Avenue projects
choose among the city's b
est schools. In fact, Jersey City children can leave their neighborhood school
and pick another if that other
school's principal signs a waiver saying there i
s room. Unfortunately, most Jersey City schools are overcrowded, and schools in
the
more upscale neighborhoods are the most overcrowded. Those schools, which
also have the top test scores, like P.S. 27, P.S. 38 and
P.S. 6, average 30 in
first grade. And Jersey City's Mayor, Bret Schundler, who is a national leader
of the school-choice movement
and regularly disparages his city's public school
s ("They're a failure," he said), is not much help. While the state has tripl
ed its annual
aid to Jersey City schools in the last decade, the city's contrib
ution has shrunk from $91 million in 1990 to $72 million this year.
Schundler r
ecently used his political clout ($34 million in city bonding power) not for pu
blic schools but to finance six new buildings
to be occupied by charter schools
.
ddThis diversion of resources is public educators' worst fear and has so far ke
pt charters out of New York. A push this spring to pass
a charter bill by a coa
lition including the Republican Governor of New York, George Pataki, and Democr
atic legislators from heavily
minority districts has been stalled by the associ
ation for public-school boards and the teachers' union, among others.
ddThe school-choice debate is most importantly about how to design an effective
public system to educate poor children, as Deborah
Meier, the progressive educ
ator, argues in "The Power of Their Ideas." The middle and upper classes, she
points out, have always
enjoyed school choice. If they don't like their public
school, they can choose a private school or move to a suburb. Indeed, in the
1
960's and 70's, thousands of white ethnic Jersey City families exercised choice
by moving to suburbia. Today, Jersey City, the state's
second largest district
, has 32,000 mainly minority children " a mix of Hispanics (38 percent) and Afr
ican-Americans (41percent),
along with immigrants. It is a place where several
major reform efforts are going on at once, making it a good prism for viewing
s

chool choice. In 1989, the state took over Jersey City's public schools and sti
ll controls them, the longest-running takeover of a
failing system in the natio
n. Of 39 charters approved in New Jersey since 1996, when the Republican Govern
or, Christine Todd
Whitman, won passage of enabling legislation, Jersey City ha
s 6, second only to Trenton.
ddJersey City's Mayor Schundler has been a vocal school-choice advocate. He is
a popular Republican in a Democratic city, a
39-year-old Harvard-educated bond
salesman turned politician with a reputation as an urban reformer. The shift in
Schundler's focus
in recent years from vouchers to charters reflects a nationa
l switch by Republicans that has helped bring the choice movement into
the main
stream.
ddIn the early 1990's, Schundler's thrust was getting the state to approve publ
icly financed vouchers that children could use to attend
Jersey City's Catholic
schools (which have lost much of their white ethnic population) or other priva
te schools. While vouchers havebeen opposed by most Democrats, teachers' unions
and civil libertarians as a violation of the separation of church and state, t
he
opposition of those groups did not count much in New Jersey by 1995. Republi
cans controlled the legislature and Governor's
Mansion. Schundler was confident
; a few states had passed pilot voucher programs. The Mayor looked to his ally,
Governor
Whitman, to lead the way.
ddHe was hung out to dry. When forced to declare themselves, the suburbanite Go
vernor and suburbanite legislative leadership had
no passion for vouchers. Thei
r constituents didn't need vouchers " their suburban schools were first rate. A
nd did they really want
to raise taxes so inner city children could attend priv
ate schools? Trying to put the best light on it recently, the Mayor described i
t
this way: "Whitman didn't push as hard as I thought. She feels complacency o
n this issue." Vouchers also would have aligned the
party with the Christian r
ight, an unpopular stand in a swing state like New Jersey.
ddCharters, on the other hand, were smack in line with mainstream Republicanism
" market- driven, secular schools that required
no tax increase. While Mayor S
chundler still wants vouchers, he is now pushing charters " particularly "his'
' charter. The Advantage
charter that so many parents signed up for that April
night is known as "the Mayor's School." The Mayor hooked up with the
for-prof
it Boston company; he is constructing a building with city bond money that will
house the charter, at considerable savings
to Advantage. So far, charter chain
s, including Edison, have not been profitable, but deals like this one could tu
rn that around. Critics

of the Mayor say he is doing everything possible to mak
e "his" charter a success that he can show off if he runs for higher office.
ddThat is not how the Mayor sees it. "I'm fighting for the kids; I'm fighting
for the taxpayers," he says. "School choice is the civil
rights struggle of t
his generation." Jersey City voters seem to agree. In April, all four on the M
ayor's slate for the school board "
not one of them with a child in public scho
ol " defeated a slate of candidates from the teachers' union that has long batt
led the Mayor
over school choice.
ddThe Mayor believes Advantage's approach, using constant drill and repetition,
 will work best "for children coming from
less-advantaged homes. One problem t
hese kids have is lack of confidence. They don't believe in their own potential
. That discipline
will be good for them. The teacher'll say: 'The Declaration o
f Independence was signed July 4, 1776. What day was the Declaration
of Indepen
dence signed?' Disadvantaged children are shy to answer questions like this. Th
is system doesn't allow children not to
answer. The child gets used to his own
voice, gets used to being told he's right. It's not that hard to give answers i
f someone just told
you. They memorize back and know and get used to a lot of A
's on quizzes. That may not be ideal in suburban Short Hills, but it's
bringing
 a lot of value-added for our children." I asked the Mayor if he would send hi
s daughter to the Advantage charter. She is 6
and attends a Christian school in
 Hoboken. No, he said, "I like a big dollop of Christianity with my education.
" But there were other
reasons he wouldn't pick "his" charter for his daught
er. "Those schools are best for certain children," he said.
ddAll late winter and spring, parents feverishly researched school options. Ang
ela George, a worker at an import company, visited
every charter, got a book fr
om the library on how to evaluate a school and called the Board of Education fo
r a copy of its first-grade
curriculum. Barbara Jeski, a Polish immigrant and s
ingle mother who works in housekeeping at a Manhattan hotel, speaks little
Engl
ish and so toured the Learning Community charter with her neighbor from the apa
rtment upstairs, Amanda Merlino. Merlino
has been advising Jeski on her daughte
r Patricia's education and suggested the charter might be better because of the
 smaller classes,
16 versus 28 at P.S. 25. But when Merlino heard about the sch
ool's progressive ways, she wasn't so sure. "It was more yuppieish than
we exp
ected " there was this Chinese yup walking around with her nose in the air," s
he said of one parent. "But I kept quiet; I didn't
say anything. I figure mayb
e this is an opportunity for Patricia to be around a better class of people, a

mother and a father and both
working. Maybe we have to do this for Patricia " s
he has to know how to associate with rich people."
ddThat Chinese yup was actually Christel Factura, a Filipino who immigrated in
the early 1990's and, like her husband, is a computer
programmer. Factura was i
mpressed with the charter's cheery rooms, the willingness of teachers to let ch
ildren progress at their own
rate. She wouldn't consider her local public schoo
l for her kindergartner, didn't know its name. And if her son wasn't picked in
the
lottery? "Probably move to the suburbs," she said.
ddCarolyn Brewington, a single woman raising a troubled friend's son, heard abo
ut Learning Community from a neighborhood
hairdresser who has a child at the ch
arter and recommends it to her customers with hyperactive boys. "The public sc
hool can't handle
my Tre," said Brewington, an office manager's assistant. "M
onday, an hour after I arrived at work, the aide calls: 'Tre's throwing rocks
i
n the classroom.' I know he's not easy. He has trouble sitting at a desk all da
y." What caught her attention was the charters' attitude
on discipline. "If a
teacher's reading a lesson and a child is in the corner with his feet up not t
aking part, it's not considered a
disciplinary problem as long as he's not disr
upting the class," she said.
ddIn the course of visiting charters, I spoke to hundreds of parents. What dist
inguishes them is their motivation. They are out hunting
something extra for th
eir children. School-choice advocates try to debunk the idea that charters are
elitist. They point out that charters
tend to have a higher percentage of poor
and minority children than most American schools, and in a sense they are right
. Even the
most "yuppified" Jersey City charter, the Learning Community schoo
l, is impressively integrated with 43 percent of its children poor
enough to qu
alify for free lunches " far more than in most suburbs. But, if you compare tha
t charter to the Jersey City public-school
district it competes with, the chart
er is skimming. The average Jersey City elementary school has 76 percent free l
unches. In fact,
all Jersey City's charters have fewer students qualifying for
free lunches than an average Jersey City public school. Even the
Advantage scho
ol in Rocky Mount, N.C., that Mayor Schundler says is so well equipped to serve
Jersey City's poor, is skimming;
38 percent of its children qualify for free l
unches versus 49 percent for Rocky Mount elementary schools.
ddThis is common sense. The poorest, most troubled parents aren't running aroun
d looking for charters. The mother of the boy in
O'Brien-Cass's third grade at
P.S. 39, who hasn't answered 17 notes home, isn't shopping for charter schools.

The family that P.S.
39's vice principal left school to help one March day bec
ause they were being evicted from the projects isn't shopping for charters.
Tha
t is precisely one of the attractions of charters for motivated parents.
ddThere are liberals who were surprised when articles began appearing about Afr
ican-Americans in Democratic cities like Cleveland,
Denver and Milwaukee joinin
g Republicans to push for charters and vouchers. But parents like Tonia and Bob
by Washington of
Jersey City are part of a growing African-American middle clas
s and simply want the best for their three girls. The Washingtons areno more wo
rried about the implications of charters creaming off top students from public
schools than whites were a generation ago
when they moved to suburbia.
ddThe Washingtons rarely see each other during the week. He works a day shift a
t the post office, and after he gets home, she leaves
for the night shift at Ne
wark Airport, servicing jets. That is the sacrifice they make for their childre
n; they do not hire a baby sitter,
partly to save money but more because they w
ant to raise the girls themselves. Most mornings, on a few hours' sleep, Tonia
walks
their oldest, Sunaya, to P.S. 20, leading her in and watching her take he
r seat in her first-grade classroom. Afternoons, before work,
she walks Sunaya
home.
ddIn February, the Washingtons put Sunaya's name on the waiting list for the Le
arning Community's first grade, in case a midyear
opening came up. They also en
tered her in the lottery for next fall's second grade. It's not that the mother
thinks the public schools
are so bad. In fact, when her husband said, "They'r
e not what they used to be when I"", " she interrupted: "That's not true, Bob
by.
They're getting better. I saw test scores in the paper." In the nine years
after the state takeover, P.S. 20 went from 68 to 85 percent
of eighth graders
' passing the state competency test. "They're getting reading from that test,'
' says Tonia. "The children will be up
to standards. They keep taking and taki
ng the test until they get it right." She's pleased with her daughter's progre
ss. "She reads well;
she writes very legibly. Her math skills are excellent."
So why pursue a charter? "Just too many children at P.S. 20." It averages 28

in first grade. "Kids get neglected," she says.
ddEvery week this spring, she called the charter principal, Michael Weinberg, t
o see if there was an opening. "I understand from
Mr. Weinberg a family may be
going to Florida," she said. "They keep saying the family hasn't moved yet.'
' The Washingtons are
Democrats " "the party for the working people," says Bo
bby " but vote for the Republican Mayor. "I like his ideas," he adds. "What

they need is more charter schools around here."
ddSchool choice is not entirely new. in the 1970's, public schools known as mag
nets offered enrichment programs as an incentive
to pull children from neighbor
hood schools. Originally, magnets were a way to improve racial balance voluntar
ily, but over time
these schools became a place for smart educators to try new
ideas. New York City's District 4, which includes East Harlem, is the
best-know
n example of school choice relying on magnets. Still, magnet schools are ultima
tely controlled by a district's central office.
If the Chancellor decides that
New York's small magnet high schools should have larger class sizes, he can ord
er it. A magnet is like
a corporate subsidiary. A charter is like having your o
wn business. Deborah Meier left New York to start a school in Boston because
sh
e felt the charter model offered more freedom for reform.
ddThe best argument for choice is the schools created. At their finest, they ar
e gems that challenge people to rethink public education.
In "Miracle in East
Harlem," Seymour Fliegel, a former New York City school administrator now at t
he Manhattan Institute, a
conservative think tank, makes the point that when ed
ucators create their own school, they have a sense of ownership that energizes
a whole building. Bobby Washington, the Jersey City postal worker, noticed it,
too: "I walk into the public school, I see people doing
a job; the charter is
a mission."
ddLibby McDonald is an unusually creative woman, an Ivy League-educated writer
and filmmaker, married to a lawyer, with a
4-year-old, Matilda, who is beginnin
g to read and speaks Russian with her nanny and dad. In 1995, McDonald decided
to start a
charter. She spent months researching, took inspiration from Meier's
school and on a February night invited over a few friends to
discuss the idea.
"Forty showed up " that's how hungry people were," she says. Over the next t
wo years she put in many 40- to
60-hour weeks, all voluntary, laying the ground
work. When parents needed $2,000 to advertise for a director, they held a potlu
ck
dinner. Seventy people donated much of the summer of 1997, turning part of t
he local Boys Club into the Learning Community
school.
ddThe first six months that the school was opened, the six teachers were absent
a total of two days. In Debra Wittig's kindergarten,
the 15 students spend the
ir time in creative play. It is often noisy, but Wittig does not raise her voic
e. "Brandon," she says, "you may
not scream in Philip's face." Wittig reads
to them a lot, and they are constantly looking through books, but the educatio
n process is
subtle, indirect. At one point, five girls sit in a circle taking

turns holding the class rabbit for one minute each, passing it to the next
pers
on after they've counted to 60. During the spring rains, they were fascinated b
y worms washing out of the ground, so Wittig
created a worm unit. "We had seri
ous worm frenzy," she says. All over the room were charts of worm parts, giant
papier-mache
worms, worm stories written in "creative" spelling that is inco
mprehensible to a visitor. When I ask Wittig how many of her
kindergartners rea
d, she says, "Maybe 8 of 15."
ddPerhaps the most striking thing about charters is how, with smaller budgets t
han public districts " they get no capital funds "
several have created schools
with 15 or 16 in a class. It is the thing parents mention first. Most charters
do this by paying teachers
below union wage (a key reason teachers' unions are
lukewarm to charters). The Learning Community charter hired young teachers
for
$28,000 to $30,000, while the average Jersey City public school teacher has 18
years' experience and makes $65,650.
ddBut there is a Jersey City charter, Soaring Heights, that pays union scale "
a veteran kindergarten teacher, Joan Incognito, makes
$67,800 " and has 16 per
class. "We started with those two premises," says the dean, Nancy Lomba. "Ev
erything else we just had
to make do." Part of school choice is allocating sca
rce resources, as a comparison between Soaring Heights (85 children in
kinderga
rten through fourth grade) and P.S. 42 (167 in the same grades) makes clear:
ddP.S. 42 pays $224,000 to rent commercial space, plus $95,000 to three janitor
s and $23,751 for a security guard. The charter rents
shared space in a church
for $59,000, which includes cleaning and a buzzer security system. P.S. 42 has
a teacher for gifted students
($41,700), a librarian ($75,600), three teachers'
assistants (at $17,000 apiece) and an English-as- second-language teacher ($45
,000).
Twice a week, it has a music teacher ($34,500), art teacher ($28,000) an
d guidance counselor ($37,500). The charter has none of
those. The charter has
no playground or gym; kids play in the parking lot. It has no cafeteria; childr
en eat at their desks. On the other
hand, P.S. 42 has 31 in second grade, 25 in
first and third " while the charter limits classes to 16.
ddThe opening of so many charters so quickly highlights how slow public systems
are to adapt and how their budgeting process
contributes to the lethargy. The
capital budget for building a new Jersey City public school is totally separate
from the operating
budget. At P.S. 3, parents have been forming committees for
20 years to design a new school. The latest version calls for dividingP.S. 3 i
nto a two-school complex with a 50-meter pool, two gyms, three ballfields, two
libraries and two auditoriums " at a cost

of $40 million. When I asked Jersey C
ity's Superintendent, Richard DiPatri, if it wouldn't be smarter to build a mor
e modest school
and use the savings to reduce class size, he says, "Parents wa
nt palaces." If P.S. 3 ever gets built (the more it costs, the less likely tha
t
is), it would in all probability become the most overcrowed palace in the cit
y. That distinction now belongs to P.S. 17, opened in
1996 at a cost of $21 mil
lion, with the city's largest class size, an average of 30.

ddApril 3 was the lottery for Learning Community, the "yup charter." Eighty p
arents had applied for 20 slots, and while the children
picking numbered Ping-P
ong balls from a box were cute, people were too tense to notice. When Carol Les
ter's number was called,
she pumped her fist and gasped, "Yes!" The Washingto
ns' daughter, Sunaya, didn't make it, and they weren't sure what to do next
yea
r. Christel Factura's son didn't either. "We are going to find a place in the
suburbs," she said.

ddThe news was mostly bad for Charlotte Kreutz, the mother who had worked so ha
rd to recruit kids for P.S. 16's kindergarten. Two
of the five families she was
counting on were sending their kids to the charter. The rest were making other
plans. "It dropped to just
me. I was feeling kind of isolated, a little panic
ky." But she was sticking to her plan, though she wouldn't know the class size
till fall.

She sat in on P.S 16's kindergarten and was impressed with the teac
her, even with so many kids. "The kids seemed very attentive,"
said Kreutz. '
'She has a beautiful singing voice " all of a sudden she broke into this lush s
oprano. The nursery school where Georgia
is now, the teacher is tonedeaf."

ddThe charter was no longer an option for Carolyn Brewington's first grader, Tr
e. He wasn't reading, and his behavior was worse.
"He was suspended from schoo
l for two days. He and a class member were passing a knife." She asked P.S. 14
's child-study team
to screen him for special education. "One of the main ince
ntives to keep Tre in public school," she said, "they give extra help."

ddThere are great benefits for the reform of the moment, including the ability
to attract new talent and money. The Clinton
Administration, always quick to ju
mp on a popular Republican idea, has been giving grants of up to $100,000 to ch
arters to hire
community outreach staffs to attract students.

ddBut even in the glow of newness, problems have surfaced in Jersey City. Small
schools are most reformers' goal, but can be fragile,
held together by a few p
eople. In December, Gateway, a small Jersey City charter, suddenly had three of
its four staff members,
including the principal, quit in a dispute. State offi
cials supposedly overseeing charters were caught off guard; a monitoring team

h
ad yet to visit the school. Midyear, parents had to decide: stick it out or jum
p ship?
ddCharters are public institutions run by private groups. Will they keep themse
lves open to scrutiny when they have problems? I
had scheduled an interview wit
h Silvana Mazzella, a leader of ACORN, a community group granted a charter to o
pen a school for
150 students. She stood me up and did not return dozens of pho
ne messages. Finally, a director of another charter told me there were
problems
; the school would not open this year.
ddWhile there's evidence school choice can produce positive results, it's hard
to say whether it's better than the many other reform
efforts. New York City's
District 4 (by creating an extensive magnet system) and the state effort in Jer
sey City (by installing state
officials at the top to remake a corrupt system)
have taken different routes yet seem to have produced similar results. A recent
study
by Paul Teske and Mark Schneider evaluating test scores in District 4 no
tes considerable improvement since school choice was
implemented. The study con
cludes that District 4 is performing significantly better than other districts
with similar demographics
but no choice. It points out that test scores improve
d even at District 4's neighborhood schools.
ddAs for Jersey City, since the state takeover, its elementary test scores have
gone from the middle of the pack among the state's
dozen largest, poorest dist
ricts to No. 2; 79.6 percent of Jersey City eighth graders passed the state's r
eading test in 1997, compared
with 56 percent in 1991. And all its bottom schoo
ls, with one exception (P.S. 39), have improved scores, too. State officials ha
ve
achieved this by letting principals control the hiring of teaching staff as
well as giving them more say in their budgets. (Before the
takeover, a crony of
a former mayor, who was promoted from gym teacher to assistant superintendent,
assigned teachers to schools
depending on whom they'd supported in the electio
n.) The state has added public- school pre-K classes and all-day kindergarten,
and
introduced Reading Recovery, a highly regarded national intensive remedial
program. And when principals don't get results, they
are gone. Citing the test
scores and reforms, Whitman has pronounced the state takeover in Jersey City a
success.
ddOf course, it is also possible to reach the opposite conclusion, as does Mayo
r Schundler, calling the takeover "a total failure."
When Jersey City " or Ea
st Harlem " is compared with suburbs and the rest of the state, the results are
abysmal. Of 455 districts
in the state, Jersey City eighth graders rank 439th

in reading scores. And while their test scores are climbing, everyone's have cl
imbed
since the eighth-grade test was introduced in 1991. As the market ethos h
as taken hold, parents and politicians have increasingly
demanded school accoun
tability, and by that they mean better test results. Schools are devoting more
time teaching to the test,
creating curriculums that prepare kids for the tests
.
ddAnd this will intensify as charters spread. Now charters are making hay off p
arent concerns about test results in big cities. Soon
charters will feel that h
eat. The Advantage school in Rocky Mount isn't a year old, and already Cheryl E
llis, an administrator, is being
pressured to include prep units for North Caro
lina's competency test. "It makes me want to throw up," she said. "We're all
being
measured by the test, the test, the test."
ddDuring an interview, DiPatri, the Superintendent appointed by Whitman to run
Jersey City schools, mentioned test scores right
away. "Ten years ago, Jersey
City was at the bottom," he said. "Now we're far above all the other big ones
, except Union City." Later,
when I checked old scores, I realized Jersey City
never was at the bottom; depending on which big districts you used for compari
son,
it was in the middle of the pack, or as high as fourth at the time of take
over. After discussing this with DiPatri's executive assistant,
Joanne Kenny, s
he said: "I agree. We like to put our own spin on it." The flip side of schoo
l choice is test spin.
ddTheodore Sizer, founder of the Coalition of Essential Schools, has tried to m
ove educators away from assessment based on tests
and toward more complex metho
ds like portfolios that show a range of a child's work and creativity. He point
s out that test scores
correlate most closely with social class: "If you look
at a lot of test scores, they match family income." Indeed, after nine years o
f
state takeover in Jersey City, with all the innovations, if you look at the t
est results for the 27 elementary schools, the school with
the most middle-clas
s kids, P.S. 27 (63 percent free lunches), is at the top, and the poorest schoo
l, P.S. 39 (94 percent free lunches),is at the bottom. And there is considerabl
e correlation: the more free lunches, the lower the test scores. The exceptions
are schools
like P.S. 16 (84 percent free lunches) dominated by immigrants. Wh
ile poor in this country, they often came from middle-class
backgrounds in thei
r homelands.
ddWhen I asked to meet a top eighth grader at P.S. 39 " a predominantly African
-American school with many second-generation
welfare families " the guidance co
unselor introduced me to Edward Adu Jr. Edward's family immigrated to Jersey Ci

ty two years
ago from Africa. He is the P.S. 39 valedictorian and the only chil
d accepted to attend Academic High next year, Jersey City's elite
high school.
In Ghana, his father was a skilled mechanic, and Edward attended a private scho
ol where he took 13 subjects a day,
learning English and several other language
s on top of his native Twi. He knows little of America beyond P.S. 39; while he
 has stood
on Jersey City's docks and looked across the Hudson to Manhattan's s
kyscrapers, he has never visited there. When asked what has
surprised him about
 America, he says, "It seems the schools in Africa are better than here."
ddOne night, three hours into a Jersey City school-board meeting full of squabb
les, the complexity of school reform suddenly hit
me smack in the ears. An angr
y parent was screaming at the Superintendent: "Since you came in '89, our test
 scores has gone
nowhere! What are you planning to do, Mr. DiPatri, to bring ou
r children's test scores up? I don't see no improvement, no
improvement at all!
"
ddThe sales pitch that accompanies school choice dazzles, promising to deliver
more, better, sooner, when the reality is that
education is an intricate proces
s filled with subtle challenges like how to foster curiosity. When I asked Robe
rt Slavin of Johns
Hopkins, Grover Whitehurst of Stony Brook and Courtney Cazde
n of Harvard whether that Rocky Mount charter really could have
all its kinderg
artners reading, the experts answered me with questions. What did the school me
an by reading? Learning the phonetic
code? Comprehending words being sounded ou
t? Basic literacy? Developing a lifelong love for books? Slavin, whose own
dire
ct-instruction reading method, "Success for All," is used in 750 schools, que
stioned whether it was even desirable to push all
kindergartners to read. If a
child's too young, he asked, will that child be frustrated and turn off?
ddIn May, I flew to Rocky Mount to see the school where every kindergartner cou
ld read, opened last fall in a vacant J.C. Penney.
Advantage had done a lovely
remodeling job, painting the rooms white with muted green and purple trim. Stud
ents wore uniforms
and did indeed fold their hands as they walked the halls. Th
e school has been well received; 900 have signed up for 690 slots.
ddShortly after greeting me, Joshua Solomon, Advantage's spokesman who had flow
n from corporate headquarters in Boston to
escort me, said, "All the kindergar
ten kids read, you know."
ddEverything is taught straight from workbooks developed by the Engelmann Becke
r company. So while classes are large " 30
in most grades " they can be broken
into groups taught by anyone, since all the instructor is doing anyway is readi

ng straight from
the text. In fact, 15 fifth graders in a top math group are ta
ught by Colleen Burnham, the school receptionist. "All you have to
remember,"
she said, "is you can't go off the script."
ddI mentioned to Ellis, the school's curriculum coordinator, that I had heard s
tudents were reading the "Iliad" and "Odyssey."
"Actually," she says, "w
e didn't get to that this year." I asked if all 96 kindergartners were reading
. "Actually we have six that aren't,"
she said. "We pull them out for extra
help." Still, 90 of 96 reading sounded good.
ddDuring the morning, there is no play in kindergarten. They sit in groups for
a half-hour each of reading, math and language-arts
drill, and in between work
independently, filling in blanks on work sheets. I've never seen such a quiet k
indergarten. In math group,
the teacher says: "87 minus 1 equals 86. Everyone
what's the answer?" and snaps her fingers.
dd"87 minus 1 equals 86," they chant.
dd"49 minus 1 is 48. Everyone what's the answer?" [snap]
dd"48."
dd"Christopher, 43 minus 1, what's the answer?" [snap]
dd"88," says Christopher.
dd"Again, 43 minus 1 is [snap] 42. 43 minus 1, what's the answer Christopher?'
'
dd"42."
ddI asked the teacher, Christine Marsh, if she would allow a few to read to me.
I'd brought my own beginning books; I wanted to
know if they could read someth
ing basic they'd never seen. I requested readers from the lower groups. The fir
st boy looked at the
first line of "The Haunted House": "I am a ghostie." H
e couldn't even read "I." Marsh went to the second line looking for a word he

would know and pointed to "the." The boy said, "T." "I'm surprised," Mar
sh said. "That was one of the first words we learned."
ddI handed the second boy "Raindrops." The first page says, "Drip, drip, dro
p." He couldn't read it. The teacher gave him hints about
the pictures of rain
falling. Finally for "Drip, drip, drop," the boy guessed, "Rain, drop. . .n
o, I don't know."
ddAfter many prods from the teacher, the next child, a girl, in agonizingly slo
w fashion, sounded out "Drip, drip, drop." After more
hints on the next page
" "Rain is falling on my house" " she got "Rain is," but could not get "fa
lling," "my" or "house." She was
a tiny girl, and it was touching to see h
ow mightily she worked at it and how much her teacher wanted her to read.
ddLike kindergarten teachers all over America, at the start of this day Marsh h
ad written on the board: "Good morning. Today is
Monday. The date is May 11, 1
998." I asked, if she changed "Good morning" to "Good afternoon," how many
could read it. "Maybe

half," she said.n
Publication#W\ P0P# 61. The New York Times"Publication" #:\ P1P# 06/14/98Sect
ion: The City Weekly Desk; Section 14; Page 8, Column 3

Headline#\ P2P# Modular School Plan Is a Racial Solution, Opponents
SayHeadlin
e #:\ P3P#
By MACARENA del ROCIO
HERNANDEZ
The solution to a shortage of high school seats in Riverdale seems simple eno
ugh: expand a local middle school, M.S. 141 on West
237th Street, to include gr
ades 9 through 12.
ddBut the proposal, discussed at a heated meeting of the local school board las
t week, has focused attention once again on
longstanding ethnic and income divi
sions within both the community and the board.
ddThe central Board of Education has approved construction of a modular school
for about 600 middle school students, to open in
September 2000 in front of Joh
n F. Kennedy High School in Marble Hill, a predominately black and Hispanic nei
ghborhood in the
southern part of Community School District 10. Under the propo
sal, many students from P.S. 7 in Marble Hill would attend the
modular school i
nstead of M.S. 141, a more affluent, largely white neighborhood to the north. M
.S. 141 would then get most of its
students from P.S. 81 and P.S. 24, both in R
iverdale.
ddHispanic parents raised several concerns about the modular school " its proxi
mity to Kennedy, which has a poor safety record,
its size and the potential exc
lusivity of the rezoned middle school in Riverdale. "Separate but not equal,"
one parent in the audience
yelled.
ddBut Riverdale parents say the plan would allow them to stop sending their chi
ldren to expensive private high schools or to
competitive public schools far fr
om home, which they do now because they say their neighborhood has no good publ
ic high school.
They also say all children gain by attending schools close to h
ome.
ddThe nine-member local school board considering the proposal split along simil
ar lines. "To eliminate seats in a district that is so
severely overcrowded is
unconscionable," said a member, Myrna Calderon. "We have converted classroo
ms that were at one time
bathrooms."
ddBut Ted Weinstein, a member who lives in Riverdale, said: "Your local school
s have to be attractive enough for people in that
area. If people are not sendi
ng their kids to the local schools, then there is a problem."
ddThe proposal, subject to approval by the local board, the central board and C
hancellor Rudy Crew, has not been refined enough

to determine whether rezoning
might violate desegregation guidelines.
ddAfter the meeting, parents voiced their concerns about race to local board me
mbers. Rosa Diaz, who has two children attending
P.S. 7, said some white parent
s blamed Hispanic students for a recent decline in reading scores at M.S. 141.
She fears her children
will not be able to attend the middle school in Riverdal
e. "It's because of this," she said, touching her arm, "the color of my skin
."
ddBut plan advocates say race is not an issue. "This is not a matter of exclus
ion or segregation, it's a matter of where people live,"
Mr. Weinstein said. '
'This is not an attempt to create a white school. At most it would be an integr
ated school." MACARENA del
ROCIO HERNANDEZn

Publication#W\ P4P# 62. The Washington Times"Publication" #:\ P5P# 06/13/98;
Edition: 2; Section: A;METROPOLITAN TIMES; Page A11

Headline#\ P6P# Four Arlington schools to teach three R's in Spanish Headline
#:\ P7P#Subhead#[\ P8P# Aim to raise native speakers' scores
Subhead#:\ P9P# By Shrona Foreman Sheppard
THE WASHINGTON TIMES
The Arlington County School Board hopes to lift the dismal standardized test
scores of some Spanish-speaking students by
providing basic reading, writing an
d math instruction in their native tongue.
dd"It's one approach to accelerate learning achievement that will allow {Spanis
h-speaking students} to learn rather than waiting until
they are proficient in
English," said Elizabeth Varela, an Arlington County language-instruction speci
alist.
ddThe pilot program will begin this fall at four county elementary schools with
sizable populations of native Spanish speakers:
Barcroft, Barrett, Glencarlyn
and Henry. It will first be offered only to kindergartners, but officials plan
to expand the program each
year.
dd"We're talking about approximately 15 or 20 students per class," Ms. Varela s
aid.
ddThe program was among several recommendations that Ms. Varela presented to th
e School Board to remedy a minority student
achievement gap, she said.
dd"Some of our second-language learners are scoring in the bottom quarter . . .
{in} standardized testing, while other students are
scoring at the 69th percen
tile. That is a huge achievement gap," she said.
ddStill, Arlington's program comes at a time when educators nationwide are aban
doning bilingual education. California voters, forexample, recently approved a
plan that would require all students to be taught to read, write and speak in E
nglish as quickly as
possible.
ddIn fact, many Hispanic parents supported the measure contending that English

fluency is necessary to children's economic futures.
ddBut California's initiative will be a failure, said Ms. Varela, because "it d
oesn't address student needs."n

Publication#W\ P:P# 63. The Charleston Gazette"Publication" #:\ P;P# 06/12/98
Page P2C

Headline#\ P<P# Standardized test scores up statewideHeadline #:\ P=P#
Basic skills standardized test scores across the state improved significantly
in 1998 compared to a year earlier, state Schools
Superintendent Hank Marockie
said Thursday.
ddStatewide scores improved at least two percentile points. Third-grade scores
improved four percentile points, the biggest
improvement of any grade level.
ddThe tests are given in grades three through 11. The Stanford Achievement was
used for the first time last year, replacing the
Comprehensive Tests of Basic S
kills the state had used since 1976. The Stanford tests compare West Virginia s
tudents to students
nationally.
dd"These results are particularly significant because they provide our first op
portunity to compare the Stanford tests scores for two
consecutive years," Mar
ockie said.
dd"A majority of the counties showed significant improvement," said Sheila Ham
ilton, president of the state Board of Education.
ddEvery county scored above the 50th percentile in grades six and eight.
ddOf the nine grade levels tested, Tyler County had the highest scores in four
grade levels and Pocahontas and Hampshire counties
had the lowest scores in two
grade levels.
ddOn a scale of 100, the highest total basic skills test scores were: Third gra
de, Tyler County, 73; fourth grade, Ritchie County, 73;
fifth grade, Hancock Co
unty, 71; sixth grade, Tyler County, 76; seventh grade, Tyler County, 69; eight
h grade, Putnam County, 70;
ninth grade, Tyler County, 66; 10th grade, Hardy Co
unty, 67; 11th grade, Monongalia County, 68.
ddThe lowest scores were: Third grade, Pocahontas County, 44; fourth grade, Web
ster County, 47; fifth grade, Pleasants and
Calhoun counties, 44; sixth grade,
Wood County, 53; seventh grade, McDowell and Morgan counties, 50; eighth grade,
Hampshire
County, 50; ninth grade, Pocahontas County, 44; 10th grade, Clay and
Mingo counties, 46; 11th grade, Hampshire County, 48.
dd"The emphasis is not on who scored highest or lowest but whether the basic sk
ills of our students have improved overall. Clearly,
they have," Hamilton said
.
ddStatistically, several counties had significant improvements since the previo
us year, including Barbour, Braxton, Doddridge,
Gilmer, Harrison, Mason, Mercer
and Roane.

ddAbout 180,000 West Virginia students were tested in reading vocabulary, readi
ng comprehension, math problem-solving, math
procedures, language, spelling, sc
ience, social studies and listening.
ddThe average state scores in total basic skills were: 62 in third grade, up fo
ur percentile points; 61 in fourth grade, up three
percentile points; 60 in fif
th grade, up two percentile points; 65 in sixth grade, up two percentile points
; 59 in seventh grade, up two
percentile points; 60 in eighth grade, up three p
ercentile points; 58 in ninth grade, up three percentile points; 57 in 10th gra
de, up
three percentile points, 58 in 11th grade, up two percentile points.
ddThe state changed to the Stanford tests based on the recommendation of a stat
ewide committee of teachers, counselors and business
and community representati
ves. It is published by Harcourt Brace Educational Measurement.n

Publication#W\ P>P# 64. Buffalo News"Publication" #:\ P?P# 06/12/98; Edition:
CITY; Section: LOCAL; Page B16

Headline#\ P@P# HIGH SCHOOL CAMPAIGNS TO 'STOP THE
VIOLENCE'Headline #:\ PAP#

By JAY REY -
News Northtowns Bureau
Students at Cheektowaga Central Junior-Senior High School made a quiet, unifie
d statement this week: Stop the violence.
ddThe school declared a non-violence and safety week, a type of silent protest
against the recent shootings in schools across the
country and the overall viol
ence plaguing schools today.
ddEach day one class wore white. Quotes from the Rev. Martin Luther King Jr., G
andhi and others were displayed. Peaceful music
was funneled through the halls
before the first bell. And hanging in the school foyer was a large declaration
signed by the student
body.
dd"We, the students of Cheektowaga Central Junior-Senior High School, refuse to
accept the violence that plagues many schools
as well as our country," the dec
laration reads. "Through persistence, hard work and faith, we will use non-viol
ence to bring aboutchange."
ddMaybe most important has been the creation of an intervention committee, a la
rge network of staff and students, that students can
go to for help in a crisis
. There's also a drop box so students may leave an anonymous note about a brewi
ng problem.
dd"In all recent episodes of shootings in schools the children charged in each
incident talked about it to someone," said Ann Leary,
a French teacher who spea
rheaded this week's efforts with fellow teacher Bob Mihelbergel. "If that perso
n had, in turn, shared that
information with an adult, perhaps those tragedies

could have been prevented and innocent lives saved."
ddWhile some students may scoff at the week's display of solidarity, most respe
ct what the school is trying to accomplish, said
Gretchen Jeitler, a senior who
 wrote the nonviolence declaration. There was a different attitude in the class
rooms and halls, she said.
dd"And we hope other schools try this," added James Stanley, a freshman.
ddThe school wanted to reinforce the idea of nonviolence as students leave for
the summer.
ddBut the week also served as the foundation needed to carry the nonviolence me
ssage into next year, said Principal George Radka.
dd"The most important thing about this week is it was the kids who motivated th
e school," said English teacher Jim Brown. "There's
a generation out there that
 can promote change."n

Publication#W\ PBP# 65. The Atlanta Journal -Constitution"Publication" #:\ PC
P# 06/13/98Section: News; Page A;01

Headline#\ PDP# Cheating inquiries abound on 2 key testsHeadline #:\ PEP#
By Diane Loupe
STAFF
  Teachers in five metro Atlanta school systems are under investigation for che
ating or otherwise violating security procedures on
two state-mandated standard
ized tests.
ddThe most serious incident involves an elementary school teacher who resigned
Friday as the school system prepared to fire him
for drilling his students on v
ocabulary words from the Iowa Test of Basic Skills (ITBS).
ddAnother teacher from the same school, East Lake Elementary, is being investig
ated for giving copies of the test to another teacher,
then instructing her to
use it to drill her students.
ddThe allegations come as school systems face increased public pressure to rais
e test scores. The ITBS and the high school
graduation exam are benchmarks that
 the state and parents use to judge school quality and can be the basis for tea
chers' earning cash
bonuses.
ddThe Atlanta Journal-Constitution used the state Open Records law to obtain ac
counts of alleged teacher cheating from metro
systems and the state Department
of Education. Other cases include: In DeKalb County this month, a teacher was
reprimanded and
suspended without pay for a week for trying to distribute advan
ce copies of the ITBS, and another teacher is under investigation for
a similar
 incident. A Fulton County special education teacher also was reprimanded for a
llowing his students to look at a world
history book during the social studies
section of the Georgia High School Graduation Test. In Paulding County, a teach
er is under
investigation for cluing students in on the topic of the graduation

writing test a day before the test was given. And Cobb County officials are still investigating a Campbell High School teacher who copied items from the graduation test while administering the exam. Unlike the SAT and the graduation test, ITBS test questions have not changed since 1996. For that reason, educators say school systems that uncover ITBS cheating aren't able to retest students. Educators have, however, retested students on the state graduation test when cheating was suspected. Teacher cheating on the ITBS, given annually to 5 million students nationwide, is "very rare," said Robin Reed, a spokeswoman for Houghton Mifflin Co., which publishes the test through its testing division, Riverside Publishing. Educators at dozens of schools have won $2,000 bonuses for improving their schools, primarily by boosting ITBS scores, through the state's Pay For Performance program. Atlanta teachers and DeKalb's school superintendent also may earn bonuses.

ddBecause the stakes are so high, the state mandates security: Tests must be locked up until the day before the test, copies are counted, and administrators must account for each copy.

ddCharles Smith, a fifth grade teacher at East Lake, resigned Friday rather than face a dismissal hearing. Smith allegedly distributed vocabulary words from the test to his students in advance, according to written statements from other teachers.

ddThe national average is about 50 for any section of the ITBS. East Lake fifth-graders scored an average of 81on the vocabulary section this year and 93 last year, scores Atlanta test officials said were suspiciously high.

ddIn a written statement, East Lake teacher Patricia Calvin-Thomas said that Smith asked her for answers to a list of questions, which she suspected were on the ITBS. After the test was given in March, a student told her Smith had given them the vocabulary words on the test.

ddEast Lake instructional specialist Jeffrey Meyers said teacher Barbara Bankston took two copies of the fifth grade ITBS test booklets in 1996. Meyers said Bankston, who denies distributing test copies, told him "she wanted the fifth grade class to do well this year." Meyers said the tests were given to fifth grade teachers Gayla Smith and Charles Smith, who are not related.

ddIn a statement, Gayla Smith said she used the ITBS test booklet to drill her students. "I realize that there is an element of dishonesty in my actions and for this I am truly sorry," she wrote.

ddCharles Smith claimed he used a variety of strategies to prepare his students

, but "never encouraged my fifth grade students tocheat on any test."
ddSharron Pitts, acting Atlanta school board attorney, said the school system w
ill take "swift and appropriate disciplinary action"
whenever it finds credible
 evidence of any "intentional manipulation or mishandling of the ITBS examinati
on process."
ddIn DeKalb, Gresham Park Elementary music teacher Donald T. Harris was suspend
ed without pay for a week and reprimanded
for trying to give other teachers que
stions he'd copied from the ITBS. Harris told school officials he was trying to
 help the students
improve on the test.
ddDeKalb also is investigating a Shamrock Middle School teacher who allegedly c
opied items from the ITBS, intending to share
them with her students, said DeKa
lb schools personnel chief Robert Tucker.
ddFulton County reprimanded Edward Gosa III, a Banneker High School special edu
cation teacher, for letting some students look
at a map in a book when they com
plained they didn't understand the graduation test questions.
ddA Paulding High School teacher was referred to the Georgia Professional Pract
ices Commission, the state body charged with
investigating misconduct by teache
rs, after leaking a test question to students the day before they were to take
the writing section
of the graduation test last fall, Paulding assistant superi
ntendent Larry Ragsdale said. Ragsdale, who would not identify the teacher,
got
 a new test question from state officials, so that the results of the test were
 not compromised.n

Publication#W\ PFP# 66. The Washington Post"Publication" #:\ PGP# 06/14/98; E
dition: FINAL; Section: Loudoun Extra; Page V05

Headline#\ PHP# New School Chief's Positive SpinHeadline #:\ PIP#Subhead#[\
PJP# Many Hope Educator's Approach Will Repair Strained System
Subhead#:\ PKP# By Jennifer Ordonez
Washington Post Staff Writer
 Dallas M. Johnson, the South Carolina educator chosen last week as the new sup
erintendent of Fauquier County schools, knows
the buzzwords of positive thinkin
g.
ddAlthough a redistricting plan he carried out recently for 3,000 Horry County,
 S.C., students was "not perfect," he said, it was "a
wonderful opportunity to
learn."
 When he went to work in 1991 for the Virginia Department of Education, he c
ame away with "an awareness that change is rare
and very difficult." But the ex
perience, he said, "wasn't bleak " it was informative."
ddAnd when he talks about how his dream of becoming a "world-famous clinical ps
ychologist" was dampened when the only
scholarship he received was for a teachi
ng program, his tale ends with his belief that he "actually got lucky, because

I really didn't
know what I wanted to do anyway."
ddPositive. That is just the kind of guy he is, according to colleagues past an
d present.
ddAnd that is why many in Fauquier are hoping he will raise morale and repair s
trained relations inside and outside the school
system. Johnson, 46, who is mar
ried and has four children ages 4 to 22, will begin the job July 1.
dd"This is a time for healing," said School Board member John Williams (Center)
. "He is very positive, and I think his idea to not
make any decision without s
itting and talking to the people is the right approach."
ddJohnson was chosen by the School Board in an unscheduled vote late Monday nig
ht, with one member dissenting. Since the board
began its closed-door search in
December, it has received considerable criticism from parents and teachers who
demanded greater
input in choosing one of the county's highest-paid administra
tors, whose salary is $93,000 annually.
ddThe public-participation movement also was fueled by concerns that the board
might decide to hire an inside candidate, an
unpalatable idea to those who beli
eved that the retirement of Superintendent Tony Lease after eight years was an
opportunity for a
new face and fresh ideas.
dd"I wasn't sure this wasn't going to be an inside job, and I talked to a lot o
f people who wanted to open it to the public just to try
and avoid that," said
board member Paul J. Asciolla (Marshall).
ddIn accordance with recommendations of the Virginia School Boards Association,
however, the board maintained that making the
search public would discourage p
rime candidates from applying. Although some board members said surveys submitt
ed by more
than 900 Fauquier residents provided more than ample public input, t
he board voted to allow the public or its designate to meet the
top candidates.

ddBut last week's vote precluded such a meeting.
dd"Each of us on the board comes from a different environment and we have our o
wn biases. But when we finished interviewing
the six finalists, [Johnson] was t
he only one in everybody's top choices, so there was no need to meet," Williams
said. "We needed
to bring in fresh blood. You could feel the pulse of the teac
hers in the surveys. They were looking for honesty and integrity, and you
alway
s look for what you feel is missing."
ddJohnson, a New Jersey native, describes himself as "the original straight sho
oter."
ddSince beginning his education career 24 years ago, he has climbed the ranks f
rom teacher to principal to assistant superintendent,
"always directed towards
becoming superintendent because . . . I feel it's where I can really make thing

s happen," he said.
ddAlthough well-versed in diplomacy " a skill he said he fine-tuned while worki
ng in the state Department of Education " he is
known for sticking to his decis
ions, making good on commitments and taking time to listen.
dd"He just always liked to sit down and talk to kids," said David Bell, a membe
r of the Horry County Education Association. "He
has a very close relationship
with our local teachers association and with our board because he does listen."
ddAnd Johnson is no stranger to wound-healing " or, as he might call it, consen
sus-building. He was hired as associate
superintendent for administration for H
orry County schools when the superintendent and school board chairman resigned
after being
indicted on bid-rigging charges that later were dropped.
dd"I ran into a wonderful group of spiritually wounded people whose morale was
pretty low," he said. "What I sought to do, and
what I seek to do in Fauquier C
ounty, is to build relationships."
ddHe plans to talk with residents, students, teachers and community leaders in
one-on-one meetings " and then talk some more.
dd"One-on-one meetings are time-consuming but necessary," Johnson said. "I can'
t see myself spending too much time with what
I call `adminis-trivia' during th
e day. Paperwork is for nighttime."
ddLease, who will begin a new job this summer as head of graduate studies in ed
ucation at the University of Tennessee at
Chattanooga, said Johnson has his wor
k cut out for him. Making teacher salaries competitive, staying ahead of Fauqui
er's growth
curve and dealing with new state accountability standards have "ser
ious high-stakes consequences" and need to be addressed early,
he said.
ddBut the key to getting things done in Fauquier, Lease said, is minimizing pol
itics.
dd"The whole environment here is so politically charged that he will have to ma
ke sure that people keep talking to each other and
working together and not get
ting into a war," Lease said. He added that his tenure has "been fun, but I'm e
ager to do something else."
ddHorry County, a community of 150,000 residents that includes Myrtle Beach, is
one of the fastest-growing on the East Coast. In
the last few years, school en
rollment there has grown by about 700 students annually. Johnson said that "at
least 10 schools" have
been built since 1993.
ddGerrita Postlewait, Horry County's superintendent for the last four years, sa
id politics should be no problem for Johnson. "He has
a keen understanding of t
he political process but an unwillingness to play [politics]," she said.n

Publication#W\ PLP# 67. Houston Chronicle"Publication" #:\ PMP# 06/14/98; Edi
tion: 4 STAR; Section: A; Page 11

Headline#\ PNP# Racial diversity is changing face of U.S., president tells gra
duatesHeadline #:\ POP#
PORTLAND, Ore. - President Clinton marked the one-year anniversary of his rac
e initiative Saturday with a spirited defense of
new immigrants and labeled as
"un-American" those who seek to exclude them.
ddAfter his commencement address at Portland State University here, the preside
nt traveled to Springfield for an emotional gathering
of the victims and famili
es of those killed and injured at Thurston High School by a teen-ager armed wit
h a semi-automatic rifle.
ddLast year, Clinton used a commencement speech at San Diego State University t
o launch a one-year dialogue on race in the United
States. Last week, administr
ation officials defended the oft- criticized initiative and maintained the dial
ogue on diversity would
remain under way through September.
dd"The driving force behind our increasing diversity is a new, large wave of im
migration. It is changing the face of America,"
Clinton told 3,000 graduates.
ddHe noted that today there is no majority race in Houston, New York or Hawaii.
The same will be true within five years for
California and within 50 years for
the entire United States.
dd"No other nation in history has gone through demographic change of this magni
tude in so short a time. What do the changes
mean? They can either strengthen a
nd unite America, or they can weaken and divide us. We must decide," the presid
ent said.
ddBut the wrong decision, he warned, could threaten the very "bonds of the unio
n" of the United States.
ddClinton noted that throughout U.S. history each wave of immigrants has brough
t a backlash. He cited the "No Dogs or Irish" signs
prominent 150 years ago, th
e ban on Chinese in the 1880s, the literacy tests created to block Southern and
Eastern Europeans.
ddSome Americans, said Clinton, "hear the new accents or see new faces, they fe
el unsettled. They worry that the new immigrants
come not to work hard, but to
live off our largess. They're afraid the America they know and love is becoming
a foreign land.
dd"This reaction may be understandable, but it is wrong. It's especially wrong
when anxiety and fear give rise to policies and ballot
propositions to exclude
immigrants from our civic life. I believe it's wrong to deny law-abiding immigr
ants benefits available to
everyone else, wrong to ignore them as people not wo
rthy of being counted in the census. It's not only wrong, it's un-American,"
Cl
inton said.
ddThe president especially targeted those who want to ban bilingual education.
While saying immigrants and their children must
learn English, he said American

s cannot "turn what is essentially a human issue of basic decency and citizensh
ip and opportunity
into a divisive political debate."
ddAfterward, Clinton flew aboard Air Force One to Eugene, where police on Frida
y night discovered two bombs near the airport
after receiving an anonymous tip.
The discovery prompted Portland police to barricade streets around the preside
nt's hotel.
ddThe president drove to Springfield, where he met privately with survivors and
families of those injured or killed by 15-year-old
Kip Kinkel. Last month, the
teen opened fire in the high school cafeteria, killing two classmates and woun
ding 20 others. He also
is accused of killing his parents.
ddIn an address to about 600 people at the Thurston High School gymnasium, Clin
ton said he was initially reluctant to come to
Springfield for fear he would on
ly add to the people's burdens.
dd"I was afraid all I could do was to tell you that your country has been think
ing about you and praying for you and pulling for you.But after I had the chanc
e to spend the time I did with the families, I'm very, very glad I came," he sa
id.
ddClinton called this and the school shootings in Mississippi, Kentucky, Pennsy
lvania and Arkansas "a traumatic experience for all
of America."
ddClinton also called "a good suggestion" legislation sponsored by Oregon's sen
ators that would make it a federal crime for any
student to bring a gun to scho
ol and require a 72-hour period of evaluation.
ddThe series of school shootings prompted Clinton to use his weekly radio addre
ss to call for less violence in television and movies.
ddHe also called on Congress to pass a pending juvenile crime measure and order
ed Education Secretary Richard Riley and
Attorney General Janet Reno to devel
op an "early warning guide" to help school officials identify problem students.

dd"We're long passed the question of whether culture makes an impact. Of course
, it does. School shootings don't occur in a vacuum;
they are in part symptoms
of a culture that too often glorifies violence," Clinton said in his radio spee
ch.
ddThe president later returned to California, where he joined first lady Hillar
y Rodham Clinton at a fund-raising dinner sponsored
by Hollywood moguls who don
ated $800,000 to the Democratic Party.n

Publication#W\ PPP# 68. The Washington Post"Publication" #:\ PQP# 06/14/98; E
dition: FINAL; Section: Financial; Page H02

Headline#\ PRP# A Push for Fiscal Education in the ClassroomHeadline #:\ PSP#

By Jane Bryant Quinn
ddWhen I went to junior high school, back when dinosaurs roamed the Earth, we h
ad three required "life skill" courses: hygiene

(bodily health and where babies
come from), home economics (cooking and sewing, for girls only) and shop (sawi
ng and sanding,
for boys only).
ddThey fit the world as we knew it " before porn on the Internet, Chinese takeo
ut and "This Old House."
ddIn the world as we know it today, kids still need hygiene, although perhaps i
n the fourth grade. The other skill at the top of my
list is money management.
Not enough young people have a clue.
ddMandated courses of any sort aren't popular with the schools today " includin
g courses on life skills.
ddFourteen states used to require that students study personal finance, said Da
ra Duguay, executive director of JumpStart in
Washington, a year-old coalition
of organizations promoting the idea. A recent survey shows only seven states do
(Illinois, Florida,
Kansas, New Hampshire, New York, Pennsylvania and Virginia
).
ddMoney management is being taught in other states " but usually by local optio
n or as an elective.
ddOften, the course is part of a business track, taught only to students not go
ing on to college. College students are left to pick their
knowledge out of the
air.
ddOnly about 10 percent of students learn about personal finance in school, Dug
uay told my associate, Kate O'Brien Ahlers.
ddThe older generation of educators may not see the point. They grew up when pe
rsonal finance was easier. Credit cards weren't
ubiquitous, employees weren't r
esponsible for their own retirement plans, and stock market investing wasn't as
common.
ddThey learned how to manage money by doing it " starting simply and adjusting
to innovations.
ddBut young people today are plunged into a world of options from the day they
walk out of school. Credit cards or debit cards?
Buy a car or lease one? Cash v
alue insurance, term insurance or none at all? Which mutual fund for your 401(k
)? And what, by the
way, is a mutual fund?
ddWithout even rudimentary knowledge, how can they possibly make intelligent ch
oices?
ddThe consequences of ignorance are severe. If you mismanage your bank account
and move, a new bank may not accept you. If
you haven't budgeted, a credit card
can plunge you into debt. When it comes to money, trial and error isn't the be
st way to learn.
ddThe schools may think children should learn about money at home. But parents
aren't necessarily the best teachers either " and
even when they are, children
may not be inclined to listen. The classroom is an excellent setting for gettin
g a lesson down.
ddEvidence shows that classroom lessons take.
ddPeople from states that require a personal-finance course in high school save

more money as adults than people from other states,
according to a study led b
y economist Douglas Bernheim of Stanford University. They also accumulate more
net worth.
dd"Education may be a powerful tool for stimulating personal saving," Bernheim
says.
ddPersonal-finance education doesn't arise by popular demand. Parents may like
the idea when they hear about it, but they rarely
contemplate it otherwise.
ddWhat gets these courses started is lobbying by educators or business groups,
or the personal concerns of particular legislators,
Bernheim said.
ddJumpStart will be pressing the states to list personal finance among their ed
ucational standards. These standards, found in a
majority of states, define wha
t a high school senior should be expected to know. Although standards aren't ma
ndates, they describe
material that schools are strongly encouraged to teach.
ddIdeally, students would learn about income and taxes, money management, savin
g, investing, and spending " if not in a
stand-alone course, then as part of ma
th or economics.
ddTo get this done requires state affiliates that can reach local legislators a
nd school authorities. JumpStart has five such affiliates
so far, in California
, Georgia, Idaho, New Jersey and North Carolina. Groups also are starting up in
Massachusetts, Minnesota, Texas
and Washington state.
ddThere's no single curriculum for personal finance. Schools use various approa
ches.ddSome tuck it into a course known as "family and consumer science," with
an appropriate textbook.
ddOthers use courses prepared by outside sources " such as the High School Fina
ncial Planning Program, from the National
Endowment for Financial Education in
Denver. Or the Personal Finance Series, by the National Council for Economic Ed
ucation
in New York City.
ddA central listing of brochures, videotapes and other teaching materials is av
ailable on the Internet at www.jumpstartcoalition.org.n

Publication#W\ PTP# 69. San Francisco Examiner"Publication" #:\ PUP#June 12,
1998

Headline#\ PVP# School-spending ranking gets boostHeadline #:\ PWP#Subhead#[\
PXP# Wilson touts federal figures; Eastin says they're flawedSubhead#:\ PYP#

By Julian Guthrie
OF THE EXAMINER STAFF
ddAfter years of grim pronouncements that California spends about $1,000 less p
er pupil than the national average, a new report
shows the state spent only $34
2 less than the average this year " a finding that boosts its national funding
ranking from 37th to 28th.
ddWhile Gov. Wilson touted the figures released Tuesday by the nonpartisan legi

slative analyst's office as proof of his commitment
to public education, state
schools chief Delaine Eastin attacked the findings as seriously flawed.
dd"Unfortunately, a great deal of misinformation has been spread about the true
financial commitment we've made to California
public school students," Wilson
said. He applauded the analyst's office for "exposing the fraud being perpetuat
ed through out-of-date
figures."
ddBut Eastin, state superintendent of public instruction, stood by the Departm
ent of Education 's figures, which show California
spent $911 less per pupil th
an the national average of $6,495 in 1997-98.
ddThe report by the analyst's office found that California spent $5,789 in 1997
-98 on each of its 5.6million students, compared with
a national per-pupil aver
age of $6,131.
dd"The analyst's office used old enrollment and funding data, and erred in thei
r algebraic formula," Eastin said. "Furthermore, the
analyst's own information
leaves us almost $1,000 per pupil behind the eight largest industrial states."
ddLegislative Analyst Elizabeth Hill said the figures come from the U.S. Depar
tment of Education , which gathers data from all
50 states. The figures are a c
omposite of state, local and federal money.
ddThe Department of Education has for more than 30 years relied upon the comput
ations of the National Education Association,
the nation's largest teachers uni
on.
dd"We felt it was important to use the federal data because it is more current
" from '97-'98 " than data used by the department,
which is from 1996-97," Hi
ll said. "There have been two fiscal years in between and we've narrowed the ga
p."
ddHill added: "We're very confident we used the best current-year figures avail
able."
ddShe said California has been increasing education spending at a rate of about
4 percent a year. The national rate of education
spending is growing by about
3.5 percent a year.
ddCalifornia still lags behind such states as New York and New Jersey, which sp
ent $8,442 and $9,644, respectively. California's
ranking would drop further, h
owever, when spending is adjusted for regional differences in the cost of educa
tional services.
ddThe eight large industrial states spend about $1,000 more on each student tha
n the national average.
dd"We do have to be compared to those states because we are an industrial state
," Hill said.
ddIt would take California $2 billion to reach the national average this year,
Hill said. To meet the average of the eight largest
industrial states, Californ
ia would need to commit $7.4 billion.
ddThe figures were provided by Hill at the request of Assemblyman George Runner

Jr., R-Lancaster, who wanted the most
up-to-date data.
ddThe report comes at a time when Republicans and Democrats are sparring over h
ow to spend a $4.4 billion surplus projected in
the $75.8 billion budget for th
e 1998-99 fiscal year.
ddSome fear the report will be used to justify a reduction in school spending.
dd"There are some public officials who will use this report as an excuse not to
fight for additional resources for our schools," said
Doug Stone, Eastin's spo
kesman. "If people believe funding is adequate, they should talk to parents in
schools across the state. Are
there sufficient textbooks and computers? Is the
school year long enough? Do we even have basic supplies for kids?"n
INTERNATL#u\ PZP# INTERNATIONAL #:\ P[P#yq 'ddy

INTERNATL #:\ P\P#Publication#W\ P]P# 70. Financial Times"Publication" #:\
P^P# 06/15/98; Edition: London Edition; Section: INSIDE TRACK; Page 18

Headline#\ P_P# New rules for Hong Kong schoolsHeadline #:\ P`P#
By Louise Lucas
Almost half the overseas operators running courses in Hong Kong have opted to
link with local institutions rather than go it alone
to seek government accredi
tation.
ddAll courses offered in Hong Kong must from this month be either licensed or e
xempted through local tie-ups. Overseas suppliers
of MBA programmes have been p
articularly affected.
ddThe initiative was introduced by the government in a bid to enhance the terri
tory's educational reputation, which had been
tarnished by sub-standard courses
.
ddThe government said last week that the Education Department had registered
177 courses; rejected 14; and exempted 117 of the
168 seeking exemption by coll
aborating with local institutions. (The remaining 51 exemptions are being asses
sed.)
ddOperators had predicted that the combination of relocation and accreditation
fees could force many of them to join forces with
local universities and colleg
es to qualify or seek exemption.
ddWhile this was seen as a logical option by many, others " particularly those
running MBA courses " argued that the rigid
timetables and rules adopted by big
universities did not meet the needs of working professionals, who require serv
ice in the evenings
or on Sundays.
ddThe 14 courses that failed to qualify can appeal, and the government said a f
urther 52 applications, which arrived late, are still
being assessed. Operators
of both sets of courses have been asked to make "appropriate arrangements" to
settle with their current
students.

ddAnyone running a non-accredited course that has not been exempted could face a fine of HK$25,000 (GBP 1,980) and two years' imprisonment.
ddLouise Lucasn
Publication#W\ PaP# 71. The Washington Post"Publication" #:\ PbP# 06/15/98; Edition: FINAL; Section: OP-ED; Page A22

Headline#\ PcP# A Computer in Every ClassroomHeadline #:\ PdP#
James Glassman's June 2 op-ed column criticized Congress's decision to make connecting libraries and classrooms to the communications network part of our national concept of universal service. Mr. Glassman said the initiative is not needed. But an enormous disparity in access to communications technology exists in this country, and the Federal Communications Commission is implementing its congressional mandate in a way that supports local control of education and does so without creating large, inefficient bureaucracies.
ddIn the Telecommunications Act of 1996, Congress expanded universal service to include advanced telecommunications services to all public libraries and grades K through 12 in public and private schools. Schools in affluent communities now have double the Internet access of schools in lowincome or rural areas. Nationwide, only 27 percent of our classrooms, and only 13 percent of classrooms in our neediest areas, have access to an Internet connection. Few poor children will have access to the Internet outside of school, yet studies show that students in classes that use computers not only outperform their peers on standardized tests but show more enthusiasm for communicating and learning. This increase in technology will improve the lives of American schoolchildren.
ddNone of the changes means that local school boards will not decide what technology to acquire and fund. On average, universal service covers only 15 percent of the projected cost of connecting, operating and using networks in classrooms. Each school and library applying for a universal-service discount must pay as much as 80 percent of the total cost of the discounted service.
ddUniversal service discounts can be applied only to the cost of obtaining telecommunications services, establishing network connections and receiving Internet access. School districts also must certify that they have a plan for how to use the discounted services and that the plan has been approved by their state.
ddNor is universal service for schools and libraries an entitlement administered by an oversized federal bureaucracy. The private, nonprofit, nonpolitical entity established to administer the program has a staff of 14 people.
ddMr. Glassman charged that I and other supporters of universal service to rural America, low-income citizens and classrooms and libraries have opposed effort

s by communications carriers to itemize contributions on customer bills. On the contrary, I favor full disclosure by all telephone companies. But companies th at say they will pass on "new" charges also should commit to passing on reducti ons and to disclosing both. I support neither a "hidden tax" nor a "hidden rate increase."

ddFinally, let's be clear about the cost of universal service for classrooms an d libraries. Connecting classrooms and libraries can be achieved for less than $1 per line per month. The rest of the proposed universal service fees continue our 60-year national commitment to affordable and adequate telephone service f or rural America and our poorest citizens.ddThe real issue is not a "hidden tax " but the hidden agenda of Mr. Glassman and others who oppose our national comm itment to ensuring that all Americans have access to communications technology as we enter the 21st century.

ddWILLIAM E. KENNARD

ddChairman

ddFederal Communications Commission

ddWashington

ddJames Glassman's misleading arguments against the education-rate, or "E-rate, " do a disservice to our children and to education.

ddThe E-rate is one of the most important advances in education in our time. It gives schools and libraries significant discounts on the costs of Internet acc ess, distance learning and other on-line learning opportunities. All schools wi ll qualify for some discounts, with schools in our poorest communities receivin g the most assistance. The E-rate is designed to help ensure that all children " regardless of race, income or geography " will have the chance to learn and s ucceed through the use of moderntechnology.

ddMr. Glassman says that 80 percent of schools already are connected to the Int ernet, but he doesn't say that connection too often goes to one or two rooms, n ot to every classroom. We must give all children access to the Information Supe rhighway.

ddThe Telecommunications Act of 1996, which provided for the E-rate, led to red uctions in access charges that long-distance companies such as AT&T and MCI pay to connect to local telephone companies. As a result, in the past 11 months, l ong-distance companies have enjoyed a savings of $2.4 billion, more than offset ting the estimated $2.02 billion cost of the E-rate discount for schools and li braries.

ddThe E-rate has tremendous support among America's educators, parents and busi ness people. About 30,000 schools and libraries have applied. It also has recei ved strong bipartisan support from the National Governors' Association and Cong ress.

ddAmerica's economy is in good shape, and our competitive edge in technology is

one of the big reasons why. We would be foolish
to allow that competitive edge
to slip away. The E-rate will help America create the most technically savvy w
ork force in the world
and protect our nation's prosperity and democratic value
s.
ddRICHARD W. RILEY
ddSecretary
dd U.S. Department of Education
ddWashingtonn

Publication#W\ PeP# 72. The Sacramento Bee"Publication" #:\ PfP# 06/14/98; Ed
ition: METRO FINAL; Section: FORUM; Page FO1

Headline#\ PgP# PROP. 227 OFFERED `OVERSIMPLE' SPINGHeadline #:\ PhP#
By Jim Shultz
It is a truism that in the heat of an election campaign complicated issues ge
t reduced to oversimplified spin. On no other question
was this more true this
spring than in the Proposition 227 debate where the spin came wildly from both
sides. It is a telling story about
what happens to issues when they become part
of initiative politics and how the educational future of a million and a half
children
became a political game.
ddMost likely, Proposition 227's passage was sealed more than a year ago. That'
s when defenders of existing bilingual programs
blocked efforts in the Legislat
ure to reform programs by giving school districts more flexibility in teaching
limited-English-speaking
students while making schools more accountable for res
ults. Bilingual education has been a controversial issue in California for more

than 20 years. Some of that controversy has been driven by "English only" ideo
logues. But the controversy was also fueled by mixed
reviews of bilingual educa
tion from those who knew it best: the parents, students and educators involved
in it.
ddUnfortunately, what bilingual advocates heard in the call for reform were the
echoes of Propositions 187 and 209. That's not
surprising given the polarized
atmosphere around almost all race-related issues in California. Instead of deal
ing with bilingual
education as an educational issue, the defenders dealt with
it primarily as a civil rights issue, when in fact it was a mix of both.
Kickin
g immigrant children out of school, as Proposition 187 sought to do, is not a p
roposal on which you compromise. But
negotiating a way to make bilingual classr
ooms better is good education policy.
ddWhen bilingual advocates blocked the major proposals for reform they were for
getting a key lesson from yet another initiative,
Proposition 13. Twenty years
ago lawmakers deadlocked for too long on the issue of tax relief and it was cap

tured by the right in
the hands of Howard Jarvis and Paul Gann. When the Latino
caucus in the Assembly stalled bilingual reform last spring, they tossed
the f
uture of bilingual education right into the waiting arms of Ron Unz. Equipped w
ith a rigid philosophy, his very own initiative,
and a bulging wallet, the youn
g, childless millionaire took over behind the wheel of bilingual policy.
ddUnz's success on June 2 holds a second unfortunate lesson about ballot politi
cs. If you have a popular issue and a good simple
story line, very few people w
ill ever know what your initiative actually does. Proposition 227 had very good
story lines.
dd"Ninety-five percent of English learners in California fail every year to lea
rn English." "Anyone who wants bilingual education
for their child can still ha
ve it under Proposition 227 by just asking for a waiver."
ddI heard Unz repeat this script over and over again, with great discipline, fo
r half a year. And it didn't matter that the Unz script
included a healthy dose
of fiction. On the claim of 95 percent failure, Unz admitted that his statisti
cs were "ridiculously stupid and
inaccurate." But he used the claim in every sp
eech he made and in the official argument he sold voters in the California ball
ot
pamphlet. Equally false was the assurance that under Proposition 227 parents
can simply choose bilingual education. In fact, to
exempt themselves from Unz'
s law, parents have to put their child in an English-only class for the first m
onth of every school yearand then beg permission from school administrators to
change classrooms.
ddThese subtleties were largely absent from the coverage of the campaign in the
media. While there was some good reporting of
the issues, most Proposition 227
coverage fell into the category of political horserace stories. Public opinion
polls were hot copy,
facts about bilingual education were scarce, and the actu
al children and parents affected were virtually invisible.
ddThe campaign waged by Proposition 227's opponents only added to the blur of s
pin over fact. From the start, they decided not
to wage a campaign about the co
re issues but to focus on side issues that, according to their polling and focu
s groups, might peel
away some of the measure's strong support. First the campa
ign targeted a provision allowing teachers to be sued. Later, the campaign
swit
ched its attack to the initiative's appropriation of $50 million per year for a
dult literacy programs (dubbed "the $500 million
taxpayer giveaway").
ddThe result was a campaign that was all technique, no passion. And it instantl
y lost almost all credibility. Reporters responded with
groans of, "Yeah right,
you oppose 227 because it spends money on adult literacy." It was a strategy t
hat mirrored the NO on 187

effort, four years earlier, with its message of, "il
legal immigration is a problem but Proposition 187 doesn't do anything about
se
curing America's border." The side issue strategy didn't work then and it didn'
t work on Proposition 227 either.
ddMissing from the official NO on 227 campaign was a direct challenge to Unz's
claims, an acknowledgement that bilingual
education could be made better, and a
direct defense of bilingual education by the parents and families who want it
for their children.
Would a strategy that spoke directly to the issues have mad
e a difference? Maybe not, but it could hardly have lost the election by
more a
nd at least might have deepened public understanding about those issues.
ddIn the closing weeks of the campaign one more public figure took a turn at th
e political game-playing " Governor Wilson. In
May, legislators finally agreed
to a last-minute bilingual reform, with a bill to give local districts more fle
xibility. Unz lobbied against
the bill, not wanting to let any steam out of the
support for his initiative. When lawmakers sent the compromise to the governor
's
desk, Wilson did his former GOP opponent a favor and vetoed it, robbing chil
dren of their last chance for something more reasonable.
ddWilson also did something Unz asked him not to do; the governor endorsed Prop
osition 227. As much as he wanted to pass his
measure, Unz wanted it to pass wi
th the support of the state's immigrant voters. Unz feared that Wilson's suppor
t would taint
Proposition 227 with the legacy of Proposition 187, a measure Unz
had opposed. In fact, on Election Day, Unz won with almost
exactly the same ba
se of support as Wilson did on 187. Latinos voted overwhelmingly against 227 an
d the initiative won on the basis
of 2-to-1 support among whites. On election n
ight, Ron Unz proclaimed passage of 227 was a victory for California immigrants
. In
fact, it was a victory imposed on immigrants over their opposition, just a
s Proposition 187 had been.
ddI spent election day on one last field trip with my daughter Elly's fifth gra
de class. Many were kids I've known since kindergarten.
These were the children
who started school not speaking English and for six years were part of our loc
al school's bilingual program.
Bilingual education worked well for most of them
, not so well for a few others. They, and all the children affected by this iss
ue,
deserved better than the political game playing on all sides of the bilingu
al debate this past year.
ddJim Shultz, is the executive director of The Democracy Center in San Francisc
o and the author of The Initiative Cookbook -
Recipes and Stories from Californ
ia's Ballot Wars. n

Publication#W\ PiP# 73. The Tampa Tribune"Publication" #:\ PjP# 06/14/98; Edition: FINAL; Section: COMMENTARY; Page 1

Headline#\ PkP# Why put research ahead of teaching?Headline #:\ PlP#

By FAWN GERMER
of The Tampa Tribune

One of my favorite stories as a journalist was about a University of Florida psychology professor who spent more than six years and nearly $300,000 of federal tax money to see whether, given the choice, male mice would rather have sex with virgin mice or mice who had mated before.

ddThe males wanted the virgins.

ddThe scientist could not offer me one single reason this information was of use to the taxpayers.

dd"It is difficult to explain basic science to such people," he said. "Many of the advances in science have come from trying to understand why things work in the world. You can't always tell what will produce results of practical value, which is what they {taxpayers} want to focus on."

ddMaybe that's why I'm so offended by the Florida Board of Regents' plan to start ranking our universities, giving the highest status and the fattest budgets to the ones that emphasize research.

ddAs this debate goes on, expect to hear only from the articulate, high-profile researchers who will herald the vast possibilities of their work - not the mice maters and the ivory tower shut-ins who believe that ordinary folks, including undergraduates, can't comprehend the goals of basic research.

ddAnd as they tell of the wonders of science and the economic benefits of research, don't miss the fine print of this deal which says that our big three "national research" institutions will be limiting undergraduate slots and charging extra tuition to those who do get in.

ddAnd for what?

ddThe opportunity for our students to be lost in classes of more than 500 because professors are too busy or too important for such a lowly duty as teaching undergraduates?

ddOur Big Three schools will be the University of Florida, Florida State University and the University of South Florida.ddWe are being told that other Florida schools will be better suited to handle the demands of educating undergraduates as our population grows.

ddBut the way the regents are thinking of structuring the system, those teaching schools will be the bottom dwellers.

ddThe regents are actually telling us that research counts more than teaching.

ddVisiting the UF campus the other week, I asked student Molly O'Neil if the university still was cramming freshmen into classrooms with 500 other students.

dd"I'm still in classes like that," said the business major. "And I'm a senior.

But it's not classes of 500. It's 1,500. They split the class
up into several
rooms where we watch the lecture on a television as it is being given somewhere
else. There is no discussion with
the professor at all."
ddShe's one of 1,500 in micro economics and faced the same thing when she took
macro economics.
ddWhy should students pay a premium to watch some professor on a closed-circuit
television?
ddCharge more for tuition at schools where the teachers know their students' na
mes.
ddI say we should reward only researchers like Professor Tom Cech of the Univer
sity of Colorado, who won the Nobel Prize for
chemistry in 1989. He has continu
ed to teach a full course load nearly every year since.
ddAnd unlike the many researchers who think they are too good for undergraduate
s, Cech welcomes the chance to work with college
freshmen, teaching basic chemi
stry to them as they first come to the campus.
ddThere has to be a balance. Let the researchers do their research, but let's e
xpect them to share what they have learned in front of
the class.
ddCriminology major and sophomore Dawn Backhus didn't know why I seemed so shoc
ked that she's gotten used to having classes
with more than 600 students.
dd"It's no big deal," she said. "It doesn't matter if you go or not."
ddUntil it matters, oh, Board of Regents, put teaching and learning first.n

Publication#W\ PmP# 74. The Cleveland Plain Dealer"Publication" #:\ PnP# 06/1
4/98; Edition: FINAL / ALL; Section: FORUM; Page 2D

Headline#\ PoP# REINVENT THE NATION'S SCHOOLS, TOOHeadline #:\ PpP#
By Neal R. Peirce
ddIn Waco, Texas, a "Lighted Schools" program keeps the doors open late afterno
ons and evenings to offer middle school students
an exciting array of activitie
s-ranging from sports, visual arts, primary health care to tutoring by Baylor U
niversity student mentors.
ddParents are welcome to come in, too, for computer instruction, crafts, parent
ing and health education classes, and to share activities
with their children.
ddThe results, according to a key funder of the program, the Pew Partnership fo
r Civic Change, have included significant boosts
in student attendance and test
scores and a major drop in the countywide juvenile crime rate among 11-, 12- a
nd 13-year-olds.
ddToday's exciting news: Waco is no exception. From San Diego's New Beginnings
to St. Louis' Community Education Centers,
New Haven's CoZi Project to the West
Philadelphia Improvement Corps, the stories match up. Community, parent and so
cial service
groups, universities, United Ways and foundations are trying to br
eak down the walls and draw public schools into the full lives of
their communi

ties.
ddThe community schools movement is critical for lower-income communities, wher
e working parents are often at their wit's end,
where kids often lack basic nut
rition and where violence and drug abuse stalk the streets.
ddIn some places the impetus for change comes out of the grass roots. Parents a
nd their church-based allies, organized by Chicago's
Industrial Areas Foundatio
n, have been pressing for a whole array of after-school and extended-day progra
ms in Texas, plus
curriculum reforms within the schools.
ddPart of the challenge, says the IAF's Ernie Cortes, has been "to change the c
ulture of the schools to be much more collaborative
- teachers engaging both pu
pils and parents, agreeing to a more rigorous curriculum that really challenges
young people."
ddThe 145-year-old, New York-based Children's Aid Society seems to have invente
d the gold standard of the community schools
movement. Its effort, a partnershi
p with the New York City Board of Education, began in 1992 at four public schoo
ls in Manhattan's
poverty-plagued Washington Heights neighborhood.
ddToday the math and reading scores in those schools are 5 percent above the Ne
w York City average - even though half the children
are from families of limite
d English proficiency, and all qualify for federal free school lunches.
ddThe schools are open 16 hours a day, six days a week, all year. In the summer
, they become community camps for children of
all ages. On- site health care, r
eproductive counseling for teen-agers, recreation, tutoring, adult education-it
's all offered.
ddThese schools have no graffiti. No airport-type metal checks for guns or kniv
es. Virtually no suspensions. They're welcoming
family centers. There are bands
, dance classes, aerobics, basketball leagues for kids and their parents too. Y
oung and old can drop
into school, be welcome, any time.
ddYet the cost is amazingly low-just $800 a year over the $7,000 normal per pup
il cost in New York.
ddSo what's the secret? Children's Aid Society director Philip Coltoff explains
: "We remake the management of the school."
ddCAS brings in a phalanx of social service and mental health professionals, pe
diatric nurse practitioners, vocational counselors.
They aim to work as a team
with the principal and teachers - not just after school hours each day, but all
day long.
ddThe low costs are achieved by introducing Medicaid and other services not nor
mally available to students-especially on site-andby making much better use of
existing federal aid funds for schools in troubled areas.
ddCAS has set up a technical assistance arm to help other communities emulate t
he model, and indeed one or more schools in a
dozen cities-among them Houston,
Boston, Salt Lake City and Washington, D.C. - have done just that. St. Paul wan
ts to apply the

idea, through its Achievement Plus program, to all its schools.

ddThe idea's "snowballing" because "everyone needs it," argues Coltoff: "teache
rs so they can teach effectively, parents so their
children will have safe plac
es to learn, social service agencies because they need to reach children and fa
milies."
ddTime will tell, of course, how far the model is replicated. Some school board
s and principals may see a threat to their exclusive
franchise.
ddBut if "reinventing government" for improved results can be applied, as it ha
s been, to many top levels of government, even to
such tough areas as police de
partments, then why not the schools - the biggest public function of all?
ddPeirce is a columnist for the Washington Post Writers Group.n

Publication#W\ PqP# 75. San Antonio Express-News"Publication" #:\ PrP# 06/13/
98; Edition: Metro; Section: Editorial; Page 05B

Headline#\ PsP# Bilingual vote result based on hateHeadline #:\ PtP#
By Julio Noboa
Once again a majority of California voters took a bold step towards legalized
bigotry by supporting the "English for Children"
Proposition 227.
ddAs they have done in previous votes for Propositions 209 and 187, most Califo
rnian voters expressed a disdain for minorities and
immigrants that reflects th
e deep racial and ethnic divisions in their state and in our nation.
ddThe influence of sheer malice, the latent and not-so-hidden hatred against th
ose who are different, speak a foreign language or
put up signs which English m
onolinguals cannot read, had an undeniable but unquantifiable effect on this vo
te. However, fueling
wide support for this measure were not only ethnic intoler
ance, xenophobia and linguistic chauvinism, but also public ignorance
about how
children learn languages.
ddSimply speaking English is not the same as mastering English language literac
y and fluency, especially for classroom learning.
Research has shown that it ta
kes more than just one year - experts say usually four - of English language in
struction for most students
to meaningfully participate in English- only class
es.
ddFurther compounding that ignorance about bilingualism were successful efforts
to spread misinformation about bilingual
education. As in decades past, false
statements were made in the media about Spanish being the only instructional ve
hicle. In fact,
by its very definition, English instruction is part of every bi
lingual program and occupies a larger segment of time as students move
into mos
tly English classes. Most bilingual programs are based on this Spanish-to-Engli
sh transition model.

ddUnfortunately, true "maintenance" and "two-way" bilingual education programs in which students learn in two languages, as they are capable of doing well from an early age, are rare in California and elsewhere in the nation. Yet, among the many tragic consequences of Prop 227 is the destruction of many such exemplary bilingual education programs whose proven effectiveness has won them national awards and recognition.

ddAnother fallacy spun out of the English-only misinformation mill was that whole conundrum about Hispanics' alleged support of Prop 227. A variety of polls conducted by the Lost Angeles Times and others, gave this impression, and it was repeatedly publicized in print media headlines.

ddMajor newspapers and magazines kept misreporting that 83 percent of Latino parents in the Los Angeles Times poll preferred English only instruction. The poll actually showed that 57 percent preferred some help given to their children in their native language and 17 percent wanted native language instruction until they were ready to learn English. Thus, only 26 percent of Latinos wanted their children taught only in English upon entering school, while 74 percent favored limited or definite use of native language instruction.

ddExposing the obvious manipulation of these pollsters, Latinos turned out in record numbers to vote against Prop 227, and rejected it by a margin of two to one. A majority of African-American voters also opposed this mandate.

ddNevertheless, this did not stop Rep. Frank Riggs, R-Calif., who introduced a bill to curtail bilingual education in the House, from issuing a press release stating an outright lie that "the most important information about this vote is that an overwhelming number of Hispanic voters - 60 percent - voted for Proposition 227."

ddMoney also helped pass this English-only proposition. As if the political process were not polluted enough by big money in California, wealthy people such as Ronald Unz - the computer software millionaire who originated Proposition 227 - can create a cause, regardless of its value, virtues or victims, and attract enough money and attention to get it on the ballot.

ddDemocracy is not just about majority vote. A majority of California voters could pass a proposition making Christianity the state's official religion but that wouldn't make it constitutional, let alone democratic. When it comes to freedom of religion, freedom of speech, rights to an equal educational opportunity and equal protection under the law, the civil rights of minorities cannot be violated by any majority vote.

ddProposition 227 denies millions of children their rights to an equal educatio

nal opportunity by imposing an English-only classroom
policy that failed Hispan
ic children for decades.
ddA legal challenge has been launched by MALDEF and the ACLU. I hope the judges
listening to their case exercise more wisdom
and understanding than did most C
alifornia voters.ddJulio Noboa is an educator and free-lance writer.n

Publication#W\ PuP# 76. Omaha World-Herald"Publication" #:\ PvP# 06/13/98; Ed
ition: Sunrise; Section: Editorial; Page 17

Headline#\ PwP# Wisconsin Offers School LifeboatsHeadline #:\ PxP#
By Mona Charen
Creators Syndicate
The Wisconsin Supreme Court has just offered lifeboats to thousands of poor c
hildren in Milwaukee, who will now be free to use
vouchers at religious schools
if that is their choice. Thecourt has offered this escape from failing public
schools over the objections
of the American Civil Liberties Union, the National
Education Association and Americans United for Separation of Church and State.

ddNote those groups: They are the people who claim to speak for the poor and le
ss fortunate. But the true contours of this debate
should now be clear to every
one. Conservative foundations, public-interest law firms and private charities
have teamed up to offer
a better education to thousands of mostly black and His
panic students.
ddOpponents of school vouchers have lined up with the teachers unions and so-ca
lled civil libertarians to stand in the schoolhouse
door and proclaim: Public s
chool monopoly now, public school monopoly tomorrow, public school monopoly for
ever!
ddIsn't it interesting that the people who cheer lustily for ethnic and cultura
l "diversity" are so hostile to religious diversity?
ddThe opponents had argued that the Milwaukee plan, which would allow parents t
o use publicly funded vouchers at religious or
private non-sectarian schools, a
mounts to an unconstitutional "establishment" of religion. But it's hard to see
how allowing parents
to make this choice - for Catholic, Protestant, Jewish, M
uslim and other schools - does anything to favor one church over another.
And t
he court so ruled.
ddThis is not spending public money on particular churches so much as it is hel
ping parents with the task of educating their children.
It is analogous to the
federal practice of permitting taxpayers to deduct donations to religious group
s and institutions from their taxes.
This does not advance any particular churc
h, though it does generally support religion.
ddOpponents of vouchers often use the so-called "skimming" argument. They argue
that a voucher system will permit some lucky

kids to escape from bad schools,
leaving the rest behind. There are two answers to this.
ddIn the first place, even if it were true that there would never be enough mon
ey to provide vouchers for everyone, it is hard to see
how it is moral to deny
opportunity to anyone. As one school-choice advocate put it: "If the Titanic ha
s too few lifeboats to save
everyone, does that mean no one should use one?"
ddBut as actual experience with voucher programs has shown - and this is the se
cond answer to the "skimming" argument - the public
schools tend to improve whe
n vouchers are permitted. Competition, that most American of ideas, works.
ddIn East Harlem, N.Y., for example, a choice program has been in effect since
1974. According to a new study by two political
scientists at the State Univers
ity of New York, East Harlem's schools were at the bottom of the city's system
when choice was first
introduced. But scores began rising steadily - not just a
t the new alternative schools but at the old public schools as well - with the
advent of choice. Professors Paul Teske and Mark Schneider told The New York Ti
mes: "The data show quite clearly that choice
in District 4 has not produced an
y loser schools. To the contrary, our data show most of these schools have impr
oved over time,
suggesting that choice has put competitive pressure on all scho
ols to improve."
ddThe teachers unions, while careful to couch their opposition to choice in alt
ruistic terms, always wind up pressing for more money.
But as the District of C
olumbia proves, spending may be good for teachers but has no effect on pupil pe
rformance. The District of
Columbia spends $8,290 per student, compared with a
national average of $5,528 (most Catholic schools charge tuition of under
$2,00
0 and yet achieve much better results). Seventy-eight percent of D.C.'s fourth-
graders are below basic proficiency in reading,
80 percent of eighth-graders ar
e below proficiency in math, and 40 percent of high school students don't gradu
ate.
ddThe Wisconsin Supreme Court has just added its oar to those pulling for the n
ation's poorest kids.n

Publication#W\ PyP# 77. The Detroit News"Publication" #:\ PzP# 06/13/98; Edit
ion: Final; Section: Accent; Page C5

Headline#\ P{P# Girls are abandoning toys at an earlier age - why?Headline #:\
P|P#
By Deborah Porterfield
Gannett Suburban Newspapers
ddBoys rule in toyland.
ddWhen grade-school boys shop for toys, they find shelves crammed with testoste
rone-charged action figures, video games and
remote- control race cars.
ddWhen girls search for them, all they see is pink.

ddOther than Barbie and stuffed animals, there's not much to choose from, and t
hat means girls " especially those who have
outgrown dolls " often turn elsewhe
re for fun.
ddToy makers don't play fair with girls, experts say. The best innovations tend
to go into smart, high-tech toys for boys while girlsare frequently dismissed
with well-meaning pink-hued toys that insult their intelligence. Frustrated, ma
ny girls simply stop playing,
leading some parents to worry their daughters are
being cheated out of an important part of childhood.
ddIn fact, children of both sexes lose interest in toys at younger ages than ma
ny adults might suspect. Spending for toys in the United
States last year peake
d at the tender age of 3. A few years ago, it was age 4.
ddThe drop in toy sales is particularly steep for girls.
ddLast year $817 million was spent on toys for 3-year-old girls and $885 millio
n for 3-year-old boys, according to the NPD Group's
TMI report. But toy spendin
g drops steadily after that, especially among girls. The NPD says $204 million
was spent on toys for
12-year-old girls last year compared to $640 million for
boys.
ddExperts disagree why this happens. Some claim girls would buy more toys if ma
nufacturers made things that interest them. Others
say toy makers all but ignor
e older girls because they would rather spend their money on makeup, jewelry an
d clothing.
ddThe toy gap between boys and girls doesn't get the attention it deserves, say
s Dr. Richard Chase, adjunct professor in psychiatry
at Johns Hopkins Universit
y School of Medicine.
dd"The toy companies have always taken the boys more seriously than the girls,"
says Chase, who also is president of the Child
Growth and Development Corp., a
research firm in Manhattan. "When a toy company starts to think 'We could make
more money
with girls,' they go to the pastel palette. They turn their blocks
pink and purple as if that's the difference between boys and girls."
ddUntil about age 3, boys and girls tend to play with the same toys, but after
that their interests diverge, according to Selina Guber,
a psychologist and pre
sident of Children's Market Research in Manhattan.
dd"There definitely seems to be a genetic basis for the girls' preferences towa
rd more passive types of activities and the boys being
into more action and agg
ressive toys," she says.
ddConsequently, toy companies tend to make cars, video games and construction t
oys for boys and dolls and arts and crafts for girls.
ddBrowning wishes toy makers wouldn't be so quick to typecast girls.
dd'The myth is all girls are girly girls or they are tomboys," she says. "The r
eality is today's girls may really be into Barbie and have
35 Beanie babies, bu
t they're also into soccer."
ddTo grab girls' attention, toy makers typically make their products pink, or,

more recently, purple.
ddBut that ploy may backfire as girls get older.
ddIn two recent focus groups at Hasbro, the girls in the 5- and 6- year year-ol
d group all wore pink or purple. But in the group of
7- and 8- year olds, not a
 single girl showed up in pink.
dd"It's like someone turned off the machine," Browning says. "I used to play wi
th them all the time," says 13-year-old Mariel
DiVenere, who stopped playing wi
th her Barbie dolls three years ago. "Then I stopped liking them. My friends di
dn't play with them.
I didn't want to feel like an idiot in front of them."
ddShe would switch to another toy if the choices weren't so "babyish."
dd"There really aren't any toys for kids our age," says Mariel. "It seems like
toys are for little kids."n

Publication#W\ P}P# 78. The Columbus Dispatch"Publication" #:\ P}P# 06/13/98;
 Edition: Home Final; Section: EDITORIAL & COMMENT; Page 14A

Headline#\ P}P# SCHOOL RESEARCH NEEDS DISSEMINATIONHeadline #:\ P}P#
By William L. Bainbridge
& Steven M. Sundre
ddA humorous turn on an adage has been circulating in recent months: Ifa person
 is in the woods and makes a statement, and the
spouse is not there to hear it,
 is it still wrong?
ddA similar question could be asked about most of the research on school reform
 under way in universities and think tanks: If the
researchers share their work
 only with each other, does it have any impact?
ddWhen SchoolMatch started its work in 1985, many colleagues in the academic es
tablishment seemed to inquire with skepticism,
"You're going to rate schools us
ing demographic cohorts, compare districts with others of comparable parent-edu
cation level, partner
with newspapers and corporations to conduct effectiveness
 audits and write columns for newspapers and magazines read by the
general publ
ic?"
ddWe found the same skepticism many times over the past 13 years among others w
ho had spent years researching dissertations,
conducting case studies and pursu
ing purely academic research. But today, people are getting the message. Many c
itizens now know
that research indicates children from homes of well-educated p
arents have huge advantages. They also are aware of the negative
impact poverty
 can have on one's ability to learn.
ddTwelve years ago, SchoolMatch developed "report cards" for schools, and it is
 comforting to see the similarity between them and
the ones state education age
ncies in Ohio, Vermont and elsewhere are about to use.
ddMeanwhile in the Halls of Ivy, scholars have been studying learning styles fo
r more than two decades. They have proved

conclusively that time of day makesa
significant difference in how children perform in school and on tests. They've
talked to each
other, published books and scholarly journals. Their work, howev
er, has had little noticeable impact on schooling. High-school
juniors continue
get up early on Saturday mornings to take college-entrance examinations.
ddOur point is that while the public is becoming more knowledgeable about some
important factors in education, most academic
research on school reform is bein
g ignored. And, regretably, much of what is being touted publicly is not academ
ically sound or
research-based. An illustration is a recently released U.S. De
partment of Education report to the national media revealing thatstudents who
take algebra and geometry in high school are more likely to succeed in college
than those who don't take pre-college
mathematics. The government spent tax dol
lars to prove a self-evident point.
ddAnother example of publicly acclaimed but academically weak research is in th
e plethora of customer-satisfaction surveys that
assess schools the same way on
e evaluates restaurants. There's no evidence these studies blend any relationsh
ip to the research on
effective schools into their conclusions, nor any hard ou
tcome data.
ddThe good news is that a number of academically qualified researchers are gett
ing a good deal of media attention in the
school-reform arena. Their efforts ar
e bringing new knowledge about systemic change to parents and interested citize
ns. In our travels
throughout the country conducting school site visits and per
formance audits, we see an increase in understanding of the issues by
citizens.
Those interested in learning more about school reform and its practical applic
ations can increase their awareness by reading
or listening to leaders in this
field, such as:
ddAlonzo A. Crim, professor of education at Spellman College and former superin
tendent of schools in Atlanta, Ga.; Denis P. Doyle,
senior research fellow at t
he Hudson Institute; Howard Gardner, professor and director of Project Zero, H
arvard Graduate School
of Education; Jane Hannaway, professor of Education at S
tanford University; Eric A. Hanushek, economist, University of Rochester;
David
Matthews, president, Charles F. Kettering Foundation; Thomas J. Sergiovanni, R
adford professor of educational administration
at Trinity University; Theodore
R. Sizer, professor and chairman of the Coalition of Essential Schools, Brown U
niversity; Robert
E. Slaven, co-director of the Center for Research on the Educ
ation of Students at Risk, Johns Hopkins University; M. Donald
Thomas, former s
uperintendent of schools in Salt Lake City.

ddThis is by no means an exhaustive list of American school reformers, but it i
s illustrative of those who seem to be doing the best
job in getting their mess
age to the general public, or understanding the importance of public involvemen
t in the process.
ddWilliam L. Bainbridge is president, and Steven M. Sundre is executive vice pr
esident of SchoolMatch, a Westerville-based
consulting service that assists par
ents, corporations and schools with school ratings.n

Publication#W\ P}P# 79. Los Angeles Times"Publication" #:\ P}P#* 06/15/98; Ed
ition: Home Edition; Section: Business; Financial Desk; Page D-4

Headline#\ P}P# Push to Trade Class Textbooks for Laptop PCs Headline #:\ P}
P#
By GARY CHAPMAN
ddUniversity of Texas at Austin
ddAUSTIN " Last month, I testified at a hearing in the Texas State Capitol abou
t the proposal under consideration here to replace
public school textbooks with
laptop computers and CD-ROMs. I attended this event at the invitation of Dr. J
ack Christie, the
chairman of the Texas State Board of Education and the man be
hind this idea. Dr. Christie, a chiropractor, packed a hearing room
with legisl
ators, state education officials, legislative staff, reporters, and many, many
presenters, most of them vendors from the
computer and software industries. His
intent, he told me on the telephone before the hearing, was to "dazzle" the au
dience with
computers and educational software.
ddThis was a dismal experience for me. I was the only skeptic in the entire pro
gram, out of more than 40 speakers. As one might
have expected, there was a hug
e outpouring of support and praise for Dr. Christie's plan to lease a laptop co
mputer for each of the
nearly 4 million children in Texas public schools"this p
raise and support came from computer manufacturers, of course, who
shamelessly
lauded Dr. Christie as a "visionary" and other superlatives.
ddThere was also a fair amount of pure Texas hucksterism on display, such as on
e vendor who poured water on a laptop to show
its durability (he also invited a
portly legislator to jump on the machine), and a demo of a software product th
at, inexplicably, turned
ordinary addition problems into animated cartoons.
ddIt dawned on me early in the course of this event that almost nothing will pr
event Texas from wasting huge sums of money on
trying to get every kid in the s
tate to use a laptop computer. Other school districts and states are watching t
his closely, and tens of
thousands of parents seem to be jumping on this bandwa
gon. Ohio is also considering a version of the Texas plan; Beaufort, S.C.,
has

already implemented a "laptop for every child" program; and schools all over th
e country are experimenting with the idea.
ddLast week, House Speaker Newt Gingrich endorsed this trend. "One of the goals
should be to replace all textbooks with a PC,"
Gingrich (R-Ga.) told the Super
comm trade show at the Georgia World Congress Center in Atlanta a week ago. "I
would hope within
five years they would have no more textbooks."
ddThere is a frenzy over getting computers and the Internet into K-12 schools t
hat is reaching a point of pure excess and foolishness.
In the interests of hel
ping to promote some balance and rationality in this debate, I am presenting my
own admittedly opinionated
FAQs (a widely used Internet technique called "freq
uently asked questions"). These are offered as points of consideration for pare
nts
with school-age children.
ddAre computers important in my child's education?
ddYes. Computers are transforming communications and the economy, and every chi
ld should be exposed to this technology to
understand the significance of this
transformation. Every high school graduate should know how to use a computer an
d the Internet,
understand how a computer works, have some grasp of how to find
information on the Internet, and generally know how computers
are used by busi
nesses, the government, educational institutions and people in their homes. At
a bare minimum, students should know
how to type, how to use a word processor,
how to "drive" an operating system and how to navigate the Internet.
ddDoes this mean I should buy a computer for my child?
ddNot necessarily. What young students need is access to a computer"routine, ea
sy and free access. If students can use a computerat school, especially after s
chool hours, or at a public library, or in a public access center near home, th
is should be sufficient if a
household cannot afford a home computer, printer,
and Internet connection. The advantages for students who own their own
computer
s are not so great that students who use public access computers will suffer gr
eatly by comparison.
ddWhat is more important is that students at home use their free time to study,
to read and to visit interesting places and people. They
should also be encour
aged to pursue their interests with discipline and perseverance. Kids who have
their own computers waste a
lot of time using their machines, just as adults do
. If your child always has his or her nose in a book, you can be proud and reli
eved.
If your child is always in front of a computer screen, you might need to
worry.
dd*
ddWon't my child be disadvantaged in the new high-tech economy if he or she is
not an expert with computers?
ddNo. Most people who use computers as part of their work learn what they need

to know about the technology as part of their job,
or, if they learn at school,
in the last year or two before starting work. The technology changes too rapid
ly for us to expect that
children in grade school or middle school will be lear
ning anything relevant to what they'll encounter in the workplace.
ddTo succeed in the new high-tech economy, people need two things: a solid grou
nding in fundamental fields of math, science,
economics, history, literature an
d other traditional subjects, which are all taught best out of books; and a gre
at capacity for change,
flexibility and "life-long learning." To shortchange th
ese subjects, or these qualities, for the evanescent skill of using some partic
ular
software package or operating system on a computer would be a great disser
vice to young people.
ddThe growing mania for getting a computer for every child in school is dangero
us and foolish. It will impose colossal and unneeded
expenses on schools, which
are already strapped just trying to provide computers in the classroom or libr
ary. The requirements for
technical support for millions of computers used by k
ids are unthinkably immense and expensive"there probably aren't enough
technica
l support personnel in the entire U.S. to manage such a task, and schools can't
pay these people what they can get in the
private sector. The idea of replacin
g textbooks with laptop computers is a misapplication of a useful technology to
the wrong
problem, and the enthusiasm for "edutainment" software is alarming a
nd discouraging. Learning is difficult and always will be.
ddThere appears to be no greater danger to public education today than the misg
uided and inexperienced "evangelism" of
grandstanding political leaders. There'
s a lot we need to do to improve education in this country, but excessive enthu
siasm for
computers will be a serious liability, not an asset.
ddGary Chapman is director of the 21st Century Project at the University of Tex
as at Austin. His e-mail address is
gary.chapman@mail.utexas.edu.n

Publication#W\ P}P# 80. Los Angeles Times"Publication" #:\ P}P#* 06/15/98; Ed
ition: Home Edition; Section: Metro; Letters Desk; Page B-4

Headline#\ P}P# Language SchoolsHeadline #:\ P}P#
ddI cannot help but notice the irony in "Asian Language Schools Foster Skills,
Traditions" (June 8). We have just gone through a
heated debate on Prop. 227. H
ere we are, having Asian parents worrying that their children will only know En
glish and therefore
sending 50,000 of their young to remedial native language a
nd cultural schools on the weekends.
ddI wonder if the Latino parents have the same worry? I also wonder what the op
ponents of Prop. 227 have to say about this?

ddI was one of the reluctant children who had to attend Chinese school when I w
as a kid. I spoke not a word of English when I came
to America. I attended a pu
blic school near downtown L.A., before the bilingual program. Thanks to my pare
nts, today I'm trilingual.
ddROBERT JUNG
ddLos Angelesn

Publication#W\ P}P# 81. The Washington Post"Publication" #:\ P}P# 06/15/98; E
dition: FINAL; Section: OP-ED; Page A23

Headline#\ P}P# Wisconsin WatershedHeadline #:\ P}P#
By William Raspberry
That celestial phenomenon in Wisconsin last Wednesday was either the sky plumm
eting earthward or the sun breaking through. It
all depends on where you turn f
or your weather reports.
ddThe facts of what happened are not in dispute. The state Supreme Court upheld
as constitutional a Milwaukee program that would
use state-funded vouchers to
pay the parochial-school tuition of some 15,000 low-income children. Until that
ruling, approximately
1,500 children were using the grants to pay for private
" but not church-supported " schooling.
TD The expansion to cover religious schools was, according to many civil lib
ertarians and supporters of teachers' unions, a huge
chunk of falling sky " pot
entially obliterating the line separating church and state and crushing the nat
ion's public schools.
ddIt would, as one partisan put it, use some people's tax dollars to support ot
her people's religion. An appeal to the U.S. Supreme
Court is all but certain.
ddKevin Hasson, founder of the Washington-based Becket Fund for Religious Liber
ty, is one of the sunshine boys. He finds the
Wisconsin ruling both technically
and constitutionally sound.dd"At the technical level," he tells me, "the money
doesn't go to the religious schools but to the parents of eligible children. A
nd
one criterion for eligibility is not whether you are religious or not. If yo
u meet the geographic and income criteria, you get a check
that you can endorse
over to the school of your choosing " including your local public school.
dd"Constitutionally, there's not much of a problem. There's a 15-year line of [
U.S.] Supreme Court decisions saying it's okay to use
public funds for educatio
n expenses in religious schools."
ddBut would a Supreme Court blessing of vouchers be a good thing or a bad one?
It's hard to say " and not primarily because of
the constitutional issues invol
ved. If you see public schools as more problem than solution " if you find your
self describing them
as government schools " you're likely to welcome the prosp
ect of vouchers.
ddIf you think of public schools " however dreadful some of them may be " as a

last refuge for the poor, like public transportation
or public housing, you'll
want to make sure they are not done in by vouchers.
ddIf you think of inner-city public schools as hotbeds of violence, enforced ig
norance and a lack of discipline, the thought that they
might go out of busines
s won't cause you much grief (though you might mumble some thought to the effec
t that the competition from
vouchers actually would make public schools better,
so really it's good for them). If you think of voucher advocates as conservati
ves
who neither care much about poor black kids nor much like the idea that bla
ck folk are running school systemsthat are comparable
to huge corporations with
guaranteed funding, you don't want to hear much pro-voucher talk.
ddThe Wisconsin court, of course, was not addressing the question of whether vo
uchers are a good idea, only whether their use for
parochial schooling is a leg
al idea. It decided that the Milwaukee plan passes the Supreme Court's three-pr
onged test: It has a secular
purpose, its primary effect is neither to advance
nor inhibit religion and it does not create "excessive entanglement" between ch
urch
and state.
ddIs it possible to get beyond the questions of what is permissible to the ques
tion of what is the right thing to do?
ddI think it is, but the pro-voucher/anti-voucher warfare may be the wrong plac
e to begin. A better starting place: How can we
deliver the best education for
the greatest number " and to the greatest benefit of society?
ddThat's what we asked when our servicemen returned from World War II, and the
resulting GI Bill not only paid for a huge amount
of education and job training
, improving local economies across America but also helped preserve and improve
a huge number of
struggling schools " including some that were run by churches
.
ddMaybe what happened in Wisconsin was neither falling sky nor breakthrough ans
wer, but merely a flash of light reminding us
to get the question right.n

Publication#W\ P}P# 82. The New York Times"Publication" #:\ P}P# 06/13/98Sect
ion: Editorial Desk; Section A; Page 15, Column 3

Headline#\ P}P# Grammatically IncorrectHeadline #:\ P}P#
By Ralph Schoenstein
PRINCETON, N.J. " Microsoft has many detractors, but no one has noticed its m
ost egregious sin.
ddThe company's word-processing program, Word for Windows 95, is ruining the En
glish language. I have just discovered that
Word's grammar check has a command
of English equal to that of Tarzan.
ddI first asked Word to check, She was a most unique woman; she was slightly pr
egnant. The error was easy to find, two modified

absolutes. When the check resp
onded that the sentence was flawless, I knew English was partially dead.
ddMy next offering, I couldn't help but going, used the gerund instead of the i
nfinitive. The check replied, Consider replacing with
"could not" in a formal
 document. As they say in Seattle, I couldn't help but being dismayed.
ddEager to see if the check knew the difference between a conjunction and conju
nctivitis, I wrote, Due to the weather, they could
not come. The check seemed t
o think that the sentence was Churchillian. Although most people use "due to"
 incorrectly, I thought
that a grammar guide on millions of computers should kn
ow that the sentence needed a conjunction instead.
ddInspired to eloquent awfulness, I wrote, Thinking it was open, the door was r
eally closed. The check replied, The main clause may
contain a verb in the pass
ive voice. But there is no passive voice here, just a thinking door.
ddIncredulous that Microsoft was helping millions of Americans sound like Popey
e, I went on to write, If I was a better man, I would
go. Missing my failure to
 use the subjunctive, the check resorted to political correctness: Gender-speci
fic expression. Consider
replacing with "person," "human being" or "indivi
dual."
ddThe check, of course, had a point. Every time I call myself a man, as opposed
 to a woman or a newt, I am being gender specific.
ddGiddy from all the grammatical goofiness, I wrote, There were only three grow
n-ups between Judy, Jill, Eve-Lynn, Lori, Maria
and Max. Once again, the check
approved, unaware that between cannot handle six people. That's why among was i
nvented.
ddDeciding to meet the check halfway, I stopped writing in English: She shopped
, like, sixteen times. The check said the sentence
was perfect.
ddOf course it was " not a single contraction.n
Publication#W\ P}P# 83. The New York Times"Publication" #:\ P}P# 06/13/98Sect
ion: Editorial Desk; Section A; Page 15, Column 6

Headline#\ P}P# Class Of '98Headline #:\ P}P#
By FRANK RICH
  The last term of high school, as I remember it from the first time around, is
 one steady flooring of the accelerator pedal. Grades don't
count, exams don't
count, the college that's accepted you can't change its mind.
ddIn my particular senior year, "Sgt. Pepper" had just hit town, the drinking
 age was 18 and everyone had a driver's license. By both
shaking and stirring t
hese ingredients, my friends and I were able to float for weeks, it seemed, fro
m one backyard party to another
until finally we stayed still just long enough
to slip into our rented tuxedos, pick up our corsages and find our way to our d
ates and
the prom. After that we drove all night to the beach, though how we th
en crept back to our Washington graduation from Ocean City,

tired and sunburned
but no wiser, I don't precisely recall. Lucy was always in the sky with diamon
ds that endless June, and she was
blinding.
ddThe second time around, high school graduation has a different effect. As I h
ave watched my first son float through his spring
term of senior year, I don't
begrudge him his dawning recognition that school is out even before it official
ly is; he's earned the right
to coast. And I would have hated myself in the mor
ning if I had hypocritically applied a curfew to his late spring nights. But
gr
aduation, which could not come fast enough when I was 18, arrives far too quick
ly now that he's 18. Instead of accelerating, a
father wants to slam on the br
akes.
ddFriends talk about the horror of turning 50, an indignity that apparently req
uires you to crawl into a dark psychic cave for several
months and emerge readi
ng Gail Sheehy books, but I can't imagine how it could be worse than a first ch
ild's leave-taking. After those
years of secretly fantasizing that it might be
a breather to have at least one child out of the house, especially an adolescen
t male child,
I want to bar the door.
ddIt wasn't until the end of the so-called "college-application process" " a
misnomer for "college-application torture" " that I
realized why it had fille
d me with such anxiety. My fear wasn't that my son would fail to get into whate
ver school he wanted (not
that he was going to choose what school he wanted unt
il the last possible minute anyway, thank you very much), but that he would
get
into that school. The moment the admissions letters went out was the moment he
was truly out the door " not to an indeterminate
friend's house from which he'
d certainly return (however tardily), but to the humbling realm of adulthood th
at will be his permanent
new home. Unselfishly as well as selfishly, I wanted h
im to cling to senior year forever. He was safe and happy there, and I, as I no
w
realize, was safe and happy there too.
ddMy friends John and Nan have tried to cheer me up. Their daughter, a year old
er than my son, is at the same college he'll be going
to in the fall. It's not
that far, they keep reminding me, and we can all drive up together on a weekend
and take our kids out to dinner.
Having only boys, I can't speak about daughte
rs, but I remember what I was like in college; dinner with my parents if they h
appened
to drop into town was not much higher on my list of priorities than fol
ding laundry. I had my own life now.
ddThese June mornings I wake up to the radio, on which my favorite talk-show mo
nologuist, a few years older than I am, talks about

the joys of incipient secon
d fatherhood: he has a new baby due any minute. I fantasize: Could I start at t
he beginning again and
simply fill the empty place in my nest? Then I get out o
f bed, and flash back to the hospital where my son was born, to the nights
of f
ormula, the days of strollers. I face reality: I'm just not one of those people
 who can turn back the clock.
ddSo I anticipate instead the world that's going to open wide for my son in the
 fall, and imagine it excitedly through his eyes. I take
the pictures of him in
 his rented prom tux " far slicker than his Dad's " to the drug-store to be dev
eloped. I dote on my younger
boy, still with all of high school ahead of him an
d too much the forgotten soldier of his brother's graduation week. I remind mys
elf
as well that it's still only June, and that there's a whole summer to come
before my son decamps to college.
ddThen again, if I've learned anything at all in those many years between my hi
gh school graduation and his, it's that the summer
goes by so fast.n

Publication#W\ P}P# 84. The New York Times"Publication" #:\ P}P# 06/13/98Sect
ion: Editorial Desk; Section A; Page 14, Column 6

Headline#\ P}P# Will Voucher Plan Help Poor Students?Headline #:\ P}P#
 To the Editor:
ddIt is disingenuous for advocates of school vouchers to argue that public scho
ols would be forced to improve if they had to compete
with private and religiou
s schools (front page, June 11). Imagine a floundering corporation from which t
he most competent managers
are removed. Now imagine a public school from which
the students from the most positive home environments are removed.
 Public schools, which serve the whole community, need taxpayer support, as
 opposed to schools that enjoy the advantage of a
self-selecting population.
ddSTEPHEN LEWIS
ddCentereach, N.Y., June 11, 1998n
Publication#W\ P}P# 85. The New York Times"Publication" #:\ P}P# 06/14/98Sect
ion: Week in Review Desk; Section 4; Page 2, Column 4

Headline#\ P}P# Vouchers for Church SchoolsHeadline #:\ P}P#
By ETHAN BRONNER
 In a decision many believe is headed for the United States Supreme Court, the
 Wisconsin Supreme Court ruled that the city of
Milwaukee may use school vouche
rs to send poor children to parochial schools, saying the plan did not violate
the First Amendment's
separation of church and state.
ddThe ruling gave a boost to the growing school-choice movement, which seeks to
 send children in failing public schools to private
ones, most of which have re
ligious affiliations. The aim is to inject competition into education as a mean

s of forcing improvement.
ETHAN BRONNERn

Publication#W\ P}P# 86. The Wall Street Journal"Publication" #:\ P}P# 06/15/9
8
Headline#\ P}P# Why I'm Reluctantly Backing VouchersHeadline #:\ P}P#
By Arthur Levine
Throughout my career, I have been an opponent of school voucher programs. I di
sapproved of them because I feared they would
undermine public schools. They al
so threatened to diminish the teaching of universal democratic values by suppor
ting parochial and
ideologically based schools. Studies of the limited experime
nts conducted with vouchers and school choice in the U.S. showed these
options
were used disproportionately by relatively affluent families, raising the conce
rn that vouchers could turn our public schools
into ghettos for the poor. In ad
dition, the research showed vouchers produce little if any improvement in stude
nt achievement, but
result in higher educational costs.
ddHowever, after much soul-searching, I have reluctantly concluded that a limit
ed school voucher program is now essential for the
poorest Americans attending
the worst public schools.
ddDespite a 15-year-long national school-improvement movement, many urban publi
c schools are still falling apart physically and
produce dismal results when it
comes to teaching students. These schools show no signs of improving; some are
even deteriorating.
They are the worst schools in America. Walking through the
ir halls, one meets students without hope and teachers without
expectations. Th
ese schools damage children; they rob them of their futures. No parent should b
e forced to send a child to such a
school. No student should be compelled to at
tend one.
ddToday these schools are effectively reserved for the urban poor. More-affluen
t parents have other options " private schools,
suburban schools or better publ
ic schools. As never before in American history, we live in an age in which the
future of our children
is inextricably tied to the quality of the education th
ey receive. In the past, a school dropout or a less-educated American could fin
d
a job in manufacturing or in one of the service professions, earning wages ad
equate to support a family. Those jobs have all but
disappeared. Today, to forc
e children into inadequate schools is to deny them any chance of success. To do
so simply on the basis
of their parents' income is a sin.
ddWhat I am proposing is a rescue operation aimed at reclaiming the lives of Am
erica's most disadvantaged children. This would
involve a limited voucher progr

am focusing on poor, urban children attending the bottom 10% of public schools. Their families
would be reimbursed an amount equal to the cost per student of
public education (a national average of roughly $6,500) to allow them
to attend
a better school. These schools could be nonsectarian private schools or better public schools in the suburbs. The money
could even be used to create better u
rban public-school alternatives.
ddThe voucher rescue would aim to accomplish three goals. Most important, it wo
uld offer poor children a way out of the worst
schools. If the research on vouc
hers is correct, not nearly as many as one would hope will choose this option. However, many will
" and that is all that matters.
ddSecond, it will become possible to shut down some of the poor schools abandon
ed by students with vouchers. This will permit
urban public school districts to
concentrate their resources on more promising and effective schools.
ddThird, the vouchers could encourage the creation of strong urban schools. Thi
s could happen as entrepreneurs and private
companies such as the Edison Projec
t follow the dollars and establish private inner-city schools. It could happen if urban public
school districts decide to replace old schools with better ones
so that they can compete for students. In any case, schools receiving
voucher
funding should be required to meet serious performance standards. They need to be accountable both fiscally and
academically.
ddThis is a painful proposal for me to offer. In making it I am departing from
the views of most of my colleagues at Teachers College
and of educators across
the nation, whom I deeply respect. I do so only in response to a desperate situ
ation. I offer it not as a convert
to vouchers, but as an individual who thinks
in this one instance they may be the only way to save the most disadvantaged c
hildren.
I offer this proposal not as a detractor of public schools, but as a c
hampion who wants them to be as strong as they can be.

ddMr. Levine is president of Teachers College, Columbia University.nPublication
#W\ P}P# 87. The Wall Street Journal"Publication" #:\ P}P# 06/15/98
Headline#\ P}P# School Choice and the Supreme CourtHeadline #:\ P}P#
By Clint Bolick
With the Wisconsin Supreme Court's decision last week upholding the Milwaukee Parental Choice Program " the first of five state
supreme court decisions on sc
hool vouchers expected this year " the focus on the legal battle over school ch
oice begins the shift
to the U.S. Supreme Court.
ddCoincidentally, the Wisconsin decision was rendered only days before the 25th anniversary of choice opponents' last victory in
the U.S. Supreme Court. Many

changes in the interim portend a different result next time: not only the court
's jurisprudence on the
First Amendment's religion clause, but also the nature
of school choice itself.
ddIn its 1973 ruling in Committee for Public Education and Religious Liberty v.
Nyquist, the court struck down New York state's
"parochaid" program that provi
ded grants, partial tuition reimbursement, tax deductions and maintenance and r
epair aid directly to
private schools. Most of the benefits accrued to religiou
s schools and their students.
ddThe court ruled that the program had the "primary effect" of advancing religi
on because it singled out private schools and their
students for special benefi
ts. Accordingly, the program violated the First Amendment's core "neutrality" p
rinciple.
ddBut the court left open the constitutionality of "some form of public assista
nce (such as scholarships) made available generally
without regard to the secta
rian-nonsectarian, or public-nonpublic nature of the institution benefited" " s
uch as the GI Bill, which
recipients may use at religious or secular schools.
ddSince Nyquist, the court has sustained such "neutral" benefits in five cases:

dd" In 1983, it upheld Minnesota's state income-tax deductions for education ex
penses, the vast majority of which were claimed
for religious school tuition.
dd" In 1986, the court unanimously sustained a blind student's use of public fu
nds to prepare for the ministry at a divinity school.
dd" In 1993, it allowed an Arizona school district to provide an interpreter fo
r a deaf student attending a Catholic high school.
dd" In 1995, it forbade the University of Virginia from excluding a religious p
ublication from receiving student-fee funding.
dd" A year ago, the court overturned prior precedents and allowed public school
teachers to provide Title I remedial instruction
in religious schools.
ddAs Justice Sandra Day O'Connor acknowledged last year in Agostini v. Felton,
the court has "significantly changed" its
"understanding of the criteria used t
o assess whether aid to religion has an impermissible effect." Even direct aid,
Justice O'Connor
explained, is constitutional if it is "allocated on the basis
of neutral, secular criteria that neither favor nor disfavor religion, and is
made available to both religious and secular beneficiaries on a nondiscriminato
ry basis."
ddNot only do school-choice programs adhere to the principle of neutrality " wh
ich Justice Anthony Kennedy describes as "central"
to the court's recent religi
on-clause cases " they possess a second attribute of constitutionality: Benefit
s to religious schools are
indirect. As Wisconsin Supreme Court Justice Donald
Steinmetz observed, "not one cent flows from the state to a sectarian private
s
chool . . . except as a result of the necessary and intervening choices of indi

vidual parents."
ddBut direct aid, in the form of a publicly funded interpreter, should be imper
missible, opined Justice Harry Blackmun in his 1993
Arizona dissent, "when gove
rnment dispenses public funds to individuals who employ them to finance private
 choices, it is difficult
to argue that government is actually endorsing religi
on."
ddThe court need not overturn Nyquist in order to uphold programs like Milwauke
e's. For school choice has evolved from
"parochaid" to child-aid. The Milwaukee
 Parental Choice Program adds private and religious schools to an existing arra
y of public
school options " charter schools, magnet schools and interdistrict
transfers. In each instance, the practical consequence is the same:
State educa
tion funds follow the parents' choice. This is the essence of neutrality.
ddSchool choice is an essential element of public education reform. In Milwauke
e, it has boosted academic achievement and
graduation rates and goaded changes
in public schools. As former Milwaukee schools superintendent Howard Fuller has
 attested,
inner-city public schools will not improve until low-income families
 are given the power to exit.
ddThe Supreme Court is likely to soon have several opportunities to remove the
constitutional cloud hanging over school choice.
The expected Wisconsin appeal
is one; similar choice programs await resolution in the supreme courts of Vermo
nt, Arizona, Ohio
and Maine.
ddIn Brown v. Board of Education, the court declared that education "is a right
 which must be made available to all on equal terms."
By sustaining school choi
ce, the Supreme Court would take a giant stride toward fulfilling that sacred p
romise.
dd"-
ddMr. Bolick is litigation director at the Institute for Justice in Washington,
 D.C. and defended the Milwaukee Parental Choice
Program.n
Publication#W\ P}P# 88. The Kansas City Star"Publication" #:\ P}P# 06/14/98;
Edition: METROPOLITAN; Section: OPINION; Page L2

Headline#\ P}P# Voucher ruling disappointingHeadline #:\ P}P#
By LAURA SCOTT
 A major ruling regarding school vouchers in Wisconsin will send shock waves th
roughout public schools in the United States. The
Wisconsin Supreme Court appro
ved spending public funds to support children in religious schools.
ddThe goal of tax-supported vouchers for religious education has been desired b
y private school advocates for years. They have
presented their case as one of
school choice. Indeed, Milwaukee's closely watched voucher experiment was suppo
sed to give poor
children's families the same array of choices in education tha

t more well-to-do families have enjoyed.
TD The way to ensure equal educational opportunity for all is not to encour
age exodus from public education or to set up a
two-tiered system of haves and
have-nots, both of which vouchers tend to do.
ddVouchers do not spur competition that encourages public schools to do better,
despite what voucher advocates say. Private schools
can choose whom they want
to educate - the brightest and those without discipline problems, for instance
- and leave the others to
the public schools, that have no such choice.
ddThis country's public school system exists to make sure that equal educationa
l opportunity is available to all. If there are problems
in the public schools
of a community, that is where resources and attention should be directed, not a
way from them so they only get
worse.
ddIn Milwaukee, $5,000 in tax money is lost to the public schools each time a s
tudent with a voucher goes elsewhere.
ddIndeed, Wisconsin's attempt to ``equalize" opportunity for poor children cou
ld backfire as higher-income parents complain that
the tax-supported vouchers a
re not available to them.
ddThe other valid reason for opposition to vouchers is the state's requirement
that taxpayers pay for religious instruction.
ddVouchers erode the principle that public funds should not be spent to support
religious activities. This Wisconsin decision appears
to be at odds with the C
onstitution.
ddMilwaukee's teachers and the American Civil Liberties Union have vowed to app
eal the state court ruling. Much is at stake, for
public education as well as f
or the American principle of separation of church and state.n

Publication#W\ P}P# 89. Chicago Tribune"Publication" #:\ P}P# 06/14/98; Editi
on: CHICAGOLAND FINAL; C; Section: COMMENTARY; Page 21

Headline#\ P}P# SCHOOL VOUCHERS AND THE SALVATION OF
EDUCATION Headline #:\
P}P#Subhead#[\ P}P# GIVING POOR KIDS A CHOICE GIVES THEM A SHOT AT DECENT
SCHO
OLS
Subhead#:\ P}P# By Steve Chapman.
The Rockies may crumble, Gibraltar may tumble"they're only made of clay, and
they don't have the fierce support of the teachers
unions, which are the most p
owerful interest group in the Democratic Party. In that respect, they are infer
ior to the American public
school system, which despite its failures has given
every appearance of being as invulnerable to attack as a nuclear missile silo.
Until
last week, that is, when the Supreme Court of Wisconsin fired off a salvo
that put a large crack in the foundation.
ddIn an unequivocal decision, the court upheld the constitutionality of a Milwa

ukee school choice program that gives poor children
the educational equivalent
of a "Get Out of Jail Free" card: a voucher that can be used to pay tuition at
a private or parochial school.
For 1,600 students each year, it provides the op
portunity to escape underperforming public schools that have long treated them
not
as clients but as captives.
ddCritics of vouchers were heard afterward disparaging them as a "lifeboat stra
tegy" that saves some children but abandons the rest.
Well, it's true that ther
e is a certain resemblance between urban public school systems and the Titanic.
But not many people would
argue that since the ship didn't have enough lifeboa
ts for everyone, the only fair approach would have been to let everyone drown.
ddThe point of the program, though, is to improve the chances of poor children
regardless of what school they attend. It does so
through the old-fashioned met
hod of intensifying competition. Each student a public school loses means the d
isappearance of up to
$4,400 in state funds. So public schools had better give
parents a good reason to stay or the schools won't be around long. This is
a ra
dical change from the existing system, which is more inclined to reward failure
than to punish it.
ddOf course, the teachers unions dismiss the case for vouchers as idle theorizi
ng. And maybe they're correct in fearing disaster. The
only way to know is to t
ry vouchers out in some places where public schools are doing a lousy job and s
ee what happens. But the
critics have not been eager to test their claims. They
fought the Milwaukee pilot program just as they have fought such experiments
a
t every turn.
ddBased on findings so far, it's clear that they were wise to oppose them. Stud
ies by Harvard education scholar Paul Peterson found
appreciable gains in achie
vement among children in Milwaukee and Cleveland who used their new options to
enroll in private orparochial schools.
ddCritics often say that private-school students do better because they are "se
lf-selected" for success, meaning they come from homes
where education is empha
sized and high standards are set. But in Milwaukee, Peterson and his colleagues
compared apples with
apples. Children who applied for the vouchers were select
ed by lottery"so it was possible to evaluate the relative performance of
studen
ts who differed only in whether they were given the chance to move out of the p
ublic schools.
ddWhat the scholars found is that, everything else being equal, private and par
ochial schools simply got better results.
ddThe constitutional case against school choice is also looking distinctly anem
ic after the Wisconsin Supreme Court's refusal to
invalidate the Milwaukee prog

ram"as requested by, among others, the city teachers union. The lawsuit charged
that the vouchers
violate the separation of church and state by pouring tax do
llars into the bank accounts of religious institutions.
ddThe critics apparently haven't been paying attention to the U.S. Supreme Cour
t, which has ruled in one case after another that the
crucial issue is not wher
e the dollars come from but who decides where they go. In 1983, the court uphel
d a Minnesota tax deduction
for school tuition, concluding that the 1st Amendme
nt ban on government aid to religion does "not encompass the sort of attenuated

financial benefit, ultimately controlled by the private choices of individual
parents, that eventually flows to parochial schools from
the neutrally availabl
e tax benefit at issue in this case."
ddWhat was true of tax deductions in Minnesota is equally true of vouchers in W
isconsin. But that hasn't stopped President Clinton
from using church-state sep
aration as an excuse for rejecting a proposed federal tax break for families wh
o save for education
expenses, including private school tuition.
ddClinton and his allies in the teachers unions persist in behaving as though s
tudents were made for the benefit of the public schools,
not the other way arou
nd. But the educational monopoly they are determined to preserve has never look
ed as vulnerable as it does
today.n

Publication#W\ P}P# 90. Portland Oregonian"Publication" #:\ P}P# 06/13/98; Ed
ition: SUNRISE; Section: EDITORIAL; Page C09

Headline#\ P}P# BEST WAY TO LEARN ENGLISH IS NO-COST
IMMERSIONHeadline #:\ P}
P#
(Immigrants') goal has been to learn English as quickly as possible. Most pre
-teen children will absorb another language through
their pores when they are i
mmersed in it. And immersion is a fact of life that costs nothing. All that the
vast majority need from the
school system is a little guidance and friendly fe
edback.
ddBilingual-education advocates have in recent years taken on a secondary, self
-justifying responsibility " the preservation of the
immigrant cultures (which
would apparently be at risk were the children to learn English too quickly). Th
at such a position would
be viewed as patronizing by the immigrants, all of who
m voted with their feet to be here, should come as no great surprise to
educato
rs in California.
ddJOHN FRINK
ddWest Linnn

Publication#W\ P}P# 91. The Indianapolis Star"Publication" #:\ P}P# 06/14/98;
Edition: CITY FINAL; Section: EDITORIAL; Page D04

Headline#\ P}P# School vouchersHeadline #:\ P}P#
Cal Thomas is dead wrong in his characterization of Sen. Paul Coverdell's tax
-free account plan as the salvation of public education
(April 22). The $7 per
year in tax-free interest that an account would earn for a family earning betwe
en $33,000 and $55,000 wouldn't
do much to help a parent pay tuition at any pri
vate school in America.
ddIn addition, the Coverdell plan will no more guarantee a child will be chosen
to attend a particular private school than will any
other voucher scheme. The
true choice remains where it always has - in the hands of private school admiss
ion committees.
ddVouchers have proven ineffective at helping children succeed academically. Th
e latest research, the official study of the Cleveland
voucher program, found t
hat "there are not significant differences in third-grade achievement between (
voucher) students and their
Cleveland City School District peers." The report a
lso revealed that more than $1 million in taxpayer-subsidized voucher money was

used for cab fare to transport students to and from the private schools.
ddThe real tragedy of such legislation is that it continues to divert attention
away from reforms that Americans know will help:
smaller classes, modern schoo
ls and higher academic standards. The National Education Association is working
for these
improvements because we put all children first.
ddBOB CHASE President National Education Association Washington, D.C.n
Publication#W\ P}P# 92. The Washington Post"Publication" #:\ P}P# 06/13/98; E
dition: FINAL; Section: OP-ED; Page A20

Headline#\ P}P# The Education MonopolyHeadline #:\ P}P#
ddIn Sari Horwitz's news story "Poll Finds Backing for D.C. School Vouchers; Bl
acks Support Backing More Than Whites," [Metro,
May 23], one poll respondent, a
Howard University professor, is quoted as saying: "The Founding Fathers, Jeffe
rson, Washington
and Adams, considered public education to be the key to succes
s to the Democratic republic. Vouchers cannot help but weaken public
education.
"
ddSorry, sir, but those gentlemen would not have known public eduction as we kn
ow it today " and would be horrified at its present
condition. Education in the
colonies, and at the time of the Founding Fathers, was the province of private
and community endeavors
and financing, and often was transmitted by ministers,
who were generally the most educated in the community.
ddSince most of the early colonists were Protestants, for whom salvation was de
pendent on private interpretation of the Bible,

literacy was of great importanc
e and the Bible was an integral part of the school, reflecting the religious af
firmation of the people.
ddNot until the 1820s and '30s, and Horace Mann, was there general movement tow
ard publicly financed community schools, which
were called "common schools," no
t public schools " but still these common schools were voluntary and predominan
tly Protestant
oriented. Mandatory attendance did not enter the picture until m
any decades later.
ddYes, public education is a key factor in a democratic republic, but not neces
sarily as implemented through
government-operated schools only, which seems to be the mantra of those opposi
ng vouchers. The idea that the state makes
education mandatory, taxes all to pa
y for it but then forces children into government-operated schools as a conditi
on for receiving
their just benefits is more a tenet of socialism/totalitariani
sm than democracy. In fact, the United States is the only free nation that
deni
es a ssistance to children in nongovernment schools.
ddIn a nation that professes freedom of speech and religion and equal protectio
n of the laws, it would seem that choice, competition
and equal opportunity are
essential ingredients to universal public education. In other words, fund the
education of the child
according to the constitutional rights of the parents, r
ather than fund a government system into which children whose families cannot
a
fford otherwise are forced.
ddIt is this virtual monopoly that has weakened public education. The choice, c
ompetition and direct accountability to parents created
by vouchers are what is
needed to revitalize public education.
ddMARILYN LUNDY
ddSt. Clair Shores, Mich.n

Publication#W\ P}P# 93. The Washington Post"Publication" #:\ P}P# 06/14/98; E
dition: FINAL; Section: OP-ED; Page C06

Headline#\ P}P# An Education in Self-Centeredness?Headline #:\ P}P#
ddThe Department of Education is busy doing what it does best: appropriating
valuable classroom time and tax dollars for loopy,
'60s-era experiments on othe
r people's kids.
dd Education Secretary Richard W. Riley recently kicked off his national "I Li
ke Me" program, aimed at 250,000 kindergarten
students across the country ["Sel
f-Concept Program Launched," Metro, May 29]. It will continue in school systems
nationwide next
school year.
Now isn't this wonderful? While parents struggle to teach 5-year-olds the v
irtues of sharing, taking turns and respecting other
people, the Education Dep

artment wants to make kids more self-centered!
ddWho pays these guys' salaries? (Oops. We do. . .)
ddJAMES A. MILLS
ddSilver Springn

Publication#W\ P}P#94. Los Angeles Times"Publication"#:\ P}P#* 06/14/98; Ed
ition: Orange County Edition; Section: Metro; Editorial Writers Desk; Page B-10

Headline#\ P}P#NRA's Education Program PraisedHeadline#:\ P}P#
ddAccording to the authors of "Manufacturers Must Act to Cut Deaths," (Orange C
ounty Voices, June 7), over 30,000 people are
killed by guns in the U.S. each y
ear.
ddHow can an inanimate object be blamed for a single death? Therein lies the fu
ndamental difference between gun-ban activists like
Mary Leigh Blek and those o
f us who"instead of blaming an inanimate object"blame the individual who uses t
he object in an
illegal fashion.ddBlek and her co-author, Ellen Freudenheim, go
on to attack the National Rifle Assn.'s "Eddie Eagle" program"an elementary
sc
hool education program that teaches one safety procedure to our children if the
y ever see a gun: "Stop! Don't touch. Leave the area.
Tell an adult."
ddHow can any responsible parent be against such a program? The incident, menti
oned by the authors, involving the 12-year-old
Mission Viejo girl who was accid
entally shot by her friend would not have happened had the girl's friend been e
xposed to the "Eddie
Eagle" gun-safety program. Yet the Bleks and their ilk opp
ose such a program in our schools!
ddIndividual accountability is the answer. Whether it is a misguided school off
icial denying a gun safety program in our schools,
or a criminal who illegally
obtains and uses a firearm, these are the individuals who must be held accounta
ble for an accidental or
criminal act involving a gun.
ddDo we blame a car for a death caused by a drunken driver? Do we blame the car
's manufacturer? Of course not; we blame the
individual. We must use the same l
ogic when dealing with any inanimate object needing human interaction for its u
se, legal or illegal.
ddThe familiar bumper sticker says it all: "Guns don't kill people. People kill
people." Think about it.
ddRICHARD A. BOWEN
ddFoothill Ranch
dd*
ddMary Leigh Blek and Ellen Freudenheim's article turns logic on its ear. Now,
if a firearm is misused, blame (and sue) the firearm
manufacturer. No more indi
vidual responsibility for one's actions! How neat and tidy it all is.
ddWorst of all, the authors resort to a complete and bald-faced lie when descri
bing the National Rifle Assn.'s "Eddie Eagle" program.

ddThis program is designed to teach young people (grades kindergarten through e
ight) what to do in the event that a firearm is
discovered. While the delivery
of the message is geared to the maturity and age group for each grade, the mess
age remains constant
at each level.
ddWhen you see a gun, "Don't touch! Leave the area! Tell an adult!" What part o
f this message is the "proverbial fox of a marketing
effort disguised in the la
mb's wool of a school-based program"?
ddThe "Eddie Eagle" program was used at my daughter's school this past April. T
he material was thoroughly reviewed by the school
board, of which I am a member
.
ddIt was presented in advance to the parents and then taught by a police office
r only after he reviewed the material prior to its
presentation. Nowhere in the
literature were there any pro-firearm statements.
ddWould the authors find a course on firearms awareness more credible if Handgu
n Control Inc. produced it? If the girl from Mission
Viejo or the boy from La P
alma had learned the message my daughter learned, two needless tragedies might
have been prevented.
ddDANIEL J. NIEMIEC
ddHuntington Beach
dd*
ddWith all the shootings throughout the nation, I have grave concern over my sa
fety as well as others'.
ddI have seen kids as young as 10 shooting their classmates because of juvenile
differences that are normal for their age.
ddWhen I was 10, I hadn't even seen a gun except on television and movies. Deat
h has also occurred because of the effects of
television shows such as the cart
oon "South Park" and singers such as Marilyn Manson.
ddThis is ridiculous. Solving the problem needs to come in reforming the entert
ainment industry and building up America's families.
ddBRITTANY WATSON
ddDana Pointn

Publication#W\ P}P# 95. Detroit Free Press"Publication" #:\ P}P#June 12, 1998

Headline#\ P}P# School officials deserve praise for discipline Headline #:\ P
}P#
If kids learn nothing else in school, they should learn to distinguish between
feeling and thinking.
ddThey may trail their Asian and European peers in computer savvy and mathemati
cal prowess, but if they understand the difference
between responding to the wo
rld emotionally and evaluating it thoughtfully, most of our teenagers will be O
K.
ddLike any other lesson, this distinction is taught most effectively by adults
who practice making it in the real world.

ddThat's why administrators at Royal Oak Kimball High School deserve our apprec
iation for their difficult decision to discipline
a school custodian who declin
ed to join other staff members in a search triggered by a bomb threat.
ddBear with me, and I'll explain.
ddBut first, in case you missed the story in Thursday's Free Press:
ddSomeone telephoned Kimball twice on Monday to warn that a bomb had been hidde
n in the school, whose student body numbers
some 1,300 teenagers. As in previou
s bomb scares " Monday's was the third at Kimball this school year " Principa
l Tom Neville
notified police and asked staffers to join him in a search for su
spicious objects.
ddMost complied. But Patricia Biland, the school's 34-year-old assistant head c
ustodian, refused, citing her responsibility to the
14-month-old daughter she i
s raising alone. Royal Oak school officials, citing a written job description t
hat lists the promotion of
building security and student safety among custodian
s' responsibilities, suspended her without pay.
ddLet us not judge Biland too harshly. A mother's fear " for her own safety, o
r for her infant's well-being " is nothing to laughat, even when it is disprop
ortionate to the real risk.
ddBut neither should school policy be calibrated to anyone's irrational anxiety
. In Biland's case, the relevant question is not whether
her fears were genuine
, but whether the request that she and other staffers participate in the bomb s
earch was reasonable.
ddI can't speak for the generations that preceded mine, but by the time I got t
o high school " about midway through the Nixon
presidency, for any calculators
in the audience " bomb scares were an end-of-the-school-year staple.
ddThen, as now, school administrators sought ways to assure student safety with
out surrendering to the full-scale disruption
pranksters sought. To ignore even
the most dubious threat, they knew, would be foolhardy; but to reflexively eva
cuate the building
and summon police would hand adolescent yahoos too big a pay
off for a 10-second pay-phone call.
ddNeville, Biland's boss, was trying to find the middle ground between under-re
sponse and over-reaction Monday when he enlisted
staffers in a quiet, low-key s
earch, reasoning that those who work in the building every day would be more ap
t than police to notice
anything amiss.
ddBiland, who acknowledges participating in several previous bomb hunts during
her seven-year tenure at Kimball, says the
increasing incidence of schoolyard v
iolence has convinced her that such searches are too risky.
ddBut there's no evidence I know of that high schools are exploding any more of
ten than they did a generation ago. And the need
for adults to keep the real th
reat of violence in perspective " especially in the midst of melodrama-prone a
dolescents " is greater

than ever.
ddSympathizing with a frightened mother is one thing; contorting a reasonable p
olicy around her fears would be another.
ddHere's to Royal Oak school administrators for knowing the difference.n

Publication#W\ P}P# 96. Los Angeles Times"Publication" #:\ P}P#* 06/14/98; Ed
ition: Ventura County Edition; Section: Metro; Zones Desk; Page B-18

Headline#\ P}P# Enforce Graduation StandardsHeadline #:\ P}P#
ddWe offer best wishes to the Class of 1998, which this month sails off into a
promising future. But as the experience of a handful
of Fillmore high school se
niors this year illustrates, rising graduation standards will make that diploma
harder to earn in the years
ahead"and school officials must resist the temptat
ion to relax those standards when some students, inevitably, fail.
ddFollowing a statewide trend, many Ventura County high schools have adopted to
ugher graduation standards in recent years.
ddSanta Paula High School, for example, eliminated its "standard track" and thi
s year began funneling every student into
college-preparatory classes.
ddFillmore school trustees went even further, voting last year to require a C a
verage for graduation beginning with the Class of 2002.
And beginning this year
, Fillmore High seniors were allowed only two chances to pass state-mandated pr
oficiency tests. In previous
years, students were allowed to try up to six time
s.
ddSchool officials say tougher standards have not, as some had feared, forced m
arginal students to leave school. In fact, the county's
dropout rate declined a
gain this year to a record low of 2.5%.
ddThose kinds of figures demonstrate that raising standards can keep students i
n school, education officials say.
ddBut raising standards has not been painless. The first to feel the effects we
re eight seniors at Fillmore High who were unable this
year to pass the state w
riting proficiency test after two tries.
ddThe students appealed to trustees, arguing that the two-test limit was unfair
. Other schools allow more chances, they contended.
ddSchool officials pointed out that the students had plenty of warning about th
e new policy and many chances to prepare. Not only
does the district offer prac
tice tests beginning in the fourth grade, it also provides tutoring to seniors.

ddBut in the end, trustees agreed to grant the eight students a third chance"an
d last week, seven of those students passed the exam
and earned their diplomas
in time for graduation.
ddWe're happy that these students have finally crossed the finish line, but we
urge school boards not to make a habit of granting such
exceptions. Many studen
ts will work harder only if they know it is necessary"and they will know it is
necessary only if they know

the standards are firm.
ddIf stricter graduation requirements are to mean anything, if they are to be e
ffective in raising the quality of the education our
schools provide, they must
be enforced.n

Publication#W\ P}P# 97. The Washington Post"Publication" #:\ P}P# 06/13/98; E
dition: FINAL; Section: Editorial; Page A20

Headline#\ P}P# D.C. Test Scores Looking UpHeadline #:\ P}P#
ddNO ONE IN the D.C. public school system will claim standardized test scores a
re where they should be or that the school system
has finally turned the corner
on student achievement. But the latest test results showing improvement at mos
t grade levels must be
greeted with a mixture of pleasure and relief. As School
Superintendent Arlene Ackerman said, "We didn't jump leaps and bounds,
but we
showed solid progress."
ddA school system in which most students at every grade level have only partial
mastery of basic reading and math skills for theirgrade remains a system in tr
ouble. But the difference this year is that student performance is no longer la
nguishing at the bottom.
The latest scores show the lowest-performing students
in second and fourth grades making the biggest gains in reading, while math
sco
res climbed for the lowest-performing sixth- and eighth-graders. The overall ga
ins represent no small feat for asystem that got
started three weeks late and i
n which various schools were plagued with fire-code violations.
TD But this first tangible step toward a school system turnaround began long
before the Standford 9 Achievement Test was
administered this spring. It began
with Mrs. Ackerman's attention-getting declaration of an educational crisis an
d her focus on student
achievement as the school system's number one strategic
goal. It continued with the introduction of reading and math content
standards
and introduction of accountability systems for principals and students. A host
of parents and other volunteers quietly
pitched in as tutors before and after s
chool programs; teachers were trained. In all, a number of people joined in the
blitz on low
student performance, and it paid off.
ddThe next critical test for the new school leadership is to make the city's la
rgest-ever summer school endeavor a success. Sending
as many as 20,000 schoolch
ildren to summer school is a major logistical and financial undertaking, but it
is necessary if
improvements are to continue. The effort isn't limited to stud
ents. Test scores are now a factor in assessing principal and teacher
performan
ces. In short, to boost student achievement, Mrs. Ackerman is asking everyone "
student, principal, teacher andparent

" to put something on the line. It seems
 to be paying off.n

Publication#W\ P}P# 98. Omaha World-Herald"Publication" #:\ P}P# 06/14/98; Ed
ition: Sunrise; Section: Editorial; Page 32A

Headline#\ P}P# More Tools for School AccountabilityHeadline #:\ P}P#
 The Nebraska Board of Education ought to pursue the idea of opening school dis
tricts to more public scrutiny.
ddThe board is considering requiring districts to report standardized test scor
es to the public. Also, the board may require school
systems to provide the pub
lic with information ranging from student turnover rates to per-pupil costs and
 class sizes. Some districts,
such as Omaha Public Schools, already disclose so
me of the facts.
ddThese are good ideas. School boards around the state would all have to give p
arents, community leaders and taxpayers information
that is necessary to evalua
te those districts properly. Parents would be able to see what their children's
 schools do well and what they
do poorly. Taxpayers would have more information
 to help them decide whether their money is being spent properly.
ddThe state board's goal is to increase accountability, officials said. Kathlee
n McCallister of Omaha, president of the board, said
the information would be "
a tool for making informed decisions."
ddIndeed it would be. The public needs facts to help make informed decisions re
garding the schools. The proposed disclosure plan
would help provide facts.n

Publication#W\ P}P# 99. St. Louis Post-Dispatch"Publication" #:\ P}P# 06/14/9
8; Edition: FIVE STAR LIFT; Section: EDITORIAL; Page B2

Headline#\ P}P# PUBLIC SCHOOLS SAFEGUARD DEMOCRACYHeadline #:\ P}P#
Wisconsin's voucher system for paying the entire cost of private and parochial
school education is a frontal assault on two core
principles of democracy - pub
lic schools and the separation between church and state.
ddIf the U.S. Supreme Court goes along with the Wisconsin Supreme Court decisio
n upholding the voucher program, the nation
will be opening the public treasury
 to church schools. Instead of a wall between church and state, the nation woul
d be left with a
broken down fence.
ddOne of the main reasons for adoption of the First Amendment was that many col
onies and states levied taxes for religious
purposes. The Virginia Bill for Est
ablishing Religious Freedom, which served as a basis for the First Amendment, a
ttacked this evil.
Thomas Jefferson wrote the preamble: "To compel a man to fur
nish contributions of money for the propagation of opinions which
he disbelieve
s, is sinful and tyrannical."

ddAre we now to turn our backs on this central principle of the First Amendment
?
ddIf a court blindfolds itself to reality and applies some legal sophistry, it
can act as if the full funding of religious education is
perfectly in line with
 the First Amendment. That's what the Wisconsin Supreme Court did.
ddThe argument goes like this: Vouchers have the secular purpose and primary ef
fect of improving education for poor kids. The
Supreme Court already has approv
ed tuition tax deductions for parochial school expenses. So why not vouchers?
ddBut the difference in degree is crucial. Tuition tax deductions are us ually
worth a couple of hundred dollars. The Wisconsin
voucher plan pays for the enti
re cost of instruction or $4,700, which is the amount the state spends on each
student in the Milwaukee
public schools. The state makes out the check in the n
ame of the family and sends it to the private or parochial school where the
par
ent signs it over.
ddThere is some reason to hope that the Supreme Court will see the Wisconsin pl
an for exactly what it is: direct state funding of
religious education. Justice
 Sandra Day O'Connor's vote is key because she has been a swing vote on church-
state issues. Justice
O'Connor says it's perfectly fine for the government to f
und some secular functions performed by religious organizations - likechurch-ru
n sex education. But she is em phatic that the First Amendment does not permit
public funds to finance religious activities.
ddIf the court upholds the Wisconsin voucher program, state legislatures across
 the country will be besieged by church groups with
their hands out. Churches w
ith a lot of clout - Catholics in places like Missouri and the northern states,
 Protestants in the South - will
be at the head of the line.
ddReligious strife in our public life would be increased because churches that
don't get money will resent those that do.
ddIn addition, the diversion of large amounts of state money to church schools
would diminish the public schools, which are
democracy's front-line institution
.
ddProponents dress up vouchers in the Sunday best of freedom, equality and comp
etition - freedom of school choice, a better
education for poor kids, and an in
centive for lazy public schools to get off the dime.
ddBut the reality is that public schools have been starved by taxpayer limits.
They need more money and attention, not less.n

Publication#W\ P}P# 100. The Indianapolis Star"Publication" #:\ P}P# 06/12/98
; Edition: CITY FINAL; Section: EDITORIAL; Page A16

Headline#\ P}P# School choice gainsHeadline #:\ P}P#
 It's been a great week for defenders of school voucher programs nationwide.
ddThe Wisconsin Supreme Court ruled Wednesday that poor children in Milwaukee
can attend religious schools at taxpayer

expense. In doing so, it expanded a la
ndmark school choice program that until now was restricted to non-religious pri
vate schools.
dd``It's a resounding breakthrough," said Gordon St. Angelo, president of the
Indianapolis-based Milton and Rose D. Friedman
Foundation, which advocates for
parental choice of schools. ``There has been a pent-up demand for improvement
and school reform.
This is going to unleash it."
ddAnother success came Tuesday in New York City. A group of nationally known b
usiness leaders pledged to raise $200 million
to permit 50,000 inner-city chil
dren across the country to attend parochial and other private schools over the
next four years. The
venture is called the Children's Scholarship Fund.
ddTheodore Forstmann, chairman of Gulfstream Aerospace and a sponsor of the fu
nd, said the extraordinary demand for a New
York City scholarship program conv
inced him that inner-city students crave alternatives. More than 40,000 famili
es applied for
the 2,200 available scholarships.
ddBecause a high level of demand is expected in other cities, the scholarships
will be awarded by lottery, a process already adopted
in Indianapolis by the E
ducational Choice Charitable Trust. The trust, founded in 1991 by insurance ex
ecutive Pat Rooney, provides
grants to low-income public school students to at
tend religious or independent schools of their choosing.
ddEarlier this month, the trust said it will award at least 500 new tuition gr
ants for the 1998-99 school year, due in part to stepped
up contributions from
individuals and businesses. More than $1 million has been committed over the n
ext three years. The grants
will be awarded by lottery on July 8.
ddRooney was one of the first business leaders to act on the idea that poor ch
ildren should have educational options. Today private
voucher or scholarship p
rograms exist in nearly 40 cities and towns across the country. The one launch
ed Tuesday is the first
national proposal and the most impressive commitment t
o date.
ddGiving low-income students an alternative to bad public schools is an idea w
hose time has come. It is an idea propelled by the
frustration of parents and
the demands of employers. It is an idea that the Wisconsin Supreme Court viewe
d as a matter of simple
fairness.
ddThe week may well have signaled a turning point in American education. Befor
e it was out, public school officials vowed an
appeal to the U.S. Supreme Cour
t.
ddSt. Angelo says he welcomes that appeal because recent rulings by the court o
n similar subjects suggest it will uphold the
Wisconsin ruling.

ddFor the sake of the children, we share his optimism. How the justices confro
nt the conflict between an established institution and
a new vision of individ
ual need will be critical to our youngsters' futures.n

Publication#W\ P}P# 101. Cleveland Plain Dealer "Publication" #:\ P}P# 06/12
/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 10B

Headline#\ P}P# PROGRESS FOR PUPILSHeadline #:\ P}P# Subhead#[\ P}P# A FAVO
RABLE RULING AND A $200 MILLION PROMISE
STRENGTHEN VOUCHER SUPPORTERS' HANDSub
head#:\ P}P#
  This week, the grown-ups did right by kids.
ddWhat's more, they did it twice.
ddIn the first instance, a group of business leaders announced plans to raise $
200 million to give poor students a chance to attendprivate or parochial school
s in cities across the country. In the second, the Wisconsin Supreme Court said
 public officials could offer
similar opportunities to Milwaukee pupils - even
if taxpayers' money pays for religious schools' tuitions.
ddThe Milwaukee case mirrors another in Ohio: In both instances, opponents char
ge that publicly funded voucher programs violate
the principle of separation of
 church and state. Supporters, meanwhile, counter that no ban is violated when
stipends go directly to
families. In Wisconsin, a four-member court majority bo
ught the advocates' argument; Ohio's high court has yet to say when it will
hea
r arguments on Cleveland's state-sponsored pilot program - much less when it mi
ght issue a ruling.
ddIn truth, actions by either of these state courts mark merely an intermediate
 step. Since all adversaries have vowed to appeal their
cases to the U.S. Supre
me Court, the matter will not end until the justices have their say. Meanwhile,
 families enrolled in contested
programs in Wisconsin, Ohio and three other sta
tes continue in a state of uncertainty about the future - a condition that make
s the
business group's recent proposal all the more appealing.
ddUnveiled Tuesday, the Children's Scholarship Fund marks an outgrowth of local
 efforts in New York and Washington, D.C., to
give low-income families options
beyond the public schools. Each program has engendered a huge waiting list, ins
piring co-founders
Theodore J. Forstmann and John T. Walton to launch a foundat
ion to serve students across the country.
ddWith initial pledges of $140 million, the program will operate in 35 to 50 ci
ties across the country, from places as large as Los
Angeles to those as modest
 as Jersey City, N.J. Parents will be expected to contribute 25 to 60 percent o
f enrollment costs, with the
level dependent upon their individual financial ci
rcumstances.
ddEven as Forstmann, a senior partner in an investment firm, announced the effo

rt to help poor families flee troubled districts, he
emphasized his own support
for public schools. The idea of the program is not for private entities to cru
sh existing systems, he said,
but rather to use competition to spur improvement
s. To date, local programs - public and private - largely have failed to prod s
uch
changes, but this large-scale initiative just might prove bold enough to pr
ompt real shake-ups. More important to individual families,
the more abundant t
he educational options, the less likely promising pupils will be stunted.
ddThe Ohio Supreme Court, and its counterpart in the nation's capital, should r
ecognize this wisdom and act accordingly. And
educational leaders in Cleveland
and elsewhere should recognize the dissatisfaction the public clamor for these
voucher programs
represents.n

Publication#W\ P}P# 102. The Atlanta Journal"Publication" #:\ P}P# 06/12/98Se
ction: Editorial; Page A;18

Headline#\ P}P# Ruling on school vouchers a ray of hope for poor kidsHeadline
#:\ P}P#
STAFF
POOR SCHOOLCHILDREN stuck in substandard public schools scored a huge victory
in Milwaukee Wednesday, a victory that
we hope will extend nationwide.
ddThe Wisconsin Supreme Court, ruling in a hotly contested issue, said public e
ducation dollars can be used for vouchers to religious
schools. The immediate e
ffect is to expand the Milwaukee Parental Choice Program from 1,500 poor childr
en attending 23
nonsectarian private schools to 15,000 attending religious or n
onreligious schools in September. But the wider impact, especially
if the rulin
g is appealed and upheld by the U.S. Supreme Court, is to give legal sanction t
o using public dollars for religious
instruction.
ddThe Wisconsin court said the law violated neither the state constitution nor
the federal separation of church and state. A student
qualifies for benefits "n
ot because he or she is a Catholic, a Jew, a Moslem or an atheist," the court w
rote; "it is because he or she
is from a poor family and is a student in the em
battled Milwaukee Public Schools."
ddThe court noted that under the law extending vouchers to religious schools, p
ublic dollars go to parents, not directly to religious
institutions. Further, t
he law prohibits parochial schools from requiring students to receive religious
instruction.
ddIn Milwaukee, in Atlanta and across the nation, poor children, a disproportio
nate share of them minorities, are trapped in public
schools that have little o
r no incentive to improve. School vouchers give those poor children and their p

arents an educational option,
and they give public schools reason to prove thei
r mettle.
ddSchool vouchers need to expand beyond Milwaukee to all poor school systems, t
hereby giving poor families a choice the affluent
already enjoy. E-mail: journa
l@ajc.comn

Publication#W\ P}P# 103. The Virginian-Pilot and The Ledger-Star, "Publication
" #:\ P}P# 06/12/98; Edition: FINAL; Section: LOCAL; Page B10

Headline#\ P}P# HIGHER EDUCATION MORE STUDY IS NO
ANSWERHeadline #:\ P}P#
While Virginians await the governor's appointment of a blue-ribbon commission
on higher education, yet another report underscores
a truth needing no further
study: Virginia spends precious little relative to the high quality it gets fr
om its public colleges and
universities.ddThis fact has been reported 16 ways f
rom Sunday. The only reason state officials keep commissioning study groups to
traverse
the same ground is that they keep hoping for a different conclusion.
ddThey could save time and money, some of which could go to the institutions, b
y giving up on trying to reconfigure reality.
ddThe latest evidence of state parsimony comes from the Virginia Business Highe
r Education Council, a pro-business group that
admittedly has as its agenda the
improvement of higher education in the state. (Shame on them!)
ddThe statistics the council provides in its May newsletter aren't subjective,
however. Analysis of hard, cold data from the National
Center for Educational S
tudies shows that almost every Virginia four-year college is spending less per
student than its "peer"
institutions in other states.
ddGeorge Mason, for example, spends less per student than all but one of the 20
public universities identified as its peers by the
governor's office, the Gene
ral Assembly and the State Council of Higher Education. It's dead last in the a
mount of state funding per
student.
ddOld Dominion University ranks 18th out of 22 peer institutions in per-student
spending and is 21st in state support. Norfolk State
University ranks higher i
n overall per-pupil expenditure (13th out of 24), but is back at the bottom (23
rd of 24) in per-pupil state
support.
ddThe University of Virginia, which has been rated the top public university in
the nation, spends less per student than seven of 15
peer schools, and is 13th
in the amount of state support. The list goes on.
ddAs the report points out: "A lower ranking expenditure per student, as such,
is not necessarily good or bad. It can be indicative
of efficiency. . . . Consi
stently ranking at the bottom, as is now the situation, however, should be a ma

tter of concern."
ddWhy does this matter? Just ask the parents of students who are enrolled at th
ese allegedly premier institutions. Far too many are
attending oversized classe
s in which there are inferior technological equipment, inadequate support syste
ms and heavy reliance on
graduate assistants as instructors.
ddIf Virginia politicians want to study higher education, they should start by
focusing on ways to close the funding gap. Virginia
schools cannot live indefin
itely on reputation. Sooner or later, public perception will catch up to the re
ality that funding reductions
over the last decade have taken a toll.
ddState colleges and universities deserve financial backing on a par with the p
roduct they have delivered in good times and bad.
Gold-plated performance deser
ves, in the least, silver-plated support.n

Publication#W\ P}P# 104. Buffalo News"Publication" #:\ P}P# 06/12/98; Edition
: CITY; Section: VIEWPOINTS; Page B3

Headline#\ P}P# PARENTS HAVE TO TEACH THEIR CHILDREN
MORALSHeadline #:\ P}P#
Our country seems besieged with a new kind of plague. I am referring to the l
atest in a string of tragic shootings by young
teen-agers. While authorities st
ruggle to find answers to these senseless acts, the parents of children attendi
ng "Any School, U.S.A."
fear for their safety and at the same time can't help b
ut wonder if they provided their children with the necessary tools to make
deci
sions that are both sound and just.
ddThe tools I speak of are values, morals and standards. These very ideals seem
to be fading from our culture today. It seems that
some American youths have l
ost their focus, direction and purpose in life. Whether the cause is informatio
n overload, peer pressure
or a lack of parental supervision, children need our
guidance to help keep them on the right path. Teens must learn to lead and not
follow.
ddTo instill character-building traits in children throughout their formative y
ears should be one of the most important objectives of
all parents. Respect, ho
nesty, integrity and discipline should be emphasized. These intangible beliefs
provide the information for
future decision-making skills and pave the way for
a leadership role. After all, leaders are made, not born. Our youths can still
reclaim
those values, morals and standards that were lost somewhere along the w
ay. Ron Kujawa Cheektowagan

Publication#W\ P}P# 105. Boston Herald"Publication" #:\ P}P# 06/14/98; Editio
n: Al; Section: EDITORIAL; Page 030

Headline#\ P}P# Kids win in MilwaukeeHeadline #:\ P}P#
The nation's schoolchildren won a decisive victory in a ruling this past week by the Wisconsin Supreme Court that allows Milwaukee parents receiving publicly funded vouchers to use those stipends at religious schools.

ddUnder the Milwaukee plan, children from poor families are given $5,000 a year in tax-funded vouchers to attend the private school of their choice. Pending t he resolution of a constitutional challenge, the program excluded religious sch ools.

According to the justices, including parochial schools won't violate the Firs t Amendment. A student qualifies for the program "not because he or she is a Ca tholic, a Jew, a Muslim or an atheist; it is because he or she is from a poor f amily and is a student in the embattled Milwaukee Public Schools," the court ru led.ddCurrently, 23 private schools take Milwaukee students under the voucher p rogram. Now, an additional 80 schools (mostly Catholic and Lutheran) will be ab le to participate. In the past, a lack of schools - not a lack of applicants - has held the program back.

ddAlso last week, the Boston City Council was told the city's public schools ar e in hopeless disarray and only a return to neighborhood schools will save them .

ddAt the Woodrow Wilson Middle School, according to the organization Boston's C hildren First, 94 percent of seventh-graders scored poor or failing grades on a standardized math test, but all were promoted to the next grade.

ddWhile there's nothing wrong with neighborhood schools, clearly they aren't th e answer to the crisis in public education. Yes, a return to neighborhood scho ols will greatly increase the chances for genuine parental involvement, which i n turn can only help improve what goes on inside those facilities. But all of t hat takes time and effort, and with every passing day some child is being lost to a system grown complacent.

ddReal competition - through charter schools and private schools made available through vouchers (publicly or privately funded) - is the best way to make a di fference.

ddThere's a growing awareness of this. A business group, the Children's Scholar ship Fund, announced it will raise $200 million to allow 50,000 inner-city chil dren to attend private schools over the next four years. (Boston has been invit ed to participate.) Similar philanthropic initiatives have begun in a number of cities.

ddGiving poor children a choice in education is an idea so sensible - and in ma ny ways so easy to accomplish - that it's beginning to make real progress in th e courts and within the business community.n

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========== ATTACHMENT 3 ==========
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Daily Education News

Monday, June 15, 1998

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

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NATIONAL

1. The New York Times

06/13/98Section: National Desk; Section A; Page 8, Column 3

Budget Is Cut for a Plan to Put Schools and Libraries On Line

By SETH SCHIESEL

The Federal Communications Commission decided yesterday to reduce by more than 40 percent the budget of a plan to connect schools and libraries to the Internet.

Under bipartisan pressure from members of Congress who maintained that the program would increase long-distance telephone rates, the commission agreed to trim the program. All three of the Democrats on the commission voted in favor of the plan, while the two Republicans opposed it.

Long-distance carriers are required to provide most of the money for the program. Under the revised plan, $1.275 billion will be raised this year, down from an original maximum of $2.25 billion.

About 30,000 schools and libraries have applied for about $2.02 billion from the program. Fewer than two-thirds of those requests will now be granted, which will skew the distribution of money toward the poorest school systems.

Lynne E. Bradley, a lobbyist for the American Library Association, said, "Clearly we're disappointed that it will put a lot of schoolkids and libraries on hold."

The schools and libraries program was originally a relatively obscure offshoot of the Telecommunications Act of 1996, but it became the subject of a hard-fought political debate last week when four powerful members of Congress urged the commission to cut off its funding altogether.

The AT&T Corporation and the M.C.I. Communications Corporation, the two biggest long-distance carriers, have said in recent months that they intended to pass on to consumers the cost of contributions to the program.

That set off a blast of protest on Capitol Hill, directed at the F.C.C. and in particular at the commission's chairman, William E. Kennard, who yesterday acknowledged the need for compromise.

"If we were to fund at the full $2.25 billion rate," he said, "there would probably be some upward pressure on long-distance rates. My goal has been to have both lower rates and more money for universal service."

The fight over the schools and libraries program has become perhaps the communications commission's most important battle with Congress. The program enjoys the favor of Vice President Gore.

Criticizing the agency's action today, Thomas J. Bliley, the Virginia Republican who serves as chairman of the House Commerce Committee, which oversees the commission, said: "The F.C.C. blew it. Thanks to that agency and Vice President Gore, the American people, including less-fortunate Americans, are stuck with higher phone rates."■

2. Los Angeles Times

* 06/13/98; Edition: Home Edition; Section: Business; Financial Desk; Page D-3

FCC Votes to Scale Back School Net Wiring Program

By JUBE SHIVER Jr.
TIMES STAFF WRITER

WASHINGTON — Under fire from congressional leaders, the Federal Communications Commission voted Friday to scale back an ambitious program to wire the nation's schools and libraries for Internet access.

The agency voted to cap this year's spending on the wiring program at $1.257 billion—a little more than half the $2.25 billion the agency had previously authorized.

The technology program, mandated by the 1996 Telecommunications Act, has drawn criticism as it has ballooned in cost. The outcry grew more intense in recent weeks as some telephone companies—which are required to pay subsidies to the FCC—vowed to pass along the cost to residential phone customers.

The school and library program—together with another new federal initiative to wire rural health-care facilities for Internet access—were strongly championed by Vice President Al Gore. They are extensions of existing federal subsidies that underwrite phone service for the poor and others in costly to serve rural and urban areas.

However, a group of congressional leaders that includes Senate Commerce Committee Chairman John McCain (R-Ariz.) and Rep. John D. Dingell (D-Mich.), ranking member of the House Commerce Committee, say the FCC has created a bloated program that is at odds with Congress' original intent.

"Thanks to that agency and Vice President Gore, the American people . . . are stuck with higher phone rates," said Rep. Thomas J. Bliley, (R-Va.), chairman of the House Commerce Committee.

But Gore and FCC Chairman William E. Kennard say the program is needed to improve education.

"How can we lead in the Information Age with an approach to education that's stuck in the Stone Age?" said Gore in a statement issued just before Friday

AT&T Corp. and MCI Communications Corp. recently announced plans to add new charges on residential customers' bills next month to pay for the subsidies.

MCI said it will impose a 5.9% charge on residential customers' monthly interstate and international toll calls. AT&T will bill customers an additional 5% of their interstate and international calls, plus 1.8% of in-state long-distance calls.

AT&T, MCI and Sprint Corp. have been charging their business customers extra since the beginning of the year.

The companies say they must add the charges because they can't afford to absorb the cost of the program. Some consumers groups and FCC officials say, however, that the increases are not justified, because long-distance costs are falling.

AT&T and MCI said they would reevaluate their rate increase in light of the FCC's actions.

Industry experts said the FCC program reductions are unlikely to result in significant rate rollbacks. They say less than half of MCI and AT&T's proposed rate hikes are attributable to the school wiring program. The lion's share of the increase stems from other universal service subsidies for the poor and phone customers living in costly to serve areas.

■

3. The Washington Post

06/13/98; Edition: FINAL; Section: Financial; Page D01

FCC Pares School Internet Program

Funding for Program Cut Nearly in Half

By Mike Mills
Washington Post Staff Writer

Rejecting calls in Congress to kill a controversial program to wire schools and libraries to the Internet, a Democratic majority at the Federal Communications Commission yesterday voted instead to slash its funding by almost half.

Long-distance phone companies still plan to add special charges to residential phone bills starting July 1, however. The Internet program is only a small part of what the new fees would finance.

The FCC's action has triggered a higher-level brawl between the White House and leading lawmakers in Congress, who say that the so-called e-rate program is too broad in scope and complain it is raising constituents' phone bills.

"Congress will still try to end [the program] as soon as next week," predicted Vice President Gore in a speech to educators and technology executives in California. "Let me be clear: We will fight any effort by Congress to end the e-rate." President Clinton made a similar statement.

In a 3-2 vote along party lines, the FCC trimmed the program from its previous level of $2.3 billion to $1.3 billion. The agency took other steps, including reducing the salary of the program's administrator and targeting the remaining funds so that the neediest schools would get the money first.

Part of a broader 1996 rewrite of telecommunications laws, the e-rate initiative provides discounts to educational institutions — ranging from 20 percent to 90 percent, depending on need — when they contract with private companies for wiring to classrooms and libraries.

The FCC yesterday said the poorest schools and libraries now will get 70 percent of the fund's outlays, while some wealthier private and public schools may be cut out completely. Every school and library that met an early filing deadline for discounts "will get at least some funding," an FCC spokeswoman said. The FCC also plans to meet the requests over an 18-month period instead of 12 months.

"Many children and communities will be left unconnected," said Michelle Richards of the National School Boards Association.

In an interview, FCC Chairman William Kennard said stopping the program was not an option he would consider.

"The fundamental issue is, can we as a nation afford to make this investment? We can't afford not to," he said. While 78 percent of schools have access to the Internet, he said, the access is usually just through one joint-use computer. Only 27 percent of schools have at least one classroom wired individually to the Internet, he added.

Republicans see the FCC as helping Gore to get credit for meeting a longtime pledge to wire schools and libraries to the Internet by 2000. Republicans call the e-rate the "Gore tax" because phone bills will be going up July 1 in part to pay for it.

But leading Democrats Sen. Ernest F. Hollings (D-S.C.) and Rep. John D. Dingell (D-Mich.) also protest that the program has been expanded too greatly and is raising telephone rates.

"Mr. Kennard has chosen to go well beyond the intent of Congress to set up huge additional acquisition programs for schools and libraries," Dingell said in an interview. "If he insists on getting himself in trouble, I'm sure he'll be successful."

Calling the FCC action "an exercise in futility," Sen. John McCain (R-Ariz.) issued a statement saying "legislation must be enacted immediately to stabilize the schools and libraries program and give the entire telephone industry subsidy system the coherence and permanence the Congress intended."

The $1.3 billion figure represents a quarterly funding level of $325 million, money that will be collected from long-distance telephone carriers. AT&T Corp., MCI Communications Corp. and other companies have said that on July 1, they intend to begin charging consumers a 5 percent monthly fee to recover the cost of that program as well as programs that ensure "universal" low-cost phone service to rural and high-cost areas.

AT&T is likely to switch to a flat monthly fee — in the 90-cent range — instead of the 5 percent charge, company sources said yesterday. Kennard applauded the flat-fee approach, saying it provided more consumer "clarity" than the 5 percent fee.

Consumer groups say that the July 1 rate increases should not be allowed. Long-distance companies should absorb the costs of the e-rate and other universal service programs instead of raising rates,

MCI officials said they opposed the flat fee, though they did not rule out switching to that approach. Because MCI has more higher-spending customers than AT&T, it would recover more money under the flat fee. Conversely, AT&T — which has tens of millions of customers whose phone bills range from zero to $20 monthly — would raise more money under the flat fee.

they contend, on grounds that those companies recently enjoyed FCC-mandated reductions in other fees they pay for access to local phone companies' networks.■

4. The Wall Street Journal

06/15/98Section: Technology & Health;

FCC Is Scaling Back Effort to Connect Nation's Schools, Libraries to Internet

By John Simons
Staff Reporter of The Wall Street Journal

WASHINGTON — Buckling under complaints about high costs from members of Congress and consumer groups, the Federal Communications Commission is scaling back an effort to connect the nation's schools, libraries and rural health centers to the Internet.

By a 3-2 vote Friday, the FCC moved to cut spending on the Internet subsidy program this year almost in half, to $1.28 billion. The action reduces the amount the FCC will need to collect from telephone companies, who largely foot the bill for the program, known as "e-rate." The FCC has collected $625 million so far this year, but has yet to begin allocating the money.

While intended to address problems in the fledgling effort, a top priority of Vice President Al Gore, the FCC's move may not placate critics who say consumers' phone bills will still rise. Its supporters are likely also to be unhappy about the cuts that would come just as the program is getting off the ground.

The cuts are the latest twist in a political and financial struggle over an effort which once had wide support. Congress overwhelmingly approved the initiative as part of the 1996 telecommunications law and left it to the FCC to carry out the details. The FCC then designed two separate corporations, one to dole out subsidies of as much as 90% for Internet wiring and access for schools and libraries and another to do the same for rural health care centers.

The General Accounting Office, Congress's investigative arm, recently ruled that the commission overstepped its authority, and possibly broke the law in setting up the separate corporations. Last month, the FCC said it would revamp the program and hinted that it might reduce overall funding for the Internet program.

The issue came to a head in May when AT&T Corp. and MCI Communications Corp. announced that they would begin assessing a charge of 4% to 5% on consumers' bills each month to pass along the cost of the initiative. Congressional Republicans seized on the fees, calling them a "Gore tax." Some Democrats and consumer groups also decried the extra charges, saying telephone bills were rising as a result of the new fees.

In voting to cut the program's budget, the FCC also decided to give the most needy schools and libraries top priority in getting Internet hook-ups, and to streamline the offices administering the program.

"We are overhauling this program and streamlining it because giving our kids access to technology is more important than scoring political points," said FCC Chairman William Kennard, adding that if the program had been fully funded it may have resulted in upward pressure on phone rates. "These decisions take every issue critics have raised off the table."

The issues aren't being cleared completely off the table, however. Some 30,000 schools have already applied for $2.02 billion in subsidies. The cuts therefore will mean that some schools go empty-handed.

Anne L. Bryant, executive director of the National School Boards Association, said she is "extremely disappointed" with the decision and plans to gather forces to fight for full funding next year.

Some lawmakers were displeased for different reasons. Republican Rep. Thomas J. Bliley of Virginia said the FCC scuttled its chance to revamp the program, and said that bills are still going to increase.

"There's a right way and a wrong way to implement the schools and libraries discount program passed by Congress," Mr. Bliley said. "The FCC has chosen the wrong way."

On Friday, Mr. Gore hinted that efforts might begin in Congress as early as this week to dismantle the Internet program and that he is prepared to oppose those actions. "We will fight any effort by Congress to end the e-rate," Mr. Gore said. "It's time to put more of our children on-line, and that means taking politics off-line."■

5. The Washington Times

06/13/98; Edition: 2; Section: B;BUSINESS; Page B8

FCC cuts back `Gore tax' under Hill pressure

By Doug Abrahms
THE WASHINGTON TIMES

The Federal Communications Commission voted yesterday to scale back its program to connect schools and libraries to the Internet amid widespread political criticism over rising telephone fees.

The agency cut to $1.3 billion from $2.3 billion this year's funding for the program, which was a main part of the Clinton administration's goal of wiring schools to the information superhighway by 2000. Many lawmakers and consumer groups complained that the program was raising taxes on phone customers.

"It's vitally important to our future," said FCC Chairman William Kennard yesterday. "How much of an investment do you want to make in education?"

Republican lawmakers still were not satisfied at the FCC's handling of the schools and library fund, which critics have dubbed the "Gore tax." They say Vice President Al Gore plans to use the program as a campaign platform.

"The FCC blew it," said Rep. Thomas J. Bliley Jr., Virginia Republican and Commerce Committee chairman. "Thanks to that agency and Vice

President Al Gore, the American people - including less fortunate Americans - are stuck with higher phone rates."

Rep. John D. Dingell, Michigan Democrat, said the FCC overstepped its jurisdication to raise telephone fees and set up its own bureaucracy to dole out the money.

"I strongly support the {schools and library fund} and want to save it, but I am not sure that making a smaller illegal program out of a large illegal program serves that purpose," he said.

Long-distance companies fund the schools and library fund, but the costs are passed on to business and residential phone users. AT&T Corp., Sprint and MCI said they plan to add a 5 percent fee to consumers' bills - an average of about $1 a month - next month to cover the costs the schools and library program along with funding rural and low-income phone service.

Yesterday, the agency also revised its rules to ensure the neediest schools and libraries receive first priority on the funds. About 30,000 schools and libraries requested $2 billion in funds for telecommunications services, the FCC said.

The issue divided the FCC, which approved the measure 3-2, with Republican-appointed commissioners in opposition. The commission defied a bipartisan directive from Congress to suspend raising phone fees to fund the schools and library project, said Commissioner Harond Furchtgott-Roth.

"It would be irresponsible to issue funding commitments, allow public money to be distributed or to raise consumers' rates . . . before congressional concerns can be fully addressed," he said.

Rep. W.J. "Billy" Tauzin, Louisiana Republican and chairman of the House Commerce telecommunications subcommittee, put forth a plan to pull the schools and library fund out of the FCC's hands. He said he does not oppose the plan to wire the schools to the Internet but merely the way the FCC established the program.

Mr. Tauzin said he plans to introduce legislation that would redirect the telephone excise tax, which raised about $5 billion annually. Half would be refunded to consumers and the other half would wire the schools to the Internet by using block grants through the states, he said.

"We will fight any effort by Congress to end the {schools and library funding}," Mr. Gore said. "Our commitment to this initiative will not end until we put 21st century educational technology in every classroom and library in America."■

6. Morning Edition (NPR)

06/12/98Section: News; Domestic;

E-Rate Debate

Members of Congress have criticized the "E-rate" program as being too expensive, while school administrators have expressed frustration at the proposed cuts. The Federal Communications Commission is expected to announce the cuts today.

By Larry Abramson
Washington DC

Bob Edwards, Washington, DC

BOB EDWARDS, HOST: The Federal Communications Commission meets today to discuss possible funding cuts in TD LARRY ABRAMSON, NPR REPORTER: For many educators, the E-rate always sounded too good to be true. The federal government would subsidize an education rate, and pay for part of the cost of getting schools onto the Internet. Every school could expect something, with poorer schools getting up to a 90 percent discount on the wiring and some equipment they need. The computers and software they'd have to pay for themselves.

Judy Ambler (ph) runs technology programs in the Pinellas County schools in Florida. Early on, she asked the Schools and Libraries Corporation whether they'd really have enough money for the thousands of schools that might apply.

JUDY AMBLER, HEAD OF TECHNOLOGY PROGRAMS, PINELLAS COUNTY, FLORIDA SCHOOLS: And they assured me at that the controversial program set up to subsidize Internet access for the nation's schools and libraries. Members of Congress have attacked the program, know as E-rate, as too big and too expensive. Many school administrators time there was gonna be no problem, that they had felt that everyone would be funded.

ABRAMSON: With those assurances, schools got their hopes up. Thirty-thousand schools spent hours and hours getting their applications ready. They had to justify their expenses, explain their purchases to technical experts in Washington.

Nora Flaherty (ph) is technical director with St. Luke's and St. Anselm's (ph), parochial schools catering to some of the poorest students in the Bronx. Here supervisors urged her to go for the E- rate.

NORA FLAHERTY, TECHNICAL DIRECTOR FOR TWO NEW YORK CITY PAROCHIAL SCHOOLS: This is something that would give us the opportunity to provide the children with — not only with a network where we can have kids doing work throughout the say they're disappointed, but not surprised, that the issue has become politicized.

NPR's Larry Abramson reports.

building and printing out their work and everything like that, but also to have Internet access, which we could never afford.

ABRAMSON: The devil in this case lay in the details. Long distance phone companies were supposed to pay into the fund. Apparently, members of Congress thought the bonus of a deregulated telecommunications industry would allow companies to just absorb the

costs of Internet subsidies. After all, that's what they'd always done with federal obligations to provide phone service to remote areas.

But the industry decided to list this tariff as a separate line item on long distance bills. Lawmakers howled, saying this project was never supposed to raise phone bills. Reducing the costs of the fund appears to be the only way to stem those attacks.

The problem is that school officials

like John Gravelle (ph) in Merrill, Wisconsin have already put in tons of work getting ready for an infusion of federal funds.

JOHN GRAVELLE, SCHOOL ADMINISTRATOR, MERRILL, WISCONSIN: My high school is going to be wired now. But if I can't get this money, there's a chance I will not be able to put in the frame relay which would hook them all together. That won't let me get the students out to the Internet.

ABRAMSON: School administrators like Gravelle are upset with Washington for breaking a promise. But they say criticism of the program is justified. The FCC set up an elaborate application procedure that was supposed to deter fraud, but for many schools the process was way too complicated. Complaints about the bureaucracy found their way to Capitol Hill and that put more pressure on the FCC.

The program was also attacked as too big, too ambitious, and misguided. Why spend over $2 billion hooking schools to the Internet when so many kids can't read? Nora Flaherty says the answer is simple.

FLAHERTY: The problem is there's no money for that. You know, no one's giving away money for us to buy new readers.

ABRAMSON: Schools spend most of their money on salaries. They have to run after any available discretionary funds so they can protect their core budget.

Schools admit the Internet is simply in vogue. Parents volunteer for Net days and other Internet volunteer efforts the way they never would for the standard bake sale. Flaherty says there's an excitement about the effort, particularly in poor neighborhoods.

FLAHERTY: For our children and for our parents, the likelihood of them ever seeing this in their home is nil. Parents would be fascinated by seeing the Internet. That, to them, equals success at some point in their lives in the future. That's how you get out of here.

ABRAMSON: Schools will be listening carefully today as FCC Chair William Kennard (ph) announces his plan to save the E-rate program from extinction. Whatever Kennard decides, it's unclear whether members of Congress will be happier with a smaller, more streamlined program and leave it at that.

Larry Abramson, NPR News, Washington.■

7. The Sacramento Bee

06/13/98; Edition: METRO FINAL; Section: MAIN NEWS; Page A6

FUNDING SLASHED FOR INTERNET HOOKUPS IN SCHOOLS

By Mary Deibel
Scripps Howard News Service

Federal regulators, under sudden fire from Congress and others, voted Friday to scale back funding for subsidized Internet hookups that more than 30,000 schools and libraries hoped to share this year.

The Federal Communications Commission, on a 3-2 vote, said it will provide $650 million in discounts for hookups between July and December this year, bringing the total for 1998 to $1.275 billion — almost half of what the FCC originally sought.

"You're never going to satisfy everyone," FCC Chairman Bill Kennard said after the vote.

Kennard has been fighting all week to keep the program alive in the face of a flare-up of congressional opposition to the program that President Clinton made a centerpiece of his promise to improve public schools.

But Anne Bryant, executive director of the National School Boards Association, said such a drastic cutback will leave millions of children and teachers waiting.

"Access delayed is access denied," said Bryant, who challenged congressional critics and telephone executives "to walk into a classroom to tell children and teachers to their faces why they can't afford to hook up their school to the Internet."

The 1996 telecommunications deregulation act authorized phone companies to collect money to lower Internet rates for schools, libraries and rural health facilities in the expectation that competition unleashed as a result of deregulation would drive down phone bills enough to offset the subsidy.

AT&T and MCI announced recently, however, that they will add a 5 percent surcharge to long-distance bills starting in July to reflect the subsidy. The $650 million the FCC authorized Friday will come from this surcharge.

Clinton defended the program in a commencement address at Massachusetts Institute of Technology last week, and Vice President Al Gore carried on the call for support this week. But lawmakers in both parties have promised to block the program entirely.

House Speaker Newt Gingrich, R-Ga., blasted what he labeled the "Gore tax" and said Congress will move to kill it before the month is out.

Gingrich also attacked the FCC, saying, "It is wrong for five unelected, appointed commissioners to be able to establish a tax on every telephone line in the United States."

Gore countered by calling on Congress and industry to "work with us to put 21st century educational technology in every classroom and library."

Consumer groups that have criticized phone companies for being slow to cut bills and fees also have been outraged by the schools and libraries program.

FCC Chairman Kennard said the education subsidy, known as the e-rate, accounts for only 30 percent of the surcharge that long-distance companies propose breaking out separately on monthly phone bills.■

8. Pittsburgh Post-Gazette

06/13/98Section: A SECTION; Page A4

FCC cuts Internet subsidies

Local schools stand to lose hoped-for funds

WASHINGTON - Federal regulators voted Friday to slash a controversial Internet subsidy program by 43 percent this year and provide only the nation's poorest school systems and libraries with the wiring necessary to get onto the World Wide Web.

With only $1.275 billion to give out to 30,000 schools and libraries that have asked for $2.02 billion, the Federal Communication Commission's decision is likely to hurt middle-income and suburban school districts the most.

The original price tag for the program was $2.25 billion annually.

"I hope our actions will allow us to get past the controversies, distractions and false choices and focus on the promise that communications holds for education," said FCC Chairman William Kennard.

Just how the decision will affect local libraries and schools was tough to gauge late Friday.

District 11, Manitou, Harrison, Falcon and Widefield schools all applied for the subsidy, although it's unclear how many other Pikes Peak region districts and libraries also followed suit.

Exactly how much money is at stake also is unknown.

However, District 11 alone is seeking $4 million in discounts for wiring and Internet access - even delaying districtwide computer projects for months to apply for the money.

On Monday, D-11 and other area schools have scheduled a news conference to discuss the impact the FCC vote will have on classrooms and children. Business leaders and a representative from the Colorado **Department of Education** are expected to attend.

"We could stand to lose $4 million," D-11 technology expert Sandy Patton said of the possible impact of the vote, which had school computer experts buzzing Friday.

In its complex ruling, the FCC said it will provide subsidies for monthly Internet services and telephone link-ups for most school systems this year, but what most applicants need is money to wire classrooms.

There probably will be only enough money in the FCC fund to wire inner-city and rural outpost schools and libraries where more than half the students qualify for the federal school lunch program, experts said.

"This decision is deeply disappointing, because it says we're willing to leave half our children behind on the journey into the 21st century," said National Education Association President Bob Chase.

The FCC made its decision following weeks of pressure from Congress, which still may try to stop the program. The e-rate (e is for education) is funded by the Universal Service Fund, a decades-old fee paid by telephone companies that helps provide "lifeline" access to poor people in hard-to-reach areas of the nation. The 1996 Telecommunications Act expanded the fund to include Internet hookups for classrooms.

- Gazette reporter Wendy Y. Lawton contributed to this report.

AT A GLANCE

The Federal Communications Commission voted Friday to reduce funds schools would use to connect to the World Wide Web.

The FCC slashed the controversial Internet subsidy program by 43 percent. Schools and libraries had asked for $2.02 billion annually.

Four local school districts that have asked for funds are unsure how the cutback will affect them.■

9. The Sacramento Bee

06/14/98; Edition: METRO FINAL; Section: BUSINESS; Page E2

SCHOOLS MOVING CLOSER TO PARENTS' WORK SITES

By Robert Greene
Associated Press

If Ashley Lyon or Teka Nicholas has a problem at school, Mom is close by.

Ashley's mother, Rosanna, works at the M.D. Anderson Cancer Center, a short hop by car from the school that Ashley attends. Teka's mom, Jasmine, works just two blocks away at the Texas Orthopedic Hospital.

The closeness is intentional. The school, the Medical Center Charter School, is one of about 30 nationwide located near where parents work rather than where they live. All have opened in the past decade.

From Florida to California, children from kindergarten up to the fifth grade ride with their parents to schools at or near an airport, corporate complexes, downtown business centers and hospitals. In Florida City, Fla., 38 children attend school on Florida Power & Light Co. property, outside the Turkey Point nuclear power plant where their parents work.

Proximity makes sense for working parents. Many drive as far as 90 miles to jobs at the medical center, and long commutes steal time. Worries about children can be a distraction. Even minor illnesses can cause parents to miss work. And unexpected late hours can mean chaos.

"It's a lot more settling on the mind because you're so close," Teka's father, chemical engineer Fred Nicholas, said as he dropped off Teka and her 3-year-old sister, Kyena, at the medical center school building.

When one of his daughters had a fever once, he said, "My wife just ran over."

Mom's health care background wasn't absolutely needed. The school has a nurse and licensed clinic. For a fee, ailing children can be kept in a sick bay rather than sent home, disrupting parents' work schedules. Before- and after-school care are also offered for a fee.

The extended care and convenience make for happier and more productive employees, say the businesses backing such schools. Parents, especially fathers, become more involved in school. The commute offers quality time.

"The drop-off time and the pickup time are some of the best time they can

spend with their children," said Jane Royse, work-family administrator at 3M Co. in St. Paul, Minn. "Their parents also have the opportunity to come in the school, eat lunch and volunteer."

3M employees can send children to the Eastside Workplace Kindergarten, housed nondescriptly — for security reasons — in a strip mall outside the St. Paul corporate headquarters.

As is typical, the company provides the space, upkeep and maintenance, while the school district supplies teachers and textbooks. The 50 student slots are filled by lottery, with preference given to children of 3M employees. Only four students have parents who work elsewhere.

The American Bankers Insurance Group was among the first to open such a school when it started offering classrooms at its Miami headquarters in 1987. The company saw it as a way to improve benefits while helping Dade County schools deal with overcrowding. More than 200 children from kindergarten through the fifth grade now attend the school, which the company recently paid $1.3 million to expand.

Many teachers enjoy working at such schools, often run as satellites of other elementary schools, because of the smaller, less-crowded buildings, closer contact with parents and less contact with administrators.

Surprisingly, there's more economic, racial and ethnic diversity at work site schools than in most neighborhood schools, backers say.

The school at Houston's sprawling medical center draws students from 10 different school districts and a variety of countries. More than two-thirds of the children are African American, and one-third qualify for free or cut-price lunches.

At the same time, the children get something pretty close to private school: uniforms, optional chapel time, meals cooked on the premises and a custom-designed curriculum.

The school, set up as a charter school, receives state money but is free to set its own rules and curriculum. Unlike others, the school opened without a corporate sponsor.

Parents "really sort of in their own mind think that this is a private school," said Margot Heard, a founder of the school.■

10. San Diego Union-Tribune

June 15, 1998

Gingrich sparks an uprising

Some at UCSD rite stand to cheer, some walk out on keynote speaker

By Jeff Ristine STAFF WRITER

House Speaker Newt Gingrich brought supporters and protesters alike to their feet as keynote speaker at UC San Diego's graduation ceremonies yesterday.

"I appreciate being on a university campus where the right to dissent is real," Gingrich said before launching into an address on technology and the future. "And where people can have differing views including, occasionally, conservative views."

But for some graduating seniors and faculty members whose views lean more toward the opposite end of the political spectrum, the commencement ceremony at UCSD's RIMAC Field ended early.

As Gingrich took the podium, his critics stood and turned their backs to the speaker. A few moments later, about 100 protesters slowly and silently filed out toward the back of the commencement staging area, some wearing red bands tied around their arms or pieces of paper with slogans pinned to their black gowns.

Graduates who stayed for the full ceremony said they didn't mind the demonstration.

"They made their point but they didn't disrupt the ceremony," said Jennifer Baham of Cerritos, who graduated from UCSD's Revelle College with a bachelor's degree in biology.

The announcement of Gingrich as keynote speaker brought a series of

The supporters were standing to cheer demonstrations on campus as the spring quarter drew to a close.

Students chastised UCSD Chancellor Robert Dynes for not seeking their input after UC Regent Ward Connerly relayed Gingrich's interest in coming to campus. And, like some faculty members, they said the sometimes combative conservative was a poor choice for commencement speaker at the end of a year dominated by concerns over precipitous declines in enrollment by black and Hispanic students.

"You choose a speaker for what he represents as much as what he or she is going to say," Roddey Reid, an associate professor of literature, said in a pre-commencement rally outside the university's Geisel Library attended by about 80 Gingrich critics.

No stranger to demonstrations, Gingrich simultaneously paid tribute to and tweaked the protesters at the beginning of his 15-minute address.

"I once helped lead a demonstration at Tulane (University) when I was a graduate student," he said. "I believe in free speech, and I believe in genuine diversity which includes all of us, not just a self-defined group."

To that end, Gingrich had help from the political leader of the post-Reagan right. The protesters were walking out on him.

supporters carrying their own signs: "I (heart symbol) Newt" in red, "Speaker Newt" in blue. The pro-Gingrich contingent was organized by Brooks Kochvar, state vice chairman of the College Republicans group, and sat as close to the protesters as it could get.

"Everybody said that diversity is what we needed, and it didn't appear that people are open to diversity at graduation," Kochvar, a University of San Diego student, said in explaining the presence of his group, which he placed at more than 100.

In his remarks, Gingrich dispensed with the political sphere quickly.

"We will work very hard to continue to balance the budget, which will lower interest rates on your student loans so it will cost you less to pay them back," Gingrich said. "And I will work to cut your taxes so that when you get that job to buy that car, to get that house, you'll actually have take-home pay to do it with."

Gingrich, who prides himself on being something of a computer-age "techie," talked mostly about the rate of change in the world and the breakthroughs to which today's graduates can look forward.

"In your generation," he said, "you're going to create a remarkable future."

To do so, he said, the U.S. must remain at the forefront of investing in science and must "dramatically revise our entire approach" to teaching precollegiate science and math. Students today "never learn the magic and the mystery and the excitement of seeking new knowledge."

His advice to the graduates: "Dream big. Work hard. Learn daily. Enjoy life."

Some 10,000 tickets for the event were distributed, but hundreds of seats for both graduates and their guests went empty throughout the event. University officials speculated many grads apparently were satisfied to attend smaller ceremonies, put on by UCSD's individual colleges and graduate divisions, that took place Saturday.

While Dynes formally conferred the university's degrees at the all-campus commencement, diplomas were actually passed out at the separate, more intimate events.

And with only a fraction of the anticipation and security that accompanied President Clinton's visit to commencement last year, officials were happy with the way the morning unfolded.

Indeed, the biggest disappointment of the morning for most was probably when the sound system briefly conked out as the UCSD Gospel Choir performed a tune from "Rent."

"I would compliment the protesters in the way they spoke their minds," James Langley, vice chancellor for development and university relations, told the news media. "They conducted themselves reasonably well."

Gingrich, whose schedule for San Diego also included appearances at a bookstore and a political fund-raiser, got mixed reviews.

"Personally, I would rather have someone who is more of an intellectual, because I don't really agree with his political views," said Andrew Kim, 22, of Los Angeles, a psychology graduate.

"I liked the things he said about technology," said Elizabeth Colglazier, who earned bachelor's degrees in philosophy and history from Warren College. She enjoyed the speaker's occasional comparisons between the technological lifestyles of his own youth and today.

Sam Ho, a Muir College graduate with a degree in biology, said the walkout "is part of freedom of expression."

George Lipsitz, chair of the department of ethnic studies, indicated the protesters chose their symbolism carefully.

"We hope we send a message that by turning its back on diversity, by ending affirmative action policies that enable minority students to compete and succeed at UCSD, the state has turned its back on us," he explained.■

11. Portland Oregonian

06/13/98; Edition: SUNRISE; Section: LOCAL STORIES; Page A01

CLINTON'S BUSY VISIT TO OREGON BEGINS

By JEFF MAPESof the Oregonian Staff

The day before he plans to send a message of healing to victims of the Springfield school shooting, President Clinton called for an expansion of afterschool and summer programs to help cut juvenile crime.

"We have too many kids in trouble," the president said at a Friday night fund-raiser in Portland, shortly after arriving for a 21-hour Oregon visit that will take him to Thurston High School this afternoon.

Clinton landed at Portland Air Base about 8:55 p m. and was met on the tarmac by Gov. John Kitzhaber, a delegation of elected officials, and Ashley Waite, 10, and her sister, Caitlin, 7, of Beaverton, who handed him a plastic bin of homemade cupcakes.

His motorcade immediately sped off for two Democratic receptions, where he told about 500 contributors the country still has "big issues to deal with" despite low unemployment and inflation and the first budget surplus in 29 years.

"Nobody thinks we have the best system of public education uniformly in the world yet," said Clinton, whose budget request for 100,000 new teachers is stalled in the Republican Congress.

"We've got things to do, we've got an agenda there: smaller classes, better trained teachers, charter schools, technology in every single classroom."

In Chicago, a summer school program so extensive that it could be the country's sixth-largest school system has helped cut juvenile crime, he said.

The president will be back on the stump this morning, delivering Portland State University's commencement address.

Afterward, he will travel to Thurston High for a private meeting with shooting victims and their families and a speech in the gymnasium to about 1,600 students, teachers, emergency personnel and community leaders

White House officials held off until late Friday before deciding to allow limited media coverage of Clinton's address at Thurston, where two students died and 22 were injured in a cafeteria shooting May 21.

Presidential schedulers initially listed the visit as closed out of sensitivity for grieving students and staff members. But local leaders and school officials eventually told the White House they wanted the whole community to hear Clinton's remarks.

White House press secretary Mike McCurry responded Thursday to concerns from some students that Clinton's visit could dredge up bad memories.

McCurry said Clinton "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."

Springfield firefighters started a "Ribbon of Promise" program encouraging residents to display blue ribbons during Clinton's visit. The ribbons are meant to symbolize national determination to end school violence.

U.S. Rep. Peter DeFazio, D-Ore., said he would urge Clinton to support $17 million for a new Oregon National Guard center in Eugene. That would allow the old armory to be used to expand juvenile detention and treatment facilities.

Clinton arrived on Air Force One from California, where he attended a national ocean conference in Monterey. He also spoke at a fund-raiser in San Francisco for Sen. Barbara Boxer, D-Calif. First One event for soft money

Clinton appeared at two. The second was a private Democratic Party event in the same building. Clinton was to mingle with 29 big donors, some of whom paid as much as $10,000 to attend. Aisling Coughlan, who runs the state party's get-out-the-vote efforts, estimated the reception would raise about $150,000.

The event, with Kitzhaber and U.S. Sen. Ron Wyden, D-Ore., as hosts, attracted some controversy because it was the first "soft money" fund-raiser in Oregon featuring the president.

Federal election laws restrict how much donors can give directly to congressional and presidential candidates and bar corporations and unions from making any donations. But anyone — including businesses and organized labor — can give unlimited amounts for activities benefiting the party.

Critics, who tried unsuccessfully to ban such soft-money contributions in recent legislation before Congress, say the large donations have a corrupting influence on politics. The national Democratic Party has returned $3 million in soft money from foreign donors during Clinton's re-election campaign in 1996.

Wyden, who voted to ban soft-money contributions, said he felt justified in helping solicit donations Friday so the Democrats could remain competitive with Republicans. "As long as you have the current laws, you have to be prepared" to match opponents' attacks, he said. Full house expected

The 21,500-seat Rose Garden is expected to be full for Clinton's speech at Portland State's graduation ceremonies. White House spokesman Joe Lockhart said Clinton would talk about immigration.

"I think you'll hear some of the themes he's talked about — racial diversity as being a strength in this country . . . and how we need to craft immigration policies to reflect that," Lockhart said.

White House staffers contacted PSU officials this week to ask about immigrants at the graduation whom Clinton might decide to recognize.

The event is not open to the public. Invitees can begin entering the Rose Garden at 7:30 a m. Clinton is scheduled to make brief remarks to 250 PSU supporters and officials at a breakfast before the commencement.

Members of a coalition of groups said they plan to protest outside the building against the Clinton administration's trade and welfare policies. Organizers included the Pacific Party, Peace and Justice Works and the Cross Border Labor Organizing Coalition.

In addition, a group of Armenians and Greeks plans to protest PSU's acceptance of a large grant from Turkey.

Hours before Clinton's arrival, Eugene police responding to an anonymous call found and detonated two explosive devices in a culvert at the Eugene Airport where Air Force One is scheduled to land today.

The culvert is on the airport grounds about a quarter mile from the terminal. Police refused to describe the devices. said.

The caller who phoned shortly before 3 p.m. also told police there were bombs at Eugene's Greyhound bus terminal, but after it was evacuated and searched for seven hours no bombs were found.

Police were reluctant to link the incidents with Clinton's visit.

"I'm assuming it has nothing to do with the president, but you just never know," Eugene police Capt. Roy Brown

Dan Hortsch and Romel Hernandez of The Oregonian staff, correspondent Janet Filips and The Associated Press contributed to this report.■

12. Associated Press

June 15, 1998

Riley seeks rise in funds to curb school violence

Heston, NRA are asked to get guns from children

WASHINGTON — With jabs at the National Rifle Association and Congress, **Education Secretary Richard W. Riley** said yesterday 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 drug-free schools program.

Riley also struck back at actor Charlton Heston, newly elected president of the NRA, for his assaults on Clinton's character and record.

"If Charlton Heston and the NRA want to come into the `mainstream of American political debate,' then they need to stop defining themselves as `victims of media manipulation' and help keep our children from becoming victims of gun violence in our schools, in our homes and in our streets," he said. "I challenge the NRA to direct its attention to getting guns out of the hands of unsupervised children."

Riley said he and Attorney General Janet Reno would discuss drugs and violence with young people this summer.

The two departments will develop a model for schools in small communities to deal with crises, such as shootings, after they occur. And the departments will create a guide, to be ready this fall, to help teachers and principals identify troubled children.

In Memphis, Tenn., a conference yesterday on school shootings drew participants from five communities that have had fatal school shootings in recent months: Pearl, Miss.; Jonesboro, Ark.; Paducah, Ky.; Edinboro, Pa.; and Springfield, Ore.

Preventing violence at school has to start at home. "We've got parents who are afraid to go in their kid's bedroom because of a privacy thing. But when we go in that room after the fact, it's all there. The signs are all there," said Bill Reisman, a consultant on anti-social behavior of youngsters.■

13. Saturday Morning News (CNN)

June 13, 1998

President Clinton Heads to Oregon to Discuss School Violence

BOBBIE BATTISTA, CNN ANCHOR: President Clinton, today, will visit people affected by another school shooting. The one last month in Springfield, Oregon. At this hour, the president is still in Portland where he is to give a commencement address. CNN's White House Correspondent John King is traveling with the president and joins us now live — John.

JOHN KING, CNN WHITE HOUSE CORRESPONDENT: Bobbie, the president arrived in Portland last night.

The president also focusing on the rash of school shootings across the United States in his weekly radio address this morning, laying part of the blame on a society that he says too often glorifies violence. Violence on television, he says children also have too much access to violence on the Internet and other computer systems. The president says society must do more but he also made clear that in his view, a lot of the responsibility falls to parents.

Attended a Democratic fundraiser here for a local congresswoman seeking reelection. In just an hour or so he will be here on the campus of Portland State University to deliver the commencement address. We're told the president will focus on immigration, warning against anti-immigrant sentiment in the United States but also calling on immigrates to quickly assimilate into the U.S. culture by learning English and dedicating themselves to our public school system.

The main event, however, will come

(BEGIN AUDIO CLIP)

WILLIAM J. CLINTON, PRESIDENT OF THE UNITED STATES: We have another important responsibility to remember that unsupervised children and guns are a deadly combination. Parents cannot permit easy access to weapons that kill. We must get serious about gun safety. We must, everyone of us, get serious about prevention.

(END AUDIO CLIP)

later. The president will travel up to Springfield, Oregon to meet with families at Thurston High School where just a month ago, 15-year old freshman Kip Kinkel charged with killing his parents and then going to school and opening fire on his classmates, killing two and wounding twenty-two others. The president to meet privately with some of the families then speak publicly to the community there.

KING: The president also promising that the attorney general and the Secretary of Education will prepare a guide book for every school

in America by this fall so that teachers and parents might see the early warning signs of a child leading a troubled life heading towards violence.

John King, CNN reporting live in Portland, Oregon.■

14. Inside Politics (CNN)

June 12, 1998

Wisconsin Supreme Court Rules Taxpayer-Funded School Vouchers can be Used for Religious Schools

JUDY WOODRUFF, CNN ANCHOR:

WOODRUFF: Well, it is Friday, which means it's time for Bill Schneider's Political Play of the Week. All right Bill, we understand this week's choice has something to do with the right to choose.

BILL SCHNEIDER, CNN POLITICAL ANALYST: That's right, Judy. The pro-choice movement got a big boost this week from a favorable court decision, a decision welcomed by conservatives. Why? Because it had nothing to do with abortion. This pro-choice decision was about school choice.

(BEGIN VIDEOTAPE)

(voice-over): Wisconsin was the first state to pass a law, back in 1990, allowing low-income students to receive taxpayer subsidies so they could attend the school of their choice, public or private. This experiment, limited to a small number of Milwaukee families, got the strong backing of Wisconsin's reform-minded GOP Governor Tommy Thompson.

GOV. TOMMY THOMPSON (R), WISCONSIN: It allows for some parental choice, and I think that's good.

SCHNEIDER: But when the state expanded the program in 1995 to include parochial schools, civil libertarians and teachers' unions immediately challenged that option and persuaded a circuit court to strike it down.

BARRY LYNN, AMERICANS UNITED FOR SEPARATION OF CHURCH AND STATE: When you start collecting money from the taxpayers' budgets and funding it over to private religious schools, you have imposed a religious tax on Americans.

SCHNEIDER: Milwaukee became a place of pilgrimage for Republicans paying homage to the cause.

WILLIAM BENNETT (R), FORMER EDUCATION SECRETARY: Good public schools have nothing to fear from educational choice.

LAMAR ALEXANDER (R), FORMER EDUCATION SECRETARY: And Milwaukee and Wisconsin are paving the way for this country in reminding us that we have established a system that keeps the poorest children in America from having a choice of the best schools.

SCHNEIDER: Opponents of school choice say conservative supporters have a hidden agenda: to destroy the public school system.

LYNN: Many schools in America's inner cities need more money. They do not need to have money diverted away from the repair and reform of those systems into these private religious academies.

SCHNEIDER: Nonsense, say school choice advocates. The goal of the program is to save public schools by forcing them to compete with private schools. Ah! the free market.

GINGRICH: I think our goals should be to make public schools so good that people want to stay in them. The idea that

you should have to trap children in a bad school is just wrong.

SCHNEIDER: The conservative argument seems to be getting through. Public support for school choice has been rising, especially among minorities, who suffer most from poor public schools. On Wednesday, Wisconsin's state supreme court reversed the lower court and ruled that taxpayer money can be used to pay for religious schools. It was the highest level decision yet on this issue, setting a precedent for pending decisions in Arizona, Ohio, Vermont and Maine.

THOMPSON: The supreme court deserves the highest praise for opening new doors of opportunity to the poor

WOODRUFF: It is that time of year when members of Congress disclose their personal assets. Well one thing we noticed, members made a lot fewer speeches than in years past when they were allowed to pocket $2,000 for certain appearances. One exception was Utah's Orrin Hatch, who earned $44,600 for making 23 speeches and writing one editorial, but all the money had to go to charity. Nebraska's Bob Kerrey has some of the more interesting assets, including children of Milwaukee. If it's good enough for the president and vice president of the United States, it's certainly good enough for these children and all of our other children.

SCHNEIDER: The court's decision was a most valuable play for Governor Thompson. So who showed up yesterday to help Thompson kick off his re-election campaign? The Green Bay Packer's most valuable player.

BRETT FAVRE, GREEN BAY PACKERS: I'm going for my fourth MVP, and Governor Thompson is going for his fourth term. I don't think there's any question that he'll get it, too.

SCHNEIDER: Well, he certainly gets more than $1 million in the Grandmother's restaurant chain, as well as shares in four fitness clubs and a bowling alley. At the other end of the spectrum, House Majority Leader Dick Armey listed only a $2,100 pension from his old job as a college professor, and a savings account with less than $15,000. Maybe he's thinking about what the Bible says about a poor man being able to get into the kingdom of heaven.

Well that's all for this edition of our version of the Lombardi Trophy, the Political Play of the Week.

(END VIDEOTAPE)

Y'know, that's a good populist line: the people of Milwaukee should be able to send their kids to good private schools just like the Clintons and the Gores do. Hmm, could this man be thinking presidential thoughts? Judy?

WOODRUFF: Hmm. I wonder.

SCHNEIDER: We'll see.

WOODRUFF: Bill Schneider, thanks. And INSIDE POLITICS will be right back.

(COMMERCIAL BREAK)

INSIDE POLITICS.

And these programming notes: Senate Minority Leader Tom Daschle will be the guest on "EVANS AND NOVAK." That's tomorrow at 5:30 p.m. Eastern. And Secretary of State Madeleine Albright will be on CNN's "LATE EDITION" Sunday at noon Eastern. I'm Judy Woodruff. "SHOWBIZ TODAY" is next.■

15. Time

June 22, 1998

Victory for Vouchers

A court's ruling that they can be used for religious schools is a major move toward free choice

By ADAM COHEN

Milwaukee's spectrum school for pregnant and at-risk teens tried hard to keep God at arm's length. The private school was established in buildings next to a Catholic parish, but the school went through the formality of buying the property from the church for $1. The teacher providing the students with moral direction was not a priest but a former priest. And, yes, there was a giant cross carved in the side of one of the school's buildings, but it was covered over with a cross-shaped air-conditioning unit.

Private schools like Spectrum had good financial reason to exclude religion. Under Milwaukee's pioneering school-voucher program, poor families got state-funded vouchers for tuition at public or private schools. The catch was that the vouchers could not be used at religious schools, on the ground that it would violate the principle of church-state separation.

Well, God can come back now, thanks to a ruling last week by Wisconsin's highest court that there is no such constitutional problem. The Wisconsin supreme court is the highest court ever to uphold religious-school vouchers, and both sides in the bitter national debate over vouchers are calling this a watershed decision. "It has amazing potential to shake up the political landscape," says Clint Bolick of the Institute of Justice, which argues for voucher programs around the country. But opponents insist the court got the First Amendment law wrong and say they will win if the case goes to the U.S. Supreme Court.

For years school vouchers were the darling of conservatives like University of Chicago economist Milton Friedman, but they seemed more like an academic exercise than achievable public policy. Factor in the fierce opposition of teachers' unions, which view vouchers as a threat to jobs, and they seemed like a very long shot. But lately vouchers have been picking up steam. Democrats like Milwaukee Mayor John Norquist and former New York Congressman Floyd Flake have joined Republicans in advocating school choice. And last week venture capitalist Ted Forstmann and Wal-Mart heir John Walton announced the Children's Scholarship Fund, a $200 million initiative to provide scholarships for 50,000 children to attend private or parochial schools.

Supporters of the use of vouchers for religious schools say they're eager for a U.S. Supreme Court ruling. In fact, Bolick says his group would support an appeal of the Wisconsin decision even though it won below. But Barry Lynn, of Americans United for Separation of Church and State, says voucher backers are celebrating too soon. The current conservative court has never endorsed the kind of direct state funding of religious institutions that a school voucher

represents. "Every parochial school is first and foremost a ministry," says Lynn. "The court has moved, but it hasn't moved that far."■

16. The Washington Post

06/15/98; Edition: FINAL; Section: A Section; Page A01

District Schools Cut Jobs

System's New Chief Is Laying Off 175 In Central Office

By Valerie Strauss
Washington Post Staff Writer

D.C. School Superintendent Arlene Ackerman has begun laying off about one in four employees in the school system's central administration, a reduction in functions and has the backbone to make difficult changes. They point to her progress in raising student scores on standardized tests and credit her with persuading the D.C. financial control board to pay for a new computer system that will help officials keep better track of personnel and budget information. (Becton's failure to trim personnel to match the payroll contributed, in large part, to the $62 million deficit.)

The reduction, which over the next couple of weeks will cut 175 of 646 central administrators and staff members, is deemed necessary to help close a $62 million deficit. It is just one of the reform initiatives Ackerman is overseeing as she starts her seventh week as head of the 146 public schools in the city, where she is moving quickly to revamp key operations, including the long-dysfunctional personnel office.

The reduction of employees in the central office "is a huge percentage," said Ackerman, who plans to retrain and redeploy existing staff members. "It is at a point now where we have to think about how we are going to do things differently."

But the staff cuts are causing concern among many principals and local education activists, who worry that there won't be enough administrators and staff support to do the job.

"We have been asked to do a lot of reports for the new team, but it's hard to find the right person anymore in central administration to turn them in to," said a principal who asked not to be identified.

Staffing has gotten so tight at school headquarters that Ackerman's deputy, Elois Brooks, recently sent her secretary to help in the personnel office, and now she and Ackerman share a secretary.

Ackerman was deputy superintendent before she succeeded Julius W. Becton Jr. as schools chief last month. In addition to overseeing central administration staff cuts, she is organizing the District's largest summer school program, planning some furloughs and completing evaluations of all principals to see who stays and who goes. She also is supervising repairs and renovations at school buildings, creating curriculum standards and planning next year's budget and staffing.

Some educators and school advocates are encouraged by Ackerman's actions so far, saying she recognizes the system's flaws, understands how a good system

Others, though calling Ackerman the most knowledgeable superintendent the District has had in years, say she and her deputies are not focusing enough on some key problems, including the costly special education program. Some also worry that school officials are trying to impose external solutions without sufficient "buy-in," or cooperation, from a change-resistant bureaucracy that has stymied earlier reform efforts.

"It sounds like she is doing some of the right things," said Jim Ford, the former director of the D.C. Council's education committee. "You have to be able to execute, to get people to follow you. Others have tried and failed. . . . It's a fine line she has to walk, and a tough one. She has to try to earn the trust and respect of people who have seen superintendents come and go, and at the same time try to force major reform."

Ackerman had initially considered increasing class size and cutting the number of school counselors to help close the deficit, which was discovered unexpectedly this spring. Instead, she has begun reducing the size of the central administration, where the staff ballooned from 511 members in 1979 to 967 by 1992, before some cuts started in 1996.

But the reduction in employees could affect other Ackerman reform efforts, including, for example, her campaign to root out suburban students who attend D.C. schools. Some estimates of out-of-District enrollment have topped 10,000 — a number that, if true, is depriving the system of tens of millions of dollars each year in tuition fees.

force that some principals and others say may leave too few staff members to handle the workload.

Ackerman said last week that at least 700 such students have already been identified because they registered for school using Maryland addresses.

In her crackdown, she has adopted stricter requirements for proving D.C. residency. And the control board recently told her that the school system for the first time will be allowed to use the city government's various databases to make sure students attending D.C. schools reside in the District.

But even if the system could better identify nonresident students, recent staff cutbacks would make it hard to collect tuition. When Barbara Eck, a speech pathologist, called the tuition enforcement branch last week to report that a special education candidate lived in Maryland, she said the receptionist told her nobody was left in that office.

Officials say that they are merging the functions of that office with other branches.

One way Ackerman and others say they will make the administration work efficiently with fewer people is through retraining. That is going on now in the personnel department, where there have been more than a dozen chiefs in the last decade. All vowed to fix an operation that has long failed to track the exact number of school employees. All left frustrated.

Ackerman has hired a new personnel chief, Joe Carillo, who has moved his desk into the hub of the personnel section, promising to remake the 54-employee department. The former head of personnel for the Sacramento Unified School District says he will retrain staff members to do multiple jobs to ensure a smoother operation.

Ackerman said she is learning almost every day about the problems that have turned the system into one of the country's most dysfunctional. The system, for example, has been rife with recent rumors that teachers are being laid

off as part of the reduction in force. They aren't. Instead, Ackerman is requiring schools to stay strictly within enrollment-based staffing limits, and some teachers and assistant principals are being reassigned.

Some schools have extra staff members, mostly as a result of deals made with earlier administrations, Ackerman said, noting that the total number may be as high as 100, mostly in the upper grades.

"With me, there will be no back-room deals," she told a meeting of principals

"She can't be successful without buy-in, and it's not clear that she's going for buy-in," school activist Marlene Berlin said. "People are not going to simply follow orders. They have been last week.

But with other staff cuts underway, word of teacher layoffs has spread through the system — making people angry over something that isn't happening. Ackerman beseeched principals to stop spreading rumors about staff cuts and other issues, asking them to call her first.

"I tend to not deal with [rumors] until they are affecting the core and morale of our district," she told them.

As she goes about her business, Ackerman is picking up fans, who like around too long. They are too savvy."

Carillo said he understands the importance of cooperation and promises to work with the various levels of school employees.

her direct but soft-spoken approach, and critics.

Various groups of parents from schools across the city complain that she won't meet with them or provide requested information. Supporters say she can't please everyone — and shouldn't try, because it is an impossible task. Still, activists worry that if she doesn't win the support of enough mid-level school employees, especially principals, she won't succeed.

"We want to make sure all the reforms are discussed at length and that we have buy-in at every level," he said. "We know it's important."■

17. The New York Times

06/13/98Section: Metropolitan Desk; Section B; Page 1, Column 2

Advocates of School Vouchers Heartened by Ruling

By JACQUES STEINBERG

Emboldened by a Wisconsin Supreme Court decision this week permitting the use of taxpayer money to pay religious school tuition, advocates for the use of school vouchers in the New York area say they believe they now have fresh ammunition to press their cause.

The proponents said they were encouraged by the Wisconsin justices' ruling that a Milwaukee voucher program giving tuition money to parents, rather than directly to parochial schools, did not violate the First Amendment's separation of church and state. That, the justices said, is because the program's primary purpose was not to advance religion.

Some legal scholars believe the issue will become a test case before the United States Supreme Court, and if the Wisconsin decision is ultimately upheld, the advocates say, then the restrictions of individual state constitutions would govern the use of vouchers. In the aftermath of the ruling, they have begun assessing the hurdles in their own state constitutions and the political prospects within their legislatures.

In Connecticut, the organizers of a privately financed voucher program said that the Wisconsin decision had provided them with grist to lobby for taxpayer-supported vouchers as a solution to the grave problems in the Hartford public schools; this in a state in which the Republican Governor, John Rowland, and one United States Senator, Joseph Lieberman, a Democrat, have expressed at least some support for experimenting with vouchers.

In New York City, the founders of a program that has awarded privately financed vouchers to 2,200 public-school children during the last two years said the Wisconsin decision could lead to an intermediate step on the road to public vouchers: awarding tax credits to parents who send their children to private schools.

Mayor Bret Schundler of Jersey City, a Republican who has been a leading voucher advocate in New Jersey, said that he was planning a lobbying blitz in support of already proposed legislation, heretofore given little chance of enactment, that would permit pilot voucher programs in every county.

"You have had a Supreme Court rule in Wisconsin that there is no church-state problem with vouchers," Mr. Schundler said. "That suggests you will also see other state supreme courts rule in a similar vein."

But that is not necessarily true, even some advocates say. New York, for instance, is one of 37 states that amended their state constitutions in the late 19th and early 20th centuries to restrict the spending of public money on parochial schools, according to the Becket Fund for Religious Liberty, a public-interest law firm that defends voucher programs. Most of those states acted after James G. Blaine, a Republican Presidential hopeful, failed in his bid in 1876 to attach such an amendment, widely described by scholars as virulently anti-Catholic, to the Constitution.

In New York, the state constitution stipulates that no "public money" may aid "any school or institution of learning wholly or in part under the control or direction of any religious denomination or in which any denominational tenet or doctrine is taught."

While New Jersey and Connecticut, like Wisconsin, have no such provisions in their constitutions, the laws in each are ambiguous enough to give advocates on both sides cause for optimism.

In New Jersey, the Legislature is not permitted, under the constitution, to "borrow, appropriate or use" the "fund for the support of free public schools" for "any other purpose." But the constitution stops short of an outright ban on using taxpayer money to aid religious schools. The Connecticut constitution declares that "no law shall ever be made" authorizing that the "school fund" be "diverted to any other use than the encouragement and support of public schools." But as in New Jersey, it does not bar spending other public money on religious schools.

But even if the courts in those states were to give their blessing to the concept of spending taxpayer money on religious schools, the political opposition would be strong. New York State, for example, has perhaps the most powerful teachers union in the country — indeed, it has been the legislators' most generous campaign patron — and its leaders have been adamant in their opposition to vouchers, which they say would threaten to siphon children, and the money spent on them,

away from public schools.

"This is the lifeblood of public schools," said Randi Weingarten, the president of the United Federation of Teachers, the New York City teachers union. "Either you believe in public education or you don't."

Mindful of the union's opposition, and the strong wording of the constitution, proponents of vouchers hold little hope for approval in New York State. Peter Flanigan, a Wall Street executive who helped organize the privately financed voucher program in New York City, said he believed that tax credits for parents who pay parochial or private school tuition might pass constitutional muster.

But Steven Sanders, a Manhattan Democrat who is the chairman of the State Assembly's Education Committee, said the Assembly would resist. "If you were to allow tax credits," Mr. Sanders said, "it would merely be a circumvention around using tax dollars and state aid as it religious schools when there is no public accountability for how those funds are spent," said Cameron Staples, a Democrat who is the co-chairman of the State Assembly's joint House-Senate Education Committee.

In New Jersey, Gov. Christine Todd Whitman, a Republican, is a supporter of publicly financed vouchers, but the Legislature blocked a pilot voucher program in 1994. Now, the Legislature is considering several similar bills, and Mayor Schundler said he was confident that the Wisconsin justices' reasoning would change some minds.

"The question has always been," Mr. Schundler said, "when do we want to get our grass-roots supporters cranking to put pressure on the Legislature? I think it's time to start cranking."■

"The Wisconsin decision gets people to realize it's maybe not a religious issue, but an education issue," Mr. Harris said.

In 1994, the State House of Representatives deadlocked on a bill that would have permitted publicly financed vouchers. Subsequent measures did not pass out of committee.

"I certainly think it is not a good place to put taxpayer dollars into private and exists now."

In Connecticut, Lewis Andrews, the chairman and executive director of the Children's Educational Opportunity Foundation of America, has established private voucher programs for 325 public school students in Bridgeport and Hartford. He said he would lobby for a publicly financed voucher program for Hartford, whose troubled school system is under state control.

18. The New York Times

06/14/98Section: Magazine Desk; Section 6; Page 48, Column 3

Charter Schools Are Public Schools

By Norman Atkins

In January 1996, a 35-year-old teacher whom I scarcely knew, James Verrilli, asked me to lunch in Newark. Verrilli had been teaching American history most of the past dozen years at a low-tuition middle school near the epicenter of the city's infamous riots. To breathe life into his lessons, he designed path-breaking interactive software and transformed himself into historical figures like Amerigo Vespucci and John Wilkes Booth.

As we sat down, he handed me a two-week-old New Jersey law that called for the creation of 135 public charter schools. "This thing is like an invitation written to me," he said. Verrilli waxed eloquent about creating a world-class public school for Newark children, where top-flight teachers would teach with passion and devotion, where parents would be partners. Verrilli was a not-for-profiteer with a vengeance. To him, vouchers marked a retreat from public education, and in his small quarter of the world, he aimed to revitalize it.

Meanwhile, I'd spent the previous six years looking for someone like Verrilli. For most of that time, I managed a public charity that supports innovative teachers and leaders in New York's low-income neighborhoods. Wandering through hundreds of classrooms, I'd often wondered whether you could capture within the public sector the magic of the small, mission-driven private schools I'd seen in Harlem and the Lower East Side. At last, the charter law — its ink barely dry — seemed to be the ticket. "So," Verrilli said, "you want to start a charter school?"

Within weeks, six Newark parents who shared our vision stepped up to help design the school. Bob Howitt of the WKBJ Foundation offered a planning grant and joined the team. Over the next 10 months, we wrote an 80-page application for something we called North Star Academy Charter School of Newark, after the symbol of the 19th-century freedom struggle. We framed the curriculum, sketched the schedule, detailed the discipline code, crunched the budget. We decided to open with 72 fifth and sixth graders and to grow to a middle school of 144 students, fifth through eighth grades.

In January 1997, a year after Verrilli and I first met, Gov. Christine Todd Whitman chartered North Star. But as I heard her herald our plans in her State of the State address, I had the sinking feeling that we'd never find a place to put the kids. Over the previous half-year, we had traipsed through 70 buildings — even considered setting up a trailer on an empty lot. Finally, we found the ideal facility, a downtown office building. New Community Corporation, a Newark-based nonprofit organization, secured financing to buy it and to fast-track the substantial renovation. Unable to issue bonds (which traditional public schools do), we passed the plate and received the capital support to complete the project. After a summer of sleepless nights, workers finished the building about 18 hours before the opening of school.

The first year flew by with surprising success. It's too early to report test scores, but we have seen 96 percent attendance and a Tocquevillian outbreak of parent involvement. But throughout the rest of the state, opponents are posing tough questions: Do charter schools have unfair regulatory advantages? Can they cater solely to the cream of the academic crop? Will they cripple existing public-school systems?

At their best, charter schools are resolutely public: they are free of charge and adhere to the most egalitarian admission process — the lottery. At North Star, we randomly selected the first 72 students from an applicant pool of 222. Several parents prayed over, or kissed, the lottery cards bearing their children's names; winners rejoiced as if they had hit the jackpot. Of those chosen, all are minority children from Newark; 75 percent qualify for free lunches; 92 percent attended public school the previous year, and a majority entered with below-grade-level reading skills.

New Jersey grants initial charters for four years; if we fail to help our students

meet the high academic standards we set, our charter could be revoked. But despite the increased accountability, charter schools are not, as President Clinton touts, free from onerous regulations. While some state charter laws have

So if we can't get out from under those statutes and regulations, what's the big appeal? The answer: autonomy. Self-governing and outside the control of any local district, the charter school is operated by an independent board of trustees and decides how best to allocate its dollars.

With this autonomy, we cut class size to 18, extended school one hour each day and one month each year (September to July). We arrange for our students to take studio art each week at the Newark Museum, swim at the Y, do research at the Public Library and attend the new New Jersey Performing Arts Center across the street. We built a state-of-the art computer network. Through our outdoor education program, students climb ropes, canoe, study organic farming.

The freedom to make and hold to these budget decisions sets charter schools apart from even the small-niche alternative schools operating in New York City, which have very little discretion over spending, are vulnerable to shifting district priorities and are often trimmed red tape, most — including New Jersey — are still draped in it. We must hire certified teachers and grant them tenure, and must adhere to all public-school laws and regulations. Anyone who doubts this fact need only saddled with faculty and staff they don't want or custodians who control the facility. At North Star, we hired our founding faculty from a pool of 400 resumes only after watching them teach. They earn salaries and benefits comparable to those in traditional districts, but log in longer days and years. If the work is hard, the freedom to teach manageable classes and to help shape the curriculum is well worth it.

Charter schools do more with less. In our first year, North Star received an average of $7,480 in basic government aid for each of its students, or roughly 83 percent of what was spent on their Newark peers. (That rate is slated to go to 90 percent next year. The remaining 10 percent stays at the district — even for charter-school students it is no longer educating — to cover its operating expenses.) Given that the state mandates that the aid follows the child to the charter school, many smaller, middle-class communities — Red Bank, Teaneck, Matawan — have tried to keep charter operators out, arguing that they plunder public schools.

get a load of the massive paperwork dumped on our little school by Washington and Trenton. Each month, I drive to the **Department of Education** in Trenton to negotiate the bureaucratic labyrinth.

In truth, charter schools may be the last, best hope for public education. Quality charters can stem the exodus of students to private schools and attract residents to the towns where they are located, thereby bumping up tax revenues (and funds for public schools). Nationwide, wise superintendents are incubating charter schools as a tool to foster innovation and generate increased parent choice. They use economies of scale to sell classroom space and janitorial, cafeteria, music and counseling services to the start-ups.

Charter schools are no panacea, but they can play the role of public education's R & D arm. They don't presage the collapse of public schools, but their renaissance. After all, the great educational philosopher John Dewey once said that "democracy as an ethical ideal calls upon men and women to build communities." Charter schools represent the best opportunity today for citizens to reach for and fulfill such a civic imperative.■

19. The New York Times

06/14/98Section: Week in Review Desk; Section 4; Page 4, Column 1

Colleges Seek Glory In the Polling Game

By JOSEPH BERGER

THEY do not have the academic cachet of a Harvard, nor will they forever be identified with winning one for the Gipper like Notre Dame. But many unsung schools, including those with tongue-curling names like Quinnipiac College, have discovered a sly way to get themselves better known.

They poll.

What do New Yorkers think about the Yankees leaving the Bronx? Quinnipiac, in Hamden, Conn., found that by an 81-to-7 margin, they want the Yankees to stay put. Which President do Americans most admire? Marist College in Poughkeepsie, N.Y., revealed that John F. Kennedy edges out Abraham Lincoln and Ronald Reagan.

Quinnipiac, Marist, Manhattanville College in Purchase, N.Y., Virginia Commonwealth University in Richmond, Va., the University of Southern Maine in Portland and scores of others have discovered that polling people for views on political candidates, abortion or more whimsical topics is helping them stand out in the muddle of 5,500 colleges scrambling for applicants.

Cultivating that niche performs an academic function, of course, by training students to gather and analyze the raw numbers needed in careers like journalism, political science and marketing. But polls also get a college's name in newspapers and on television.

Lee M. Meringoff, director of the Marist Institute for Public Opinion, recalls that when he began polling in 1978 people would confuse his college with the Yankee ballplayer who holds the season record for home runs. "Now we don't have to spell Marist and we don't have to spell Poughkeepsie," he said.

There are more than 100 colleges that poll or do in-depth surveys, said Sheldon R. Gawiser, president of the National Council on Public Polls. Older polls, like those conducted by the National Opinion Research Center at the University of Chicago and the Institute for Social Research at the University of Michigan, have long gathered data for government agencies, foundations and social scientists exploring patterns of drug abuse, race relations and other issues.

Other polls are more local and may be closely allied with state governments, providing legislators with opinion data and calling the quarter, half and stretch positions of local political horse races.

Mixed Motives

While all these colleges acknowledge that publicity is a nice byproduct, school officials cite academic motives for getting involved with polling. "I was teaching a class in political parties and voting behavior and a student suggested that maybe we should do a poll," Mr. Meringoff said. "We organized 100 students to conduct an exit poll of Dutchess County and we accurately

predicted the county executive's race."

Manhattanville started its poll to engage students with the surrounding community, said Richard A. Berman, its president. But the school did not mind that a poll might regain some of the fame Manhattanville enjoyed when it was known as the alma mater of Rose and Ethel Kennedy. So last year it sampled Westchester voters about the race for county executive and this year moved on to races for Governor and United Stated Senator.

"We'd be crazy to say it hasn't increased visibility," Mr. Berman said.

The advent of cheap powerful computers in the 1980's and the increasing reliability of telephone interviews have made polling relatively inexpensive, said Janice Ballou, director of polling at the Eagleton Institute of Politics at Rutgers University in New Jersey. For colleges, students often provide a ready source of cheap labor. Quinnipiac employs 120 students at $6.50 an hour.

Quinnipiac, a 70-year-old private college specializing in business, health and communications, started polls seven years ago covering politics in Connecticut, New York and New Jersey. But the school has lately branched out into more attention-getting topics, finding recently that New Yorkers support school uniforms by a 69-to-25 margin.

One thing pollsters cannot say with precision is how many students apply because they first heard about Quinnipiac or Marist through a published poll. "I haven't seen a poll on the impact of polls on the ability to attract students," Mr. Gawiser said.■

20. The New York Times

06/14/98Section: National Desk; Section 1; Page 1, Column 1

From Adolescent Angst To Shooting Up Schools

By TIMOTHY EGAN

MOSES LAKE, Wash., June 9 — Well before the school shootings in Oregon and the South prompted a search to the depths of the national soul, a 14-year-old honors student named Barry Loukaitis walked into his algebra class in this hard little farm town and shot his teacher in the back and two students in the chest.

Guns and violent videos were always around the boy's house. He learned how to fire weapons from his father. And he picked up a pose from the Oliver Stone movie "Natural Born Killers," telling a friend it would be "pretty cool" to go on a killing spree just like the two lead characters in the film.

Dressed in black and armed with three of the family firearms, Barry entered Frontier Middle School in this desert town 180 miles east of Seattle on Feb. 2, 1996, and turned his guns loose on fellow ninth graders.

"This sure beats algebra, doesn't it," Barry said, according to court records, as he stood over a dying boy who was choking on his own blood. He was tackled by a teacher and hauled off to jail, where he promptly took a nap.

A sign soon appeared on a nearby school, bearing a single word: Why? Of late, that question has been asked around the nation, following a spate of multiple-victim school shootings over the last nine months that have left 15 people dead and 42 wounded. People wonder whether something aberrant and terrifying — like a lethal virus, some have called it —is in the bloodstream.

While precise answers may be elusive, the recent killing sprees share a remarkable number of common traits.

People argue, in the age-old debate, The first of the rural, multiple-victim student shootings, here in Moses Lake, looks in many respects like a road map of what was to come. From this case and interviews with police officers, prosecutors, psychologists and parents of the attackers — as well as the boys' own words — several patterns emerge:

*Each case involved a child who felt inferior or picked on, with a grudge against some student or teacher. The attackers complained of being fat or nearsighted, short or unloved — the ordinary problems of adolescence, at first glance. But in fact, most of the assailants were suicidal, and of above-average intelligence, according to mental health experts who have examined most of the children arrested for the shootings. Their killings are now viewed by some criminologists and other experts as a way to end a tortured life with a blaze of terror.

*The killers were able to easily acquire high-powered guns, and in many cases, their parents helped the children get them, either directly or through negligence. Guns with rapid-fire capability, usually semiautomatic rifles that can spray a burst of bullets in a matter of seconds, were used in the incidents with the most victims. Single-fire, bolt-action guns or revolvers would not have caused near the damage in human life, the police say.

*To varying degrees, each of the attackers seemed to have been obsessed by violent pop culture. A 14-year-old in West Paducah, Ky., was influenced by a movie in which a character's classmates are shot during a dream sequence, according to detectives. Violent rap lyrics either that the killers are simply bad may have influenced one of the boys in the Jonesboro, Ark., case, his mother says. In particular, a song about a stealth killing eerily matches what occurred. The killer who has confessed in Pearl, Miss., says he was a fan of violent fantasy video games and the nihilistic rock-and-roll lyrics of Marilyn Manson, as was the boy charged in the Springfield, Ore., shootings last month. The Springfield youth was so enmeshed in violent television and Internet sites that his parents recently unplugged the cable television and took away his computer, a close family friend said.

*The student killers gave ample warning signs, often in detailed writings at school, of dramatic, violent outbursts to come. The boy in Moses Lake wrote a poem about murder, saying, "I'm at my point of no return." Similar jottings were left by the boys in the South, and in Springfield. In virtually all of the cases, adults never took the threats and warning signs seriously. Or they simply overlooked them.

"When you look at the overall pattern, it's a pretty serious wake-up call," said Dr. Ronald D. Stephens, executive director of the National School Safety Center, which monitors school violence from its headquarters in Westlake Village, Calif. "We are seeing an increasing number of violent, callous, remorseless juveniles.

"What's behind it," Dr. Stephens said, "seems to be a combination of issues that range from the availability of weapons to the culture our kids immerse themselves in to the fact that many youngsters simply have no sense of the finality of death."

human beings or that their actions can be

linked to a corrosive family environment — nature versus nurture. Certainly, the recent shootings give plenty of new material for both sides.

Parents of the young killers place blame on the surfeit of guns, the influence of junk culture and children stressed to a snapping point. But they also look at themselves, their broken marriages, their lives of stress and hurry, and wonder how all that affected their children.

"I didn't think about Barry at all," said JoAnn Phillips, the mother of Barry Loukaitis in Moses Lake, in court testimony last year in her son's case. A few weeks before the shooting, she had told her son that she planned to divorce her husband and that she herself was suicidal, but she was oblivious to how this would affect her son.

"We are responsible for our kids, but you tell me, where did I go wrong?" Gretchen Woodward said in an interview recently in which she discussed her son, Mitchell Johnson, the seventh grader accused, along with Andrew Golden, of killing 5 and wounding 10 in Jonesboro last March. "I think there's a lot more pressure on our kids today than there was when we were growing up."

The Killings

Urban Trend Takes Rural Turn

Children have long killed children in the United States. The peak was the 1992-93 school year, when nearly 50 people were killed in school-related violence, according to the School Safety Center. Most of those killings were in urban schools, and prompted a Federal law banning guns from schools, security measures like metal detectors, and efforts to control the influence of gangs. What is different now is that the shootings are largely rural, have multiple victims and, within the warped logic of homicide, seem to make no sense; many of the victims have been shot at random.

In looking at the 221 deaths at American schoolyards over the last six years, what leaps out is how the shootings changed dramatically in the last two years — not the number, but the type.

Most earlier deaths were gang-related, or they were stabbings, or they involved money or a fight over a girlfriend. (Boys are almost always the killers.) Then came the Moses Lake shooting in 1996. Barry Loukaitis, who confessed to the shootings and was found guilty as an adult in trial last fall, did have a target in mind when he walked into the afternoon algebra

But less well-known is how the other accused Jonesboro killer came by his class — a popular boy who had teased him. He shot the boy to death.

But then he fired away at two other students, people against whom he said he had no grudge. He shot the teacher, Leona Caires, in the back. She died with an eraser still in her hand.

When asked in a tape-recorded session with police why he shot the others, Barry said, "I don't know, I guess reflex took over."

After Moses Lake, shootings of a somewhat similar nature followed. In February 1997 in Bethel, Alaska, a boy armed with a 12-gauge shotgun that had been kept unlocked around the home killed a popular athlete, fired shots at random and then tracked and killed the principal. Like Barry, the 16-year-old Alaskan killer thought it would be "cool," prosecutors said, to shoot up the school.

"He loved what he did," said Renee Erb, who prosecuted the youth, Evan Ramsey. "This was his moment of glory."

By the end of last year, the killings seemed to come with numbing sameness. All but one of the victims apparently were chosen at random in the shootings outside a high school in Pearl, Miss.

"I wasn't aiming at anyone else," said Luke Woodham, convicted this week in the shootings, in a tape-recorded confession played at his trial in Hattiesburg, Miss. "It was like I was there, and I wasn't there."

In West Paducah, Ky., three girls were killed and five other students wounded in a shooting with no apparent motive. "It was kind of like I was in a dream," the accused attacker, 14-year-old Michael Carneal, told his principal.

In March, an 11-year-old steeped in gun culture and a 13-year-old with a troubled past opened fire, in what seemed like a military assault, at students who filed out of Westside Middle School in Jonesboro, Ark.

And finally in Springfield last month — where a boy with a love of guns is accused of mowing down as many students as possible in the crowded school cafeteria, using a semiautomatic rifle taken from his father — the victims were anyone who happened to be in the way, the police said.

People ask why this is happening now in white, rural areas, said Dr. Alan Unis, a University of Washington psychiatrist who did an examination of the Moses Lake assailant for the court. "It's happening everywhere," he said. "One of the things we're seeing in the population knowledge of guns. Mitchell Johnson's mother, Mrs. Woodward, said in an at large is that all the mood disorders are happening earlier and earlier. The incidence of depression and suicide has gone way up among young people."

Suicide rates for the young have increased over the last four decades and have leveled off near their all-time highs. More than 1.5 million Americans under age 15 are seriously depressed, the National Institute of Mental Health says. The number may be twice that high, in the view of the American Academy of Child and Adolescent Psychiatry.

Most of the attackers in the recent cases had shown signs of clinical depression or other psychological problems. But schools, strapped for mental health counselors, are less likely to pick up on such behavior or to have the available help, principals at the schools where the shootings happened said.

The Guns

Troubled Children And Easy Access

A depressed, insecure child is one thing, and quite common. But that same boy with a gun can be a lethal threat. In all of the recent shootings, acquiring guns was easier than buying beer, or even gas. And these children armed themselves with small arsenals, as if preparing for battle.

The Moses Lake assailant used to play at home with his family guns as if they were toys, friends testified in court. In his confession, Barry Loukaitis said he took two of his father's guns from an unlocked cabinet, and a third one — a .25-caliber semiautomatic pistol — from a family car.

The gun used in the Alaska school shootings was kept unlocked at the foot of the stairs in a foster home where Evan Ramsey was living, according to police.

The shootings in West Paducah, Jonesboro and Springfield were similar in that semiautomatic weapons — capable of firing off dozens of rounds in less than a minute — were used to kill children. Weapons of less rapid-fire capability would likely have reduced the death tolls, the police said.

In Jonesboro and Springfield, the parents of the accused assailants taught their children, at an early age, how to use guns properly, which is the general advice of the National Rifle Association. The story of how Andrew Golden, accused in the Jonesboro shooting, was given a gun by Santa Claus at age 6, and was an expert marksman in the Practical Pistol Shooters Club a few years later has been widely reported.

interview that she taught her boy how to shoot a shotgun, and then he took a

three-week course.

When the boys were arrested after hitting 15 human targets at Westside Middle School, police found nine guns in their possession. Most of them had been taken from the home of Andrew's grandfather, Doug Golden, a conservation officer who says he usually kept his guns unlocked in the house.

The parents of Kipland Kinkel, the boy accused of the Springfield shootings, were not gun enthusiasts, but their son was, according to interviews with family friends. The parents agonized over the boy's gun obsession, finally giving in and buying him a weapon. The father and son took courses in marksmanship and safety, and the guns were kept under lock and key.

But given Kip Kinkel's moods and temper, the parents had debated over whether to get him a single-loading bolt-action weapon or something with more rapid-fire capability. They settled on the more powerful gun, a .22-caliber semiautomatic Ruger rifle. It was a fatal mistake, said some people who are studying the recent shootings. It was that rifle that Kip used to fire off 50 rounds at Thurston High School.

"The kid had them by the throat," said Dr. Bill Reisman, who does profiling of deviant youth behavior for law-enforcement officials and recently gave a closed-door briefing to community leaders from cities where the school shootings occurred. "They were terrified of his interest in guns, but they went out and bought him guns."

A Kinkel family friend, Tom Jacobson, who played tennis every other week with the boy's father, said the parents were looking for way to control and connect with their volatile child. The parents, Bill and Faith Kinkel, were both killed by their son, prosecutors in Oregon said.

"These were devoted parents in a tight-knit family," Mr. Jacobson said in an interview. "Bill had tried everything with Kip. I think he just ran out of ideas."

The Culture

Too Influenced By Music and Film?

Just as easy to get as guns were videos or cassettes in which murder is a central theme, and often glorified. Jurors in the trial of Barry Loukaitis were shown a Pearl Jam video, "Jeremy," about a youth who fantasizes about using violence against classmates who taunt him. That video, along with "Natural Born Killers," a movie about a pair who kill their parents and then go on nationwide shooting spree, were among Barry's favorites, his friends testified.

At least one of the boys accused in the Jonesboro attack, Mitchell Johnson, was a big fan of gangsta rap. Friends and family members say a favorite song was one by Bone Thugs-n-Harmony, called, "Crept and We Came," about killings in a massacre-like way.

The boy also played Mortal Kombat, a popular video game that involves graphic killing of opponents, his mother said.

"There are many cultural forces predisposing kids to violent behavior," said the Rev. Chris Perry, a youth minister for Mitchell Johnson at Central Baptist Church, who has talked to the boy three times since the shootings. "There is a profound cultural influence, like gravity, pulling kids into a world where violence is a perfectly normal way to handle our emotions."

But Mitchell also loved gospel music, the preacher said, and he sang at nursing homes. Millions of children listen to violent-themed rap music, play Mortal Kombat and witness thousands of killings on television by age 10, and do not become murderers.

"Barry Loukaitis was obviously influenced by 'Natural Born Killers,' " said John Knodell, who prosecuted the Moses Lake assailant. "But there are hundreds of thousands of kids who watch these things and don't blow away their schoolmates."

The psychiatrist in the Loukaitis case, Dr. Unis, also is reluctant to blame violent cultural influences. But he and other experts say there is a syndrome at work, in which a child who sees one shootout on the news may be inspired to try something similar.

"The media or violent videos do not by themselves make the event happen," said Ms. Erb, the prosecutor in Alaska. "But it shows them a way."

The Signs

Cries for Help Often Overlooked

The boys accused of shooting classmates are portrayed as average children. But a look inside their bedrooms or journals, or a discussion with their friends shows they left ample clues of trouble to come.

Michael Carneal was known as a slight boy who played baritone sax in the school band in West Paducah. After the killings, his principal, Bill Bond, looked at some of his writing and found a child who felt weak and powerless, with an angry desire to lash out.

A week before the shooting, Michael warned classmates that "something big was going to happen" and they should get out of the way, detectives said. At least three boys accused in other cases did the same thing.

The Alaskan assailant warned specific students the night before the killings to go up on a second-floor balcony. "These kids didn't tell anyone," said the prosecutor, Ms. Erb. "Instead, they got right up there the next day to get their view of the killings."

In his ninth-grade English class, Barry Loukaitis wrote a poem about murder that ended this way:

I look at his body on the floor,
Killing a bastard that deserves to die,
Ain't nothing like it in the world,
But he sure did bleed a lot

Kip Kinkel read a journal entry aloud in English class about killing fellow students.

Most of the attackers were also suicidal, writing notes before the killings that assumed they would die.

Luke Woodham's journal writings were particularly graphic. He left a last will and testament, leaving music cassettes to the older boy who is said by police to have influenced him. "I do this to show society, 'Push us and we will push back,' " he wrote. "I suffered all my life. No one ever truly loved me. No one ever truly cared about me."

Dr. Reisman said parents and teachers should be alarmed by such writings. Animal abuse, arson and a sudden interest in death and darkness are red flags, he said.

Often the assailants live in the shadow of successful older siblings, Dr. Reisman added. But the most common element is deep depression, he said.

"They'll all have depression, in the state in which they do these things," Dr. Reisman said. "When they're cornered, the first thing they say is, 'Kill me.' It's suicide by cop."■

21. The New York Times

06/14/98Section: National Desk; Section 1; Page 22, Column 1

Clinton Blames Hollywood, Access to Firearms and Lax

Supervision for School Violence

By JOHN M. BRODER

SPRINGFIELD, Ore., June 13 — President Clinton today blamed the glorification of violence in popular culture, easy access to firearms and lax parental supervision for the recent of school shootings that have left a river of blood from Mississippi to Oregon.

In remarks to friends and families of the victims of the May 21 shootings at Thurston High School here, and in his weekly radio address, the President said that Hollywood bears much of the responsibility for the violence by producing movies, television shows and songs that romanticize killing and twist the minds of impressionable teen-agers.

He told the gathering here, the scene of a gun assault by a 15-year-old that killed four and injured two dozen, that the recent incidents have been fueled by a few disturbed youths, readily-available guns and pervasive violence in popular culture.

"The younger you are and the more you're exposed to it, the more kind of desensitized you are to it," the President solemnly told students and parents in the high school auditorium. "Those three things can be a combustible combination."

He delivered a sharper attack on Hollywood in the radio address.

"It is no wonder, as scores of studies show, that our children are increasingly numb to violence," Mr. Clinton said.

"When mindless killing becomes a staple of family entertainment, when over and over children see cinematic conflicts resolved not with words, but with weapons, we shouldn't be surprised when children, from impulse or design, follow suit," he added.

But even as he lectured Hollywood, he planned to appear at an $800,000 fund-raiser Saturday night for the Democratic National Committee at the Beverly Hills home of the entertainment mogul Lew Wasserman, founder of MCA Corporation.

In his address, the President also called on Congress to pass tougher gun laws and finance after-school programs to channel juvenile energy into positive pursuits.

Mr. Clinton was in Oregon today to speak at a Democratic fund-raising event and to deliver the commencement address at Portland State University.

On Friday night, police officers found and detonated two bombs at the airport in Eugene, Ore., where Mr. Clinton's plane landed today for the meeting in Springfield.

Mr. Clinton devoted the graduation speech to a defense of diversity and a plea for tolerance of the swelling wave of immigrants to America.

He said that citizens have a responsibility to welcome new arrivals, not fear or shun them, and he recalled the xenophobia in America's past.

"Some Americans have met each group of newcomers with suspicion and violence and discrimination," Mr. Clinton said. "So great was the hatred of Irish immigrants 150 years ago that they were greeted with signs that read 'No dogs or Irish;' so profound was the fear of Chinese in the 1880's that they were barred from entering the country."

Such treatment of immigrants is not only wrong, he said, it is "un-American."

Mr. Clinton He said that immigrants have responsibilities as well — to learn English, to study the Constitution, to obey the law and embrace American culture.

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22. The New York Times

06/14/98Section: National Desk; Section 1; Page 1, Column 4

The California Entrepreneur Who Beat Bilingual Teaching

By FRANK BRUNI

PALO ALTO, Calif., June 8 — Ron K. Unz, the man who beat bilingual education in the nation's most populous state, is no slick demagogue or smooth revolutionary.

At 36, he looks and lives like a harried graduate student, dressed in faded and fraying clothing, fueled by fast food and canned chili, fatigued by late nights in the glow of a computer screen.

"Six months from now, will anyone really remember what either of them said in the campaign?" asked Mr. Unz, a self-made multimillionaire who owns a software company here. "For a politician, you spend a lot of time and a lot of money and you probably lose. With the initiative process, you can have a lot more direct impact, and if you can get your thing on the ballot, there's a good chance you'll win."

But by successfully promoting a statewide initiative that, if it withstands legal challenges, will essentially wipe out bilingual education in California, Mr. Unz emerged last week as a new force and a new kind of figure in California politics, the ardent ideologue who circumvents the telegenic requirements and messy compromises of a traditional candidacy by working his will through a voter referendum.

That was true in California long before Mr. Unz and Proposition 227, supported by 61 percent of voters.

But seldom has a referendum in this initiative-mad state been so entwined with one person — indeed, Proposition 227 came to be known by many people as the Unz Initiative, and the opposition group that sprang up to oppose it included the phrase "No on Unz" in its title.

"Look at Jane Harman and Al Checchi," Mr. Unz said, referring to two candidates who lost their bids for the Democratic nomination for governor on June 2, when his initiative passed. Exquisitely groomed and exhaustively coached, they were slaves to focus groups, he said, and have little to show for their efforts.

Mr. Unz, whose campaign employed a support staff of only two people, was arguably more of a lone ranger than Ward Connerly, the principal force behind an anti-affirmative action initiative, Proposition 209, in 1996. Perhaps only Howard Jarvis, the man behind the anti-tax measure Proposition 13 two decades ago, has been so closely identified with an initiative and integral not only to its passage, but to its

existence.

Moreover, Mr. Unz, unlike the architects of most initiatives, seems poised to use the same blunt instrument to effect other changes.

He made no bones about it: he is likely to be back with another initiative, and maybe even another after that. He mentioned tax policy, then grew deliberately vague.

To his critics, such words are chilling. They say that the initiative process promotes often extreme ideas, unmitigated by the compromises and consensus building that occur in a legislative body, then asks uninformed voters for a simple yes or no.

And they say that the process provides a ready window of political opportunity for anyone who can afford to hire workers to gather the necessary signatures — about 430,000 in the case of Proposition 227 — to put a referendum on the ballot.

The cost of a signature-gathering campaign, from $500,000 to $1 million, is a fraction of the $16 million that Ms. Harman, for example, spent on her failed bid for governor. It is a sum available to a number of individuals in such a wealthy state, political analysts noted.

Although advertising an initiative can raise the financial toll, Mr. Unz, who owns a software company in the Silicon Valley, said he spent less than $300,000 on commercials and paid promotions for Proposition 227. He relied mostly on free news coverage.

In all, Mr. Unz said the bill for the initiative was about $1.2 million, of which he contributed $700,000. The initiative was certainly a more cost-effective strategy for change than his unsuccessful challenge of Gov. Pete Wilson for the Republican nomination for governor four years ago, when he mined his personal wealth for more than $2 million.

"This year, Ron Unz used much less money to qualify an initiative, and he will be a player for a long time in California politics," said Jim Shultz, executive director of the Democracy Center in San Francisco, a nonprofit advocacy-training group, and an expert on the history of initiatives in California.

Some opponents have branded Proposition 227 in similar terms. The initiative calls for students with limited skills in English to be given about a year of intensive instruction in the language, then be placed in classes where all subjects are taught in English.

But Mr. Unz was careful to get several prominent Hispanic educators to attach their names to his cause, and political analysts said that by framing his case in educational terms that did not seem to fan the flames of racial conflict, he may have won over moderate voters who would have felt uncomfortable about siding with any referendum that smacked of bigotry.

Mr. Shultz and other political observers noted that Mr. Unz demonstrated the enormous potential impact that one person can have by tapping a sensitive nerve among voters. Conventional politicians, restrained by the legislative process and the influence of advocacy groups, had not raised the issue.

Mr. Unz did not have to soften or muddy his vision to get people to consider it: He just put it before them in an uncomplicated triumph of will and wealth. "It's a lot easier to be ideologically pure in an initiative campaign than in office," said Dan Schnur, a Republican political analyst in California. "There is a potential for a lot more of these people."

If Mr. Unz is any indication, they do not need any special charisma. Although he seems earnest and affable, he also comes across as somewhat goofy and disconnected, caught up in his own frenetic thought processes, his eyes fixed on some indeterminate point in space as his words tumble out in run-on paragraphs.

His voice has slightly nasal, cultured tones, and he laughs in open-mouthed gulps: George Plimpton meets Pee-wee Herman.

Mr. Unz did not have a particularly strong personal connection to the issue of bilingual education. He is unmarried and childless and had never been in a bilingual classroom.

Mr. Unz said he was driven by a pure, unwavering conviction that bilingual education, as a way to acclimate children into English, defied logic and test scores, which showed poor achievement by many students in the programs. Bilingual education struck him as a paradigm of a government program wrapped in lofty theories but miserable results.

But he confessed that he was also excited by the prospect of waging ideological battle on a broad stage and entering the public fray in such a bold

Mr. Unz said he succeeded because the current system was terribly flawed and voters needed only to be enlightened. Mr. Unz, who attends conferences on public policy as a form of recreation, was happy to be the one to take on that task.

"It's nice to be able to fix broken things, and there are a lot of broken things in California," he said. "I certainly fixed bilingual education. I fixed it but good."■

manner, which he called "tremendous fun." Some analysts said he may have been paving the path for another run for office, finding a way to seize the kind of clout that eluded him when he ran against Mr. Wilson.

Although his maternal grandparents spoke Yiddish when they came to Los Angeles from the former Soviet Union, he grew up in an English-speaking household, an only child raised by a single mother after his father left when he was a toddler. Bilingual education was not prevalent when he attended Los Angeles public schools.

At Harvard University, he had double majors in theoretical physics and ancient history. But his passion for ideas ranged far and wide.

Eric Reyburn, who lived in a dormitory room that adjoined Mr. Unz's, said Mr. Unz's conservative ideology put him at odds with many of his peers, and he relished debating them and trumping them with his easy command of information. "Ron loves to be able to state his opinions on things," Mr. Reyburn said. "And he's a very competitive person."

After graduate courses in theoretical physics at Cambridge University in England and Stanford University in Palo Alto, Mr. Unz moved to New York City to be a software developer, once sending resumes that listed his I.Q. as 214, more than twice the average person's. In 1988, he started Wall Street Analytics, which provides software programs for analyzing mortgage securities. Five years later, he moved the company to Palo Alto.

He also began pumping time and money into conservative organizations. His surprise entry into the 1994 governor's race, however, came in protest of an idea supported by many conservatives and by Mr. Wilson: Proposition 187, which called for the denial of public services to illegal immigrants. Mr. Unz said he saw that initiative, which was passed by voters but is tied up in legal obstacles, as needlessly divisive.

23. The New York Times

06/15/98Section: National Desk; Section A; Page 17, Column 1

Federal Grants To Colleges Are Resurging

By WILLIAM H. HONAN

This year the University of West Alabama will receive a grant of $300,000 from the Department of Agriculture for research on the disposal of poultry carcasses. The University of Maine will receive $220,000, also from the Department of Agriculture, for research on low-bush blueberries.

These grants are among more than 200 Federal outlays set aside by Congress for specific colleges and universities without benefit of competitive or merit review. Although the grants may or may not meet genuine public needs, they are widely derided as pork-barrel boondoggles.

All told, Congress authorized $495 million for academic earmarking for fiscal 1998, according to the 10th annual study of the practice by The Chronicle of Higher Education, an independent national newspaper. President Clinton, making limited use of the line-item veto, reduced the appropriation to $483 million. The June 19 issue of The Chronicle, which reports on the study, will be on newsstands beginning today.

After appropriations dipped to $296 million in 1996 as Republican legislators slashed earmarks as prime examples of wasteful spending, the practice is on the rise again, according to The Chronicle.

The peak, according to The Chronicle, came in 1993, when the value of earmarks was placed at $763 million. Over the last decade, nearly $5 billion has been spent on such projects.

University leaders whose institutions benefit from earmarking were muted in their criticism. Cornelius J. Pings, president of the Association of American Universities, which has traditionally opposed earmarking, said the increase was "a bit troubling, but not alarming."

"All colleges and universities together receive somewhere between $15 billion and $16 billion from the Federal Government," Mr. Pings said. "Earmarking accounts for only 3 percent of that total." The other 97 percent, he explained, is for competitively reviewed projects.

James D. Savage, an associate professor of government at the University of Virginia and the author of a book called "Funding Science in America: Congress, Universities and the Politics of the Academic Pork Barrel," to be published next year by the Cambridge University Press, said that the reason for the increase in earmarking was that Congress has more money available because of the booming economy.

"The more they have, the more they get to earmark," he said.

Professor Savage said the solution to the problem lay in electing lawmakers who will fight the practice.

But academicians must also be held responsible, Professor Savage said. "Peer review is the norm in academic life," he said. "We have it in tenure, promotion, allocation of resources and publication. There is no such norm in politics, where the object is to get elected and then help your friends. The leaders of higher education must educate the politicians."■

24. The New York Times

06/15/98Section: National Desk; Section A; Page 12, Column 4

School Ruling Shakes Milwaukee

By PAM BELLUCK

MILWAUKEE, June 11 — It was the last week of school, and students and teachers were absorbed in final exams and celebratory field trips. The biggest local story was the invasion of 100,000 motorcycle riders for the 95th anniversary of Milwaukee's own Harley-Davidson Inc.

Not exactly the perfect time for an education bombshell.

So when the Wisconsin Supreme Court ruled Wednesday that taxpayer money could be used to send Milwaukee students to religious schools, the most significant school voucher ruling in the nation to date, the decision sent currents of excitement through some parts of the community, and alarm through others.

Opponents decried what they saw as the breakdown of democratic principles, the crippling of the public schools, the ascendancy of religious agendas in education, and what they feared might be an exodus of good students from the public schools or a streaming of whites and blacks to what would become essentially segregated schools.

Proponents said it would completely memorialize the loss of religious liberty.

"Will a Timothy McVeigh start the next church in Milwaukee and see this as a profit-making venture and solicit enrollment and succeed?" said John Benson, the State Superintendent of Public Instruction, Wisconsin's highest education official, who called for a moment of silence after the decision to

Much still needs to be determined about how the court's decision will be implemented, but it may be that in practice the changes will be more incremental than either the heraldic trumpets or the apocalyptic pronouncements suggest.

"At first blush we certainly were very concerned about it," said Alan S. Brown, the Superintendent of the Milwaukee Public Schools. "Then when you start getting into the numbers, it doesn't look as bad."

"It's going to take years," said Dan McKinley, the executive director of Partners Advancing Values in Education transform education in Milwaukee, letting parents choose where to send their children and revitalizing parochial schools. One champion, Brother Bob Smith, the principal of Messmer High School, a Roman Catholic school, said, "This is, in my mind, the equivalent of winning the Super Bowl."

or PAVE, a group that has been behind the school choice movement and has been using private money to send children to private and religious schools. "A lot of the schools that we work with are struggling. Many of them don't have good science programs. . . . Many of them can't retain good teachers. They have a long way to go before they're really strong vital schools."

The Milwaukee Parental Choice Program, begun in 1990 as the nation's first voucher program, allows poor families to send their children to the school of their choice at state expense. About 1,500 students attend 23 nonsectarian private schools.

The crusade to expand Milwaukee's program to include religious schools, which make up the majority of the city's private schools, was waged by an unlikely coalition of habitual political enemies.

There was State Representative Annette Polly Williams, a black Democrat from Milwaukee's inner city, whose legislation created the program. Frustrated with a public system with a graduation rate of 45 percent and a controversial busing program, Ms. Williams said she wanted to give "low-income families some power" to choose schools.

And there was a group of conservatives, including the Bradley Foundation in Milwaukee, the Institute for Justice in Washington, and Kenneth W. Starr, the independent counsel investigating President Clinton, who led the legal team two years ago, when the State Supreme Court deadlocked on the case.

"They needed us to legitimize them," said Ms. Williams, adding that she is wary of conservatives' desires to promote religious schools and to include people who are not poor. "We needed them because they control the media, they control the money, they control everything."

Their opponents included teachers' organizations, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and black leaders who feared the draining or de facto segregation of the public schools. The plaintiffs have said they will appeal to the United States Supreme Court, but the expanded program is expected to start this fall.

Under the expansion, up to 15,000 students, or about 14 percent of the 104,000 students in the public school system, can attend private schools, nonsectarian or religious. At about $5,000 per pupil, that could mean that more than $70 million would be siphoned from the public schools.

This prospect makes people like Donelle Johnson, a teacher at Elm Creative Arts School, an inner-city magnet school, feel "like my legs had been cut out from underneath me. You're going to have to have layoffs and huge, huge classes."

Other teachers, like Gary Hanneman, chairman of the physical education department at South Division High School on the south side, worry that because many private schools do not have programs for special education students and do not have to take such students, the public schools will end up with more difficult pupils.

Dr. Brown and others suggested that these effects were likely to occur slowly, giving public schools time to compete for students.

About 4,400 of the 15,000 potential slots would be filled by students who are already in private schools, either through the state's secular program or through the privately financed program led by Mr. McKinley. While 110 schools will participate this fall, Mr. McKinley said Milwaukee's private schools now have space for only about 3,600 more students. He predicts that other religious schools will spring up to accommodate the 15,000.

But questions about what religious schools are required to do may temper some schools' enthusiasm for the plan. The law says students can decline to take part in religious observances.

"If the rules include abandoning religious observance, we may not be able

But several focused on their own pragmatic circumstances.

Vivian Watts, who works in a public school cafeteria, pulled her sons out of public school three years ago because Marquess, now 11, was suspended several times for discipline problems, and Remy, now 12, had low grades. With PAVE's help, she placed them in Resurrection Catholic Academy, where they "have more one-on-one with the teachers."

Parents' views vary. Some, like Jennifer Evans, a religious education director at a Unitarian church, a public school parent and a plaintiff in the voucher lawsuit, said she feared some public schools would be cash-strapped and left with students "whose parents didn't have the resources, whether financially or emotionally or whatever, to get them into a different school."

Others like vouchers because they promote religious schools.

to participate," said Tom Hage, the principal of Resurrection Catholic Academy, a school that has accepted so many public school students whose tuition was privately subsidized that they now make up about half the enrollment of 240. Mr. Hage said all students attend church once a week during school hours.

The program also does not require private and religious schools to hire certified teachers or use standardized state curriculum and tests, or to adhere to the same rules of accountability that public schools do. It is not clear whether the state will try to change those rules.

It is also unclear how dissatisfied parents are with the district.

"The reality is there aren't that many parents you interview who are really upset," said Emily Van Dunk, a research coordinator for the Public Policy Forum, a nonpartisan group, which found that most parents say they are happy with their child's school, whether public or private.

Empirical studies have been less than conclusive. One, conducted by a Princeton University economics professor, Cecilia Rouse, found that students in the school choice program performed better in math, but showed no gains in reading.

Professor Rouse also compared "choice" schools with public schools that had small classes and other enhancements and found that the public school students did as well in math and better in reading.

That suggests to some on both sides that public schools can find ways to compete.

"We will probably become more market oriented now in terms of how we display to the community our successes," Dr. Brown said.

Claudia Coleman-Brown moved her sons, Kenneth, now 15, and Trent, now 14, from public school to a secular voucher school to a Roman Catholic school and back to public schools, depending on how she felt about the teachers, the principal and her children's needs.

"When something doesn't work," said Ms. Coleman-Brown, an administrative assistant for the county government, "you move on."■

25. The New York Times

06/15/98Section: Metropolitan Desk; Section B; Page 1, Column 4

New York Region Steps Up Efforts for Bilingual Classes

By ABBY GOODNOUGH ALBANY, June 14 — As California prepares to dismantle bilingual education

for immigrant children, New York, New Jersey and Connecticut are moving in the opposite direction, with plans to improve and even expand bilingual and intensive English programs in public schools.

One day after Californians voted two weeks ago to effectively end the instruction of immigrant children in their native languages, education officials in New Jersey approved new rules meant to strengthen it, including one that would allow bilingual classes for children as young as 3. And in New York, education officials are planning to train more bilingual teachers and allow some students to take college-preparatory examinations in their native languages.

But while education officials in both states fiercely defend bilingual education, they also agree with critics who say that many students learn English too slowly. That is a particular concern in New York City, where educators, politicians and parents have debated for decades whether bilingual programs help or hinder the mainstreaming of immigrant children.

The debate has spread to Connecticut, where the legislature recently appointed a task force to evaluate bilingual programs and determine whether students were spending too much time in them. But instead of limiting the time that students can spend in bilingual programs, Connecticut will probably experiment with programs that have worked in other states, task force members said.

Although New York and New Jersey have a history of providing generously for immigrants, educators in both states say their embrace of bilingual education is more pragmatic than philosophical.

Still, immigrant parents in California have protested more aggressively than those in the Northeast, who have yet to speak with a unified voice on the issue. Critics of bilingual education say that while many parents in the Northeast are convinced that it slows their children's progress in English, they are loath to challenge advocacy groups and educators.

"The parents get intimidated when so-called experts tell them bilingual education is the right thing to do," said Sister Kathy Maire, an organizer for East Brooklyn Congregations who helped a group of immigrant parents file an unsuccessful lawsuit to curtail bilingual education in New York State in 1996. "But it's very fair to say they understand that their kids are not learning English. And it's very fair to say they are greatly disturbed."

The renewed attention to bilingual education comes as immigrant Both states are introducing new curriculum standards and more rigorous standardized tests, so immigrant students need to learn English more quickly and thoroughly, the educators said. At the same time, they said, many students need to study mathematics, science and social studies in their native languages to grasp the subject matter and meet the tougher standards.

"It's no longer enough to finish a bilingual education program and have marginal skills," said Richard P. Mills, New York's State Education Commissioner. "The expectations are now much higher. So we're having a very focused effort to understand what works out there and what doesn't."

While the move to eliminate bilingual education in California has rekindled the debate here, people on both sides say bilingual education has had so many ardent defenders in the New York metropolitan region, for so many years, that it is in no danger of extinction. The teacher unions in the region are more united in their support of bilingual education than those in California. And advocacy groups for immigrants, which have waged successful court battles to expand bilingual education in New York, have worked consistently over the years to win parents and politicians to their cause.

This in stark contrast to California, where the rejection of bilingual education is one of several recent initiatives that have put immigrants and their supporters on the defensive. Politicians in the Northeast have been less inclined to play to anti-immigrant sentiments, and the populations in all three states are growing and school districts are struggling to find enough certified bilingual instructors. New York, where 18.7 percent of the population is foreign born, compared with 25.1 percent in California, spends $88 million a year on bilingual education for 194,000 students, most of whom live in New York City.

New Jersey, where 15.6 percent of the population is foreign born, spends $57 million a year on bilingual programs for 48,000 students. About 9 percent of the population is foreign born in Connecticut, which spends $20 million a year on bilingual education for 19,300 students.

In all three states, the vast majority of students in bilingual programs are Hispanic. Mandarin Chinese, Haitian, Korean, Polish, Arabic, Portuguese and Urdu are also among the most common native languages.

Of the three states, New Jersey has taken the most concrete steps toward improving and expanding bilingual and intensive English programs. On June 3, the New Jersey Board of Education voted to require school districts to monitor the achievement of bilingual students to insure that they meet the state's new curriculum standards. It also voted to require districts to provide bilingual or intensive English programs for preschool pupils not proficient in English.

The board also changed the wording of the state's bilingual education code to encourage districts to provide instruction in English as a second language for more than 150 minutes a week, which is the minimum requirement in New Jersey.

Iliana Okum, who oversees bilingual education for the New Jersey **Department of Education**, said the state's programs worked because more than 90 percent of the bilingual students passed proficiency tests in three years or less. Although the state in 1996 gave parents more leeway in deciding whether champions of bilingual schooling see no reason to expect things to change.

"It's a totally different atmosphere out here, with divisive policies and leadership on issues related to race and education," said Thomas Saenz, a lawyer for the Mexican-American Legal Defense Fund, which fought to preserve bilingual education in California.

Critics of bilingual education say it is on safer ground in New York, New Jersey and Connecticut not only because of its vocal supporters in the region but also because the three states do not allow voters to decide education policy through referendums, as California does.

"The legislators would have to take on the teachers' unions, which they hardly ever do, and on top of that, they'd have to take on the ethnic groups," said Jorge Amselle, a spokesman for the Center for Equal Opportunity in Washington, a conservative research organization that is opposed to bilingual education. "The only time you're going to see serious change in the Northeast is when you see big grass-roots efforts that will serve as cover for legislators who want the change."

Californians passed Proposition 227, which limits help for non-native speakers to a year of intensive English instruction, with 61 percent of the vote. But while a growing number of that state's Hispanic immigrants have expressed concerns about bilingual education, fewer than 4 in 10 of those who voted favored the proposition, in part because most of California's Hispanic lawmakers lobbied heavily against it.

to remove their children from bilingual programs, less than 2 percent of the parents have done so, Ms. Okum said.

"I think everybody is generally pleased," she said.

In New York, the State Board of Regents voted last year to allow students who enter the country in the ninth grade or later to take most Regents exams in Spanish, Russian, Chinese, Haitian Creole and Korean. It also voted to require bilingual students to take the Regents English exam, which will soon be a graduation requirement, in English. Mr. Mills, the Education Commissioner, asked state education officials last fall to determine whether bilingual students needed more intensive English instruction to meet the new curriculum standards and graduation requirements.

"The increase in requirements is humongous for somebody who is learning English for the first time," said Alan Ray, a spokesman for the state's Department of Education.

The **Education Department** will submit recommendations to the Board of Regents next month, and Mr. Mills said they would probably include increasing the minimum amount of time — now 180 minutes per week — that bilingual students spend in intensive English classes. Other goals are to train bilingual teachers in the new curriculum standards and to increase the number of teachers certified to teach bilingual classes. Only 30 percent of the bilingual teachers are now certified as such, Mr. Mills said.

He said that while some students, particularly at the middle-school level, were staying in bilingual programs far too long, most finished in three years or less. Students who want to stay in bilingual programs longer than three years must file for an extension, and in the 1997-98 school year, only 12 percent of bilingual students in New York City did so, he said.

Mr. Mills said he thought that California's strategy in Proposition 227 was "a sound-bite solution." By examining bilingual programs around the nation, he said, New York hopes to collect enough data to determine what methods of teaching English work best.

"I am not satisfied with the data we have," Mr. Mills said. "Bilingual education seems to work under certain circumstances, but they are very demanding conditions. We have an obligation to think this through because children who don't speak English, like other children, must meet higher standards."■

26. Weekend Edition (NPR)

06/13/98Section: News; Domestic;

Exam Day

Neal tells a story about every student's worst exam-day nightmare.

By Neal Conan
Washington DC

NEAL CONAN, HOST: Now, this final note on the week's news.

Panic, fear, outrage, and utter confusion were just a few of the emotions that exploded into the brains of a class in Britain a few days ago.

Though they were probably nervous enough to begin with, the jaws of hell gaped beneath their stomachs when they opened the test. No Lear questions on the first page, none on the second, none at all.

This horrifying moment of complete helplessness was captured by Christopher Durang in his one-act play "The Actor's Nightmare." A man awakes to find himself on stage amid a production of "Hamlet." The other characters start feeding him lines, but just when he begins to get the knack of ad-libbing in iambic pentameter, the play shifts to the banter of Noel Coward's "Private Lives," and then to "Waiting for Godot."

All of us dream out anxieties of this

The students were facing a daunting exam known as the "A Level." It's a kind of combination final and SAT, the culmination of concentrated study on a subject the students propose to pursue at university.

This class at Bradford Grammar, a school that has produced luminaries sort. The script isn't finished. Who am I supposed to interview? Why are they pointing at me? And did I forget to put on my pants?

In Bradford, it turned out, that the teacher had made a terrible mistake. A spokesman for the examinations board, employing a bit of understatement, remarked, "it will have been a stressful time for the students, and we will do everything we can to ensure that they are not disadvantaged by a mistake that wasn't their fault."

Given the probability that they will have to face their Shakespearian A Levels again, and the night before, we offer this advice from Cole Porter.

SINGERS: Brush up your Shakespeare Start quoting him now Brush up your Shakespeare And the women you will wow

SINGER: Just declaim a few lines from "Othella" And they'll think you're a hell of a fellah

SINGER: If your blonde won't respond when you flatter her Tell her what Tony told Cleopatterer

SINGER: If she fights when her clothes you are mussing...

SINGERS: (Unintelligible) "Much Ado About Nothing"

Brush up your Shakespeare And they'll all kowtow

CONAN: And it's 18 minutes after the hour.

■

including the painter David Hockney and former Foreign Minister Denis Healey (ph) spent two years mastering the answers to every conceivable question about William Shakespeare's tragedy "King Lear."

27. Los Angeles Times

* 06/14/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-3

Gore Stresses After-School Care

By MEGAN GARVEY
TIMES STAFF WRITER

In a town hall meeting Saturday at Sutter Middle School in Winnetka, Vice President Al Gore emphasized the commitment of the Clinton administration to after-school programs, reiterating a previously announced plan to ask Congress for $1 billion in such funding to be used over the next five years.

Gore—who demurred when addressed as "the next president of the United States," saying to much laughter, "I want to appear to discourage that comment"—told several hundred people gathered at the invitation-only event that every school in the country needs after-school programs.

President Clinton and Gore were both in Monterey on Friday for the National Oceans Conference, where they announced an extended ban on offshore drilling on the East and West coasts.

Gore linked the after-school initiative with his work to clean up the environment.

If more investment is not made in cleaning up the environment, community policing and after-school care, Gore said, children might feel that the future is hopeless.

"If they get the message subtly, but powerfully, that we don't really care that much, then that changes their attitude toward the future of their own life," he said.

Saturday's event, held in an idyllic courtyard framed by shade trees and washed by sunlight, seemed more like a forum than a town hall meeting. Gore did most of the talking, asking community leaders and students to comment on the role of after-school programs in their lives.

The Clinton administration has pushed for after-school programs in recent months, in part motivated by the string of shootings on school campuses this year. Even though federal statistics show that most juvenile crime occurs between 3 p m. and 8 p m., studies show that relatively few programs provide supervised activities during those hours. Teen pregnancy and drug use have also been linked to a lack of adult supervision after school.

Until recently, however, little national attention was paid to the issue. The last time **U.S. Department of Education** officials studied formal after-school care—in 1991—they found that only 1.7 million students, less than 7% of children 5 to 13, attended after-school programs.

Brandon Carney, 14, a Sutter student, told Gore that he had been offered drugs while hanging out with friends after school. Brandon said he knew fellow students who got into trouble because they had nothing to do.■

28. Los Angeles Times

* 06/14/98; Edition: Valley Edition; Section: Metro; Zones Desk; Page B-1

Gore Gives After-School Care High Marks

Speaking at a Winnetka town hall meeting, the vice president said cleaning up the environment and community policing also are vital to children's future.

By MEGAN GARVEY
TIMES STAFF WRITER

WINNETKA — In a town hall meeting Saturday at Sutter Middle School, Vice President Al Gore emphasized the commitment of the Clinton administration to after-school programs, reiterating a previously announced plan to ask Congress for $1 billion in such funding to be used over the next five years.

Gore—who demurred when addressed as "the next president of the United States" saying, to much laughter, "I want to appear to discourage that comment"—told the several hundred gathered at the invitation-only event that every school in the country needs after-school programs.

President Clinton and Gore were both in Monterey on Friday for the National Oceans Conference, where they announced an extended ban on offshore drilling on both coasts. Sen. Barbara Boxer (D-Calif.) told the crowd that the clouds parted and the sun shined for Clinton and Gore on Friday in Monterey and they did the same for Gore on Saturday.

"I think there's a message here. We like what you're doing, and they like what you're doing up there," she said, pointing skyward.

Gore, who did not invoke divine intervention in his remarks, did tie the after-school initiative to his work to clean up the environment.

If more investment is not made in cleaning up the environment, community policing and after-school care, Gore said children might feel that the future is hopeless.

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Until recently, however, the issue has received little national attention. The last time **U.S. Department of Education** officials studied formal after-school care—in 1991—they found that only 1.7 million students, less than 7% of children 5 to 13, attended after-school programs.

Brandon Carney, 14, a Sutter student who lives in Winnetka, told Gore he had been offered drugs while hanging out with friends after school. Brandon said he knew fellow students who got in trouble because they had nothing to do.

Gore told the crowd—who stayed for an afternoon workshop after the vice president departed for a private fund-raiser in Calabasas—that the needs outweigh the resources.

In one of the few off-agenda moments of the morning, Aureliano Cortes, a parent from South-Central Los Angeles, asked Gore about the passage of Proposition 227, which requires a one-year limit on native language instruction for non-English speaking

students.

Cortes, who spoke in Spanish, thanked Gore for coming to Los Angeles. "De nada," replied Gore, who said the administration still believes that three years should be the bare minimum of native language instruction and planned to work "within the limits of the law" to make sure students received proper instruction.

Many were thrilled to be so close to the vice president. "We never thought we'd see one of you here," one Valley woman told the vice president.

Kim Skinner, 12, got to shake Gore's hand.

"I was so excited," said the Winnetka resident. Kim attends the after-school program at Sutter, part of a Los Angeles Unified School District program that serves 5,000 students at 25 of the district's 57 middle schools.

Kim said she thinks there's nothing uncool about staying at school longer.

"I like it," she said. "You can hang out with your friends longer."■

29. The Washington Times

06/13/98; Edition: 2; Section: A;NATION; Page A4

Riley says study bolsters case for national testing

By Laura R. Vanderkam
THE WASHINGTON TIMES

State exams that test how well students are learning have failed to yield reliable comparisons, making it nearly impossible to weigh differences in education among the states, a top education official said yesterday.

President Clinton called for voluntary national testing in his 1997 State of the Union address. National testing of reading and math competency would take place in the fourth and eighth grades.

The results would be used to compare educational systems in different states.

"We've believed all along that it was important for states and communities to have a challenging benchmark in effect to measure their progress in reading and math," acting Deputy Secretary of Education Marshall S. Smith 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 in California."

The move for national testing began in controversy when Mr. Clinton announced that funding for the $90 million, five-year program would come from the Fund for the Improvement of Education, a source that did not require congressional approval.

Saying that national testing must be accepted national standards, then we simply cannot rely on existing tests," **Education Secretary Richard W. Riley** said. "{The study} clearly shows that work on developing voluntary national tests must continue."

Now we have the results, and they show conclusively that if we want to know how well students are performing compared to rigorous and widely subject to national debate, Congress added an amendment to the 1997 **Department of Education** spending bill that limited work on the issue.

Funding was granted for the feasibility study conducted by the National Academy of Sciences. A 16-member panel overseen by the National Assessment Governing Board examined the existing state competency tests and announced their findings yesterday.

Conservatives oppose the national tests, saying they would create another layer of bureaucracy and take power away from parents and local school districts.

"This study shows that there is already a vast array of tests at the state and local level," Rep. Bill Goodling, Pennsylvania Republican and chairman of the House Education and the Workforce Committee said. "Any attempt by the Clinton administration to implement new federal testing would violate state and local authority and disrupt recent and expensive state educational reforms."

Opponents have accused Mr. Clinton of using national testing as a springboard for a national curriculum.

"Whoever controls the test will control the curriculum of all the kids in the country," Monty Neill, director of the National Center for Fair and Open Testing, said when the issue was first debated last year. "When President Clinton claims the test will be voluntary, look out. This is a slippery slope."

David Frank, spokesman for the Department of Education, said national testing would not create a national curriculum. "It would be a test of basic skills," he said.

"The point of this study was to determine if an equivalency standard could be developed from the existing tests," Mr. Frank said. "This study clearly shows that this is not feasible. The study came out differently from what Representative Goodling wanted, so he's ignoring the findings.■

30. Associated Press

6-15 6:00a

Gingrich delivers commencement speech amid protest

By PAULA STORY
Associated Press Writer

SAN DIEGO (AP) - About 40 graduates turned their backs on House Speaker Newt Gingrich and walked out as he delivered the commencement address at the University of California, San Diego.

The Sunday walkout culminated protests by students who opposed the decision to have the Georgia Republican speak and demanded a say in the selection process.

Gingrich was gracious about the dissent, saying he participated in a few protests in his days as a student and recognized the value of differing opinions.

He approached the podium amid both boos and cheers. The crowd on the university's athletic field was estimated by UCSD officials at 8,000.

"I suspect that here today, virtually all of you - clearly not all of you, but virtually all of you - are very happy, and your parents are happy because you made it," Gingrich said.

Last year's UCSD graduation speaker was President Clinton, who used the occasion to launch a yearlong discussion of race relations. Gingrich's speech covered science, technology, political leadership and federal funding for research.

Some protesters tied Gingrich's visit to what they said is a crisis in minority representation and declining admissions on the heels of Proposition 209, the 1996 measure that dismantled many California affirmative action programs.

Those who walked out remained at the rear, staying mostly quiet until just before Gingrich concluded. They then marched off, at times shouting, "No University Without Diversity."

UCSD students had some input over speakers until last year, when the school abandoned a practice of having separate commencements for its undergraduate colleges and graduate divisions, in order to have Clinton speak to everyone.

UCSD Chancellor Robert Dynes has said he made a mistake by not seeking student input and noted that they will be involved in the decision next year.■

31. Associated Press

06-13 7:45p

President visits Oregon school hit by May shooting

By SANDRA SOBIERAJ
Associated Press Writer

SPRINGFIELD, Ore. (AP) - A blue ribbon bearing the word "Promise" on his lapel, President Clinton walked the corridors of Thurston High School - where not one month ago there were sounds of gunfire and screams - to try and console a community and turn its tragedy into an emblem of hope.

"We want something constructive to come out of this," Clinton told an assembly in the school gymnasium just across a breezeway from the cafeteria where 15-year-old Kip Kinkel is accused of opening fire on May 21 - one day after being suspended for stashing a gun in his locker.

Clinton said he was echoing words spoken to him privately by the fathers of the two slain boys, Mikael Nickolauson and Ben Walker. Quietly in the school library, Clinton also huddled one-by-one with families of some two dozen wounded students, several of whom were still in casts or on crutches.

To Ben's and Mikael's parents, Clinton said his message was: "One way they can honor their children is to work with us to try to create a country and a set of circumstances which makes it far less likely that these things would be repeated."

He endorsed new legislation introduced by Oregon Sens. Ron Wyden and Gordon Smith to require that kids bringing guns to school be held over by officials for 72 hours of observation and evaluation.

A billboard just outside of town bore a blue ribbon like Clinton's and a similar plea - "Let it end here."

Hundreds of Springfield residents lined the streets and packed the school's front lawn to wave a greeting, some bearing hand-lettered posters saying, "Thank you for coming."

But, while the bullet holes in the cafeteria have long been spackled over, Clinton's visit rubbed some open wounds.

"We're tired of hearing about it and we want to move on," said Luke Jimenez, 17, who graduated last week.

Another new graduate, Aubra Lewellen, 18, said: "It happened along time ago. I feel like he only came because he was in Portland (for a commencement speech). I don't feel like he really came for us."

Amy Lindley, 29, a graduate of Thurston, differed. "It's important for him to be here to see what's been going on," she said.

To explain his intentions, Clinton took the unusual step of addressing reporters before boarding the flight to Springfield.

"I want to listen," he said. "I want to learn. I want to be of whatever support I can."

He acknowledged to his audience in the gymnasium - which was half full although all of the school's 1,400 students had been invited - some reservations about coming.

"I didn't want to do anything to add to your burdens," he said.

White House officials treaded gingerly in planning the stop, wary of it appearing exploitative. It was an 11th hour change of heart by school principal Larry Bentz that opened the latter part of Clinton's visit to limited press coverage so that the whole community might hear Clinton's message.

Bentz asked that reporters allowed inside be kept away from students.

In his Saturday radio address to the nation, Clinton appealed once more for less violence in popular entertainment and more action in Congress.

He said he was directing **Education Secretary Richard Riley** and Attorney General Janet Reno to work with school officials and law enforcement authorities on developing an "early warning guide" that might help prevent the kind of youth rage that erupted in deadly school gunfire here and in Arkansas, Kentucky, Mississippi and Pennsylvania.

"In Springfield, and in far too many recent cases, troubled children announced their intentions before turning guns on their classmates," Clinton said. "We've learned that terrible threats and rage in the face of rejection can be more than idle talk."

His administration's new guide would "help adults understand the signs and respond to them before it's too late," Clinton said.

He also urged congressional action on his proposal for a lifetime ban on gun purchases by violent juveniles, and for $95 million in crime prevention efforts, including after-school programs.

Before motorcading to Springfield, Clinton's Air Force One arrived without incident at an airport in nearby Eugene. Late Friday, two explosives devices were found and detonated on airport property.■

TRADE

32. LRP Publications

June 12, 1998

Changes in Literacy Bill Could Cost IDEA $500 Million

The House and Senate issued a conference report June 10 for the education savings account bill void of a provision that would have given special education programs $500 million annually over the next three years.

As part of Sen. Paul Coverdell's, R-Ga., A+ Savings Account legislation, the conference committee chose to adopt the Reading Excellence Act, the House Republican counterproposal to President Clinton's America Reads program. The Senate version, by way of an amendment offered by Sen. Judd Gregg, R-N.H., would have tied literacy funding to annual special education increases of $500 million. The House version, which the conference committee adopted, contains no such requirement.

The move by the conference committee means that if Clinton signs the bill into law by July 1, special education programs will receive no new funds linked to its passage - - where they once stood to gain $1.5 billion over the next three years.

Special education groups are still watching closely, however, as they do stand to gain $210 million if the bill fails to get the president's signature by the July 1 deadline.

When the $210 million was appropriated last year for the literacy program, such funding was contingent on authorization by July 1. If the bill does not become law by then, the $210 million automatically shifts to special education state grants.

President Clinton has promised to veto the education savings account bill, and thereby reject the literacy measure as well.

A presidential veto would not necessarily kill the bill, as a group of Democratic senators have pledged to vote to override a veto in exchange for compromises made by the Republican leadership during conference discussions (see D.C. Daily, June 10).

The House and Senate are expected to vote on the conference report early next week, and quick passage would likely have the bill on the president's desk shortly thereafter. A swift veto by the president would give lawmakers less than a week to round up enough votes to override the veto by the July 1 deadline.

The Reading Excellence Act, if passed, would provide the $210 million in funding for new research, teacher training and individual grants to help improve K-12 instruction.■

33. LRP Publications

June 12, 1998

Research Shows State and Commercial Education Tests Too Diverse to Compare

A study released today by the National Research Council determined that state standardized tests are too diverse to allow results to be compared to one another or to national or international standards — data that lends support for national testing, a pet Clinton administration initiative.

The study revealed that existing state and commercially produced tests greatly differ in the types and difficulty of questions that they ask, the thought processes required of students, the ways and times they are administered, how closely they reflect the material taught in school, scoring, and how results are reported, said the council.

"This finding is neither surprising nor disappointing," said Goodling. "I have to conclude on the basis of this study that we don't need another test — especially on developed in Washington. I also have to conclude that 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."

The lawmaker reiterated Congress' concern that teachers would begin focusing their curriculum on the contents of the national test so their scores would

Congress objects to the administration-proposed testing, fearing that the **Department of Education** is not allowing appropriate preparation time needed for such tests. Lawmakers and ED agreed to have the National Research Council examine existing state tests in November, 1997 during the debate over President Clinton's proposal for new federal tests.

Education Secretary Richard Riley is encouraged by the research, saying that the results clearly show that development on voluntary national tests must continue.

"Last fall the president and Congress agreed to have this study conducted, and prove favorable.

"New federal tests would set a new national curriculum because, as every teacher knows, 'what's tested is what is taught'," said Goodling. "Teachers would have to teach new federal curricula and local schools would have to make costly new investments in textbooks."

While Secretary Riley emphasized that work on the voluntary 4th grade reading and 8th grade math tests "must continue without delay," lawmakers plan to halt the tests' progress.

Goodling said that he, this week, agreed that the results should inform congressional action on national testing," said Riley. "Now that we have the results, and they show conclusively that if we want to know how well students are performing compared to rigorous and widely accepted national standards, then we simply cannot rely on existing tests."

Rep. Bill Goodling, chairman of the House Committee on Education and the Workforce, interpreted the council's results differently. The lawmaker stressed the study's finding that there is an adequate amount of tests at the state and local level already exist and that an additional test is unnecessary.

received assurances from Speaker of the House Newt Gingrich, R-Ga., and Senate Majority Leader Trent Lott, R-Miss., that prohibition on fiscal year 1999 funding for any new federal tests will be part of the House Labor, Health and Human Services, and Education Appropriations Subcommittee bill.

"Republicans are not going to help the President make bad education policy," said Goodling. "Instead, we have our own agenda. This summer and fall we will act to send more dollars directly to the classroom, improve academic quality

and bolster parental involvement and responsibility."■

34. LRP Publications

June 9, 1998

Riley Discusses a New ED Approach to School Violence Prevention

Education Secretary Richard Riley told a congregation of school officials today that the Clinton administration plans to implement multiple "action steps" this summer in response to the recent series of fatal school shootings.

Riley told a group of 450 state Safe and Drug-Free School coordinators, governor's representatives, and others who work in school safety and drug prevention that ED, along with help from the Department of Justice, has proposed a seven-step action plan to prevent fatalities such as those suffered by a half-dozen schools in the last six months.

The first step of the administration's plan, "listening to children," will consist of meetings between Riley, Attorney General Janet Reno, and students this summer and fall to speak directly regarding violence and drugs.

"We can't begin to end the violence unless we reach out to our young people, truly listen to their voices, and tune in to what they are really trying to say," said Riley. "And we must make them part of this solution."

The second step, "effective programs," will be the department's move to "tighten" up existing programs, including the redirection of the Safe and Drug Free School Program. Riley added that Congress should respond to recent violence by passing President Clinton's request to target $125 million to those communities with strong prevention initiatives.

"The action steps I have ... outlined are comprehensive because this is the only way we are going to help our young people," said Riley. "America's young people are resilient. They will have a bright future if we help them turn away from the culture of violence and drugs that this society tolerates all too easily."■

The third step, "shifting resources to prevention," will be the redirection of funding towards initiatives such as the development of prevention strategies at the elementary school level. Riley said that both he and Reno believe that Congress is not allotting enough funding for prevention measures.

"[I]t is a 'serious mistake' for both the House and Senate to be developing juvenile justice legislation that sets aside no real funding for delinquency prevention, for truancy prevention, for after-school programs and for mentoring programs," said Riley. "These are the very programs that you and I know can be so effective in stopping violence from occurring in the first place."

The fourth step, "early warning signs," will be comprised of the development of a guide for teachers and principles, ready in early fall, which will include violence prevention methods and ways to deal with aggressive behavior, said Riley. The framework will be jointly developed by ED, the Department of Justice, the National Association of School Psychologists and other experts.

Riley added that while it is beneficial to identify those students who exhibit early signs of aggression, educators must not "label" students.

"In my opinion, too many young people are already being sorted out in our schools and too often this approach to education has been harmful to minority youth," said the Education Secretary.

The fifth step, "linking schools to community services," will explore ways to develop a stronger link between schools and community mental health facilities as well as increase the number of school counselors.

"We want to make sure that important support staff in our nation's schools — the social workers, counselors and school psychologists — are not solely focused on testing and evaluation but also are directing their expertise to preventing violence," said Riley.

ED and the Department of Justice will jointly disclose the sixth step, "developing model crisis management plans," which will consist of a guidance model that can be used by schools to develop their own plans.

The last step, "a major study of alternative schools," will look into ways to place students expelled under the Gun Free Schools Act in alternate educational settings.

"A child who brings a weapon to school needs to be properly evaluated and a plan of action has to be developed to turn this young person's life around," said Riley.

Through these steps, the administration plans to confront the ills that result in violent youths — society's glorification of violence and a child's feelings of emotional disconnectedness from family and school.

35. Education Daily

June 15, 1998

Legislative Update

by Darren Goode and Rod Kuckro

The House and Senate this week expect to take up a compromise education savings account bill, while a resolution on special education funding is expected to hit the House floor by Thursday.

Recent or Upcoming Action ...

Fiscal 1999 Budget Resolution S. Con. Res. 86: This nonbinding, five-year spending blueprint would ignore most of President Clinton's education ini — tiatives. It would funnel any new funds from a tobacco set —tlement to Medicare, rather than using the money to

hire 100,000 new teachers as the president wants. It also would add $500 million to special education each year for the next five years and increase the Title VI block grant from 350 million to $872 million (ED, March 20). H. Con. Res. 284: The proposed House resolution essentially would freeze overall education and training spending in 1999. Last action: The House passed its budget resolution June 5 by a vote of 216-204 and sent it to the Senate. The Senate passed its budget resolution April 2, 57-41. Next action: Negotiators need to reconcile the House and Senate versions, which would not require the president's signature. Neither the House nor the Senate have assigned conferees yet, and no timetable on the negotiations has been set.

Fiscal 1999 Appropriations President Clinton's proposal would raise Education Department discretionary spending about 6 percent above the fiscal 1998 level, to $31.2 billion. Title I would get a $392 million boost, channeled to targeted and concentration grants. Special education and vocational education would be level-funded, and Title VI block grants would be eliminated. New initiatives include $200 million for education opportunity zones, which would funnel money to impoverished urban and rural districts for reform efforts, and $200 million for after-school child care. Last action: The House Appropriations Com —mittee on May 22 issued a nonbinding plan to increase overall spending on labor, human services and education programs from $81.2 billion to $81.9 billion for fiscal 1999 (ED, May 27). The Senate Appropriations Committee has set aside $82.3 billion for those programs (ED, May 15). Next action: The House education funding subcommittee is expected to release its program-by-program spending bill in the

Omnibus Education S. 1590: Would authorize $75 million in fiscal 1999 for vouchers for impoverished students in unsafe schools; roll together several federal education funds into block grants, funneling $3 billion directly to states; allow families to accrue interest tax-free on money they save for educational expenses; allow federal education funds to be used for teach —er competency testing and merit pay; focus $210 million on teacher training in reading and tutoring grants rather than training volunteers; encourage charter schools in states with the most lenient laws; and spend $9.3 billion for special ed over six years (ED, Jan. 21). S. 1708: Would authorize $9.7 billion for school repair next two weeks. Fiscal 1999 begins Oct. 1.

Bilingual Education H.R. 3892: Would change federal bilingual aid from competitive grants to formula grants to states, which could design their own programs; nullify legal agreements regarding non-English-speaking students between school districts and the **Education Department**; set a three-year time limit for students in bilingual education programs; require schools to get parents' permission to place students in bilingual ed programs and change the name of ED's Office of Bilingual Education and Minority Language Affairs to the Office of English Language Acquisition. Last action: The House Education and the Workforce Committee passed the bill, 22-17, June 4. Next action: The bill goes to the House floor, but no schedule has been set.

School Prayer H. J. Res. 78, S. J. Res. 48: Would amend the U.S. Constitution to allow student-initiated prayer in public schools. Last action: The resolution on June 4 failed to gain the necessary two-thirds approval from House members, receiving a vote of 224 to 203. Sen. James Inhofe, R-Okla., introduced S. J. Res. 48 on June 4 and referred to the Senate Judiciary Committee. Next action: No action is scheduled on S. J. Res. 48.

Education Tax Breaks/National Tests/Block Grants S. 1133: Would allow parents tax-free withdrawals from education savings accounts of up to $2,000 annually for K-12 expenses, including private school tuition, transportation and computers. Interest on savings in state-sponsored prepaid tuition plans would be tax-free. The bill also would ban further development of voluntary national tests in reading and math; allow states to receive about $10.3 billion of federal education funds as block grants to states or localities; and construction bonds in fiscal 1999 and 2000; $7.3 billion over five years to hire 100,000 teachers; $200 million in fiscal 1999 for after-school programs; $3.2 billion over five years for school technology; and $1.5 billion over five years for edu —cation opportunity grants (ED, March 5). Last action: The Senate Governmental Affairs Committee held a hearing June 10 on the Bureau of Indian Affairs' school construction program. The House Early Childhood, Youth and Families Subcommittee held a hearing on Head Start reauthorization June 9, as well as a field hearing June 12 in South Bend, Ind. Next action: The Senate Labor and Human Resources Committee will hold a field hearing today on teacher education provide $210 million for a children's literacy program; and provide modest school construction aid (ED, April 24). H.R. 2646: Would allow parents tax-free withdrawals from education savings accounts of up to $2,500 annually for K-12 expenses, including private school tuition. Last action: House and Senate conferees on June 10 agreed on a final version of the bill. The final draft did not include the block grants and national testing ban provisions. The House Early Childhood, Youth and Families Subcommittee held a hearing June 11 on rewriting laws on the National Assessment of Educational Progress and the National Assessment Governing Board. Next action: The House likely will vote on the bill tomorrow or Wednesday; a Senate vote is expected by Friday.

HEA Reauthorization H.R. 6: Would reauthorize all Higher Education Act (HEA) programs, which expired Sept. 30 but received an automatic one-year extension. The House legislation would cut interest rates for students by 0.8 percentage points through a sub —sidy to lenders. The bill also would eliminate the National Board of Professional Teaching Standards (ED, May 1). S. 1882: Would cut interest rates to the same level as the House bill. It also includes penalties for colleges and universities that do not participate in a mandated cost survey in the new bill. Last action: The House and Senate passed a provision May 22 in the highway funding bill that would apply the interest rate formula in H.R. 6 to student loans through Oct. 1. The legislation delays a change in the interest rate scheduled for July 1 that private lenders say would force them to leave the Family Education Loan program. Next action: The Senate is expected to take up S. 1882 this week. President Clinton has said he will sign the highway bill.
in Columbus, Ohio.

Social Promotion H. Res. 401: Would express the sense of the House that social promotion should be ended through the use of teacher training programs and proven educational practices. Last action: The House Education and the Workforce Committee passed the resolution June 4 by voice vote. Next action: The House is expected to take up the resolution as soon as tomorrow.

Special Education Funding H. Res. 399: Would urge Congress and the Clinton adminis —tration to give higher priority to funding programs under the Individuals with Disabilities Education Act, in the context of a balanced budget. Last action: The House Education and the

Workforce Committee passed it on June 4 by voice vote. Next action: The resolution is tentatively scheduled to hit the House floor tomorrow.

Block Grants H.R. 3248: Would roll about $3 billion of currently authorized federal education programs into block grants to states for K-12 programs. Block grants would be administered by governors, to be used by states and local school districts to pay for student-focused expenditures. Last action: The House Early Childhood, Youth and Families Subcommittee held a June 5 hearing on community block grants. Next action: No further action is scheduled.

School Meals H.R. 3874: Would ease some restrictions on nonprofit groups participating in the summer meals program; expand the after-school snack program to serve children up to age 18; create a five-state pilot program for universal school breakfasts; and extend flexibility in shifting administrative expenses among nutrition programs. Last action: The House Education and the Work-force Committee on June 4 passed the bill, 36-1, after combining several child nutrition programs into one bill. Next action: The bill is set to go to the House floor, but no schedule has been set.

Parental Rights H.R. 3189: Would expand the 1974 Family Education Rights and Privacy Act to withhold federal funds from schools that don't allow parents to review all curriculum materials and tests. It also would withhold funds from schools that require students to take psychological tests or reveal personal information without prior written consent. Last action: The House Education and the Workforce Committee did not take up the bill on June 10 as planned. Next action: The committee probably will take up the bill next week.

Adult Special Education Inmates H.R. 3254: Would amend the Individuals with Disabilities Education Act (IDEA) to restrict federal regulators' ability to punish states that refuse to serve disabled students ages 18 to 21 who are incarcerated as adults. It would allow the Education Department to withhold only the IDEA funds intended for the eligible inmates, not any part of the state's larger special ed grant. Last action: The House Education and the Workforce Committee on June 4 passed the bill, 23-18. Next action: The bill is headed for the House floor, but no schedule has been set.

Just Introduced ...

E-Rate Repeal H.R. 4032: Would repeal the e-rate program, an initiative capped at $2.25 billion a year, to connect schools and libraries to the Internet. Funded by levies on telecommunications companies, the e-rate program was created under the 1996 Telecommunications Act, but congressional critics have been displeased with how the Federal Communications Commission has set up the program. Last action: Introduced June 11 by Rep. Jim Sensenbrenner, R-Wis.; referred to the Commerce Committee. Next action: No action is scheduled.

Information Technology Tax Credits H.R. 4025, S. 2089: Would provide a 20 percent tax credit to businesses who provide information technology training for their employees. The tax credits would increase to 5 percent for programs in school districts in which at least 50 percent of students are eligible for free or reduced-cost lunches and for disaster areas. Last action: H.R. 4025 was introduced June 10 by Rep. Jon Christensen, R-Neb.; referred to the House Ways and Means Committee. S. 2089 was introduced May 18 by Sen. Kent Conrad, D-N.D.; referred to the Senate Finance Committee. Next action: No action has been scheduled for either bill.

School Violence H. Con. Res. 287: Would request that the president initiate a series of town meetings across the country addressing school violence. Would also ask states and localities to establish school violence prevention hotlines informing law enforcement when violent threats are made at schools. Last action: Introduced June 5 by Rep. Harold Ford, D-Tenn.; referred to the House Education and the Workforce Committee. Next action: No action scheduled.

Still Pending ...

Vocational Education H.R. 1853: The House GOP plan to reauthorize the Carl D. Perkins Vocational and Applied Technology Education Act would allot school districts at least 90 percent of the basic state voc ed grant, up from 75 percent. S. 1186: Would retain a separate funding stream for voc ed. Last action: The House appointed conferees May 22. Senate conferees are the members of the Senate Labor and Human Resources Committee. Next action: House and Senate staff have already begun negotiations to hammer out differences in the bills; members may begin meeting this week.■

36. Education Daily

June 15, 1998

Look Before Leaping Into IDEA Transition Programs

by William J. Cahir

Before developing school-to-work plans for disabled students, schools first should conduct vocational assessments to identify a students' interests, strengths and weaknesses, experts say.

A vocational assessment involves classroom ob-servations, job try-outs, work sample reviews and diagnostic tests. The process takes place over time.

Determining a student's direction and capabil-ities will help everyone involved get a better grasp on vocational planning, says the Nation-al Information Center for Chil-dren and Youth with Disabili-ties (NICHCY) in Washington, D.C.

"Students generally emerge from the voca-tion-al assessment process with increased self-aware —ness and a better understanding of their skills," NICHCY says in a research paper.

The Individuals with Disabilities Education Act (IDEA) requires schools to make transi-tion-related adjustments to each disabled stu-dent's academic program starting at age 14, and to begin transition services at age 16 (ED, March 25, 1997).

Using The Miller Model

Robert Miller, professor of special education at Mankato State University in Mankato, Minn., says it's high time for schools to target ser-vices to disabled students and others who are not college bound.

To effectively assist students with transition plan-ning, Miller says educators should identify their:

* Long-term goals, which "harness that natu-ral motivation of the student;" * Self-advocacy skills, or their ability to ex-plain their needs and hopes to employers and post-secondary institutions; * Functional living skills, or their capability for coping with day-to-day tasks; * Academic abilities; and * Vocational abilities and aptitudes.

This model avoids a key special ed

pitfall —merely telling students what they cannot do —and encourages cooperation with the family.

Finding Jobs For All

The National Center for Research in Vocation-al Education this week gave Dorchester Dis-trict No. 2 in Summerville, S.C., an award for running an exemplary career guidance program.

As part of its vocational assessment process, the district administers a battery of tests to assess students' skills. The tests are given to both disabled and non-disabled students.

The district also tries to assess their goals and abilities by placing them in jobs, such as filling peanut snack bags for airlines, or running a school-based cookie company.

Ninth and 10th-grade special ed students, work-ing with their nondisabled peers, are clearing about $300 a day in profit selling cookies, which they bake in a Summerville High School kitchen. The money is divided evenly among the students involved and dis-persed as wages.

"It is unreal, the money they've made," said Janice Jolly, the district's school-to-work coordinator.

Trying A Local Business

The district also runs a second program for special ed students in grades 11 and 12. Using a $108,000 grant from a state agency, it places them in jobs with a second-hand sporting goods store. And depending on each child's vocation-al skills, the district will try to place her in an-other job after graduation.

High-tech jobs, such as data entry, aren't avail-able around Summerville, so some of the older special ed students are referred to classes for specific vocational training, or for social skills coaching.

For instance, disabled students with severe skill deficits are referred at age 16 to the state's vocational rehabilitation system.

"We're not as far along as I'd like to be," said Floy Shuler, coordinator of special education in Dorchester District No. 2. "Depending on what kind of skills they show at that point, they can go onto a variety of programs."

For more information, contact National Infor-mation Center for Children and Youth with Disabilities, Internet, http://laran.wais-man.wisc.edu/fv/www/education/transitio n html, or Janice Jolly, Dorchester District 2 Career Development Initiatives, 1101 Boone Hill Rd., Summerville, SC, 29477; (803)832-7026, ext. 14062; e-mail, jjolly@dorchester2 k12.sc.us.■

37. Education Daily

June 15, 1998

AFT, NEA Uniting To Tackle School Infrastructure

by Jonathan Fox

The nation's top two teacher unions have teamed up with business leaders, architects and financial experts to help solve the vexing problem of how to finance school construction and modernization.

"Our nation's public schoolchildren have a right to attend safe and modern schools," said National Education Association President Bob Chase, who noted Thursday that American schools may need as much as $200 billion for renovations, equipment and construction.

The new joint task force is considering a num-ber of methods to ease the problem, including the use of state revenue streams to fund bonds. "Unions and busi-ness leaders have never worked together on this problem, said Sandra Feldman, president of the American Federa-tion of Teachers.■

38. Education Daily

June 15, 1998

NRC: State Tests Too Diverse For National Comparisons

by Jonathan Fox

Comparing results from a smorgasbord of state and commercial tests taken by schoolchildren isn't a feasible substitute for President Clinton's national testing plan, a panel of experts concluded Friday.

Fearful that national tests would create a de facto national curriculum, Republicans in Con-gress ordered the National Research Council (NRC) last fall to inves-tigate whether the re-sults from existing tests could be used for national or in-ter-national comparisons (ED, Nov. 20, 1997).

But according to an NRC panel, which didn't take a position in the testing controversy, state and commercial tests vary too much — in con-tent, format, target ages, samp-ling tech-niques and other factors — to create an effective frame-work for comparison.

Predictably, administration officials hailed the NRC report as proof their approach is needed.

"The results _ show conclusively that if we want to know how well students are perform-ing compared to rigorous and widely accepted national standards, then we simply cannot rely on existing tests," said **Education Secretary Richard Riley**. "We must do everything we can to help our children master the basics."

No Big Surprises

Meanwhile, the report's findings were no sur-prise to assessment experts, who doubted such interstate testing comparisons all along.

Linking tests is "educational assessment's counterpart to perpetual motion machines," said Robert Mislevy, a longtime Education Test-ing Service researcher, last November.

But Rep. Bill Goodling, R-Pa., chairman of the House Education and the Workforce Commit-tee, called the re-port's conclusions "neither sur-prising nor dis-appointing."

He reiterated con-cerns that na-tional tests would lead to a nation-al cur-ri-culum because "as every teacher

knows, 'what is tested is what is taught.'"

"We believe in the richness and diver-sity of our Republic's 50 states and 15,600 school dis-tricts," Goodling said in a statement. "Any at-tempt by the Clinton administration to imple-ment new federal tests would violate state and local authority and disrupt recent and expen-sive state education reforms."

The prospect of linking hundreds of state tests created a logistical nightmare for researchers, NRC said in its report.

Even linking a mere 15 state assessments would require more than 100 complex com-par-isons between the tests that would require ex-tensive data collection and analysis, while fre-quent changes in state-wide tests complicate the matter even more, the agency said.

Another possibility is linking the state tests to the National Assessment of Education Pro-gress (NAEP), which is given to a sample of stu-dents.

But since NAEP only tests groups of stu-dents, not individuals, few valid infer-ences could be drawn from such comparisons, re-searchers said.

Testing Plan Plods Along

Early last year, Clinton proposed voluntary national tests for fourth-grade reading and eighth-grade math so states could compare performance to other states and nations, but his plan has encountered stiff GOP opposition.

Clinton originally proposed the tests for a spring 1999 roll-out. But GOP pressure forced the administration to delay the exams for a year and shift oversight from the Education Depart-ment to an independent panel, the National Assessment Governing Board (NAGB).

NABG since has moved the schedule back even further. Now, the first tests likely won't be ad-ministered until March 2001 (ED, Jan. 23).

Last fall, controversy over Clinton's testing plan held up the fiscal 1998 education spend-ing bill for six weeks. Goodling hopes to avoid a repeat scenario this year.

The NRC is an independent, nonprofit group working under congressional charter to provide advice to the government on science and tech-nology.

Copies of "Equivalency and Linkage of Educa-tional Tests: Interim Report" is $10 from the Board on Testing and Assessment, Commission on Behavioral and Social Science and Educa-tion, NRC, 2101 Constitution Ave. NW, Wash-ing-ton, DC 20418, (202)334-3087.■

39. Chronicle of Higher Education

June 15, 1998

States and Colleges Wrangle Over Paying for Services to Disabled Students

Dispute over auxiliary aids has been escalating since passage of Americans With Disabilities Act

By JEFFREY SELINGO

About 30 states are reneging on their responsibility to help pay for auxiliary services for disabled college students, according to advocates for the disabled, sticking an increasing number of colleges with bills that can approach $20,000 per student each year.

If the trend continues, advocates for the disabled fear that universities will stop recruiting students who may need such auxiliary aids as interpreters for the deaf, the most common and expensive service.

The dispute over who pays for the auxiliary aids has quietly grown since the passage of the Americans With Disabilities Act in 1990. The federal law, some state officials argue, absolves them of paying for services for college students who are also clients of their vocational-rehabilitation agencies, which carry out a federal-state employment program for disabled people.

But the U.S. **Education Department**, which oversees state vocational-rehabilitation agencies, says that another federal law, the Rehabilitation Act of 1973, still gives the state agencies the final responsibility to pay for their clients, although many states have worked out agreements to share the costs with universities.

Last week — three months after learning about the payment dispute through a letter signed by more than 100 university officials who work with disabled students — department officials began a survey to find out if, and how many, state agencies are refusing to make payments to universities.

"This is something we have to get a handle on," says Mark E. Shoob, deputy commissioner of the department's Rehabilitation Services Administration. "It would really surprise me if some 30 states are refusing to pay."

He declined to comment on what action the department would take if it discovers that a state has refused to pay. The question of who is responsible for paying the bill may eventually be answered by the courts or by lawmakers, say many federal officials and lawyers.

Congress is considering legislation that advocates for the disabled say would allow states to pass the financial responsibility for vocational-rehabilitation clients on to universities. Lawmakers say the proposal is meant only to encourage states and institutions to share the costs.

In the past, vocational-rehabilitation agencies paid for the aids for their clients, while universities covered the same services for students who were not clients of the agencies. Guidelines for becoming a client differ from state to state and are not necessarily based on economic need.

The current dispute stems from differing interpretations of two laws. Universities say the state agencies are responsible for their clients under the Rehabilitation Act of 1973. State officials argue that the act never specifically mandated that they provide the services, and that the more-recent A.D.A. supersedes it in any event.

For universities, the dispute is reminiscent of a battle they fought when the Rehabilitation Act was enacted. At the time, colleges and universities balked at the cost of providing services to disabled students. The Education Department tried to quell the fears by writing into the rules carrying out the law an assurance that the department "anticipates that the bulk of auxiliary aids will be paid for by the state and private agencies, not by colleges or universities."

But in 1994, a number of states began to refuse to pay, after a national group representing vocational-rehabilitation directors said paying universities to make their services accessible to disabled students constituted a "surcharge" for auxiliary aids, which is prohibited by the Americans With Disabilities Act. The state directors argued that universities, by paying for services for students who are not vocational-rehabilitation clients, but not paying for those who are such clients, were not providing "equal access" under the A.D.A.

The dispute, however, is more about money than about fine legal points. The cost of providing services to disabled people is skyrocketing for both states and universities.

State rehabilitation officials say they receive only 20 per cent of the money they need to fulfill their clients' needs adequately. By law, the agencies are allowed to give priority to clients with the most need. In recent years, as their client bases grew, the agencies concluded that colleges could help their own students.

"Universities never call us if they need to build a ramp," says Jody Harlan, a spokeswoman for the Oklahoma

Rebecca McDonald, a deaf student at the University of Oklahoma and a vocational-rehabilitation client, agrees that if universities provided the auxiliary aids in the first place, deaf students could avoid bureaucratic struggles over who is going to pay the bills.

Ms. McDonald, a senior psychology major, says she never agonized over the bills, because the university paid for the auxiliary aids and awaited reimbursement from the state. But when the state cut its aid to colleges, she was worried that the university would no longer pay for her interpreter.

"A public institution should have a service already established instead of Rehabilitation Services Department. "How is access to communications different?"

Last year, Oklahoma joined what university officials say is a growing list of states that have refused to make payments. When state officials told the University of Oklahoma last year that they would no longer pay for auxiliary aids, the decision meant a loss of some $15,000 in that year, says Suzette M. Dyer, coordinator of disability services at the university.

More troubling to university officials is that the tab for next year is uncertain, because vocational-rehabilitation clients typically don't identify themselves until they arrive on the campus. Officials expect to have three deaf students enrolled this fall, but "that could change, because it's early, and those are the only ones we know about," Ms. Dyer says.

"Voc-rehab knows that the colleges will pick up the cost," she adds, "because we, unlike them, will not deny a student access to services."

Since universities are prohibited by law from asking students on applications if they need auxiliary aids, those costs can't be figured into annual budgets. "These students become budget busters wanting its money back from vocational rehabilitation," Ms. McDonald says.

Joseph H. Owens, executive director of the Council of State Administrators of Vocational Rehabilitation, did not return calls from The Chronicle seeking clarification of states' policies.

Advocates for the disabled say state administrators are pushing a plan before Congress to bolster their position. The proposal, part of a compromise job-training bill now being crafted, would assure that state vocational-rehabilitation agencies be the payers of last resort, according to a Senate committee report.

An aide to the Senate Labor and Human Resources Committee says the bill's intent is to encourage more colleges and vocational-rehabilitation agencies to share costs, so that states can help more clients with a limited pool of money.

But Ms. Hamilton, of Rensselaer, fears that if universities are expected to pick up more of the cost of auxiliary aids, they will stop recruiting disabled students.

"Let's face it, there are ways to discourage admissions," says Ms. Hamilton, who received vocational-rehabilitation assistance to attend college. "Deaf students will become persona non grata on college campuses."■

for college administrators," says Debra Hamilton, director of disabled-student services at Rensselaer Polytechnic Institute.

But some university officials say institutions should not continue to expect state assistance at a time when rehabilitation agencies themselves are trying to serve more clients. If colleges admit disabled students, these officials say, then they should plan to pay for auxiliary services.

Carol DeSouza, A.D.A. compliance officer at the University of Massachusetts at Boston, says federal regulations never specifically mandated that rehabilitation agencies pay for auxiliary aids for their clients at universities. Ms. DeSouza, president of the Association on Higher Education and Disability, says she does not speak for the association on the dispute, and acknowledges that her position is not popular among her colleagues.

"Institutions must look at the use of their own moneys for providing these services for which they just collected tuition and fees," she says. "Schools should accept the responsibility they have just taken on."

LOCAL

40. Chicago Tribune

06/14/98; Edition: CHICAGOLAND FINAL; C; Section: SPORTS; Page 22

TITLE IX: LITERALLY LEVELING THE PLAYING FIELD

By Barry Temkin.

Let's play two:

- They crowned a Class AA state softball champion Saturday at Northern Illinois, but that wasn't the day's only noteworthy event in the sport.

At about 1 p m., Clemente dedicated a new softball field, a testament to a coach's tenacity, a more progressive attitude at the Chicago Board of Education and the power of Title IX.

The coach is Barbara Martin, who wouldn't accept the dangerous, rock-strewn mess of a multipurpose athletic field that sat alongside Clemente's beautiful, spacious baseball facility.

So in October 1996, after much futile complaining, she helped file a Title IX complaint with the **U.S. Department of Education**'s Office for Civil Rights alleging that the school's athletes were being denied equal access to quality facilities.

The result is a jewel of a softball field at the Near Northwest Side school, complete with thick outfield grass, a manicured infield, drainage and irrigation systems, fencing, foul poles, a backstop and stands.

Construction began in February and ended in time for the second half of the season, though a few finishing touches are still needed. A Board of Education representative could not provide the facility's price tag Friday, but a source put the cost at slightly more than $250,000.

"It's a wonderful field," said Martin, whose team was 21-3 this season and reached the Public League semifinals. "I didn't think I'd see it in my lifetime."

For that, she credits several Board of Education officials, including Chief Executive Officer Paul Vallas and Public League director J.W. Smith. Rather than dragging their feet and having to be constantly prodded by the government, board officials seem to have done the right thing the right way.

"They are concerned about athletics in Chicago," Martin said of Vallas and Smith. "They want us to excel, and not just in basketball."

Clemente therefore has joined a string of facilities upgrades that includes Senn and Englewood; and its new field also will benefit the football and soccer programs as well as physical education classes.

That makes Martin doubly happy, because she is Clemente's head sophomore football coach. She is, however, giving up her softball coaching duties because of the time demands of her position as a Clemente social studies teacher. She will be replaced by frosh-soph softball coach Mark Crawley.

"I got a lot of compliments about this (field)," she said. "But I didn't want compliments; I wanted to do what was right."

- With school out, the most interesting player in college sports this summer will be the NCAA Division I Management Council, which at its July 27-29 meeting in Philadelphia will consider measures that could affect recruiting in several sports, particularly football.

Most of the measures are intended to help schools comply with Title IX. One would reduce the maximum number of scholarship athletes in Division I-A football programs from 85 to 75, which might please a few of the perennial have-not schools because it would spread more talent around but would have most coaches squirming like politicians at an ethics seminar.

Also on the table is a proposal to reduce the number to 75 but allow coaches to spread those scholarships among up to 95 players. Breaking up scholarships is commonplace in such "equivalency" sports as track and field but is not allowed in "head count" sports such as football and basketball.

This change could force football recruiters into deciding not only which players are worthy of scholarships but also how much each recruit is worth.

The implications are fascinating. A have-not such as Minnesota, for instance, might be able to sign a player otherwise headed for Nebraska because he's worth a full scholarship to the Gophers but only a partial ride to the Cornhuskers.

On the other hand, a player otherwise headed for Minnesota might take one of Nebraska's extra 10 scholarships, even if it was less than a full one, figuring a partial ride is worth it if it means a chance to play on a national champion.

Any Management Council action would advance to the Division I Board of Directors for final approval. It's possible football will remain a head-count sport with 85 scholarships, but the need to offer similar athletic opportunities to men and women likely will force eventual modifications simply because the sport uses so many more scholarships than do other activities.

Also likely at some point are boosts in the scholarship limits in several women's sports.■

41. The Detroit News

06/14/98; Edition: Final; Section: Metro; Page B13

$64,000 question at U-M: Why don't more women get MBAs?

By Douglas Ilka / The Detroit News

ANN ARBOR — Cindy Canfield is a proud — if minority — member of the University of Michigan MBA Class of 1998.

The master's in business administration is widely seen as a gateway to corporate leadership, but only 24 percent of Canfield's class of 417 graduates are women.

"If I want to move from cost accounting and financial analysis to become a financial director, I have to have an MBA," said Canfield, 30, a financial analyst with Tower Automotive in Romulus.

Despite the benefits of an MBA, experts are at a loss trying to explain why more women don't enroll in the program — especially when both U-M's medical and law schools boast of more than 40 percent female graduates.

"What's even more disturbing is that 40 percent of our undergraduates in business school are women," said Jeanne Wilt, U-M's director of placement for the school of business.

"We need to learn why there is such a fall off when it comes to graduate school."

To answer that question, the university's business school has started the most intensive study ever undertaken to learn the strengths and weaknesses of the MBA program.

The $260,000 study involves 10 universities and 13 corporations along with the Center for the Education of Women at the University of Michigan.

The U-M researchers will send out a survey to MBA graduates this summer, tabulate results this fall, conduct focus

groups and meet with corporation representatives before writing a final report scheduled to be published next spring.

"The numbers suggest that the corporations that drive the success of our economy are missing out on a vast pool of potential business talent," said B. Joseph White, dean of the U-M Business School.

"We need to get way beneath the surface if we hope to have any real impact on changing things. I want Michigan and all business schools to have a thorough understanding so we can take substantive actions."

One inhibiting factor to increased enrollment is that unlike medical, law or engineering graduate schools, admission to an MBA program requires three to four years of work experience.

Many prospective MBA candidates find it difficult to juggle a career and graduate school classes, even though they know the importance of an MBA degree.

"Either I learn how to play golf or I get my MBA, if I want to get the jobs I'm looking for," said Lani Campana, 28,

Women continue to be more heavily represented in the graduate school programs considered more traditional for females such as nursing, where 94 percent of all students are women; social work, 80 percent and library science, 78 percent.

"A great deal of progress has been made in understanding how to attract women to science and engineering careers and we hope to replicate that trend for women and business," said Carol Hollenshead, director of the Center for the Education of Women at U-M.

"The long term effort at the engineering school included undergraduate students visiting high schools to talk about careers in engineering and seminars at the college who will receive her MBA this month from Wayne State University. She works as a client service representative for Willis Corroon Corp. of Michigan, a Southfield insurance brokerage.

"I graduated in May 1992 from Taylor University in Indiana and didn't enter grad school until September 1995. I went to night school, so it took me three years to get my MBA."

Business school undergraduates earn an average of more than $46,000 per year when entering an MBA program and can expect to make more than $69,000 annually with the master's degree, according to a study by the Fuqua School of Business at Duke University.

But money is not an MBA's only drawing power.

"If you are sitting across the table from a CEO, you have to have a knowledge base; you have to speak their language, and an MBA gives you that plus instant creditability," said Christa Alessandri, 29, a manager at Deloitte and Touche Consulting Group.

Deloitte and Touche, with headquarters in Tower 600 of the level to discuss job opportunities and requirements."

The U-M MBA study will be aided by researchers from the New York- based Catalyst, a nonprofit organization devoted to the business and professional advancement of women.

"Business schools are an extremely important entry on the path to corporate leadership. It is important to women, the academic community and the nation to understand why women are under-represented in MBA programs. We want to know if there's something that we can and should do about it," said Catalyst President Sheila Wellington.

Where are the women?

A study to learn why women are under-represented in MBA programs Renaissance Center in Detroit, is one of the 13 sponsoring corporations in the U-M study.

"I always knew I wanted to be in business," said Alessandri, who earned a liberal arts degree from U-M in 1990 and returned for her MBA in 1995.

"I think liberal arts gave me a broad-based education. After I worked for a while, I could see that I needed the MBA to kick-start my career."

Down the hall from Alessandri, Deanna Mabry also has an MBA degree displayed on her office wall: Class of 1996, Pennsylvania State University, along with a bachelor's degree in architectural design from Clemson University and a master's in architecture from the University of Virginia.

"I practiced architecture for three years, but I wanted to work more on the business side," said Mabry, 30. "I realized the MBA was critical to understand business strategy and planning. With an MBA, your career can move along more quickly."

nationwide involves these groups:

The University of Michigan Business School will prepare surveys to be sent this summer to business school alumni from the University of Virginia, Stanford University, New York University, University of Pennsylvania, UCLA, Dartmouth, MIT, Duke, University of Chicago and University of California at Berkeley.

Research assistance will be provided by Catalyst, a nonprofit organization in New York City.

Ford Motor Co. and 12 other corporations have donated $260,000.

For information, call (313) 936-2150 or (313) 998-7240.■

42. Seattle Times

June 15, 1998

Middle school: critical for kids, tough for teachers

by Jolayne Houtz
Seattle Times staff reporter

"No chicken pieces leave the room!"

The stern announcement on the blackboard hardly seems necessary. By sixth period, the centerpiece of science teacher Cherie Allen's form-and-function unit is pretty ripe. The idea of slipping a decaying chicken foot out of the room is too gruesome for her eighth-grade students to even consider.

"Oh God, I'm going to ralph," a girl announces. Others crack jokes or make a great show of horror. For the next 50 minutes, Allen has their full, undivided attention.

When students look back on their years at Madison Middle School in West Seattle, Allen likely will be one of the teachers they think of first. Ask eighth-graders which is their favorite class, and most don't pause before naming her demanding, fast-moving, show-don't-tell science class.

Principal Stephanie Haskins calls Allen "the pinnacle of middle-school teaching. It doesn't get any better."

The transition that occurs in middle school "is as crucial as kindergarten or first grade; the issues are as critical," Haskins says. There's no other time when kids so need the delicate balance of discipline, high standards and gentle

hand-holding a master teacher like Allen can provide.

Some teachers may spend the first 10 minutes taking attendance, making announcements and competing with student clamor, but after 28 years in front of a classroom, Allen knows exactly how to get and keep her students' attention.

She launches into it as soon as the bell rings: "OK, let's get started. Jason, I need you with me. Thank you." She silences a couple of chattering girls with a glance. Glasses parked on top of her head, fingers sporting silver rings, Allen paces around the front of the room when lecturing, which isn't often. She trades light-hearted banter and self-deprecating short jokes (she's 5 feet 3) with "my kids."

She's always clearly in control, enough to feel comfortable turning kids loose to work on their own, knowing she can pull them back when she wants. She has high expectations without being rigid; digressions are welcome.

Teaching is a full-body experience for Allen. To illustrate the notion of form evolving to serve function, she pretends she's a deer bounding on long legs, a chimpanzee lumbering along on its knuckles. She holds a model of a human jawbone to her face to show how it is actually muscles that are responsible for movement, not bones.

The kind of teaching Allen embodies takes energy, planning, creative thinking, a willingness to experiment. She threw out her long-held lesson plans when she realized she was following them like a script.

Every year, she adds at least one new experiment, to keep her teaching fresh and her kids on their toes - teaching metrics by having students measure melted chocolate; using soap bubbles to study light waves, molecular movement, natural patterns and surface tension; simulating the plasticity of the Earth's mantle with cornstarch and water.

The chicken feet are meant to approximate human hands. Students don gloves and use razors to cut into the feet and pull out individual tendons that will cause one or more "fingers" to move.

"No, you can't flip each other off. We've had that question already. Oh, and don't do this either." Allen tucks one foot under each sleeve of her sweatshirt and flaps her new "hands" around.

By the end of class, students are running around the room showing off their incisions, yanking on tendons, making the OK sign with the fingers. "Look at the little thumb move!" one exclaims.

"They're lucky to have me, and I'm lucky to have them," she says.

Middle school is the punch line in a long-running joke among educators.

In the past, middle schools attracted teachers who used them as a staging area to get into another kind of school, though Allen and other longtime middle-school educators say more and more teachers are choosing middle schools because they want to be there.

But those teachers often lack any special preparation or even student-teaching experience in middle schools to prepare them for the unique educational needs of pre-adolescents.

Few teacher colleges in Washington provide special training in middle-level education. And, like many states, Washington doesn't offer a middle-level education certificate, simply certifying teachers either for the secondary level or any grade from kindergarten to eighth. (Later this year, the state Board of Education is likely to consider a proposal to make a middle-level certificate available.)

Allen works the room, cruising from table to table, sharing in their jokes, explaining what they're seeing and reminding them why it matters - that our hands are the tools we use to turn our ideas and dreams into reality.

There's no easy A in this class, and Allen doesn't let kids sweet-talk her into lowering her expectations. But she is also mindful of the serious personal issues some of her kids face.

She keeps bins of stuffed animals in her room. If you need to go to the bathroom, your locker or the office, you take a spotted leopard or Daffy Duck with you as a hall pass. "They're still children," Allen reasons.

It's also a furry little touch of humanity in a world that often feels confusing, even cruel, to kids. She worries that teachers have become so consumed with the legal implications of touching students, schools have started holding kids at arm's length just when they most need a caring adult to lean on.

"The union says the most that should ever occur is a high-five. But the day a kid comes to me with their arms open and tears in their eyes and I can't give them a hug is the day I go do something else."

So she supports them, she loves them, but she refuses to be their crutch. Empathizing with children doesn't mean they should get away with doing less. "Yes, you're hormonally challenged, I understand," Allen says. "You still have to do this."

There are many other thoughtful, engaging teachers at Madison, and Haskins, the principal, is working to make them the model in her school. But for now, there are also those who still choose the path of least resistance.

Even those who teach in middle schools because they like the budding intellects and emerging sense of self aren't always sure about how to treat their students: Are they more like tall elementary-school children, or tiny high-schoolers?

The answer changes from moment to moment at this age, and in that simple truth lies the crux of the matter: Middle school is a challenging assignment where every day is a tricky balancing act, helping kids become mature and independent teens while still acknowledging the children inside them. It's not for everyone.

Allen is right where she wants to be and has been since she started teaching middle school in 1971. She thinks these kids are smart, funny, interesting, quirky. "They're going through so many things that I'm egotistical enough to think I can help them with."

They rely on what is easy - a lecture, a work sheet, a video, the end-of-chapter questions in a textbook. Too many teachers still use dry, dated lesson plans where they do most of the talking and teach to the lowest-performing students. Too many don't push kids to figure it out on their own.

For this, they make the same $37,860 a year, the average Washington teacher's salary, as their colleagues who spend countless extra hours and their own money to enhance their students' middle-school experience.

In one class, students were asked to read a handout and glean enough information to explain the term "manifest destiny." But then the teacher just gave away the answer. Twice. All the students had to do was copy it down.

Random chance dictates whether a student gets assigned to the math teacher who walks students carefully through an assignment and helps them understand why an answer is right, or the one who spends so much time on discipline there's little time left for math instruction.

Gradually, principals are being given the chance to shift the balance between inspired and uninspired teachers.

A new Seattle teachers contract, for example, gives principals the authority to hire new teachers without regard to seniority. That means Haskins and a hiring team of teachers get to hand-select teachers they think will fit best in the school - "teachers who love

Automated Records Management System
Hex-Dump Conversion

middle-school kids and think fart jokes are funny," Haskins says with a laugh.

She wants teachers who know about middle-school students in particular, who know "they're not miniature adults. Their trials and tribulations are as real to them, as important and stressful, as the trials and tribulations any adult faces."

Teachers who are passionate about the job and clear about their approach aren't always easy to find. One opening for a language-arts teacher remained open for most of the fall while Haskins conducted numerous interviews searching for the right candidate.

Haskins is now at the end of her second year at Madison, and she already has hired about 22 new staff members, about half of the total staff. Over time, she believes they'll bring a new, higher standard for teaching into the school.

But until then, some students who might excel are simply bored.

With other students banging on the door from the outside to get in, the teacher put an "exemplary" student essay on an overhead projector and informed her class she was going to read it aloud to them.

They laughed, until they realized she meant to read the entire thing.

It's no small matter to be tardy to class at Madison. Too many times being marked late leads to disciplinary action. Students frowned, squirmed, slumped in their seats, marking the seconds on the clock.

Finally, Michelle started to panic. "We've only got two more minutes, and we've got to go to our lockers!" Other kids picked up the call. The teacher stopped and stared at her, waiting for the class to quiet down again, then finished reading the essay and dismissed them.

Michelle raced down the hall, dodging other students, to make it to her next class with 30 seconds to spare.

Class management is key

"I'm gonna keep on climbing up the mountain till I make it on home. . . . The mountain is steep and the going is tough."

The going is extremely tough in Clark Bathum's eighth-grade choir class. In fact, there's almost no going at all.

For about the 22nd time, Bathum stops his group of 17 girl singers. "Quiet please," he pleads with the back row of altos.

One of the unwritten rules of middle schools: Classroom management matters more than anything. Without the ability to control the classroom, it doesn't matter how gifted you are as a teacher.

This is not something teachers spend a

Michelle Bounds is tall, blond and athletic and remembers the first time she ever made a basket playing basketball. She was 5. Until February, she wore braces with blue rubber bands, which matched the blue fingernail polish she sometimes wears.

An honor-roll student, the eighth-grader is called smart, well-behaved, considerate by her teachers. She doubtless could handle much more challenging work than she's asked to do.

One gray December day was typical for Michelle - five 50-minute classes dominated by textbooks, busy work and down time while her teachers worked with slower students or disciplined unruly ones. The sixth period, she spent answering phones and delivering messages as an office assistant.

The most memorable class that day was language arts, when students were lot of time on at teacher colleges, which figure the art of kid control is best learned on the job.

Most of Bathum's altos, including some of the most behaviorally challenged girls in the eighth-grade class, are openly defiant. They sit when they're supposed to stand, stay quiet when they're supposed to sing, talk back - loudly - when they're supposed to listen. About six girls set the tone for the whole class, while the sopranos and a few of the altos sit quietly, exchanging occasional frustrated glances and comments.

"Ladies, if you're not going to do this, I'm going to ask you to leave," he says.

The altos take the bait.

"You have too many rules!" a pony-tailed girl shoots back. She takes out a tape recorder and starts playing it loudly.

"Please put that away. That's a toy," Bathum says evenly. He does not raise his voice.

"No, it's a tape recorder to keep people like you from harassing me. God, there's like 75 rules. STUPID RULES!" she yells. She's standing under a sign listing class rules, one of which is "I will show respect and consideration for others."

Cherie Allen, the veteran science teacher, knows classroom management is neither easy nor natural. Her own first principal thought she wouldn't make it as a teacher because she couldn't control her kids.

Now she holds one-on-one conferences with misbehaving students to find out what's behind the disruptive behavior and force them to take responsibility for their actions. Only a handful of students are referred out of her classroom to the office for further disciplinary action, "and the office knows if I send them up, it's serious."

She sees maintaining order as more slow negotiation than harsh retribution. "I expect them to behave because it's the right thing to do, not because I'm standing over them with a stick."

Bathum, a young first-year teacher with a goatee and glasses, turns to the ringleader of the obstinate altos who also happens to be the most talented singer in the bunch.

"I told you, I'm sick. I'm in a bad mood," she whines.

"I'm sick, too. You don't see me with an attitude problem," Bathum says.

"I don't have an attitude problem," the alto sneers.

Bathum sighs. "Ladies, what can I do to get you to sing? How about if I give you three minutes to socialize at the end of class?"

The altos laugh out loud at this bribe.

Suddenly, one of the altos seems to join forces with Bathum.

"You guys! He don't need to be doing this. You all supposed to be singing anyway," the dark-haired girl says.

"Thank you!" Bathum says gratefully.

Then she starts singing, loudly and alone.

Before the end of class, the dark-haired girl gets detention for talking, the ringleader gets sent to the office for talking back - and continues to talk back all the way out the door. The girl with the ponytail stalks off with his hall pass, a piece of wood shaped like a guitar, to drop his class.

Finally, he turns to their favorite song, an R&B ballad called "I Believe I Can

asked to change five grammatically incorrect sentences into correct ones.

One example: "there is one poem that appeals to me it is entitled annabel lee by edgar allen poe." The teacher, a long-term substitute, said they should strike out "there is."

"Why?" Michelle asked. "Does it have to come out?"

"Yes, it's awkward."

"But . . . "

"Awkward," the teacher repeated, then pointedly spelled it out: "A-w-k-w. . . ."

"I know the word," Michelle muttered.

Many of the students were unruly and restless. The substitute asked them to "give me five," a way of refocusing their attention on the grammar assignment. She kept a running tally on the blackboard of how many seconds passed before the students were quiet. By the time the bell rang, she was up to 35.

Fly." For the first time, he's got everyone's attention. They're all looking at the sheet music and singing. Then the bell rings and class is over.

Bathum thinks middle school is the last time you can really hook kids on music - high school is too late. So he ignored the jokes about teaching in middle schools and chose to teach at this level. And he's making strides with his other classes, coaxing increasingly sophisticated performances from students in his orchestra and band classes.

He looks forward to the time when his sixth-graders, who think it's cool to belong to anything, are eighth-graders and can set the tone for music instruction.

"If most of the group decides they're going to sing that day, the rest come along," he says of the eighth-grade class. "Other days, one kid can make the rest

Study the contents of a mysterious green bag supposedly dropped in an alley after an argument, containing unusual items such as a tooth and a stale box of Altoids mints. Then guess who might have owned it. That's how Kathleen Myers jazzed up what could have been a deadly dull assignment to write a character sketch in her sixth-grade language-arts class.

Or take a walking tour of West Seattle and interview business people about community needs and resources in the neighborhood. Seventh-graders in Curt Gerston's language-arts classes had to write proposals for a student project based on that experience. They decided to tackle what they saw as a significant litter problem by organizing a neighborhood cleanup this month.

Or put on an improvisational skit to illustrate the art of persuasion. Adam Gish, an eighth-grade language-arts teacher, draws a student up to the front of the room to play a father responding to a request from his son, played by Gish, to borrow $40 for a pair of jeans.

"Did you wash the car?" the "father" asks.

"No, but . . ."

"Sorry."

"But I . . ."

"Wait until the commercial!" the "father" snaps at Gish. The whole class is laughing now.

"Cut - what a nasty guy! OK, back to it . . . I'll wash the car and wax it and no allowance for three weeks," Gish pleads, and his dad eventually accepts the deal.

"So, based on what you just saw . . ."

"He's a bad father!" one boy blurts out, and they all crack up again.

But they also are left with a vivid image burned into their minds about how feel it's so uncool to sing, and I might get only three to five minutes of real work out of them."

Indeed, in the same class about three weeks later, it was as if his eighth-grade choir had been behaviorally born again.

They were singing a love song, and that might have accounted for how closely they followed the music. Four times through with minimal disruptions, they sang with a wistful intensity.

"You never know who's going to show up," Bathum says. "It's the same kids, but you never know who is going to possess them that day, which demons."

Teachers' best secrets

It is not easy motivating many children this age to do their best. Though there are many who work hard for their A's, do their homework, pay attention in class, too many of their classmates do to write a persuasive essay, something a bookish definition scrawled on an overhead projector surely could not accomplish.

A second strategy that works with middle-school kids: Have them spend more time learning in a deeper way about fewer topics.

The typical middle-school schedule runs six periods a day, with six different teachers spending 50 minutes each on six unrelated subjects. Students lurch from "Oliver Twist" to oceanography to octagons.

Under Haskins, Madison is now moving slowly toward something called an integrated curriculum, an educator's way of saying that most things you can learn about, from slavery to westward expansion, cross more than one subject area.

You can study pre-Columbian cultures, for example, the way some Madison seventh-graders did last fall - by making books with Mesoamerican hieroglyphics, reading Mayan folk tales, role-playing cultural and social issues that faced the Mayans and using the Mayan number system to solve math problems.

At Madison, all teachers are now grouped into teams that share a common planning period so team members can share information about students, strategies and subjects.

Coordinating lesson plans, creating hands-on projects for students - these things take significantly more time and energy, but there are rewards: Scores on every kind of test Madison students took this year edged upward.

Haskins also has introduced the common-sense notion that teachers who work in the same building should talk to just enough to get by - and some don't do that much.

Some ignore homework assignments. They goof off and talk during class. They copy their friends' work. Some girls spend more time sifting through makeup bags than they do on class work. To them, school is a necessary evil to be endured for the sake of being with friends.

But the best teachers know a couple secrets to get middle-school students to learn in spite of themselves.

First: Young adolescents learn best by doing, not by listening.

Spin around three times in a circle with your eyes closed, then record your observations. You've just learned something about equilibrium the way sixth-graders in Lois Swanbeck's science class did.

each other more about what they teach.

In many schools, that doesn't happen - and that means some things don't get taught at all.

Now a committee of teachers is studying how to create a seamless curriculum from sixth to eighth grade that will ensure every key topic is covered while pruning out repetition.

The plan is new and exciting enough that Allen is reconsidering her decision to retire in a couple years so she can continue working with Haskins and other teachers on the idea.

Moments teachers wait for

When these tactics work, the payoff comes in sweet, fleeting moments when teacher and student connect, when the light turns on and burns so bright you can almost touch it.

It happened to Elizabeth Kim this spring during a special 10-week workshop on poetry in Julie Lehnis's sixth-grade language-arts class.

The shy 12-year-old was terrified to learn she would have to stand up in front of her classmates, read her own poems aloud and be judged on her eye contact and posture as well as her words.

But every week she stood in the circle of her classmates, Elizabeth found it got easier until she was looking other students in the eye without fear and reading her poetry in a strong, clear voice.

Last month, Elizabeth did something she'd never imagined she could. She was one of a dozen students from Lehnis' class who chose to read her poetry in front of a microphone in a crowded West Seattle Starbucks.

Wearing white carnations and carrying themselves with new confidence, Elizabeth and the others spoke poignant

words about hope, peace and social justice.

Shoulders squared, they looked the audience in the eyes, sprinkling in just the right dramatic pauses and hand gestures, though if you looked closely, you could see their hands shaking.

"They just blossomed doing this," said Lehnis, who's been teaching 15 years. She stood along the side of the cafe, beaming at them, gesturing them to speak louder, to slow down.

To see these kids grow so dramatically in such a short amount of time - these are the moments teachers wait for.■

43. Buffalo News

06/14/98; Edition: FINAL; Section: NEWS; Page A3

PUSH FOR VOUCHER PROGRAMS REFLECTS FRUSTRATION WITH PUBLIC SCHOOLS

By GWEN FLORIO
Knight Ridder Newspapers

The idea of school vouchers — giving money to public-school students in poor districts so they can attend private, presumably better, schools — has been around for a long time.

But it leapt into prominence this month when Wisconsin's Supreme Court ruled that taxpayer money could fund vouchers for attendance at religious schools. Philadelphia's Cardinal Anthony Bevilacqua recently proposed a similar plan for the city and 10 suburban districts.

Wisconsin's court ruling followed by one day the announcement, by two wealthy businessmen in New York, of the $200 million Children's Scholarship Fund for poor children who want to attend private schools.

The Wisconsin case involves students in Milwaukee; the Children's Scholarship Fund will give money to children nationwide.

But the most measurable effect of school vouchers will be seen in San Antonio, where $50 million in vouchers will be provided by a private group for students in the impoverished Edgewood Independent School District. Never before has such a large voucher program been targeted at a single district.

"We wanted to have an impact on the system," said Fritz Steiger, president of CEO America, which stands for Children's Educational Opportunity, the group that announced last month it would fund the program. "And we wanted to choose a district that wasn't performing up to par."

Edgewood qualifies.

Its 14,000 students make up the ninth-poorest public school district in Texas. Until recently, they performed abysmally on state tests.

Edgewood was so bad that Elizabeth Espinoza, who attended its schools as a child, vowed things would be better for her own children.

"When I was there, I was lucky if I could read a sentence, let alone write an essay," she said. "When it was time for my kids to go to school, I sent them to private schools without hesitation."

When things didn't work out in those schools, Espinoza got ready to leave Edgewood.

She told her mother, "If I've got to put them in public schools, I'm going to move." Under no circumstances, she declared, would her children go to Edgewood schools.

Voucher programs are aimed at the Elizabeth Espinozas of this nation, parents who decry the incompetence of many urban and very rural schools but who are too poor to move to the comfortable suburbs that have some of the nation's best public districts.

The idea is to provide money — from taxes or from private scholarship groups — to those parents so that they can send their children to good schools.

The movement for vouchers has gained considerable support in the last decade. It stems from the same frustrations with public education that spawned charter schools, which are public schools that operate autonomously within a district.

Since last year, seven states have considered legislation that would provide either vouchers or tax credits to parents whose children attend private schools, according to the Education Commission for the States.

So far, only Milwaukee and Cleveland use tax money for vouchers, while at least a dozen private groups offer vouchers in the United States. In the Philadelphia area, the Southeast Delco School District approved a voucher plan, but it faces a court challenge.

State-funded programs brush up against the constitutional barrier that separates church and state. The American Civil Liberties Union will appeal the Wisconsin ruling, which upheld a Milwaukee voucher program.

Critics such as the ACLU contend that using state money to send children to religious schools is unconstitutional. Most of the schools involved in voucher plans have religious affiliations.

As to privately funded programs, such as CEO and the new Children's Scholarship Fund created by venture capitalist Ted Forstmann and Wal-Mart heir John Walton, some contend that the money would be better spent improving the below-par public districts.

"What could I do with $50 million?" said Dolores Munoz, superintendent of the Edgewood district, referring to the CEO plan to provide $5 million a year for 10 years to help students leave her district.

Proponents of vouchers argue that public school systems would mismanage the funds, that their bureaucracies are like governments, spending and spending with no appreciable results.

Ms. Munoz sides with those who point out that suburban districts have always outspent the urban ones and that their students perform better as a result.■

44. Sacramento Bee

June 15, 1998

Districts wary of new test

Educators say unfair to limited-English kids

By Marcos Breton Bee Staff Writer

It was an otherwise normal school day in April when 10-year-old Jonathan Rodriguez walked into his Oakland home to face a question that seemed to frighten him: How had he done on California's new, mandatory achievement tests?

Normally a cherubic boy with expressive eyes, Jonathan withdrew to a corner and seemed to shrink within

Many educators feel students not fluent in English should have been exempted from the Statewide Testing and Reporting (STAR) program or evaluated in their own language. They complain that not doing so fails to accurately assess these kids, stigmatizes them and depresses the scores of districts where many are enrolled.

The governor's office dismisses these claims as those of educators chafing at a test that will assess how kids are doing and, by extension, how the educators are doing.

It is against this backdrop that the STAR results will be released June 30.

All but a small number of California students have taken the statewide tests, which rate math, science, reading, social science, language and spelling skills for all public school kids between second and 11th grades.

Those few who haven't been tested — at least 6,000 students — are mostly recently arrived immigrants whose participation was blocked by a court ruling that state officials will appeal Thursday. Twelve days later, the California Department of Education will release preliminary results of the Statewide Testing and Reporting (STAR) program.

The scores will be issued with reservations echoed by school districts whose student rolls are filled with kids like Jonathan Rodriguez.

District leaders ask: What is proven by testing limited-English-proficient students in English, other than showing that they don't speak English?

"(Giving) these tests was a decision made by politicians, not educators," said Jim Sweeney, superintendent of the Sacramento City Unified School District. "What we're told is the results of the test will go home. So (LEP) students will get a letter at home saying, 'You're a failure.' "

The STAR tests were pushed through the Legislature last year by Gov. Pete Wilson.

himself. All he could muster was a shrug.

"He kept saying, 'I don't know,' " said his father, Gaspar Rodriguez, a graveyard-shift custodian. "He just didn't know how he did."

Jonathan didn't know because he doesn't fully understand English, the language the test was given in. His family arrived from Puerto Rico six years ago, and while Jonathan takes English classes,

"The state has no way to assess what works, what doesn't work, how well our children are doing and whether we are getting value for our (education) dollar," said Sean Walsh, Wilson's spokesman.

"The governor finally put his foot down and said enough is enough. We have to have a baseline. We have to be able to know how well a kid is doing in San Diego and compare it to how well a kid is doing in Sacramento."

While there are other concerns about the STAR tests — whether the questions correspond well enough to what was actually taught, for instance — the issue of testing kids not fluent in English has been the most controversial.

Indeed, even though voters on June 2 overwhelmingly passed Proposition 227 — which virtually prohibits bilingual education — resistance to English-only measures in schools remains strong.

For example, the San Francisco Unified School District sued the state Department of Education over the test and won a ruling in San Francisco Superior Court exempting the district from giving the test to nearly 6,000 limited-English students, many of them recently arrived immigrants.

State officials have filed a motion to reconsider the ruling and a hearing is set for Thursday.

"We had a lot of concerns regarding the self-esteem of a student who has just come to this country and is forced to take a test in a language he or she still doesn't understand," said Emily Den, special assistant for equal opportunity at the San Francisco Unified School District. Den said she is not opposed to a standardized achievement test for all California students, but thinks LEP students shouldn't be in the mix.

The San Francisco district tested its native English speakers, but not LEP students. For them, the only fair evaluation is a test in their native language until they are English proficient, Den said.

Though they shared the concerns of all his other subjects are taught in his native Spanish.

He is one of 1.3 million students in California public schools who are just learning English. Like Jonathan, nearly all those kids are having their learning skills evaluated by tests in English, even though they struggle with the language.

That process is causing deep divisions within the education community.

the San Francisco district, educators in other districts with large numbers of limited-English students chose not to sue.

Sweeney said he feared that by refusing to give the test, Sacramento City Unified officials would be sending out "the wrong message" that they were shying away from their responsibility to teach.

At the Fresno Unified School District, officials were told by their lawyer that if they sued as San Francisco did, they would lose.

"We were pleased to see (San Francisco) got that ruling and we would like to drop back to that kind of guideline where the (most remedial) limited-English-proficient students were exempted," said Robert Grobe, director of research, evaluation and assessment for Fresno Unified.

Grobe thinks the discrepancies in English-speaking enrollment will be reflected in test scores. State figures for the 1996-97 school year show that 24.6 percent of California's students aren't proficient in English. But in Fresno County, 60.3 percent of public school pupils — 47,334 students — don't speak the language well.

"We know the average scores in Fresno Unified are going to be low. . . . Compared to suburban schools, there are going to be disparate comparisons."

None of that will be known until the results are posted by the Department of Education on June 30. Overall results breaking down scores by county, district and school will appear on the Internet.

Later, individual scores will be mailed home.

"I'm sure some districts have legitimate concerns that they will be viewed rather harshly," Walsh said. "We had to get this program started. We are reforming the way we conduct education in the state, but we can't do everything overnight."

For the Rodriguez family, issues of reform take a back seat to raising their son Jonathan to be a good student and a

good person.

"My son still struggles with English," said Gaspar Rodriguez, of his soon-to-be sixth-grader. "He's been in (English) classes where I've been concerned about his progress because most of his classes have been in Spanish as opposed to English.

"Turning around and then giving him important examinations in English just doesn't make any sense."■

45. Sacramento Bee

June 15, 1998

Vote on more aid to schools ires GOP

Panel's action assures showdown on car tax

By Steven A. Capps Bee Capitol Bureau

Setting up a showdown over an election-year tax cut, the Legislature's budget conference committee has approved more than $1.2 billion in extra spending for K-12 schools, money that Republicans are demanding be used instead to reduce California's car tax.

The committee voted over the weekend to raise beginning teachers' salaries to a minimum of $35,000 a year, extend the state's school year by three days, reduce class sizes in higher grades and create a new summer school program for low-performing students.

"Education is my top priority and education is the top priority of the people of California," declared state Sen. Mike Thompson, D-St. Helena, chairman of the budget conference committee.

"Our schoolkids should be provided with every possible educational opportunity we can provide," he said. "That's what we have tried to do."

In total, the conference committee earmarked more than $1.2 billion for schools above the amount required by Proposition 98, the California law that sets minimum spending levels for kindergarten through 12th-grade schools.

While legislative Democrats have argued for weeks for more money for education, the late Saturday night action formally placed the funds in the draft state budget, representing a major escalation in the battle over the issue.

The move came under immediate fire from Republicans.

"It's way too much," Assemblyman George Runner, R-Lancaster, a member of the conference committee, said Sunday.

Runner noted that GOP Gov. Pete Wilson has proposed spending about $500 million above Proposition 98 requirements in his $75.8 billion budget proposal for the 1998-99 fiscal year. The governor's budget calls for $24.5 billion in state funds for K-12 schools.

"This is an issue of degree," Runner added. "We can support the governor's over-investment, but anything more just seems to be throwing more money at the problem."

The action came as legislators resigned themselves to missing tonight'smidnight constitutional deadline for adoption of a new state budget.

The new fiscal year starts July 1 and without a new budget in place, state government lacks the authority to pay some of its bills.

State employees will be paid because of previous court rulings; legislators and their employees will not.

Any action by the conference committee must be ratified by a two-thirds vote of the Legislature. And even if the Legislature approved it, it would be subject to Wilson's veto powers.

Sean Walsh, the governor's press secretary, said Sunday that Wilson "was not inclined to look favorably on the committee's actions."

Said Runner: "Ultimately, this is all going to be back on the table for discussion as we consider cutting the vehicle license fee."

A special conference committee made up of legislative leaders of both houses is expected to be created later this week to discuss various tax cuts, including the car tax proposal.

With the state enjoying a projected $4.4 billion surplus in the 1998-99 budget, Wilson and Republicans are calling for a 75 percent cut in the vehicle license fee, or car tax. Democrats want the extra money to go to schools, state employee salaries and a cost-of-living increase in some welfare programs.

Wilson's car tax cut would be phased in over a four-year period beginning on Jan. 1, 1999.

In its first year, it would save California car owners — and reduce state revenues — by about $1 billion. When fully implemented, the cut would total about $3.6 billion a year.

Walsh argued that Wilson's education proposal provided money "for programs that are identified to strategically improve education. Democrats simply want to throw money at the problem without a plan."

But Assemblywoman Carole Migden, D-San Francisco, another member of the conference committee, countered, "The polls all show Californians are more interested in supporting schools than cutting the vehicle license fee."

The six-member budget conference committee set aside $150 million to raise all teachers' salaries to a minimum of $35,000 a year, with Runner the only dissenting vote. The only other Republican on the panel, Sen. Cathie Wright of Simi Valley, voted for the raise.

The current average salary for a starting teacher is about $29,000, according to analysts.

Wilson's budget did not include a provision to increase teacher salaries.

Runner, however, said local school boards and not the state should set their own teachers' salaries.

The conference committee voted unanimously to spend $70 million for remedial summer school and $30 million for after-school programs for low-income areas. In his budget, the governor proposed spending $100 million split evenly between the two programs.

The committee unanimously approved $178 million to begin reducing class sizes in junior and senior high school grades, but the specific grades to be included will be decided by legislation later this year.

Conferees, meanwhile, went along with Wilson's call for $250 million for new textbooks but rejected on a 6-0 vote his requirement that the money only be used for math books.

The conference committee scheduled further meetings todayto begin discussions on the budget for higher education.■

46. The Kansas City Star

06/13/98; Edition: METROPOLITAN; Section: NATIONAL/WORLD; Page A1

New law mandates that teaching certificates of felons be revoked.

By PHILLIP O'CONNOR
Staff Writer

Missouri Gov. Mel Carnahan signed a bill into law Friday in Kansas City aimed at more quickly removing felons from the state's classrooms.

Meanwhile, the first statewide criminal records check of Missouri teachersfound that at least 65 convicted felons hold certificates to teach, in violation of state law. State officials are now moving to revoke those certifications.

``We cannot tolerate criminals in our classrooms," Carnahan said at a news conference at the Missouri State Office Building downtown.

``This situation is totally unacceptable. Even one unfit teacher is too many. These few have the potential to do irreparable harm to countless students."

The law and the state-initiated computer search followed stories in The Kansas City Star in August that detailed how the Kansas City School District in recent years imposed little if any discipline on several staff members accused of sexual and other misconduct with students, including some staff members who had criminal records.

``The gravity of the situation demanded that we take decisive legislative action if our educational and law enforcement officials were to have the authority they needed to rid our schools of these dangerous influences," Carnahan said Friday.

In response to the stories, the governor in December vowed to make stronger teacher certification legislation a priority for his administration.

He also issued an executive order that required the departments of Public Safety and Corrections to work with the state Board of Education to identify any Missouri teacher employed by a school district who has been convicted of felonies or other serious crimes.

The Department of Elementary and Secondary Education compared the names of the state's 120,000 certified teachers against the Highway Patrol's list of Missouri felons.

The convictions found are for crimes including involuntary manslaughter, sexual assault, assault, drug offenses, robbery, burglary, arson, stealing, passing a bad check, forgery, selling liquor without a license and unlawful possession of a concealed firearm.

Mark Van Zandt, general counsel for the state education department, said his office will begin notifying the identified teachers in coming weeks. The most serious offenders will be notified first. Officials hope to finish the notification and revocation process before schools open this fall.

State officials said they would not release names or addresses of those found with criminal records until decertification charges are filed with the state Board of Education, possibly in July. State officials would not say Friday whether any of those already identified are from the Kansas City area.

The newly signed law is expected to speed up revocation of teacher certification for those convicted of serious felonies such as murder, rape, sodomy, robbery, child abandonment, molestation or endangerment, incest or child pornography.

Under the previous law, the state could revoke certification for teachers convicted of a felony, but only after a lengthy investigation and disciplinary hearings. And the teacher was allowed to continue teaching until the case was resolved.

The new law makes revocation in such cases automatic. Teachers still can appeal to the state Board of Education but will be removed from the classroom until their cases are resolved. The law also allows for revocation in misdemeanor cases involving moral turpitude.

The new law also allows the state to revoke the certification of teachers who received a suspended imposition of sentence or accepted some other plea that did not result in a criminal record.

In many cases, districts fail to uncover previous criminal behavior in background checks because court records are closed or convictions aren't recorded. The governor late last year sent letters to prosecutors, police agencies and school districts across the state asking them to better share information on criminal behavior by teachers.

Other provisions of the new law allow the Missouri attorney general to pursue revocation proceedings on behalf of school districts that cannot afford them. Some districts have been reluctant to pursue certificate revocation because of high legal costs. That has allowed teachers simply to move to other districts.

In addition to the new state law, the state department of education is filling four new positions to investigate teacher misconduct cases. The department now has one employee investigating such cases part-time.

The efforts are aimed at improving a system that trails much of the nation in investigating teachers' backgrounds and revoking certification of those involved in misconduct.

``Our administration is committed to ensuring that Missouri students receive the best preparation we can give them to lead productive, successful lives," said Carnahan, the son of two teachers. ``That preparation begins with the finest instruction and direction we can provide for them."

While the new law closes several loopholes, Carnahan and others concede that flaws still exist.

The computer check was not extended to noncertified staff such as custodians or cafeteria workers. And the check only uncovers felony convictions in Missouri courts. The check does not extend to other states or include any federal felonies. Officials say that can only be accomplished with mandatory fingerprinting. Fingerprinting would allow the state to access a national crime database maintained by the FBI.

Some Missouri districts already require fingerprints, but the state has been reluctant to mandate such a measure, partly because of the cost and the perception of government intrusion. But Carnahan did not rule out the possibility of mandatory fingerprinting.■

47. Miami Herald

June 15, 1998

Fed up teachers find fate in books

By OZZIE OSBORNE
Herald Staff Writer

TAVERNIER — Even the most devoted teachers get burned out.

Some start wanting another challenge. Many object to parents who think they can run the schools better than teachers can. And more and more say they detest the maddening increase in trivial red tape.

Joy McIntosh and Linda Johnson are two who finally had enough and got out.

They've acquired Cover to Cover Books at 90130 Old Highway, have already expanded their handsomely decorated store with an addition that includes a coffee bar, and are thinking ahead to the time when they might have more stores.

Now, instead of teaching a few kids, they keep up with an inventory of 36,000 books, gifts, toys and some items they hope no other stores have.

There is stress, just as in teaching. Hours are long; there is no predictable paycheck.

``There's never enough time to keep up with the catalogs,'' says McIntosh. ``Now, we're buying for Christmas.

``But the benefits outweigh the drawbacks. I can't tell you what it's like to be your own boss. Linda and I complement each other. And the people here have been so wonderful.

``We have school book fairs — here and in Miami — as fund-raisers. They help business.''

McIntosh started her teaching career at St. Philips, a grade school in Coral Gables.

``I loved it and the kids loved me,'' she says.

In a year off from teaching, she and Johnson, who had become good friends, planned for their bookstore and unsuccessfully sought a site in New York state.

Then the 39-year-old McIntosh went back to teaching, this time at a middle school — and disillusionment set in.

``If I just had the kids, I would have been fine,'' she says. ``But there was always the red tape. And many people seem to think because they've been to school they can be a teacher. I had run out of ways to do things better.''

Johnson says it's almost certain that good teachers get in a rut, which means there's always the danger of burnout.

``I personally think it's hard to do a good job of teaching over a sustained period,'' she says.

Johnson, who is from Miami, started teaching in Kendall and during her career put together libraries and also taught math and physical education.

Looking back at her teaching days, the 49-year-old Johnson remembers how she detested physical education.

``It's the only subject where you have to change clothes,'' she says. ``What a hassle.''

McIntosh and Johnson have two more years to meet the goal they've set.

``There are many things we still want to do,'' says Johnson. ``If in two years we haven't done what we want to, we can try something else.

``But I am a visionary, thinking that some day we'll have other stores.''■

48. The Sacramento Bee

06/13/98; Edition: METRO FINAL; Section: MAIN NEWS; Page A3

BILINGUAL ISSUE SPARKS CLASH AT STATE BOARD

By Janine DeFao
Bee Staff Writer

While voters overwhelmingly approved an end to bilingual education earlier this month, Proposition 227 continued to spark impassioned debate Friday at the California State Board of Education.

At its first meeting since 61 percent of voters passed the initiative June 2, the state board agreed to start meeting weekly, beginning the week of June 22, to draw up implementation measures for local school districts. The initiative gave districts a mere 60 days after the election to replace programs using native language instruction with one year of "English immersion."

Already, opponents of Proposition 227 have filed a class-action suit to block its implementation. This week, the coalition of civil rights groups filed a request for an injunction and a hearing was scheduled for July 15 in U.S. District Court in San Francisco.

But state board members and Superintendent of Public Instruction Delaine Eastin clashed Friday over who could give interim guidance to local educators, many of whom have complained that the initiative is ambiguous and fails to address important details of how to educate the state's 1.4 million children not fluent in English.

"You will not muzzle this superintendent," chided Eastin, who said she was in another meeting but was following the board meeting on closed-circuit television. "Yours is a policy role. . . . I administer the department, I execute the law, and when and if you tell me to do something that is illegal and unconstitutional, I won't do it."

"I will work collaboratively with this board, but I will not be clearing any memo I send to the field with this board. End of discussion," Eastin said.

"The communication (to districts) can only come from the board as we go forward," said board member Janet Nicholas, who was joined by fellow members in expressing the importance that districts receive a single, clear message from the state level. Board member Marion Joseph proposed that the board approve any policy memo to local districts.

Eastin, who was being represented at the meeting by one of her deputies, soon stormed into the room and braced herself against the public lectern.

The board then unanimously approved Joseph's motion for oversight on policy memos to the field.

The exchange spotlighted ongoing tensions between the publicly elected superintendent, a Democrat, and the state board appointed by Republican Gov. Pete

Wilson.

Already, Eastin and the board are in disagreement over the meaning of a February court ruling on bilingual education. While the board contends the ruling negated state law on bilingual education — leaving only federal law in place in California — Eastin and her staff have disagreed.

After the ruling, the board rescinded a long-standing policy that had required school districts to seek waivers if they wanted to implement an approach other than bilingual education for limited-English students. The board said it no longer had the authority to grant waivers.

But educators and parents from five California school districts Friday said they disagreed and asked the board for waivers from Proposition 227 so they can continue their bilingual programs. No action was taken.

Earlier in the meeting, Sonia Hernandez, deputy state superintendent for curriculum and instruction, told the board that many questions about the initiative remain. Among them are what an English-immersion program will look like, how much of a child's primary language can be used, and what the definition is of "good working knowledge of English," the point at which the initiative says limited-English students will be transferred into mainstream classrooms.■

49. Milwaukee Journal Sentinel

June 15, 1998

MPS reform takes on a fresh angle

Since the state high court ruling on school choice, legislators emphasizing power over punishment

By Daniel Bice and Richard P. Jones of the Journal Sentinel staff

The state Supreme Court ruling expanding Milwaukee's school choice program did little to dampen the enthusiasm of legislative leaders wanting to pass a bill aimed at reforming Milwaukee Public Schools.

But in the days since the decision was released, the legislative focus has shifted away from punishing MPS for academic failures and toward giving district officials the power to overhaul their own schools.

"This (ruling) makes it imperative that we finish the Milwaukee Public Schools reforms," said Assembly Speaker Scott Jensen (R-Town of Brookfield). "We have empowered charter schools and choice schools to offer innovative education programs. At the same time, we did not empower MPS to make serious reforms."

Last week, the Supreme Court, in a 4-2 decision, issued a landmark decision that permits poor children to attend religious schools at taxpayers' expense.

Beginning this fall, as many as 15,000 students from low-income families will be eligible to attend private schools in Milwaukee. The Milwaukee Parental Choice Program had been restricted to 1,500 students who could attend private, non-sectarian schools.

The ruling came just weeks after the Republican-controlled Legislature failed to pass Gov. Tommy Thompson's bill authorizing a state takeover of MPS. It was one of Thompson's biggest legislative setbacks in his three terms as governor.

A spokesman for Thompson said the Republican governor still plans to introduce an MPS reform package early next year in spite of the choice ruling.

School choice advocates contend the expanded program will help MPS by forcing it to compete with the private schools for students.

"The governor has always said choice is only one arrow in the quiver in improving MPS," said Kevin Keane, press secretary for Thompson. "You need to continue making investments in the public schools."

Thompson's original MPS legislation would have empowered a three-member commission to take over the state's largest school district if it failed to meet state-mandated academic benchmarks within two years.

Also included in the measure was a series of provisions referred to as the "Fuller reforms" — ideas linked to former MPS Superintendent Howard Fuller. They would have allowed MPS to close failing schools and reassign the staff, without regard to seniority; convert private schools to charter schools; contract with private schools for educational services; and open contract talks to the public.

While interest in the punitive part of Thompson's plan has all but vanished, the Fuller reforms appear to be gaining support among legislative leaders and other top officials.

David Riemer, a top aide to Mayor John Norquist, said those proposals seemed to have been lost in the debate over Thompson's takeover bill last month. Norquist opposed the governor's plan to seize control of MPS.

Riemer said he had concerns about how some of the Fuller reform proposals were drafted in Thompson's original bill. But he said the governor's impulse was correct.

"The takeover idea was a bad idea; it's gone," Riemer said. "The proper way to challenge MPS is through competition. But I think we also do need to give MPS more tools to be an effective management organization."

Sen. Alberta Darling (R-River Hills) said it was unfortunate that the Legislature was unable to pass the Fuller reforms when it had the chance during the May special session. She said she believes MPS still could benefit from those proposals.

"That's what the governor wanted to do: He wanted to put that pressure on, MPS alone.

"The governor wanted to put that pressure on, and the Legislature refused to give MPS those (management) tools," Darling said. "It think that's the tragedy of it all."

She added, "We can't tie MPS' hands behind their back."

But one leading Milwaukee legislator said she wishes Thompson and Republican lawmakers would learn their lesson from the special session and leave

Rep. Annette Polly Williams (D-Milwaukee) said she and other black legislators from Milwaukee are working on their own plan for improving the troubled school system. The group will be holding a hearing July 18 to receive public input on Milwaukee's schools.

Williams said she doesn't believe

Fuller represents the black community in Milwaukee. Thompson has said that he will consult with Fuller, specifically, when drafting his MPS plan for the next legislative session.

If top Republican officials insist on trying to fix MPS, Williams will start introducing legislation to overhaul the school systems in their districts, she said.

"We'll probably come up with a plan for Alberta Darling's school district and Scott Jensen's, and we really need to come together in Milwaukee and come up with a plan for Elroy," she said.

"We'll add that to the agenda. All these white folks who don't live in our community, all those people who think they know what's best for us in Milwaukee — we will then lay out a plan for their school districts, too."■

50. Milwaukee Journal Sentinel

June 15, 1998

Results of statewide writing test have some dismissing the test itself

Educators question new exam that scored almost all students in a small range

By Alan J. Borsuk
of the Journal Sentinel staff

Here's an example of why there hasn't been too big a stir since it was announced in the spring that results on statewide tests of students' proficiency in language arts — which basically means writing — were the worst of a bad-looking batch of scores in five subject areas:

In Appleton, about 3,000 students in fourth, eighth and 10th grades took the test. A key part was writing an essay on a given subject. The essays were then graded by professional scorers in California on a scale of 1 to 6.

Among all the Appleton students, no one got a 1, the lowest score. And no one got a 6, the highest. The scores were heavily bunched from 3.5 to 4.5.

Much the same was true statewide. Almost two-thirds of eighth- and 10th-graders were given scores of 4. Only 24 out of more than 180,000 public school students who took the test got 6's. Less than one-tenth of 1% got 1's or 1.5's.

Instead of looking like a bell curve, a graph of the scores looks more like the Empire State Building standing on the Great Plains.

Officials of the state Department of Public Instruction express general satisfaction with the ground they broke this year with a round of tests rating students based on their proficiency rather than simply in comparison to how students elsewhere did. The tests, part of the Wisconsin Student Assessment System, were given in five subject areas: reading, language arts and writing, math, science and social studies.

John Price, director of curriculum and staff development for the Appleton Area School District, said he generally favors the state's new proficiency tests, but the way these writing scores came in "calls into question the entire process."

Educators are arguing that the lousy results may have said more about how the test results were interpreted than about whether today's students know how to write.

Educators campaigned hard — and apparently effectively — with parents and policy makers in advance of release of the scores, urging restrained reactions. That's exactly what has happened, even though the results showed, for example, that only a relatively small percentage of eighth-graders who took the test were rated as advanced proficient in language skills.

John Fortier, the assistant state superintendent of schools who oversaw the testing, said the narrow band of scores on the writing sample was "causing us no end of concern." Officials are trying to determine the reason for it and whether or not changes are needed.

Fortier generally defended the tests and the way they were scored. He said, at face level, the scores on the writing tests showed that Wisconsin had a large number of students who did adequate work, but few who did either great or terrible work.

But do the results mean there isn't even one outstandingly great or terrible writer in a place like Appleton?

"It's a peculiar situation," Fortier said. "I have a hard time believing it's the case."

While school officials have discounted the results, they take the overall issue seriously. Many teachers are making adjustments in what they do in their classrooms because of the new tests. Some educators say that, apart from this test, they know that their communities want to see better results when it comes to writing.

There seems to be wide agreement among educators on three points about Wisconsin students' writing skills:

There is confidence that students aren't doing as poorly as the test results seemed to show.

"We think Wisconsin students write better than that," said Fortier.

Carole Oudenhoven, K-12 reading specialist for the school district of South Milwaukee, said, "Our students are being asked to do some very sophisticated work, and we're not sure the general public knows that."

The way writing skills are taught has shifted in a way that has some parallel to what has happened in teaching reading. Drills on spelling and grammar are not used much anymore; the stress is on doing a lot of writing itself and learning skills by correcting, revising, researching and getting reactions from teachers or peers.

Assessment — which often means proficient or advanced proficient, even though both the reading and language arts scores were derived from a single test.

Fortier said that he wasn't surprised that writing scores were below reading scores; the two are different processes and reading performance is generally better.

He said the tests given to fourth-, eighth- and 10th-graders — about

Statewide, 69% of fourth-graders were rated as proficient or advanced proficient as readers. In language arts, presumably a compatible skill, only 40% were rated as

60,000 students in each grade — were developed by a private company, CTB/McGraw-Hill, and were a definite improvement over previous tests. One key improvement: Rather than being made up exclusively of multiple choice questions, the test mixed in short-answer questions.

The writing samples included in the language arts test make scoring more difficult and expensive but are considered a much better way to see a student's ability than multiple-choice questions.

Fourth-graders were asked to write an essay on Helen Keller. Eighth-graders read a paragraph about a mountain that could be climbed by either of two routes — an easy, scenic route that takes three days, or a tougher, less scenic route that takes a day and a half — and had to write about which route they would choose and why. And 10th-graders had to write an essay based on imagining they had dropped out of high school two years ago and now had to give advice to a younger friend who is thinking of dropping out.

For each grade, the students had less than 45 minutes to carry out the assignment.

In interviews, teachers from several districts said that timed writing like this was not generally the way writing was being taught to students. Teachers talked about teaching writing as "a process," and this kind of timed writing was different than the style of creating and revising used frequently in class. Also, large numbers of students work now on computers and were uncomfortable dealing with pencil and paper in a way that corrections and changes were hard to make — not to mention writing without the spell-check function.

It appears many teachers, sometimes with reluctance, are increasing the use of timed writing assignment in class to prepare students for state tests.

One thing that draws praise among educators is that the new tests offered more detailed analysis of results in terms not only of individual students but of classes or schools as a whole.

Jeff Maas, a Madison elementary school teacher who recently completed a term as head of the Wisconsin Council of Teachers of English, said he found that his class didn't do well in interpreting graphics, so he will stress that more.

Karen Zalucha, instructional administrator and assessment coordinator of the Franklin School District, said the results showed students in the district generally weren't good at proof reading. So more will be done with that.

Some educators, including DPI's Fortier, are flatly predicting that the proficiency results will look better next year.

"Things will work out and scores will rise," said Maas. "I'm not worried about it because I know the profession is filled with caring, intelligent professionals who want their kids to do well."

But, he said, if things don't look better over the next several years, that will show there is a problem with language skills, and pressure to improve will grow.

Fortier said teachers around the state had shown a lot of concern about the language skills results. He said that they were coming to DPI with a message: You told us the standards, you told us the scores; now, what are you going to do to help us get the scores up to the desired levels?

Comparing Wisconsin's spending on professional development of teachers with a state such as Virginia, he said the teachers' question is a good one.■

51. Bergen Record

June 15, 1998

Private special ed: New schools open way to learning

By JAN BARRY and
BARBARA WILLIAMS Staff Writers

Lynn Yuhas of Vernon credits a private school paid for with taxpayer dollars for saving her 11-year-old daughter, Maria.

She recalls when life for both of them was "pure hell." Frequent calls came from the local elementary school to pick Maria up because she was out of control. Homework assignments set off nightly screaming sessions.

"I used to yell at my teachers and run out of the room when I was angry," said

Despite the high cost, plus busing, public school educators praise the programs, because local public schools are not equipped to serve students with such disabilities or have too few students to form their own special-education classes. Financially, the biggest complaint at many North Jersey districts is that the state should pay more of the cost than it now does.

"They are expensive. But look at what they provide for you. If you had a couple of emotionally disturbed kids [in a regular classroom], they would be

Maria, an energetic sixth-grader in her second year at the Windsor School, a private academy in Pompton Lakes specializing in attention deficit disorder. The school draws students from across North Jersey.

Now when Yuhas hears from teachers, it's a once-a-week phone call from Windsor reporting on Maria's progress. And homework is done with little fuss.

"Here the teachers give us more help, and I've learned how to control my behavior," said Maria, one of 160 students with emotional and behavior creating chaos," said Tony DelTufo, a Livingston school trustee and retired teacher. He is co-chairman of the special-education committee of the New Jersey School Boards Association.

Cheryl DeGrosa of Hackensack is happy with the progress her 12-year-old son has made at Windsor. "Matt used to stop concentrating if a plane flew overhead and it was too loud, if people were talking in the hallway — anything could distract him. Now he is using skills, both inside and outside the classroom, that he learned to filter out

problems attending the highly regarded school.

Despite the move to mainstream children with learning disabilities in community classrooms, thousands of New Jersey youngsters are bused every school day to and from out-of-district special-education classes. Many of the schools, including Windsor, have tuitions approaching or topping $30,000 per year. Those rates are set by the state, which reimburses a portion of the bills.

distractions, and he can really focus," she said.

"I can do a lot more here," said Matt, a seventh-grader. "I was struggling before — the teacher would take away my paper before I could finish the work. Here they make sure we understand the assignment first, and then we are able to finish."

Students are sent to the Windsor School and affiliated private high schools in Morristown and Paterson from districts in about 50 towns in eight counties. Many educators laud the year-round programs created by two former public

school special-education supervisors, Daniel Greco and Philip Scardilli.

"We place children in the best environment for the child, and have students attending special-education schools in many areas, including Paramus, Lodi, Rockleigh, Garfield, and Pompton Lakes," said John Campion, Ridgewood's special-education director. "Windsor is brand-spanking-new, wired for technology, with a physical plant second to none. Mr. Greco's philosophy and the way Windsor is run does meet a lot of the needs of Ridgewood students."

Most students at Windsor are like Matt and Maria, able to comprehend the work but finding it difficult to focus. Most are smart, and many go on to academically rigorous colleges, including Ivy League schools, said Greco.

"The problem these students face is not academics; it is their behavior. They are impulsive and can get out of control," Greco said. "Here we teach them how to grab hold of their emotions and focus. We don't think special ed."

Classes are small: A teacher and two aides work with a maximum of 12 elementary-grade students. Kindergarten classes have a teacher and four aides. Students also receive group and individual counseling to help learn how to cope with roller-coaster emotions.

Of Windsor's $4.6 million budget, $2.4 million covers salaries for 73 teachers, aides, and psychologists, plus textbooks and teaching supplies. Teacher pay ranges from $30,000 to $44,000, said Greco. Administration costs are $630,000, or 13 percent. The rest of the budget runs the building.

That is just a small part of the spectrum of special-education programs that collectively cost more than $635 million in state funds to reimburse districts for part of the cost of in-district classes and out-of-district tuition.

Of the state's 1.2 million public school students, 17 percent, or 204,000, are classified for special education. About 10,000 of these students attend private schools such as Windsor. There are 147 of these schools, a number that has changed little in recent years, said Barbara Gantwerk, director of special-education programs for the state Department of Education.

"The preference is really to have children educated in a regular classroom with supplementary support services," Gantwerk said. She was referring to students attending regular classes, plus a period in a resource room where a special-education teacher helps them with difficult work.

Decisions on where to place a student are made by a district's child study team, comprising a psychologist, a social worker, the school nurse, a case manager, an administrator or teacher, and the parents. If the home district cannot meet a student's needs, the team can recommend an out-of-district school. If one school doesn't work out, another can be selected.

Tuition bills for out-of-district programs typically range between $20,000 and $38,000 per student, and the top state reimbursement rate is $8,470 per student. The Department of Education determines the tuition rates and the amounts of reimbursement, depending on the disability.

Another cost factor at the Windsor School is that it is state of the art. Freshly painted classrooms are equipped with new computers with Internet hookups. There is a gleaming computer lab, an exercise room, two gymnasiums, two cafeterias, an art room, a music room, a library, and a reading room.

The school was designed by Greco, a Pompton Lakes resident, who was the state's special-education supervisor in Passaic County, and Scardilli, of Chatham, who did the same job in Essex County. Their private school program is overseen by the state Department of Education.

They opened in 1990 in a rented former parochial school in Lincoln Park. "We mortgaged our houses and then held our breath," said Greco, who began his career as a special-education teacher at Hanover Park High School.

Within three months, the school was filled to capacity with 86 pupils. In ensuing steps, they opened a high school in Morristown and an elementary school and a high school in Paterson, and moved the school in Lincoln Park to Pompton Lakes. They now oversee 184 teachers, aides, counselors, and administrators serving 360 pupils in five affiliated schools with a $12 million annual budget.

Opened in 1995, the Pompton Lakes school serves 160 students in Grades 5 through 8 in a former department store renovated with $850,000 in bank loans. A comparable, new public school building would cost several million dollars, Greco estimated. A closed shoe store next door was converted last year for $360,000 into the Windsor Learning Center, which has 50 students in Grades K through 4. The Windsor business office is in a third storefront.

With an influx of money from public school districts, the Windsor School system has turned around not only individual students but also a decaying downtown. What was a gaping hole in the business district is now a cozy stretch of windows full of colorful artwork. At night, it is a hub of community events, from Chamber of Commerce meetings to indoor soccer games.

As a private institution, the Windsor school and center in Pompton Lakes paid $76,414 in property taxes in 1997. It rents its other properties.

"The school itself is everybody's dream, a state of the art facility," said Mayor John Murrin, who is a teacher in a Wanaque public school. "The young people who attend there are very lucky."

Many parents agree. Like Lynn Yuhas, Bonnie Werner of Morris Plains is delighted with the improvement her son, Brian, has made at Windsor.

"The school works on the child's self-esteem, encouraging him, and making him understand he isn't stupid," said Werner. "They teach him how to block out the distractions and focus on what he's doing."

Brian, 12, said he found conventional classes too difficult and special-education classes too easy at his local school. "I have help here whenever I need it. But they don't give me the answers. They make me work for it," he said.

"We empower kids here," said Camille Cerciello, Windsor's assistant principal. "We offer rewards, show the students there are consequences to their actions, and teach them how to tap into their abilities."

Rewards include earning points that can be exchanged for items at the school store, and participation in clubs, sports programs, and pizza parties. Inappropriate behavior can result in being sent to a "time out" room.

Once students learn how to control their behavior, the goal becomes to have them return to their home districts. That usually happens in about two years, Greco said.

Some students go on to a private special-education high school. The decision is made by the child study team.■

52. Chicago Sun-Times

06/12/98; Edition: 5XS; Section: NEWS; Page 8

School employees dodging city tuition

By Raymond R. Coffey

Yusef Patel is a teacher at Mather High School on Chicago's North Side. His daughter is also a student at Mather.

Last week, the law department at Board of Education headquarters sent Patel a "demand letter" for $5,899 he owes the Chicago Public Schools in unpaid tuition for his daughter.

He got the bill because, though Chicago teachers are in most cases supposed to live in the city, Patel and his daughter reside in suburban Lincolnwood, and nonresident students are supposed to pay tuition, which is calculated at $5,899 per school year.

Patel is hardly a pioneer in this sort of dodge. School board accounts currently show an "outstanding tuition arrearage" of about $1.8 million. Yes, million.

And about a third of that - $615,000 - is accounted for by board employees, including four principals, two assistant principals and more than 20 teachers, who don't live here but put their kids in city schools and evaded paying tuition for them.

Schools Inspector General Ken Holt, a former FBI agent, said the sums owed by the tuition-dodgers run from a low of about $400 to a high of $84,000, the sum the system is trying to collect from one family that had several children illegally enrolled in Chicago schools over several years.

Schools Chief Executive Officer Paul Vallas told me this week that Holt and the law department have compiled more than 100 cases, roughly half of them referred for legal action, the other half still pending or under investigation.

He said 14 of 28 cases involving teachers and other board employees have been closed, with the employees found to owe the schools a total of $146,763. The amount paid to date totals $63,000, with the rest to be collected under payment plans.

In most of the cases involving suburban parents who are not board employees, Vallas said, the kids were enrolled in Chicago magnet schools. That, in a backhanded, don't-pay sort of way, is a compliment to the successes of Chicago school reform.

In 42 of those cases, he said, the board has gone to court to enforce collection of the tuition.

Vallas said Patel has agreed to pay up. If he does not, Bob Hall of the board law department said, "I assume there will be litigation by the board."

Until Vallas came in to run the schools and ordered a crackdown on the nonresident tuition situation, previous boards had ignored the issue almost totally.

A year ago, Holt reported he so far had uncovered about $1 million worth of nonresident tuition fraud perpetrated mostly by people giving false addresses.

The dollar number is up to $1.8 million now. And the number of cases on file is up from about 65 to 103.

But even with Vallas' push, the bureaucratic wheels still grind slowly in going after restitution. The procedure requires, among other things, a state hearing on residency.

The Patel case came to my attention several months ago in phone calls and letters from parents and others at Mather, 5835 N. Lincoln. They had his address and phone number in Lincolnwood.

They said his daughter had been enrolled at Mather for three years - not just the one for which the board is so far seeking tuition restitution - and they were upset at what they felt he was getting away with. After getting next to nowhere with my early inquiries, I put the information I had together and passed it on directly to Vallas, who pressed the inquiry that led to last week's demand letter to Patel.

What I could never figure out was how Mather officials could be unaware of a situation that so many other people seemed to know all about.

I was hoping to ask Mather Principal John Butterfield about that Thursday. I told his office I was calling about the Patel case. He did not return my calls. I also could not reach Patel.■

53. The Indianapolis Star/The Indianapolis News

06/12/98; Edition: CITY;HOME; Section: METRO SOUTH; Page S04

Students face increasing textbook, technology fees for fall semester

By DERRICK GINGERY

FAIRLAND, Ind. - Parents of students in Northwestern Consolidated School Corp. will face a fee increase when the fall semester commences.

The School Board on Wednesday approved price increases for textbook rentals in many grade levels. Only the kindergarten retained the same fee from the previous year.

School officials say publishers' increases in textbook prices and the adding of extra hands-on materials forced fees up.

$5,000 shortfall expected

"We tried to absorb the cost of books (when we buy them)," said Assistant Superintendent Ellen Welk. "When you do that for so many years, the cash balance gets eaten away in each building because books keep going up (in price)."

Triton Central High School is expected to be in the red for the first time in many years, because textbook rental fees will not cover the cost of books. Officials expect a $5,000 shortfall.

Textbook rental fees at the high school, averaging about $100 per student, were not increased. However, a $10 technology fee was added for all students. It is also the first student fee increase for the high school in several years.

While fees at almost all levels are increasing, a study of all school corporations showed the district to be well below the state average in textbook fees.

A mandatory technology fee also was added to all other grade levels except kindergarten. At the elementary school level (Grades 1-4), students will be charged $2.50; Grades 5, 7 and 8 will be charged $2; and Grade 6 will be charged $4.

The new fees are intended to help offset the costs of maintaining computer terminals and software.

Members voice concern

Some board members voiced uneasiness with the fee increase, but school administrators said that while fees are going up, they are still lower than the state average.

"I would like to see more discussion and justification of the technology fee (next year)," said board member Doug Warnecke.

"I want to re-examine why we are pushing the fee over to students."

In other business, the board approved changes to expansion plans for Triton Elementary School.

A new reading area and computer lab were moved in order to make future expansion easier.

Construction plans will be approved at the board's next meeting July 1.■

54. Los Angeles Times

* 06/13/98; Edition: Orange County Edition; Section: Metro; Metro Desk; Page B-1

State OKs Charter for Home Schooling Program

New status cuts down on paperwork, loosens curriculum requirements for 1,500 county students.

By LIZ SEYMOUR
TIMES STAFF WRITER

Orange County's home schoolers are getting a boost from an unlikely source: the State Board of Education, which on Friday unanimously approved a charter school for their needs.

After a four-year effort, the county's Home Education Program will combine its six resource centers for home-schooled children and their parents into the Orange County Charter School.

The centers provide computer labs, libraries and curriculum help—including teachers—for the county's 1,500 home schoolers who are under the guidance of county public schools. Teachers aid home schoolers in meeting statewide standards and help fix problems with instructional methods.

"The whole idea [of charter schools] is to come up with different ideas about education," she said. "In this case, we're redefining schooling to see if maybe we

Charter school status now means parents and teachers will be free from most of the state-mandated paperwork.

"It allows more time with the child and the family," said Sharon Kohout-Lawrence of Laguna Niguel, who home-schools her 13-year-old daughter.

"Some paper will still need to fly back and forth," said Sheree Denee, the program principal. "But we want to be more project-oriented, more creative."

Becoming a charter school also loosens curriculum requirements. For example, a professional musician may teach music instead of a music teacher with state credentials.

What charter school status won't do is cost taxpayers any more money, Denee said. Financing for the school is based on don't even need school."

School districts in other counties, including Los Angeles, San Diego and Riverside, have already established the number of children home-schooled.

Attendance is voluntary and home schoolers are not required to participate in any school programs, she said.

The charter school will be the second in the county; the other is Santiago Middle School in Orange. Statewide, there are an estimated 130 charter schools, said Laurie Gardner, the co-director of the Charter Schools Development Center at Cal State Sacramento.

It may seem contradictory that parents who prefer their children to learn at home instead of in a classroom would want the county to apply for charter school status. But the philosophy underlying charter schools is an obvious match with the flexible, creative instruction methods of home-schooling, Gardner said.
charter schools that are devoted, at least in part, to home schoolers, Denee said.■

55. Los Angeles Times

* 06/13/98; Edition: Orange County Edition; Section: Metro Desk; Page A-1

State Vows Swift Implementation of Prop. 227

By RICHARD LEE COLVIN;
JANET WILSON
TIMES STAFF WRITERS

SACRAMENTO — In a meeting punctuated by an angry outburst from state Supt. of Public Instruction Delaine Eastin, California's Board of Education on Friday vowed to move quickly to develop emergency regulations to implement Proposition 227, the anti-bilingual education measure approved by voters.

Although opponents are seeking to block the measure in court, the board said it will push ahead and meet weekly to iron out by Aug. 1 guidelines on several vague aspects of the proposition—seeking to define what a one-year English immersion program for non-fluent students should be like, what textbooks should be used and how teachers should be trained.

"The weekly meetings are absolutely essential because of our serious commitment in going to work on this," said Marion Joseph, a board member from Menlo Park.

Several school districts, however, pleaded with the board for exemptions from the proposition.

Some local officials and parents argued that they should be able to continue successful bilingual programs, including one in the Capistrano Unified School District that teaches all students in Spanish and English.

"Speaking Spanish isn't bad," said Donna Sabat, a native English speaker whose child is in the program. "To lose this program would be devastating."

Members of the state board—which is appointed by Gov. Pete Wilson, a 227 backer—seemed worried that the will of the voters might be undermined by the State Department of Education, headed

by Eastin, who campaigned against the proposition.

Although Eastin has promised to implement it, the board proposed requiring her to get its approval for any advice she might give school districts.

That prompted a stern-faced Eastin to lash back, "You will not muzzle this superintendent!"

"I administer the department, I execute the laws," said Eastin, who as superintendent is an elected constitutional officer. "When and if you direct me to do something that is unconstitutional or illegal, I don't do it."

Eastin complained that state board members are intruding on her turf, going around her to make requests directly of her staff.

"Stop bothering my staff!" she demanded. "Stop calling them at home. Stop calling them when they're on vacation. . . . If you want to be the superintendent, you should have taken out papers and run."

Eastin's tongue-lashing caused the board to narrow its motion, limiting it to requiring her to get prior approval only for policy directives.

But the board and Eastin's department still were divided on the issue of whether entire school districts might be granted waivers from complying with the proposition, which all but bans instruction in any language other than English. It requires districts to provide non-fluent students with a year of intensive instruction in English before moving them into mainstream classes.

While the Legislature gives the state board the authority to waive almost any part of the Education Code, board lawyers said they do not believe that power extends to this proposition.

The measure does allow individual parents to seek exemptions for their children. Other than that, board lawyers noted, the proposition specifies that it can only be amended by another vote of the people or a two-thirds vote of the Legislature.

An attorney for the **education department**, Michael Hersher, agreed that the board could not "undo the initiative." But he said the board could give temporary relief to districts that, for example, cannot buy books in English before the start of school.

Even as a legal showdown on the proposition is brewing—with oral arguments scheduled for July 15 on a motion from a group of civil rights attorneys for a preliminary injunction—eight school districts, including those in Fresno, Berkeley, San Jose and Hayward, have filed requests to allow them to continue bilingual programs.

"I'm now faced with the task of designing a program I know nothing about," a frustrated Marcos Guerrero, principal of a middle school in Hayward, told the board Friday. "Now, my middle school children are learning English and they are continuing to make progress in all areas academically."

Yvonne Larsen, president of the board, said she understands the uncertainty faced by school districts that may have to overhaul well-established programs by the start of school in September. That is why the board intends to finish its work by Aug. 1, she said, "so the schools do have something available to them for direction."

Among the issues before the board is how to allocate $100 million the proposition sets aside for community organizations to teach English to adults, who are expected to tutor children.

The problem is, at least 10 agencies that already run English classes are under investigation by the FBI and the **U.S. Department of Education** for possibly misusing millions of dollars in federal funds.

Larsen said she was "truly troubled" by indications that state education officials had long been aware of problems with such programs but had not informed the state board. That prompted her to call for an independent audit of the department's adult education programs, a proposal that will be taken up next month.■

56. Los Angeles Times

* 06/14/98; Edition: Home Edition; Section: Metro; Metro Desk; Page B-3

Move Past Bilingual Debate, Latina Leader Urges Students

By PATRICK J. McDONNELL
TIMES STAFF WRITER

She was a fierce opponent of Proposition 227, but the United States' highest-ranking Salvadoran American lawmaker advised students at Belmont High School on Friday that it is time to move beyond the rancorous debate surrounding bilingual education.

"You don't have time to be wrapped up in that issue," Assemblywoman Liz Figueroa (D-Fremont) told several dozen students gathered in the library of Belmont, a school in the Central American immigrant heartland west of downtown Los Angeles. "You're wasting your time. And you don't have time to waste."

The measure, approved in the June 2 election, virtually eliminates bilingual educational programs in California schools.

Figueroa spoke a day after students from Belmont and at least two other Los Angeles high schools walked out of classes to protest Proposition 227.

Figueroa had scheduled her visit to Belmont long before Thursday's protests. But the walkout remained a hot topic on campus.

Fresh from a bruising primary victory for a state Senate seat south of Oakland, Figueroa is one of an increasing number of Latino elected officials in California.

Most are of Mexican ancestry, often with families that have been in the United States for generations. Figueroa's election to the Legislature has been a source of pride to Salvadorans, both in this country and in Central America.

"It feels good that a Salvadoran has made it that far," said Melvin Rodriguez, an 18-year-old student at Belmont who arrived from San Salvador three years ago.

Figueroa's immigrant parents settled in San Francisco in 1949, when there were few Salvadorans moving to this country. Today, with a larger Salvadoran population in the United States, Salvadoran American leaders, trying to boost community identity, point with pride to success stories like Figueroa's.

Her success prompted a Salvadoran newspaper to dispatch a reporter to cover her Senate campaign.

Relishing her role, Figueroa has attempted to reach out to community organizations, especially in Southern California, which has the nation's largest

concentrations of Salvadoran and Guatemalan immigrants. It has been a process of rediscovery for Figueroa, who acknowledges not having dwelt much on her Salvadoran ancestry until she was contacted by Salvadoran American activists after her election in 1994.

"When I first started coming down to L.A., it was like coming to a foreign country," said Figueroa, whose Assembly district has twice as many Asian Americans as Latinos and includes a swath of the upscale Silicon Valley. "I get a great deal of energy coming to L.A."

Figueroa, the mother of a 24-year-old daughter and 21-year-old son, was born in San Francisco. Her parents became successful entrepreneurs, running delicatessens and laundries. Figueroa said she lived an upper-middle-class life—experiencing nothing like the working-class world surrounding Belmont High School.

The assemblywoman praised students' opposition to Proposition 227.

She said it was designed to hold back and divide Latinos. Supporters, on the other hand, depicted the ballot measure as a means to help Latino students succeed.

Figueroa said the measure was part of an anti-Latino and anti-immigrant backlash that emerged four years ago with Proposition 187, which aimed to deprive illegal immigrants of social, health and educational services.

But despite her opposition to 227, she said the students should direct their energy toward getting a good education.

"Educate yourself and do it quickly," she told them, stressing the crucial need to become fluent in English, even as they maintain their Spanish-speaking skills.

"The best way to fight back is to make sure that all of you end up in corporate America," Figueroa told the Belmont students. "There's absolutely no better revenge than winning."■

57. The Washington Post

06/13/98; Edition: FINAL; Section: Metro; Page C01

Math Ranking a Victory — Plus Some — for Girl, D.C. School

By Sari Horwitz
Washington Post Staff Writer

A couple of years ago, when she was in

Last month, the petite, soft-spoken 13-year-old, now a member of the Alice Deal Junior High MathCounts team, was the top female student in the country in the MathCounts National Competition. The annual contest pits teams and individual students against each other to answer difficult mathematical questions quickly, sometimes without calculators.

"It feels good to prove it's possible for a girl at a D.C. school to win such a big honor," said Sarah, who is considering a career as an architect.

It feels good, too, for many in the District's public school community, where parents are routinely on the defensive about the system's poor achievement, high dropout and truancy rates and mismanaged operations.

Deal's MathCounts team won the D.C. championship in 1995 and 1996, and its best math students then joined top-scoring students from the city's private and public schools for the national competition. Sarah was on the team this year with Ryu Yoshida of St. Albans and Zack Bassman and Stephen Marks of Sidwell Friends, and they placed 25th among the 57 teams vying nationally.

Of the 228 seventh- and eighth-grade math students in the national contest, only 27 were girls. In individual competition, Sarah placed 59th, the highest ranking among the female fifth grade, Sarah Gilberg noticed something disturbing as she watched her older brother's prize-winning junior high contestants, winning $3,000 from the American Association of University Women. She is the daughter of Deborah Brouse, a program director at the nonprofit Environmental Support Center, and Elliott Gilberg, a division director at the Environmental Protection Agency.

Deal Principal Reginald Moss and many parents attribute much of the school's math success to geometry teacher Guy Brandenburg.

"Some of our students are taking Algebra II and trig by ninth grade," said Moss, who hired Brandenburg four years ago. "We had to have a teacher who would drive the students hard. At the same time, we didn't want the kids bruised and battered. He makes math interesting and challenging, and is also sensitive to their needs."

Brandenburg, 48, a Deal alumnus, credits his students, their parents and Robert Thurston, a well-regarded math teacher many students had at Lafayette Elementary School.

Whoever gets the kudos, one thing is clear: Math is fun inside Room 102. This week, Sarah and her eighth-grade classmates tackled positive and negative correlations between body measurements and figured out their lung capacities.

It was a messy process that involved flipping a plastic gallon of water upside down in a larger container of water, blowing into the gallon container through plastic tubing, then measuring how much air was expelled by refilling the jug.

"You used to see students getting huge trophies for sports," said Brandenburg, who coaches the team with math teacher Joyce Higginbotham. "The students who did well in math used to just get certificates. Now they get MathCounts trophies, and they're pretty nice looking."

Judging from some of the questions, the MathCounts kids deserve the recognition.

Try this: The height of a one-quart can of wood stain is 4 3/4 inches. If an inside diameter of the can is 4 1/8 inches, what is the volume of the can? Express your answer in cubic inches as a decimal to the nearest tenth.

Or this: The sides of a square eight centimeters high are increased by two centimeters each. The area of the square has been increased by what percent? Express your answer to the nearest whole percent.

Too easy? Try a team workout question: P.H. Dee and her friends were interviewed, and their favorite activities were found to be as follows: 25 liked sleeping; 12 liked eating; 4 liked loafing and eating; 2 liked sleeping, eating and loafing; 37 liked loafing; 9 liked sleeping and loafing; 7 liked sleeping and eating. Each person liked at least one activity. Determine the smallest number of people who could have been interviewed.

The answers, respectively: 63.5; 56; and 56. But, of course, you knew that.■

58. The Washington Post

06/13/98; Edition: FINAL; Section: Metro; Page C01

Va. Appointee Retreats From Comments on Black Schools

By Spencer S. Hsu
Washington Post Staff Writer

Virginia's policymaking panel for higher education voted unanimously to appoint William B. Allen as its executive director today, and the outspoken critic of affirmative action retreated from his suggestion that he would seek a review of the state's two historically black public colleges.

Allen, an African American who opposes race-based preferences in college admissions, said that his recent comments to The Washington Post questioning the value of Norfolk State and Virginia State universities were the result of a "misconstruction and misunderstanding."

"Speaking openly to a reporter . . . I provided the grist for speculation about continued support of Norfolk State and Virginia State" universities, Allen said. "Not only did I not make a proposal to end support, my public record is a record of specific public support . . . of historically black colleges."

He added that his comments referred to black schools' struggles in recent years that have led them to revisit "missions and markets in an effort to position themselves."

Allen declined to elaborate on his personal views, saying he would not "saddle Virginia with any particular policy within a matter of minutes" on the job.

"I will be a champion for higher education," he said.

Some college officials are uneasy about Allen taking over what in past years has been a nonpartisan role directing the council. But many at the gathering here said they were encouraged by his remarks today.

"He has shown his commitment to all historically black institutions," Norfolk State President Marie McDemmond said of Allen. McDemmond said Allen called racial preferences are "an evil in this society."

Speaking before about 100 state educators and lawmakers here after his election to head the State Council on Higher Education, the 54-year-old Michigan State University dean said that during the Post interview, he was speaking as a historian, not a policymaker.

Allen said in the interview that although black colleges such as Norfolk State and Virginia State may have been necessary in the past, now "it's important for us . . . to ask the question of what role specific institutions are playing and whether these are roles we are her this morning to assure her that he was not launching an assault on black colleges.

Democratic lawmakers here today were more skeptical. They said Allen's record as a conservative activist and political commentator suggests that Allen, who soon will resign from his Michigan State post, could have a contentious and politicized tenure as the council's executive director.

"While I'm relieved to hear him indicate that historically black colleges and universities will not be on his hit list, the fact that he said it will not cause people to be lulled to sleep," said state Sen. L. Louise Lucas (D-Portsmouth). "They will be monitoring very closely to be sure he's true to his words."

Added Del. Jerrauld C. Jones (D-Norfolk), chairman of the Virginia black legislative caucus: "The past is prologue to the present. He is on record having taken certain positions in the past. . . . The record is there."

Allen, who was on the U.S. Civil Rights Commission from 1987 to 1992 under Presidents Ronald Reagan and George Bush, has said that laws allowing deliberately embracing or merely inheriting."

Critics who say that the black colleges provide opportunities that many students otherwise wouldn't have pointed to the comments as a sign that Allen, with the support of conservative Republicans, would use his new post to try to impose his agenda on Virginia's universities.

But Allen said today that neither he nor the state council — which recommends policies to the General Assembly and state universities — has any intention of seeking a review of black colleges.

Allen was ousted from the panel by Bush, who supported affirmative action. Allen said last week that serving on the federal rights panel "takes a willingness" to strike "some of the most sensitive chords at the heart of this society. I'm not too modest to boast of having done that."

In Michigan, he directed a 1996 state report that recommended that the state give parents money to send their children to the schools of their choice. The report was lambasted and then junked by state officials who called it a recipe for destroying public education.

Today, the state council, whose 11 members report to Gov. James S. Gilmore III (R) and were appointed by his predecessor, Republican George Allen, praised William Allen and said they believe he will bring "the highest public professionalism" to the $130,000-a-year post.

"It was our objective to identify a highly qualified individual whose only agenda would be higher education," council member Anne Marie Whittemore said. "We are satisfied that Dr. Allen shares that goal with us."■

59. The Washington Post

06/14/98; Edition: FINAL; Section: Metro; Page B04

Black Leaders of Colleges Evaluate Their Numbers

By Peter S. Goodman
Washington Post Staff Writer

The first conference of African American presidents at "mainstream" colleges and universities convened five years ago in Chicago, and it didn't take long to get the invitations out. Of the approximately 1,800 majority-white institutions in the United States, only 26 were then headed by black people.

Yesterday, as a dozen African American presidents gathered a second time, at a Washington hotel, they did so noting only moderate progress. Across the country, 31 majority-white colleges and universities are now headed by black people. Although those in attendance were cheered by the slight swelling of their ranks, they were mostly concerned about how to increase that number.

"We've got a long way to go," said H. Patrick Swygert, president of majority-black Howard University, who convened the first conference when he was president of the majority-white State University of New York at Buffalo and who hosted yesterday's gathering. "Many African Americans have frankly not been encouraged to pursue leadership careers in higher education."

Like its predecessor, the conference that began Friday night featured discussion about how to get more black people into the pipeline that traditionally supplies university presidents: the deanships, provost slots and other leadership posts.

Mainly, however, the conference sought to add volume to the national dialogue about race, focusing on the near absence of African Americans from the highest ranks of academia. American academic communities are hurt, Swygert said, by the absence of black people from positions of significant influence.

"You miss another point of view," he said. "You miss providing your increasingly diverse student body with people they can aspire to emulate, who more directly reflect their life experience."

In the academic world, as in so many circles, mentor relationships are very important, said Swygert, who urged his colleagues to return to their campuses and encourage young African Americans to aim high.

Among the dozen or so college and university presidents at the conference yesterday were James C. Renick, president of the University of Michigan-Dearborn; Sidney A. Ribeau, president of Bowling Green State University; David G. Carter, president of Eastern Connecticut State University; and Muriel A. Moore, president of the State University of New York at Buffalo.

Julius F. Nimmons, president of the University of the District Columbia, which is a majority-black institution, also attended.■

60. The New York Times

06/14/98Section: Magazine Desk; Section 6; Page 42, Column 1

Schools For Sale

By Michael Winerip

It was easy to tell right away, walking into the large meeting room, that something hot was for sale and a lot was at stake. A dozen eager company reps — stylish young men and women of all races and backgrounds — stood behind two long tables with slick brochures and stacks of applications in English and Spanish. There were balloons and potted plants everywhere, cookies, pastries, coffee, juices and soft drinks, a room nearby to park the children.

By the time Kathleen Madigan, Ed.D, began her pitch on this April night, it was standing room only, more than 300 Jersey City parents. One father in the audience, Robert Silberman, was struck by how much the meeting felt like a sales presentation at the telecommunications company where he works, while others remarked on the speaker's evangelical tone. But what was being offered was neither cell phones nor God's salvation. The offering to this heavily minority audience in one of the poorest school districts in New Jersey was a free, publicly financed education for their children at a new charter school to be opened in September by Advantage Schools Inc., a Boston-based, for-profit company with schools in Phoenix and Rocky Mount, N.C.

"As we speak," began Madigan, Advantage's curriculum director, "I have kindergartners in Phoenix and North Carolina who can tell you the three phases of matter!. . .I have 5-year-olds in North Carolina who know where the prime meridian is!. . .We have 200 instructional days, 20 more than the public schools!. . .We go from 8 in the morning until 3:30 in the afternoon! Eight in the morning until 3:30!. . .We will have a phenomenal staff to make this a reality. We get to choose our teachers.. . .We don't say it's the child's fault, or they didn't have a good breakfast, or they came from this kind of family.

"This is how they're taught to walk down the hall," she said, marching, her hands folded in front of her. For an hour those parents sat, rapt, listening to one remarkable story after another. She told them how Advantage ran a direct-instruction school stressing basics, with teachers using daily scripts to drill students. She showed them videos of young black boys reading. "Our children on third level are reading the 'Iliad'; in fifth grade they read Homer's 'Odyssey.'. . .Most children don't like to rewrite. Oh no? Our children say, 'Give me one more chance!'. . .No child will fall through the cracks in our school."

And then she made an irresistible claim: "Every single one of our kindergartners in both schools is reading! Every single one! I don't get up here and say it unless it's true."

Kimlee Acosta, an employment agency worker and mother of two boys in the public schools, was sold. She found a pay phone and called her friend Christine Litaker, who was still at work. "You got to get down here," said Acosta. "It's freakin' great! They're going to start school at 8; they go to 3:30! My kids start school at freakin' quarter to 9." India Sloane, a home health aide with a daughter entering kindergarten, thought it sounded better than her local public school. "I'm going to apply her for this school," she said. "It have good qualifications for, you know, a child."

That night, hundreds of Jersey City parents signed up their children for a school that didn't have even a building or location yet, run by a company whose entire track record is two schools, each in existence for less than a year. The parents were willing to take the plunge, because while they didn't know fully what they were getting into, they knew they weren't pleased with what their children had.

Still, not everyone was converted. While Robert Silberman liked it, his wife, Karen, thought it sounded militaristic. "I guess we're having a disagreement," she said. And Sandra Oviedo has a son who's having problems with math in a school that uses a similar method. "It's not

magic," she said. Even many parents eagerly signing on the dotted line were wondering if there really could be such a miraculous urban public school where every kindergartner reads.

This is the cutting edge of the school-choice movement, and it is stunning to behold because it is so radically different from what has come before in public education, and at the same time so much in sync with this era, when the free market is entrusted to deliver the best public-policy choices for us all. In the new education marketplace, public schools are expected to sell themselves aggressively, and the burden of figuring out what is real and what is hype falls not on regulators or district bureaucrats or boards of education but on parents. During the question period at

In Jersey City alone — where six charters have been approved — there is one started by white yuppies and one by the Urban League. There are charters that stress basics, and there is the Learning Community charter, which uses the Bank Street model and has a principal who warns parents that there will be little homework and no textbooks. When Kiwan Fitch is asked what she likes about that charter, she mentions the time her kindergartner, Brandon, dissected a fish.

Anyone in New Jersey who wants to start one — parents, teachers, professors, businesspeople — submits a plan to the state. If the state approves, then that plan — the charter — becomes the blueprint for the school. A charter school is free and open to any child who lives within the public-school district where the charter school is located. Typically, too many children want to attend and a lottery is held.

Financing is all tax dollars, and that is where the competition comes in, where things turn nasty: nearly every dollar that goes to a charter is subtracted from that district's public schools. Jersey City public schools currently receive about $7,000 from the state and city for each child educated. When a charter opens, it receives most of that $7,000 per child enrolled and the public school loses that $7,000 per child. So Advantage's charter, with 500 students, would receive close to $3.5 million in public funds that would have otherwise gone to Jersey City public schools. The numbers make it easy to understand the hard sell at that April meeting. Every family could bring in at least $7,000 to Advantage Schools Inc.; Kimlee Acosta's two sons were worth a cool $14,000.

Nor are public-school districts sitting that April meeting, Carlos Garcia asked what kind of guarantees went with all the company's promises. "What happens if my child does fall by the wayside?" Garcia asked. "I'm having that now, in another charter school."

"You're asking what recourse you have if we don't do what we say," Madigan responded. "I don't have a good answer for you. If this school doesn't do it, you tell other people and we don't keep in business."

In short: Let the buyer beware.

Each new school year brings more charters, and that in turn is pressuring public schools to sell themselves harder. Since 1991, when Minnesota passed the first charter legislation, 32 other states, including New Jersey (but not New York), have followed suit, and there are by quietly as their funds and motivated students are skimmed off. Of 23 new charters approved this year in New Jersey, 14 faced legal challenges, most claiming they were an unfair economic drain.

Supporters of school choice say that rather than being hurt, good public schools will rise to the market challenge and improve. And you can see some of that in Jersey City, at schools like P.S.16, where the principal and parents are also out selling their school hard. Fortunately, P.S. 16 has lots to sell: it's a small school in a handsome old building in a gentrifying neighborhood of brownstones, with a poor yet upwardly mobile immigrant population whose children have some of the city's best test scores.

Mornings at P.S. 16, before school, Bob DiTursi, the principal, leans out his window, joking with parents on the sidewalk below. "I'm drumming up business," he says, pulling his head inside. He is not kidding. He wants 40 kindergartners for next September, enough so he can have two small classes of 20 each. Last fall, he fell short of 40 and it cost him. When the citywide classroom census was completed last October, he had only 31 kindergartners; the district decided that wasn't enough to justify two teachers and took one away, merging the children into a single, large class. Since then, when parents considering P.S. 16 for next year have visited, they've been discouraged by that overcrowded kindergarten. The principal fears that these motivated parents — the ones whose children do best on the state tests that everyone follows in The Jersey Journal — will go elsewhere. And so he has been hunting kindergartners, visiting downtown high-rises to pitch parents. He currently 786 charter schoools in America, with 400 to 500 more expected this fall. They tend to be in big cities, but exist in suburbs and rural areas, too, varying enormously in philosophy and quality. While most are run on a nonprofit basis, started by parents and educators, there are also about a dozen for-profit charter companies, including Edison, the best known, which will have 48 schools by fall, and Advantage, which will have 7 or 8. The movement has attracted support across the spectrum, from conservative businessmen like Steven Wilson, a founder of Advantage, to liberal public educators like Deborah Meier, who created the widely admired Central Park East public school in Harlem in the 1970's and recently started her own charter in Boston.
also has been giving out zone waivers to middle-class families who prefer P.S. 16 to their neighborhood school, P.S. 9, one of the city's worst.

P.S. 16 has had help, too, from Charlotte Kreutz, though she doesn't even have a child there yet. Kreutz, a designer married to an architect, believes in supporting her local public school and wants to send her 4-year-old, Georgia, to P.S. 16 — if the kindergarten is not too large. In March, Kreutz created a flier that explained the kindergarten situation, titled "Consider P.S. 16, a Great School in Your Own Neighborhood!" She spent hours stuffing mailboxes and buttonholing parents. In this way, Kreutz lined up five families with children entering kindergarten who said they were leaning toward P.S. 16. Nothing is sure, however, as parents jockey on behalf of their children; several had their names in lotteries for charters, too. Even Kreutz was torn. "If Georgia's in a class of 30 kids, I'll be really unhappy. I don't know what I'll do. I don't want to be a bleeding-heart liberal making a point about public schools and sacrificing my child."

Every reform has limitations, and the problem with school choice is what happens to schools that have nothing to sell, schools left behind after the most-motivated families have made their choices and moved on. P.S. 39 is widely regarded as Jersey City's worst elementary school, a large, dark building at the end of a dead-end street surrounded by a 25-foot-high chain-link fence that makes it look like Riker's Island. The school has the city's lowest test scores and the most poor children, 94 percent qualifying for free lunches, many living on welfare in the Duncan Avenue projects. Midyear, the principal resigned.

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The week I visited, fights frequently broke out; the lunchroom was in chaos. The stereotype of bad inner-city schools is overcrowded classes, but so many parents work hard to get their children elsewhere — whether a charter, a Catholic school or, by using a fake address, a better public school — that at P.S. 39 average class size is actually small, 21.

At P.S. 39, in Laurie Ralph's third grade this year, a girl named Fathema often screamed, rolled on the floor like a dog and fought, making it impossible to

The answer from school choicers would be if P.S. 39 doesn't work, get rid of it and let the children of the Duncan Avenue projects choose among the city's best schools. In fact, Jersey City children can leave their neighborhood school and pick another if that other school's principal signs a waiver saying there is room. Unfortunately, most Jersey City schools are overcrowded, and schools in the more upscale neighborhoods are the most overcrowded. Those schools, which also have the top test scores, like P.S. 27, P.S. 38 and P.S. 6, average 30 in first grade. And Jersey City's Mayor, Bret Schundler, who is a national leader of the school-choice movement and regularly disparages his city's public schools ("They're a failure," he said), is not much help. While the state has tripled its annual aid to Jersey City schools in the last decade, the city's contribution has shrunk from $91 million in 1990 to $72 million this year. Schundler recently used his political clout ($34 million in city bonding power) not for public schools but to finance six new buildings to be occupied by charter schools.

This diversion of resources is public educators' worst fear and has so far kept charters out of New York. A push this spring to pass a charter bill by a coalition including the Republican Governor of New York, George Pataki, and Democratic legislators from heavily minority districts has been stalled by the association for public-school boards and the teachers' union, among others.

The school-choice debate is most importantly about how to design an effective public system to educate poor children, as Deborah Meier, the progressive educator, argues in "The Power of Their Ideas." The middle and upper classes, she points out, have always enjoyed school choice. If they don't like their public school, they can choose a private school or move to a suburb. Indeed, in the 1960's and 70's, thousands of white ethnic Jersey City families exercised choice by moving to suburbia.

accomplish anything some days. There were times the veteran teacher broke down crying. Fathema's mother, Peggy Smith, 30, says she doesn't know how to handle her daughter, either. One thing is certain: Smith won't be signing up her five children (three of them in special education) for a charter. She had never heard of charters. "I don't know too much about them," she says.

This year's Jersey City Teacher of the Year is from P.S. 39, Jerri O'Brien-Cass. She works long hours and learns about the personal problems her third graders Today, Jersey City, the state's second largest district, has 32,000 mainly minority children — a mix of Hispanics (38 percent) and African-Americans (41percent), along with immigrants. It is a place where several major reform efforts are going on at once, making it a good prism for viewing school choice. In 1989, the state took over Jersey City's public schools and still controls them, the longest-running takeover of a failing system in the nation. Of 39 charters approved in New Jersey since 1996, when the Republican Governor, Christine Todd Whitman, won passage of enabling legislation, Jersey City has 6, second only to Trenton.

Jersey City's Mayor Schundler has been a vocal school-choice advocate. He is a popular Republican in a Democratic city, a 39-year-old Harvard-educated bond salesman turned politician with a reputation as an urban reformer. The shift in Schundler's focus in recent years from vouchers to charters reflects a national switch by Republicans that has helped bring the choice movement into the mainstream.

In the early 1990's, Schundler's thrust was getting the state to approve publicly financed vouchers that children could use to attend Jersey City's Catholic schools (which have lost much of their white ethnic population) or other private schools. While vouchers have been opposed by most Democrats, teachers' unions and civil libertarians as a violation of the separation of church and state, the opposition of those groups did not count much in New Jersey by 1995. Republicans controlled the legislature and Governor's Mansion. Schundler was confident; a few states had passed pilot voucher programs. The Mayor looked to his ally, Governor Whitman, to lead the way.

He was hung out to dry. When forced to declare themselves, the suburbanite Governor and suburbanite legislative leadership had no passion for vouchers. Their constituents didn't need vouchers

face at home so she can help them better. For one boy who can't read and is failing, she sent home 17 notes requesting a parent conference — with no response. P.S. 39 is on the losing side of the school-choice debate, and it enrages the teacher of the year. "If my best students, my Schnelle and my Phillip, are going off to charter schools, God bless them — let them go if it gives them better lives," she says. "But that makes us like a prison. We'll be the Last Stop Incarceration Public School."

— their suburban schools were first rate. And did they really want to raise taxes so inner city children could attend private schools? Trying to put the best light on it recently, the Mayor described it this way: "Whitman didn't push as hard as I thought. She feels complacency on this issue." Vouchers also would have aligned the party with the Christian right, an unpopular stand in a swing state like New Jersey.

Charters, on the other hand, were smack in line with mainstream Republicanism — market- driven, secular schools that required no tax increase. While Mayor Schundler still wants vouchers, he is now pushing charters — particularly "his" charter. The Advantage charter that so many parents signed up for that April night is known as "the Mayor's School." The Mayor hooked up with the for-profit Boston company; he is constructing a building with city bond money that will house the charter, at considerable savings to Advantage. So far, charter chains, including Edison, have not been profitable, but deals like this one could turn that around. Critics of the Mayor say he is doing everything possible to make "his" charter a success that he can show off if he runs for higher office.

That is not how the Mayor sees it. "I'm fighting for the kids; I'm fighting for the taxpayers," he says. "School choice is the civil rights struggle of this generation." Jersey City voters seem to agree. In April, all four on the Mayor's slate for the school board — not one of them with a child in public school — defeated a slate of candidates from the teachers' union that has long battled the Mayor over school choice.

The Mayor believes Advantage's approach, using constant drill and repetition, will work best "for children coming from less-advantaged homes. One problem these kids have is lack of confidence. They don't believe in their own potential. That discipline will be good for them. The teacher'll say: 'The

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Declaration of Independence was signed July 4, 1776. What day was the Declaration of Independence signed?' Disadvantaged children are shy to answer questions like this. This system doesn't allow children not to answer. The child gets used to his own voice, gets used to being told he's right. It's not that hard to give answers if someone just told you. They memorize back and know and get used to a lot of A's on quizzes. That may not be ideal in suburban Short Hills, but it's bringing a lot of value-added for our children." I asked the Mayor if he would send his daughter to the Advantage charter. She is 6 and attends a Christian school in Hoboken. No, he said, "I like a big dollop of Christianity with my

That Chinese yup was actually Christel Factura, a Filipino who immigrated in the early 1990's and, like her husband, is a computer programmer. Factura was impressed with the charter's cheery rooms, the willingness of teachers to let children progress at their own rate. She wouldn't consider her local public school for her kindergartner, didn't know its name. And if her son wasn't picked in the lottery? "Probably move to the suburbs," she said.

Carolyn Brewington, a single woman raising a troubled friend's son, heard about Learning Community from a neighborhood hairdresser who has a child at the charter and recommends it to her customers with hyperactive boys. "The public school can't handle my Tre," said Brewington, an office manager's assistant. "Monday, an hour after I arrived at work, the aide calls: 'Tre's throwing rocks in the classroom.' I know he's not easy. He has trouble sitting at a desk all day." What caught her attention was the charters' attitude on discipline. "If a teacher's reading a lesson and a child is in the corner with his feet up not taking part, it's not considered a disciplinary problem as long as he's not disrupting the class," she said.

In the course of visiting charters, I spoke to hundreds of parents. What distinguishes them is their motivation. They are out hunting something extra for their children. School-choice advocates try to debunk the idea that charters are elitist. They point out that charters tend to have a higher percentage of poor and minority children than most American schools, and in a sense they are right. Even the most "yuppified" Jersey City charter, the Learning Community school, is impressively integrated with 43 percent of its children poor enough to qualify for free lunches — far more than in most suburbs. But, if you compare that charter education." But there were other reasons he wouldn't pick "his" charter for his daughter. "Those schools are best for certain children," he said.

All late winter and spring, parents feverishly researched school options. Angela George, a worker at an import company, visited every charter, got a book from the library on how to evaluate a school and called the Board of Education for a copy of its first-grade curriculum. Barbara Jeski, a Polish immigrant and single mother who works in housekeeping at a Manhattan hotel, speaks little English and so toured the Learning Community charter with her neighbor from the apartment upstairs, Amanda Merlino. Merlino has been to the Jersey City public-school district it competes with, the charter is skimming. The average Jersey City elementary school has 76 percent free lunches. In fact, all Jersey City's charters have fewer students qualifying for free lunches than an average Jersey City public school. Even the Advantage school in Rocky Mount, N.C., that Mayor Schundler says is so well equipped to serve Jersey City's poor, is skimming; 38 percent of its children qualify for free lunches versus 49 percent for Rocky Mount elementary schools.

This is common sense. The poorest, most troubled parents aren't running around looking for charters. The mother of the boy in O'Brien-Cass's third grade at P.S. 39, who hasn't answered 17 notes home, isn't shopping for charter schools. The family that P.S. 39's vice principal left school to help one March day because they were being evicted from the projects isn't shopping for charters. That is precisely one of the attractions of charters for motivated parents.

There are liberals who were surprised when articles began appearing about African-Americans in Democratic cities like Cleveland, Denver and Milwaukee joining Republicans to push for charters and vouchers. But parents like Tonia and Bobby Washington of Jersey City are part of a growing African-American middle class and simply want the best for their three girls. The Washingtons are no more worried about the implications of charters creaming off top students from public schools than whites were a generation ago when they moved to suburbia.

The Washingtons rarely see each other during the week. He works a day shift at the post office, and after he gets home, she leaves for the night shift at Newark Airport, servicing jets. That is the sacrifice they make for their children; advising Jeski on her daughter Patricia's education and suggested the charter might be better because of the smaller classes, 16 versus 28 at P.S. 25. But when Merlino heard about the school's progressive ways, she wasn't so sure. "It was more yuppieish than we expected — there was this Chinese yup walking around with her nose in the air," she said of one parent. "But I kept quiet; I didn't say anything. I figure maybe this is an opportunity for Patricia to be around a better class of people, a mother and a father and both working. Maybe we have to do this for Patricia — she has to know how to associate with rich people."

they do not hire a baby sitter, partly to save money but more because they want to raise the girls themselves. Most mornings, on a few hours' sleep, Tonia walks their oldest, Sunaya, to P.S. 20, leading her in and watching her take her seat in her first-grade classroom. Afternoons, before work, she walks Sunaya home.

In February, the Washingtons put Sunaya's name on the waiting list for the Learning Community's first grade, in case a midyear opening came up. They also entered her in the lottery for next fall's second grade. It's not that the mother thinks the public schools are so bad. In fact, when her husband said, "They're not what they used to be when I——, " she interrupted: "That's not true, Bobby. They're getting better. I saw test scores in the paper." In the nine years after the state takeover, P.S. 20 went from 68 to 85 percent of eighth graders' passing the state competency test. "They're getting reading from that test," says Tonia. "The children will be up to standards. They keep taking and taking the test until they get it right." She's pleased with her daughter's progress. "She reads well; she writes very legibly. Her math skills are excellent." So why pursue a charter? "Just too many children at P.S. 20." It averages 28 in first grade. "Kids get neglected," she says.

Every week this spring, she called the charter principal, Michael Weinberg, to see if there was an opening. "I understand from Mr. Weinberg a family may be going to Florida," she said. "They keep saying the family hasn't moved yet." The Washingtons are Democrats — "the party for the working people," says Bobby — but vote for the Republican Mayor. "I like his ideas," he adds. "What they need is more charter schools around here."

School choice is not entirely new. in the 1970's, public schools known as

magnets offered enrichment programs as an incentive to pull children from neighborhood schools. Originally, magnets were a way to improve racial balance voluntarily, but over time these schools became a place for smart educators to try new ideas. New York City's District 4, which includes East Harlem, is the best-known example of school choice relying on magnets. Still, magnet schools are ultimately controlled by a district's central office. If the Chancellor decides that New York's small magnet high schools should have larger class sizes, he can order it. A magnet is like a corporate subsidiary. A charter is like having your own business. Deborah Meier left New York to start a school in Boston because she felt the charter model offered more freedom for reform.

Libby McDonald is an unusually creative woman, an Ivy League-educated writer and filmmaker, married to a lawyer, with a 4-year-old, Matilda, who is beginning to read and speaks Russian with her nanny and dad. In 1995, McDonald decided to start a charter. She spent months researching, took inspiration from Meier's school and on a February night invited over a few friends to discuss the idea. "Forty showed up — that's how hungry people were," she says. Over the next two years she put in many 40- to 60-hour weeks, all voluntary, laying the groundwork. When parents needed $2,000 to advertise for a director, they held a potluck dinner. Seventy people donated much of the summer of 1997, turning part of the local Boys Club into the Learning Community school.

The first six months that the school was opened, the six teachers were absent a total of two days. In Debra Wittig's kindergarten, the 15 students spend their time in creative play. It is often noisy, but Wittig does not raise her voice. "Brandon," she says, "you may not scream in Philip's face." Wittig reads to them a lot, and they are constantly looking through books, but the education process is subtle, indirect. At one point, five girls sit in a circle taking turns holding the class rabbit for one minute each, passing it to the next person after they've counted to 60. During the spring rains, they were fascinated by worms washing out of the ground, so Wittig created a worm unit. "We had serious worm frenzy," she says. All over the room were charts of worm parts, giant papier-mache worms, worm stories written in "creative" spelling that is incomprehensible to a visitor. When I ask Wittig how many of her kindergartners read, she says, "Maybe 8 of 15."

Perhaps the most striking thing about charters is how, with smaller budgets than public districts — they get no capital funds — several have created schools with 15 or 16 in a class. It is the thing parents mention first. Most charters do this by paying teachers below union wage (a key reason teachers' unions are

The best argument for choice is the schools created. At their finest, they are gems that challenge people to rethink lukewarm to charters). The Learning Community charter hired young teachers for $28,000 to $30,000, while the average Jersey City public school teacher has 18 years' experience and makes $65,650.

But there is a Jersey City charter, Soaring Heights, that pays union scale — a veteran kindergarten teacher, Joan Incognito, makes $67,800 — and has 16 per class. "We started with those two premises," says the dean, Nancy Lomba. "Everything else we just had to make do." Part of school choice is allocating scarce resources, as a comparison between Soaring Heights (85 children in kindergarten through fourth grade) and P.S. 42 (167 in the same grades) makes clear:

P.S. 42 pays $224,000 to rent commercial space, plus $95,000 to three janitors and $23,751 for a security guard. The charter rents shared space in a church for $59,000, which includes cleaning and a buzzer security system. P.S. 42 has a teacher for gifted students ($41,700), a librarian ($75,600), three teachers' assistants (at $17,000 apiece) and an English-as- second-language teacher ($45,000). Twice a week, it has a music teacher ($34,500), art teacher ($28,000) and guidance counselor ($37,500). The charter has none of those. The charter has no playground or gym; kids play in the parking lot. It has no cafeteria; children eat at their desks. On the other hand, P.S. 42 has 31 in second grade, 25 in first and third — while the charter limits classes to 16.

The opening of so many charters so quickly highlights how slow public systems are to adapt and how their budgeting process contributes to the lethargy. The capital budget for building a new Jersey City public school is totally separate from the operating budget. At P.S. 3, parents have been forming committees for 20 years to design a new school. The latest version calls for dividing P.S. 3 into a two-school complex with a 50-meter pool, two gyms, three ballfields, two libraries and two auditoriums — at a cost of $40 million. When I asked Jersey City's

public education. In "Miracle in East Harlem," Seymour Fliegel, a former New York City school administrator now at the Manhattan Institute, a conservative think tank, makes the point that when educators create their own school, they have a sense of ownership that energizes a whole building. Bobby Washington, the Jersey City postal worker, noticed it, too: "I walk into the public school, I see people doing a job; the charter is a mission."

Superintendent, Richard DiPatri, if it wouldn't be smarter to build a more modest school and use the savings to reduce class size, he says, "Parents want palaces." If P.S. 3 ever gets built (the more it costs, the less likely that is), it would in all probability become the most overcrowed palace in the city. That distinction now belongs to P.S. 17, opened in 1996 at a cost of $21 million, with the city's largest class size, an average of 30.

April 3 was the lottery for Learning Community, the "yup charter." Eighty parents had applied for 20 slots, and while the children picking numbered Ping-Pong balls from a box were cute, people were too tense to notice. When Carol Lester's number was called, she pumped her fist and gasped, "Yes!" The Washingtons' daughter, Sunaya, didn't make it, and they weren't sure what to do next year. Christel Factura's son didn't either. "We are going to find a place in the suburbs," she said.

The news was mostly bad for Charlotte Kreutz, the mother who had worked so hard to recruit kids for P.S. 16's kindergarten. Two of the five families she was counting on were sending their kids to the charter. The rest were making other plans. "It dropped to just me. I was feeling kind of isolated, a little panicky." But she was sticking to her plan, though she wouldn't know the class size till fall. She sat in on P.S 16's kindergarten and was impressed with the teacher, even with so many kids. "The kids seemed very attentive," said Kreutz. "She has a beautiful singing voice — all of a sudden she broke into this lush soprano. The nursery school where Georgia is now, the teacher is tonedeaf."

The charter was no longer an option for Carolyn Brewington's first grader, Tre. He wasn't reading, and his behavior was worse. "He was suspended from school for two days. He and a class member were passing a knife." She asked P.S. 14's child-study team to screen him for special education. "One of the main incentives to keep Tre in public school," she said, "they give extra help."

There are great benefits for the reform of the moment, including the ability to attract new talent and money. The Clinton Administration, always quick to jump on a popular Republican idea, has been giving grants of up to $100,000 to charters to hire community outreach staffs to attract students.

But even in the glow of newness, problems have surfaced in Jersey City. Small schools are most reformers' goal,

While there's evidence school choice can produce positive results, it's hard to say whether it's better than the many other reform efforts. New York City's District 4 (by creating an extensive magnet system) and the state effort in Jersey City (by installing state officials at the top to remake a corrupt system) have taken different routes yet seem to have produced similar results. A recent study by Paul Teske and Mark Schneider evaluating test scores in District 4 notes considerable improvement since school choice was implemented. The study concludes that District 4 is performing significantly better than other districts with similar demographics but no choice. It points out that test scores improved even at District 4's neighborhood schools.

As for Jersey City, since the state takeover, its elementary test scores have gone from the middle of the pack among the state's dozen largest, poorest districts to No. 2; 79.6 percent of Jersey City eighth graders passed the state's reading test in 1997, compared with 56 percent in 1991. And all its bottom schools, with one exception (P.S. 39), have improved scores, too. State officials have achieved this by letting principals control the hiring of teaching staff as well as giving them more say in their budgets. (Before the takeover, a crony of a former mayor, who was promoted from gym teacher to assistant superintendent, assigned teachers to schools depending on whom they'd supported in the election.) The state has added public- school pre-K classes and all-day kindergarten, and introduced Reading Recovery, a highly regarded national intensive remedial program. And when principals don't get results, they are gone. Citing the test scores and reforms, Whitman has pronounced the state takeover in Jersey City a success.

Of course, it is also possible to reach the opposite conclusion, as does Mayor Schundler, calling the takeover "a total failure." When Jersey City — or East Harlem — is compared with suburbs and the rest of the state, the results are abysmal. Of 455 districts in the state, Jersey City eighth graders rank 439th in

but can be fragile, held together by a few people. In December, Gateway, a small Jersey City charter, suddenly had three of its four staff members, including the principal, quit in a dispute. State officials supposedly overseeing charters were caught off guard; a monitoring team had yet to visit the school. Midyear, parents had to decide: stick it out or jump ship?

Charters are public institutions run by private groups. Will they keep reading scores. And while their test scores are climbing, everyone's have climbed since the eighth-grade test was introduced in 1991. As the market ethos has taken hold, parents and politicians have increasingly demanded school accountability, and by that they mean better test results. Schools are devoting more time teaching to the test, creating curriculums that prepare kids for the tests.

And this will intensify as charters spread. Now charters are making hay off parent concerns about test results in big cities. Soon charters will feel that heat. The Advantage school in Rocky Mount isn't a year old, and already Cheryl Ellis, an administrator, is being pressured to include prep units for North Carolina's competency test. "It makes me want to throw up," she said. "We're all being measured by the test, the test, the test."

During an interview, DiPatri, the Superintendent appointed by Whitman to run Jersey City schools, mentioned test scores right away. "Ten years ago, Jersey City was at the bottom," he said. "Now we're far above all the other big ones, except Union City." Later, when I checked old scores, I realized Jersey City never was at the bottom; depending on which big districts you used for comparison, it was in the middle of the pack, or as high as fourth at the time of takeover. After discussing this with DiPatri's executive assistant, Joanne Kenny, she said: "I agree. We like to put our own spin on it." The flip side of school choice is test spin.

Theodore Sizer, founder of the Coalition of Essential Schools, has tried to move educators away from assessment based on tests and toward more complex methods like portfolios that show a range of a child's work and creativity. He points out that test scores correlate most closely with social class: "If you look at a lot of test scores, they match family income." Indeed, after nine years of state takeover in Jersey City, with all the innovations, if you look at the test results for the 27 elementary schools, the school with the most middle-class kids, P.S. 27 (63 percent free lunches), is at the top, and

themselves open to scrutiny when they have problems? I had scheduled an interview with Silvana Mazzella, a leader of ACORN, a community group granted a charter to open a school for 150 students. She stood me up and did not return dozens of phone messages. Finally, a director of another charter told me there were problems; the school would not open this year.

the poorest school, P.S. 39 (94 percent free lunches), is at the bottom. And there is considerable correlation: the more free lunches, the lower the test scores. The exceptions are schools like P.S. 16 (84 percent free lunches) dominated by immigrants. While poor in this country, they often came from middle-class backgrounds in their homelands.

When I asked to meet a top eighth grader at P.S. 39 — a predominantly African-American school with many second-generation welfare families — the guidance counselor introduced me to Edward Adu Jr. Edward's family immigrated to Jersey City two years ago from Africa. He is the P.S. 39 valedictorian and the only child accepted to attend Academic High next year, Jersey City's elite high school. In Ghana, his father was a skilled mechanic, and Edward attended a private school where he took 13 subjects a day, learning English and several other languages on top of his native Twi. He knows little of America beyond P.S. 39; while he has stood on Jersey City's docks and looked across the Hudson to Manhattan's skyscrapers, he has never visited there. When asked what has surprised him about America, he says, "It seems the schools in Africa are better than here."

One night, three hours into a Jersey City school-board meeting full of squabbles, the complexity of school reform suddenly hit me smack in the ears. An angry parent was screaming at the Superintendent: "Since you came in '89, our test scores has gone nowhere! What are you planning to do, Mr. DiPatri, to bring our children's test scores up? I don't see no improvement, no improvement at all!"

The sales pitch that accompanies school choice dazzles, promising to deliver more, better, sooner, when the reality is that education is an intricate process filled with subtle challenges like how to foster curiosity. When I asked Robert Slavin of Johns Hopkins, Grover Whitehurst of Stony Brook and Courtney Cazden of Harvard whether that Rocky Mount charter really could have all its kindergartners reading, the experts

Automated Records Management System
Hex-Dump Conversion

answered me with questions. What did the school mean by reading? Learning the phonetic code? Comprehending words being sounded out? Basic literacy? Developing a lifelong love for books? Slavin, whose own direct-instruction reading method, "Success for All," is used in 750 schools, questioned whether it was even desirable to push all kindergartners to read. If a child's too young, he asked, will that child be frustrated and turn off?

Everything is taught straight from workbooks developed by the Engelmann Becker company. So while classes are large — 30 in most grades — they can be broken into groups taught by anyone, since all the instructor is doing anyway is reading straight from the text. In fact, 15 fifth graders in a top math group are taught by Colleen Burnham, the school receptionist. "All you have to remember," she said, "is you can't go off the script."

I mentioned to Ellis, the school's curriculum coordinator, that I had heard students were reading the "Iliad" and "Odyssey." "Actually," she says, "we didn't get to that this year." I asked if all 96 kindergartners were reading. "Actually we have six that aren't," she said. "We pull them out for extra help." Still, 90 of 96 reading sounded good.

During the morning, there is no play in kindergarten. They sit in groups for a half-hour each of reading, math and language-arts drill, and in between work independently, filling in blanks on work sheets. I've never seen such a quiet

In May, I flew to Rocky Mount to see the school where every kindergartner could read, opened last fall in a vacant J.C. Penney. Advantage had done a lovely remodeling job, painting the rooms white with muted green and purple trim. Students wore uniforms and did indeed fold their hands as they walked kindergarten. In math group, the teacher says: "87 minus 1 equals 86. Everyone what's the answer?" and snaps her fingers.

"87 minus 1 equals 86," they chant.

"49 minus 1 is 48. Everyone what's the answer?" [snap]

"48."

"Christopher, 43 minus 1, what's the answer?" [snap]

"88," says Christopher.

"Again, 43 minus 1 is [snap] 42. 43 minus 1, what's the answer Christopher?"

"42."

I asked the teacher, Christine Marsh, if she would allow a few to read to me. I'd brought my own beginning books; I wanted to know if they could read something basic they'd never seen. I requested readers from the lower groups. The first boy looked at the first line of "The Haunted House": "I am a ghostie." He couldn't even read "I." Marsh went to the second line looking for a word he would know and pointed to "the." The boy said, "T." "I'm surprised," Marsh said.

the halls. The school has been well received; 900 have signed up for 690 slots.

Shortly after greeting me, Joshua Solomon, Advantage's spokesman who had flown from corporate headquarters in Boston to escort me, said, "All the kindergarten kids read, you know."

"That was one of the first words we learned."

I handed the second boy "Raindrops." The first page says, "Drip, drip, drop." He couldn't read it. The teacher gave him hints about the pictures of rain falling. Finally for "Drip, drip, drop," the boy guessed, "Rain, drop. . no, I don't know."

After many prods from the teacher, the next child, a girl, in agonizingly slow fashion, sounded out "Drip, drip, drop." After more hints on the next page — "Rain is falling on my house" — she got "Rain is," but could not get "falling," "my" or "house." She was a tiny girl, and it was touching to see how mightily she worked at it and how much her teacher wanted her to read.

Like kindergarten teachers all over America, at the start of this day Marsh had written on the board: "Good morning. Today is Monday. The date is May 11, 1998." I asked, if she changed "Good morning" to "Good afternoon," how many could read it. "Maybe half," she said.■

61. The New York Times

06/14/98Section: The City Weekly Desk; Section 14; Page 8, Column 3

Modular School Plan Is a Racial Solution, Opponents Say

By MACARENA del ROCIO HERNANDEZ

The solution to a shortage of high school seats in Riverdale seems simple enough: expand a local middle school, M.S. 141 on West 237th Street, to include grades 9 through 12.

But the proposal, discussed at a heated meeting of the local school board last week, has focused attention once again on longstanding ethnic and income divisions within both the community and the board.

The central Board of Education has approved construction of a modular school for about 600 middle school students, to open in September 2000 in front of John F. Kennedy High School in Marble Hill, a predominately black and Hispanic neighborhood in the southern part of Community School District 10. Under the proposal, many students from P.S. 7 in Marble Hill would attend the modular school instead of M.S. 141, a more affluent, largely white neighborhood to the north. M.S. 141 would then get most of its students from P.S. 81 and P.S. 24, both in Riverdale.

Hispanic parents raised several concerns about the modular school — its proximity to Kennedy, which has a poor safety record, its size and the potential exclusivity of the rezoned middle school in Riverdale. "Separate but not equal," one parent in the audience yelled.

But Riverdale parents say the plan would allow them to stop sending their children to expensive private high schools or to competitive public schools far from home, which they do now because they say their neighborhood has no good public high school. They also say all children gain by attending schools close to home.

The nine-member local school board considering the proposal split along similar lines. "To eliminate seats in a district that is so severely overcrowded is unconscionable," said a member, Myrna Calderon. "We have converted classrooms that were at one time bathrooms."

But Ted Weinstein, a member who lives in Riverdale, said: "Your local schools have to be attractive enough for people in that area. If people are not sending their kids to the local schools,

then there is a problem."

The proposal, subject to approval by the local board, the central board and Chancellor Rudy Crew, has not been refined enough to determine whether rezoning might violate desegregation guidelines.

After the meeting, parents voiced their concerns about race to local board members. Rosa Diaz, who has two children attending P.S. 7, said some white parents blamed Hispanic students for a recent decline in reading scores at M.S. 141. She fears her children will not be able to attend the middle school in Riverdale. "It's because of this," she said, touching her arm, "the color of my skin."

But plan advocates say race is not an issue. "This is not a matter of exclusion or segregation, it's a matter of where people live," Mr. Weinstein said. "This is not an attempt to create a white school. At most it would be an integrated school." MACARENA del ROCIO HERNANDEZ■

62. The Washington Times

06/13/98; Edition: 2; Section: A;METROPOLITAN TIMES; Page A11

Four Arlington schools to teach three R's in Spanish

Aim to raise native speakers' scores

By Shrona Foreman Sheppard
THE WASHINGTON TIMES

The Arlington County School Board hopes to lift the dismal standardized test scores of some Spanish-speaking students by providing basic reading, writing and math instruction in their native tongue.

"It's one approach to accelerate learning achievement that will allow {Spanish-speaking students} to learn rather than waiting until they are proficient in English," said Elizabeth Varela, an Arlington County language-instruction specialist.

The pilot program will begin this fall at four county elementary schools with sizable populations of native Spanish speakers: Barcroft, Barrett, Glencarlyn and Henry. It will first be offered only to kindergartners, but officials plan to expand the program each year.

"We're talking about approximately 15 or 20 students per class," Ms. Varela said.

The program was among several recommendations that Ms. Varela presented to the School Board to remedy a minority student achievement gap, she said.

"Some of our second-language learners are scoring in the bottom quarter . . . {in} standardized testing, while other students are scoring at the 69th percentile. That is a huge achievement gap," she said.

Still, Arlington's program comes at a time when educators nationwide are abandoning bilingual education. California voters, for example, recently approved a plan that would require all students to be taught to read, write and speak in English as quickly as possible.

In fact, many Hispanic parents supported the measure contending that English fluency is necessary to children's economic futures.

But California's initiative will be a failure, said Ms. Varela, because "it doesn't address student needs."■

63. The Charleston Gazette

06/12/98 Page P2C

Standardized test scores up statewide

Basic skills standardized test scores across the state improved significantly in 1998 compared to a year earlier, state Schools Superintendent Hank Marockie said Thursday.

Statewide scores improved at least two percentile points. Third-grade scores improved four percentile points, the biggest improvement of any grade level.

The tests are given in grades three through 11. The Stanford Achievement was used for the first time last year, replacing the Comprehensive Tests of Basic Skills the state had used since 1976. The Stanford tests compare West Virginia students to students nationally.

"These results are particularly significant because they provide our first opportunity to compare the Stanford tests scores for two consecutive years," Marockie said.

"A majority of the counties showed significant improvement," said Sheila Hamilton, president of the state Board of Education.

Every county scored above the 50th percentile in grades six and eight.

Of the nine grade levels tested, Tyler County had the highest scores in four grade levels and Pocahontas and Hampshire counties had the lowest scores in two grade levels.

On a scale of 100, the highest total basic skills test scores were: Third grade, Tyler County, 73; fourth grade, Ritchie County, 73; fifth grade, Hancock County, 71; sixth grade, Tyler County, 76; seventh grade, Tyler County, 69; eighth grade, Putnam County, 70; ninth grade, Tyler County, 66; 10th grade, Hardy County, 67; 11th grade, Monongalia County, 68.

The lowest scores were: Third grade, Pocahontas County, 44; fourth grade, Webster County, 47; fifth grade, Pleasants and Calhoun counties, 44; sixth grade, Wood County, 53; seventh grade, McDowell and Morgan counties, 50; eighth grade, Hampshire County, 50; ninth grade, Pocahontas County, 44; 10th grade, Clay and Mingo counties, 46; 11th grade, Hampshire County, 48.

"The emphasis is not on who scored highest or lowest but whether the basic skills of our students have improved overall. Clearly, they have," Hamilton said.

Statistically, several counties had significant improvements since the previous year, including Barbour, Braxton, Doddridge, Gilmer, Harrison, Mason, Mercer and Roane.

About 180,000 West Virginia students were tested in reading vocabulary, reading comprehension, math problem-solving, math procedures, language, spelling, science, social studies and listening.

The average state scores in total basic

skills were: 62 in third grade, up four percentile points; 61 in fourth grade, up three percentile points; 60 in fifth grade, up two percentile points; 65 in sixth grade, up two percentile points; 59 in seventh grade, up two percentile points; 60 in eighth grade, up three percentile points; 58 in ninth grade, up three percentile points; 57 in 10th grade, up three percentile points, 58 in 11th grade, up two percentile points.

The state changed to the Stanford tests based on the recommendation of a statewide committee of teachers, counselors and business and community representatives. It is published by Harcourt Brace Educational Measurement.■

64. Buffalo News

06/12/98; Edition: CITY; Section: LOCAL; Page B16

HIGH SCHOOL CAMPAIGNS TO 'STOP THE VIOLENCE'

By JAY REY -
News Northtowns Bureau

Students at Cheektowaga Central Junior-Senior High School made a quiet, unified statement this week: Stop the violence.

The school declared a non-violence and safety week, a type of silent protest against the recent shootings in schools across the country and the overall violence plaguing schools today.

Each day one class wore white. Quotes from the Rev. Martin Luther King Jr., Gandhi and others were displayed. Peaceful music was funneled through the halls before the first bell. And hanging in the school foyer was a large declaration signed by the student body.

"We, the students of Cheektowaga Central Junior-Senior High School, refuse to accept the violence that plagues many schools as well as our country," the declaration reads. "Through persistence, hard work and faith, we will use non-violence to bring about change."

Maybe most important has been the creation of an intervention committee, a large network of staff and students, that students can go to for help in a crisis. There's also a drop box so students may leave an anonymous note about a brewing problem.

"In all recent episodes of shootings in schools the children charged in each incident talked about it to someone," said Ann Leary, a French teacher who spearheaded this week's efforts with fellow teacher Bob Mihelbergel. "If that person had, in turn, shared that information with an adult, perhaps those tragedies could have been prevented and innocent lives saved."

While some students may scoff at the week's display of solidarity, most respect what the school is trying to accomplish, said Gretchen Jeitler, a senior who wrote the nonviolence declaration. There was a different attitude in the classrooms and halls, she said.

"And we hope other schools try this," added James Stanley, a freshman.

The school wanted to reinforce the idea of nonviolence as students leave for the summer.

But the week also served as the foundation needed to carry the nonviolence message into next year, said Principal George Radka.

"The most important thing about this week is it was the kids who motivated the school," said English teacher Jim Brown. "There's a generation out there that can promote change."■

65. The Atlanta Journal -Constitution

06/13/98Section: News; Page A;01

Cheating inquiries abound on 2 key tests

By Diane Loupe
STAFF

Teachers in five metro Atlanta school systems are under investigation for cheating or otherwise violating security procedures on two state-mandated standardized tests.

The most serious incident involves an elementary school teacher who resigned Friday as the school system prepared to fire him for drilling his students on vocabulary words from the Iowa Test of Basic Skills (ITBS).

Another teacher from the same school, East Lake Elementary, is being investigated for giving copies of the test to another teacher, then instructing her to use it to drill her students.

The Atlanta Journal-Constitution used the state Open Records law to obtain accounts of alleged teacher cheating from metro systems and the state Department of Education. Other cases include: In DeKalb County this month, a teacher was reprimanded and suspended without pay for a week for trying to distribute advance copies of the ITBS, and another teacher is under investigation for a similar incident. A Fulton County special education teacher also was reprimanded for allowing his students to look at a world history book during the social studies section of the Georgia High School Graduation Test. In Paulding County, a teacher is under investigation for cluing students in on the topic of the graduation writing test a day before the test was given. And Cobb County officials are still investigating a Campbell High School teacher who copied items from the graduation test while administering the exam. Unlike the SAT and the graduation test, ITBS test questions have not changed since 1996. For that reason, educators say school systems that uncover ITBS cheating aren't able to retest students. Educators have, however, retested students on the

The allegations come as school systems face increased public pressure to raise test scores. The ITBS and the high school graduation exam are benchmarks that the state and parents use to judge school quality and can be the basis for teachers' earning cash bonuses.

state graduation test when cheating was suspected. Teacher cheating on the ITBS, given annually to 5 million students nationwide, is "very rare," said Robin Reed, a spokeswoman for Houghton Mifflin Co., which publishes the test through its testing division, Riverside Publishing. Educators at dozens of schools have won $2,000 bonuses for improving their schools, primarily by boosting ITBS scores, through the state's Pay For Performance program. Atlanta teachers and DeKalb's school superintendent also may earn bonuses.

Because the stakes are so high, the state mandates security: Tests must be locked up until the day before the test, copies are counted, and administrators must account for each copy.

Charles Smith, a fifth grade teacher at East Lake, resigned Friday rather than face a dismissal hearing. Smith allegedly distributed vocabulary words from the test to his students in advance, according to written statements from other teachers.

The national average is about 50 for any section of the ITBS. East Lake fifth-graders scored an average of 81on the vocabulary section this year and 93 last year, scores Atlanta test officials said were suspiciously high.

In a written statement, East Lake teacher Patricia Calvin-Thomas said that Smith asked her for answers to a list of questions, which she suspected were on the ITBS. After the test was given in March, a student told her Smith had given them the vocabulary words on the test.

East Lake instructional specialist Jeffrey Meyers said teacher Barbara Bankston took two copies of the fifth grade ITBS test booklets in 1996. Meyers said Bankston, who denies distributing test copies, told him "she wanted the fifth grade class to do well this year." Meyers said the tests were given to fifth grade teachers Gayla Smith and Charles Smith, who are not related.

In a statement, Gayla Smith said she used the ITBS test booklet to drill her students. "I realize that there is an element of dishonesty in my actions and for this I am truly sorry," she wrote.

Charles Smith claimed he used a variety of strategies to prepare his students, but "never encouraged my fifth grade students to cheat on any test."

Sharron Pitts, acting Atlanta school board attorney, said the school system will take "swift and appropriate disciplinary action" whenever it finds credible evidence of any "intentional manipulation or mishandling of the ITBS examination process."

In DeKalb, Gresham Park Elementary music teacher Donald T. Harris was suspended without pay for a week and reprimanded for trying to give other teachers questions he'd copied from the ITBS. Harris told school officials he was trying to help the students improve on the test.

DeKalb also is investigating a Shamrock Middle School teacher who allegedly copied items from the ITBS, intending to share them with her students, said DeKalb schools personnel chief Robert Tucker.

Fulton County reprimanded Edward Gosa III, a Banneker High School special education teacher, for letting some students look at a map in a book when they complained they didn't understand the graduation test questions.

A Paulding High School teacher was referred to the Georgia Professional Practices Commission, the state body charged with investigating misconduct by teachers, after leaking a test question to students the day before they were to take the writing section of the graduation test last fall, Paulding assistant superintendent Larry Ragsdale said. Ragsdale, who would not identify the teacher, got a new test question from state officials, so that the results of the test were not compromised.■

66. The Washington Post

06/14/98; Edition: FINAL; Section: Loudoun Extra; Page V05

New School Chief's Positive Spin

Many Hope Educator's Approach Will Repair Strained System

By Jennifer Ordonez
Washington Post Staff Writer

Dallas M. Johnson, the South Carolina educator chosen last week as the new superintendent of Fauquier County schools, knows the buzzwords of positive thinking.

Although a redistricting plan he carried out recently for 3,000 Horry County, S.C., students was "not perfect," he said, it was "a wonderful opportunity to learn."

When he went to work in 1991 for the Virginia Department of Education, he came away with "an awareness that change is rare and very difficult." But the experience, he said, "wasn't bleak — it was informative."

And when he talks about how his dream of becoming a "world-famous clinical psychologist" was dampened when the only scholarship he received was for a teaching program, his tale ends with his belief that he "actually got lucky, because I really didn't know what I wanted to do anyway."

Positive. That is just the kind of guy he is, according to colleagues past and present.

And that is why many in Fauquier are hoping he will raise morale and repair strained relations inside and outside the school system. Johnson, 46, who is married and has four children ages 4 to 22, will begin the job July 1.

"This is a time for healing," said School Board member John Williams (Center). "He is very positive, and I think his idea to not make any decision without sitting and talking to the people is the right approach."

Johnson was chosen by the School Board in an unscheduled vote late Monday night, with one member dissenting. Since the board began its closed-door search in December, it has received considerable criticism from parents and teachers who demanded greater input in choosing one of the county's highest-paid administrators, whose salary is $93,000 annually.

The public-participation movement also was fueled by concerns that the board might decide to hire an inside candidate, an unpalatable idea to those who believed that the retirement of Superintendent Tony Lease after eight years was an opportunity for a new face and fresh ideas.

"I wasn't sure this wasn't going to be an inside job, and I talked to a lot of people who wanted to open it to the

public just to try and avoid that," said board member Paul J. Asciolla (Marshall).

In accordance with recommendations of the Virginia School Boards Association, however, the board maintained that making the search public would discourage prime candidates from applying. Although some board members said surveys submitted by more than 900 Fauquier residents provided more than ample public input, the board voted to allow the public or its designate to meet the top candidates.

But last week's vote precluded such a meeting.

"Each of us on the board comes from a different environment and we have our own biases. But when we finished interviewing the six finalists, [Johnson] was the only one in everybody's top choices, so there was no need to meet," Williams said. "We needed to bring in fresh blood. You could feel the pulse of the teachers in the surveys. They were looking for honesty and integrity, and you always look for what you feel is missing."

Johnson, a New Jersey native, describes himself as "the original straight shooter."

Since beginning his education career 24 years ago, he has climbed the ranks from teacher to principal to assistant superintendent, "always directed towards becoming superintendent because . . . I feel it's where I can really make things happen," he said.

Although well-versed in diplomacy — a skill he said he fine-tuned while working in the state Department of Education — he is known for sticking to his decisions, making good on commitments and taking time to listen.

"He just always liked to sit down and talk to kids," said David Bell, a member of the Horry County Education Association. "He has a very close relationship with our local teachers association and with our board because he does listen."

And Johnson is no stranger to wound-healing — or, as he might call it, consensus-building. He was hired as associate superintendent for administration for Horry County schools when the superintendent and school board chairman resigned after being indicted on bid-rigging charges that later were dropped.

"I ran into a wonderful group of spiritually wounded people whose morale was pretty low," he said. "What I sought to do, and what I seek to do in Fauquier County, is to build relationships."

He plans to talk with residents, students, teachers and community leaders in one-on-one meetings — and then talk some more.

"One-on-one meetings are time-consuming but necessary," Johnson said. "I can't see myself spending too much time with what I call `adminis-trivia' during the day. Paperwork is for nighttime."

Lease, who will begin a new job this summer as head of graduate studies in education at the University of Tennessee at Chattanooga, said Johnson has his work cut out for him. Making teacher salaries competitive, staying ahead of Fauquier's growth curve and dealing with new state accountability standards have "serious high-stakes consequences" and need to be addressed early, he said.

But the key to getting things done in Fauquier, Lease said, is minimizing politics.

"The whole environment here is so politically charged that he will have to make sure that people keep talking to each other and working together and not getting into a war," Lease said. He added that his tenure has "been fun, but I'm eager to do something else."

Horry County, a community of 150,000 residents that includes Myrtle Beach, is one of the fastest-growing on the East Coast. In the last few years, school enrollment there has grown by about 700 students annually. Johnson said that "at least 10 schools" have been built since 1993.

Gerrita Postlewait, Horry County's superintendent for the last four years, said politics should be no problem for Johnson. "He has a keen understanding of the political process but an unwillingness to play [politics]," she said.■

67. Houston Chronicle

06/14/98; Edition: 4 STAR; Section: A; Page 11

Racial diversity is changing face of U.S., president tells graduates

PORTLAND, Ore. - President Clinton marked the one-year anniversary of his race initiative Saturday with a spirited defense of new immigrants and labeled as "un-American" those who seek to exclude them.

After his commencement address at Portland State University here, the president traveled to Springfield for an emotional gathering of the victims and families of those killed and injured at Thurston High School by a teen-ager armed with a semi-automatic rifle.

Last year, Clinton used a commencement speech at San Diego State University to launch a one-year dialogue on race in the United States. Last week, administration officials defended the oft- criticized initiative and maintained the dialogue on diversity would remain under way through September.

"The driving force behind our increasing diversity is a new, large wave of immigration. It is changing the face of America," Clinton told 3,000 graduates.

He noted that today there is no majority race in Houston, New York or Hawaii. The same will be true within five years for California and within 50 years for the entire United States.

"No other nation in history has gone through demographic change of this magnitude in so short a time. What do the changes mean? They can either strengthen and unite America, or they can weaken and divide us. We must decide," the president said.

But the wrong decision, he warned, could threaten the very "bonds of the union" of the United States.

Clinton noted that throughout U.S. history each wave of immigrants has brought a backlash. He cited the "No Dogs or Irish" signs prominent 150 years ago, the ban on Chinese in the 1880s, the literacy tests created to block Southern and Eastern Europeans.

Some Americans, said Clinton, "hear the new accents or see new faces, they feel unsettled. They worry that the new immigrants come not to work hard, but to live off our largess. They're afraid the

America they know and love is becoming a foreign land.

"This reaction may be understandable, but it is wrong. It's especially wrong when anxiety and fear give rise to policies and ballot propositions to exclude immigrants from our civic life. I believe it's wrong to deny law-abiding immigrants benefits available to everyone else, wrong to ignore them as people not worthy of being counted in the census. It's not only wrong, it's un-American," Clinton said.

The president especially targeted those who want to ban bilingual education. While saying immigrants and their children must learn English, he said Americans cannot "turn what is essentially a human issue of basic decency and citizenship and opportunity into a divisive political debate."

Afterward, Clinton flew aboard Air Force One to Eugene, where police on Friday night discovered two bombs near the airport after receiving an anonymous tip. The discovery prompted Portland police to barricade streets around the president's hotel.

The president drove to Springfield, where he met privately with survivors and families of those injured or killed by 15-year-old Kip Kinkel. Last month, the teen opened fire in the high school cafeteria, killing two classmates and wounding 20 others. He also is accused of killing his parents.

In an address to about 600 people at the Thurston High School gymnasium, Clinton said he was initially reluctant to come to Springfield for fear he would only add to the people's burdens.

"I was afraid all I could do was to tell you that your country has been thinking about you and praying for you and pulling for you. But after I had the chance to spend the time I did with the families, I'm very, very glad I came," he said.

Clinton called this and the school shootings in Mississippi, Kentucky, Pennsylvania and Arkansas "a traumatic experience for all of America."

Clinton also called "a good suggestion" legislation sponsored by Oregon's senators that would make it a federal crime for any student to bring a gun to school and require a 72-hour period of evaluation.

The series of school shootings prompted Clinton to use his weekly radio address to call for less violence in television and movies.

He also called on Congress to pass a pending juvenile crime measure and ordered **Education Secretary Richard Riley** and Attorney General Janet Reno to develop an "early warning guide" to help school officials identify problem students.

"We're long passed the question of whether culture makes an impact. Of course, it does. School shootings don't occur in a vacuum; they are in part symptoms of a culture that too often glorifies violence," Clinton said in his radio speech.

The president later returned to California, where he joined first lady Hillary Rodham Clinton at a fund-raising dinner sponsored by Hollywood moguls who donated $800,000 to the Democratic Party.■

68. The Washington Post

06/14/98; Edition: FINAL; Section: Financial; Page H02

A Push for Fiscal Education in the Classroom

By Jane Bryant Quinn

When I went to junior high school, back when dinosaurs roamed the Earth, we had three required "life skill" courses: hygiene (bodily health and where babies come from), home economics (cooking and sewing, for girls only) and shop (sawing and sanding, for boys only).

They fit the world as we knew it — before porn on the Internet, Chinese takeout and "This Old House."

In the world as we know it today, kids still need hygiene, although perhaps in the fourth grade. The other skill at the top of my list is money management. Not enough young people have a clue.

Mandated courses of any sort aren't popular with the schools today — including courses on life skills.

Fourteen states used to require that students study personal finance, said Dara Duguay, executive director of

The schools may think children should learn about money at home. But parents aren't necessarily the best teachers either — and even when they are, children may not be inclined to listen. The classroom is an excellent setting for getting a lesson down.

Evidence shows that classroom JumpStart in Washington, a year-old coalition of organizations promoting the idea. A recent survey shows only seven states do (Illinois, Florida, Kansas, New Hampshire, New York, Pennsylvania and Virginia).

Money management is being taught in other states — but usually by local option or as an elective.

Often, the course is part of a business track, taught only to students not going on to college. College students are left to pick their knowledge out of the air.

Only about 10 percent of students learn about personal finance in school, Duguay told my associate, Kate O'Brien Ahlers.

The older generation of educators may not see the point. They grew up when personal finance was easier. Credit cards weren't ubiquitous, employees weren't responsible for their own retirement lessons take.

People from states that require a personal-finance course in high school save more money as adults than people from other states, according to a study led by economist Douglas Bernheim of Stanford University. They also accumulate more net worth.

plans, and stock market investing wasn't as common.

They learned how to manage money by doing it — starting simply and adjusting to innovations.

But young people today are plunged into a world of options from the day they walk out of school. Credit cards or debit cards? Buy a car or lease one? Cash value insurance, term insurance or none at all? Which mutual fund for your 401(k)? And what, by the way, is a mutual fund?

Without even rudimentary knowledge, how can they possibly make intelligent choices?

The consequences of ignorance are severe. If you mismanage your bank account and move, a new bank may not accept you. If you haven't budgeted, a credit card can plunge you into debt. When it comes to money, trial and error isn't the best way to learn.

"Education may be a powerful tool for stimulating personal saving," Bernheim says.

Personal-finance education doesn't arise by popular demand. Parents may like the idea when they hear about it, but they rarely contemplate it otherwise.

What gets these courses started is

lobbying by educators or business groups, or the personal concerns of particular legislators, Bernheim said.

JumpStart will be pressing the states to list personal finance among their educational standards. These standards, found in a majority of states, define what a high school senior should be expected to know. Although standards aren't mandates, they describe material that schools are strongly encouraged to teach.

Ideally, students would learn about income and taxes, money management, saving, investing, and spending — if not in a stand-alone course, then as part of math or economics.

To get this done requires state affiliates that can reach local legislators and school authorities. JumpStart has five such affiliates so far, in California, Georgia, Idaho, New Jersey and North Carolina. Groups also are starting up in Massachusetts, Minnesota, Texas and Washington state.

There's no single curriculum for personal finance. Schools use various approaches.

Some tuck it into a course known as "family and consumer science," with an appropriate textbook.

Others use courses prepared by outside sources — such as the High School Financial Planning Program, from the National Endowment for Financial Education in Denver. Or the Personal Finance Series, by the National Council for Economic Education in New York City.

A central listing of brochures, videotapes and other teaching materials is available on the Internet at www.jumpstartcoalition.org.■

69. San Francisco Examiner

June 12, 1998

School-spending ranking gets boost

Wilson touts federal figures; Eastin says they're flawed

By Julian Guthrie
OF THE EXAMINER STAFF

After years of grim pronouncements that California spends about $1,000 less per pupil than the national average, a new report shows the state spent only $342 less than the average this year — a finding that boosts its national funding ranking from 37th to 28th.

While Gov. Wilson touted the figures released Tuesday by the nonpartisan legislative analyst's office as proof of his commitment to public education, state schools chief Delaine Eastin attacked the findings as seriously flawed.

"Unfortunately, a great deal of misinformation has been spread about the true financial commitment we've made to California public school students," Wilson said. He applauded the analyst's office for "exposing the fraud being perpetuated through out-of-date figures."

But Eastin, state superintendent of public instruction, stood by the **Department of Education**'s figures, which show California spent $911 less per pupil than the national average of $6,495 in 1997-98.

The report by the analyst's office found that California spent $5,789 in 1997-98 on each of its 5.6million

Some fear the report will be used to justify a reduction in school spending.

"There are some public officials who will use this report as an excuse not to students, compared with a national per-pupil average of $6,131.

"The analyst's office used old enrollment and funding data, and erred in their algebraic formula," Eastin said. "Furthermore, the analyst's own information leaves us almost $1,000 per pupil behind the eight largest industrial states."

Legislative Analyst Elizabeth Hill said the figures come from the **U.S. Department of Education**, which gathers data from all 50 states. The figures are a composite of state, local and federal money.

The Department of Education has for more than 30 years relied upon the computations of the National Education Association, the nation's largest teachers union.

"We felt it was important to use the federal data because it is more current — from '97-'98 — than data used by the department, which is from 1996-97," Hill said. "There have been two fiscal years in between and we've narrowed the gap."

Hill added: "We're very confident we used the best current-year figures available."

She said California has been increasing education spending at a rate of fight for additional resources for our schools," said Doug Stone, Eastin's spokesman. "If people believe funding is adequate, they should talk to parents in schools across the state. Are there sufficient textbooks and computers? Is the school year long enough? Do we even have basic supplies for kids?"■

about 4 percent a year. The national rate of education spending is growing by about 3.5 percent a year.

California still lags behind such states as New York and New Jersey, which spent $8,442 and $9,644, respectively. California's ranking would drop further, however, when spending is adjusted for regional differences in the cost of educational services.

The eight large industrial states spend about $1,000 more on each student than the national average.

"We do have to be compared to those states because we are an industrial state," Hill said.

It would take California $2 billion to reach the national average this year, Hill said. To meet the average of the eight largest industrial states, California would need to commit $7.4 billion.

The figures were provided by Hill at the request of Assemblyman George Runner Jr., R-Lancaster, who wanted the most up-to-date data.

The report comes at a time when Republicans and Democrats are sparring over how to spend a $4.4 billion surplus projected in the $75.8 billion budget for the 1998-99 fiscal year.

INTERNATIONAL

70. Financial Times

06/15/98; Edition: London Edition; Section: INSIDE TRACK; Page 18

New rules for Hong Kong schools

By Louise Lucas

Almost half the overseas operators running courses in Hong Kong have opted to link with local institutions rather than go it alone to seek government accreditation.

All courses offered in Hong Kong must from this month be either licensed or exempted through local tie-ups. Overseas suppliers of MBA programmes have been particularly affected.

The initiative was introduced by the government in a bid to enhance the territory's educational reputation, which had been tarnished by sub-standard courses.

The government said last week that the Education Department had registered 177 courses; rejected 14; and exempted 117 of the 168 seeking exemption by collaborating with local institutions. (The remaining 51 exemptions are being assessed.)

Operators had predicted that the combination of relocation and accreditation fees could force many of them to join forces with local universities and colleges to qualify or seek exemption.

While this was seen as a logical option by many, others — particularly those running MBA courses — argued that the rigid timetables and rules adopted by big universities did not meet the needs of working professionals, who require service in the evenings or on Sundays.

The 14 courses that failed to qualify can appeal, and the government said a further 52 applications, which arrived late, are still being assessed. Operators of both sets of courses have been asked to make "appropriate arrangements" to settle with their current students.

Anyone running a non-accredited course that has not been exempted could face a fine of HK$25,000 (GBP 1,980) and two years' imprisonment.

Louise Lucas■

COMMENTARY

71. The Washington Post

06/15/98; Edition: FINAL; Section: OP-ED; Page A22

A Computer in Every Classroom

James Glassman's June 2 op-ed column criticized Congress's decision to make connecting libraries and classrooms to the communications network part of our national concept of universal service. Mr. Glassman said the initiative is not needed. But an enormous disparity in access to communications technology exists in this country, and the Federal Communications Commission is implementing its congressional mandate in a way that supports local control of education and does so without creating large, inefficient bureaucracies.

In the Telecommunications Act of 1996, Congress expanded universal service to include advanced telecommunications services to all public

Nor is universal service for schools and libraries an entitlement administered by an oversized federal bureaucracy. The private, nonprofit, nonpolitical entity established to administer the program has a staff of 14 people.

Mr. Glassman charged that I and other supporters of universal service to rural America, low-income citizens and classrooms and libraries have opposed efforts by communications carriers to itemize contributions on customer bills. On the contrary, I favor full disclosure by all telephone companies. But companies libraries and grades K through 12 in public and private schools. Schools in affluent communities now have double the Internet access of schools in lowincome or rural areas. Nationwide, only 27 percent of our classrooms, and only 13 percent of classrooms in our neediest areas, have access to an Internet connection. Few poor children will have access to the Internet outside of school, yet studies show that students in classes that use computers not only outperform their peers on standardized tests but show more enthusiasm for communicating and learning. This increase in technology will improve the lives of American schoolchildren.

None of the changes means that local that say they will pass on "new" charges also should commit to passing on reductions and to disclosing both. I support neither a "hidden tax" nor a "hidden rate increase."

Finally, let's be clear about the cost of universal service for classrooms and libraries. Connecting classrooms and libraries can be achieved for less than $1 per line per month. The rest of the proposed universal service fees continue our 60-year national commitment to affordable and adequate telephone service for rural America and our poorest school boards will not decide what technology to acquire and fund. On average, universal service covers only 15 percent of the projected cost of connecting, operating and using networks in classrooms. Each school and library applying for a universal-service discount must pay as much as 80 percent of the total cost of the discounted service.

Universal service discounts can be applied only to the cost of obtaining telecommunications services, establishing network connections and receiving Internet access. School districts also must certify that they have a plan for how to use the discounted services and that the plan has been approved by their state.

citizens.

The real issue is not a "hidden tax" but the hidden agenda of Mr. Glassman and others who oppose our national commitment to ensuring that all Americans have access to communications technology as we enter the 21st century.

WILLIAM E. KENNARD

Chairman

Federal Communications Commission

Washington

James Glassman's misleading arguments against the education-rate, or

"E-rate," do a disservice to our children and to education.

The E-rate is one of the most important advances in education in our time. It gives schools and libraries significant discounts on the costs of Internet access, distance learning and other on-line learning opportunities. All schools will qualify for some discounts, with schools in our poorest communities receiving the most assistance. The E-rate is designed to help ensure that all children — regardless of race, income or geography — will have the chance to learn and succeed through the use of moderntechnology.

Mr. Glassman says that 80 percent of schools already are connected to the Internet, but he doesn't say that connection too often goes to one or two rooms, not to every classroom. We must give all children access to the Information Superhighway.

The Telecommunications Act of 1996, which provided for the E-rate, led to reductions in access charges that long-distance companies such as AT&T and MCI pay to connect to local telephone companies. As a result, in the past 11 months, long-distance companies have enjoyed a savings of $2.4 billion, more than offsetting the estimated $2.02 billion cost of the E-rate discount for schools and libraries.

The E-rate has tremendous support among America's educators, parents and business people. About 30,000 schools and libraries have applied. It also has received strong bipartisan support from the National Governors' Association and Congress.

America's economy is in good shape, and our competitive edge in technology is one of the big reasons why. We would be foolish to allow that competitive edge to slip away. The E-rate will help America create the most technically savvy work force in the world and protect our nation's prosperity and democratic values.

RICHARD W. RILEY
Secretary
U.S. Department of Education
Washington■

72. The Sacramento Bee

06/14/98; Edition: METRO FINAL; Section: FORUM; Page FO1

PROP. 227 OFFERED `OVERSIMPLE' SPING

By Jim Shultz

It is a truism that in the heat of an election campaign complicated issues get reduced to oversimplified spin. On no other question was this more true this spring than in the Proposition 227 debate where the spin came wildly from both sides. It is a telling story about what happens to issues when they become part of initiative politics and how the educational future of a million and a half children became a political game.

Most likely, Proposition 227's passage was sealed more than a year ago. That's when defenders of existing bilingual programs blocked efforts in the Legislature to reform programs by giving school districts more flexibility in teaching limited-English-speaking students while making schools more accountable for results. Bilingual education has been a controversial issue in California for more than 20 years.

"Ninety-five percent of English learners in California fail every year to learn English." "Anyone who wants bilingual education for their child can still have it under Proposition 227 by just asking for a waiver."

I heard Unz repeat this script over and over again, with great discipline, for half a year. And it didn't matter that the Unz script included a healthy dose of fiction. On the claim of 95 percent failure, Unz admitted that his statistics were "ridiculously stupid and inaccurate." But he used the claim in every speech he made and in the official argument he sold voters in the California ballot pamphlet. Equally false was the assurance that Some of that controversy has been driven by "English only" ideologues. But the controversy was also fueled by mixed reviews of bilingual education from those who knew it best: the parents, students and educators involved in it.

Unfortunately, what bilingual advocates heard in the call for reform were the echoes of Propositions 187 and 209. That's not surprising given the polarized atmosphere around almost all race-related issues in California. Instead of dealing with bilingual education as an educational issue, the defenders dealt with it primarily as a civil rights issue, when in fact it was a mix of both. Kicking immigrant children out of school, as Proposition 187 sought to do, is not a proposal on which you compromise. But negotiating a way to make bilingual classrooms better is good education policy.

When bilingual advocates blocked the under Proposition 227 parents can simply choose bilingual education. In fact, to exempt themselves from Unz's law, parents have to put their child in an English-only class for the first month of every school year and then beg permission from school administrators to change classrooms.

These subtleties were largely absent from the coverage of the campaign in the media. While there was some good reporting of the issues, most Proposition 227 coverage fell into the category of political horserace stories. Public opinion polls were hot copy, facts about bilingual education were scarce, and the actual children and parents affected were virtually invisible.

major proposals for reform they were forgetting a key lesson from yet another initiative, Proposition 13. Twenty years ago lawmakers deadlocked for too long on the issue of tax relief and it was captured by the right in the hands of Howard Jarvis and Paul Gann. When the Latino caucus in the Assembly stalled bilingual reform last spring, they tossed the future of bilingual education right into the waiting arms of Ron Unz. Equipped with a rigid philosophy, his very own initiative, and a bulging wallet, the young, childless millionaire took over behind the wheel of bilingual policy.

Unz's success on June 2 holds a second unfortunate lesson about ballot politics. If you have a popular issue and a good simple story line, very few people will ever know what your initiative actually does. Proposition 227 had very good story lines.

The campaign waged by Proposition 227's opponents only added to the blur of spin over fact. From the start, they decided not to wage a campaign about the core issues but to focus on side issues that, according to their polling and focus groups, might peel away some of the measure's strong support. First the campaign targeted a provision allowing teachers to be sued. Later, the campaign switched its attack to the initiative's appropriation of $50 million per year for adult literacy programs (dubbed "the $500 million taxpayer giveaway").

The result was a campaign that was all technique, no passion. And it instantly

lost almost all credibility. Reporters responded with groans of, "Yeah right, you oppose 227 because it spends money on adult literacy." It was a strategy that mirrored the NO on 187 effort, four years earlier, with its message of, "illegal immigration is a problem but Proposition 187 doesn't do anything about securing America's border." The side issue strategy didn't work then and it didn't work on Proposition 227 either.

Missing from the official NO on 227 campaign was a direct challenge to Unz's claims, an acknowledgement that bilingual education could be made better, and a direct defense of bilingual education by the parents and families who want it for their children. Would a strategy that spoke directly to the issues have made a difference? Maybe not, but it could hardly have lost the election by more and at least might have deepened public understanding about those issues.

In the closing weeks of the campaign one more public figure took a turn at the political game-playing — Governor Wilson. In May, legislators finally agreed to a last-minute bilingual reform, with a bill to give local districts more flexibility. Unz lobbied against the bill, not wanting to let any steam out of the support for his initiative. When lawmakers sent the compromise to the governor's desk, Wilson did his former GOP opponent a favor and vetoed it, robbing children of their last chance for something more reasonable.

Wilson also did something Unz asked him not to do; the governor endorsed Proposition 227. As much as he wanted to pass his measure, Unz wanted it to pass with the support of the state's immigrant voters. Unz feared that Wilson's support would taint Proposition 227 with the legacy of Proposition 187, a measure Unz had opposed. In fact, on Election Day, Unz won with almost exactly the same base of support as Wilson did on 187. Latinos voted overwhelmingly against 227 and the initiative won on the basis of 2-to-1 support among whites. On election night, Ron Unz proclaimed passage of 227 was a victory for California immigrants. In fact, it was a victory imposed on immigrants over their opposition, just as Proposition 187 had been.

I spent election day on one last field trip with my daughter Elly's fifth grade class. Many were kids I've known since kindergarten. These were the children who started school not speaking English and for six years were part of our local school's bilingual program. Bilingual education worked well for most of them, not so well for a few others. They, and all the children affected by this issue, deserved better than the political game playing on all sides of the bilingual debate this past year.

Jim Shultz, is the executive director of The Democracy Center in San Francisco and the author of The Initiative Cookbook - Recipes and Stories from California's Ballot Wars. ■

73. The Tampa Tribune

06/14/98; Edition: FINAL; Section: COMMENTARY; Page 1

Why put research ahead of teaching?

By FAWN GERMER
of The Tampa Tribune

One of my favorite stories as a journalist was about a University of Florida psychology professor who spent more than six years and nearly $300,000 of federal tax money to see whether, given the choice, male mice would rather have sex with virgin mice or mice who had mated before.

The males wanted the virgins.

The scientist could not offer me one

And as they tell of the wonders of science and the economic benefits of research, don't miss the fine print of this deal which says that our big three "national research" institutions will be limiting undergraduate slots and charging extra tuition to those who do get in.

And for what?

The opportunity for our students to be lost in classes of more than 500 because professors are too busy or too important for such a lowly duty as teaching undergraduates?

Our Big Three schools will be the University of Florida, Florida State University and the University of South Florida.

We are being told that other Florida schools will be better suited to handle the demands of educating undergraduates as our population grows.

single reason this information was of use to the taxpayers.

"It is difficult to explain basic science to such people," he said. "Many of the advances in science have come from trying to understand why things work in the world. You can't always tell what will produce results of practical value, which is what they {taxpayers} want to focus on."

Maybe that's why I'm so offended by the Florida Board of Regents' plan to start

But the way the regents are thinking of structuring the system, those teaching schools will be the bottom dwellers.

The regents are actually telling us that research counts more than teaching.

Visiting the UF campus the other week, I asked student Molly O'Neil if the university still was cramming freshmen into classrooms with 500 other students.

"I'm still in classes like that," said the business major. "And I'm a senior. But it's not classes of 500. It's 1,500. They split the class up into several rooms where we watch the lecture on a television as it is being given somewhere else. There is no discussion with the professor at all."

She's one of 1,500 in micro economics and faced the same thing when she took macro economics.

Why should students pay a premium

ranking our universities, giving the highest status and the fattest budgets to the ones that emphasize research.

As this debate goes on, expect to hear only from the articulate, high-profile researchers who will herald the vast possibilities of their work - not the mice maters and the ivory tower shut-ins who believe that ordinary folks, including undergraduates, can't comprehend the goals of basic research.

to watch some professor on a closed-circuit television?

Charge more for tuition at schools where the teachers know their students' names.

I say we should reward only researchers like Professor Tom Cech of the University of Colorado, who won the Nobel Prize for chemistry in 1989. He has continued to teach a full course load nearly every year since.

And unlike the many researchers who think they are too good for undergraduates, Cech welcomes the chance to work with college freshmen, teaching basic chemistry to them as they first come to the campus.

There has to be a balance. Let the researchers do their research, but let's expect them to share what they have learned in front of the class.

Criminology major and sophomore Dawn Backhus didn't know why I seemed so shocked that she's gotten used to having classes with more than 600 students.

"It's no big deal," she said. "It doesn't matter if you go or not."

Until it matters, oh, Board of Regents, put teaching and learning first.■

74. The Cleveland Plain Dealer

06/14/98; Edition: FINAL / ALL; Section: FORUM; Page 2D

REINVENT THE NATION'S SCHOOLS, TOO

By Neal R. Peirce

In Waco, Texas, a "Lighted Schools" program keeps the doors open late afternoons and evenings to offer middle school students an exciting array of activities-ranging from sports, visual arts, primary health care to tutoring by Baylor University student mentors.

Parents are welcome to come in, too, for computer instruction, crafts, parenting and health education classes, and to share activities with their children.

The results, according to a key funder of the program, the Pew Partnership for Civic Change, have included significant boosts in student attendance and test scores and a major drop in the countywide juvenile crime rate among 11-, 12- and 13-year-olds.

Today's exciting news: Waco is no exception. From San Diego's New Beginnings to St. Louis' Community Education Centers, New Haven's CoZi Project to the West Philadelphia Improvement Corps, the stories match up. Community, parent and social service groups, universities, United Ways and foundations are trying to break down the walls and draw public schools into the full lives of their communities.

CAS brings in a phalanx of social service and mental health professionals, pediatric nurse practitioners, vocational counselors. They aim to work as a team with the principal and teachers - not just after school hours each day, but all day long.

The low costs are achieved by introducing Medicaid and other services not normally available to students-especially on site-and by making much better use of existing federal aid funds for schools in troubled areas.

CAS has set up a technical assistance arm to help other communities emulate the model, and indeed one or more schools in a dozen cities-among them Houston, Boston, Salt Lake City and Washington, D.C. - have done just that. St. Paul wants to apply the idea, through its Achievement Plus program, to all its schools.

The idea's "snowballing" because "everyone needs it," argues Coltoff: "teachers so they can teach effectively, parents so their children will have safe places to learn, social service agencies because they need to reach children and families."

The community schools movement is critical for lower-income communities, where working parents are often at their wit's end, where kids often lack basic nutrition and where violence and drug abuse stalk the streets.

In some places the impetus for change comes out of the grass roots. Parents and their church-based allies, organized by Chicago's Industrial Areas Foundation, have been pressing for a whole array of after-school and extended-day programs in Texas, plus curriculum reforms within the schools.

Part of the challenge, says the IAF's Ernie Cortes, has been "to change the culture of the schools to be much more collaborative - teachers engaging both pupils and parents, agreeing to a more rigorous curriculum that really challenges young people."

The 145-year-old, New York-based Children's Aid Society seems to have invented the gold standard of the community schools movement. Its effort, a partnership with the New York City Board of Education, began in 1992 at four public schools in Manhattan's poverty-plagued Washington Heights neighborhood.

Today the math and reading scores in those schools are 5 percent above the New York City average - even though half the children are from families of limited English proficiency, and all qualify for federal free school lunches.

The schools are open 16 hours a day, six days a week, all year. In the summer, they become community camps for children of all ages. On- site health care, reproductive counseling for teen-agers, recreation, tutoring, adult education-it's all offered.

These schools have no graffiti. No airport-type metal checks for guns or knives. Virtually no suspensions. They're welcoming family centers. There are bands, dance classes, aerobics, basketball leagues for kids and their parents too. Young and old can drop into school, be welcome, any time.

Yet the cost is amazingly low-just $800 a year over the $7,000 normal per pupil cost in New York.

So what's the secret? Children's Aid Society director Philip Coltoff explains: "We remake the management of the school."

Time will tell, of course, how far the model is replicated. Some school boards and principals may see a threat to their exclusive franchise.

But if "reinventing government" for improved results can be applied, as it has been, to many top levels of government, even to such tough areas as police departments, then why not the schools - the biggest public function of all?

Peirce is a columnist for the Washington Post Writers Group.■

75. San Antonio Express-News

06/13/98; Edition: Metro; Section: Editorial; Page 05B

Bilingual vote result based on hate

By Julio Noboa

Once again a majority of California voters took a bold step towards legalized bigotry by supporting the "English for Children" Proposition 227.

As they have done in previous votes for Propositions 209 and 187, most Californian voters expressed a disdain for minorities and immigrants that reflects

the deep racial and ethnic divisions in their state and in our nation.

The influence of sheer malice, the latent and not-so-hidden hatred against those who are different, speak a foreign language or put up signs which English monolinguals cannot read, had an undeniable but unquantifiable effect on this vote. However, fueling wide support for this measure were not only ethnic intolerance, xenophobia and linguistic chauvinism, but also public ignorance about how children learn languages.

Simply speaking English is not the same as mastering English language literacy and fluency, especially for classroom learning. Research has shown that it takes more than just one year - experts say usually four - of English language instruction for most students to meaningfully participate in English- only classes.

Further compounding that ignorance about bilingualism were successful efforts to spread misinformation about bilingual education. As in decades past, false statements were made in the media about Spanish being the only instructional vehicle. In fact, by its very definition, English instruction is part of every bilingual program and occupies a larger segment of time as students move into mostly English classes. Most bilingual programs are based on this Spanish-to-English transition model.

Unfortunately, true "maintenance" and "two-way" bilingual education programs in which students learn in two languages, as they are capable of doing well from an early age, are rare in California and elsewhere in the nation. Yet, among the many tragic consequences of Prop 227 is the destruction of many such exemplary bilingual education programs whose proven effectiveness has won them national awards and recognition.

Another fallacy spun out of the English-only misinformation mill was that whole conundrum about Hispanics' alleged support of Prop 227. A variety of polls conducted by the Lost Angeles Times and others, gave this impression, and it was repeatedly publicized in print media headlines.

Major newspapers and magazines kept misreporting that 83 percent of Latino parents in the Los Angeles Times poll preferred English only instruction. The poll actually showed that 57 percent preferred some help given to their children in their native language and 17 percent wanted native language instruction until they were ready to learn English. Thus, only 26 percent of Latinos wanted their children taught only in English upon entering school, while 74 percent favored limited or definite use of native language instruction.

Exposing the obvious manipulation of these pollsters, Latinos turned out in record numbers to vote against Prop 227, and rejected it by a margin of two to one. A majority of African-American voters also opposed this mandate.

Nevertheless, this did not stop Rep. Frank Riggs, R-Calif., who introduced a bill to curtail bilingual education in the House, from issuing a press release stating an outright lie that "the most important information about this vote is that an overwhelming number of Hispanic voters - 60 percent - voted for Proposition 227."

Money also helped pass this English-only proposition. As if the political process were not polluted enough by big money in California, wealthy people such as Ronald Unz - the computer software millionaire who originated Proposition 227 - can create a cause, regardless of its value, virtues or victims, and attract enough money and attention to get it on the ballot.

Democracy is not just about majority vote. A majority of California voters could pass a proposition making Christianity the state's official religion but that wouldn't make it con s titutional, let alone democratic. When it comes to freedom of religion, freedom of speech, rights to an equal educational opportunity and equal protection under the law, the civil rights of minorities cannot be violated by any majority vote.

Proposition 227 denies millions of children their rights to an equal educational opportunity by imposing an English-only classroom policy that failed Hispanic children for decades.

A legal challenge has been launched by MALDEF and the ACLU. I hope the judges listening to their case exercise more wisdom and understanding than did most California voters.

Julio Noboa is an educator and free-lance writer.■

76. Omaha World-Herald

06/13/98; Edition: Sunrise; Section: Editorial; Page 17

Wisconsin Offers School Lifeboats

By Mona Charen
Creators Syndicate

The Wisconsin Supreme Court has just offered lifeboats to thousands of poor children in Milwaukee, who will now be free to use vouchers at religious schools if that is their choice. Thecourt has offered this escape from failing public schools over the objections of the American Civil Liberties Union, the National Education Association and Americans United for Separation of Church and State.

Note those groups: They are the people who claim to speak for the poor and less fortunate. But the true contours of this debate should now be clear to everyone. Conservative foundations, public-interest law firms and private charities have teamed up to offer a better education to thousands of mostly black and Hispanic students.

Opponents of school vouchers have lined up with the teachers unions and so-called civil libertarians to stand in the schoolhouse door and proclaim: Public school monopoly now, public school monopoly tomorrow, public school monopoly forever!

Isn't it interesting that the people who cheer lustily for ethnic and cultural "diversity" are so hostile to religious diversity?

The opponents had argued that the Milwaukee plan, which would allow parents to use publicly funded vouchers at religious or private non-sectarian schools, amounts to an unconstitutional "establishment" of religion. But it's hard to see how allowing parents to make this choice - for Catholic, Protestant, Jewish, Muslim and other schools - does anything to favor one church over another. And the court so ruled.

This is not spending public money on particular churches so much as it is helping parents with the task of educating their children. It is analogous to the federal practice of permitting taxpayers to deduct donations to religious groups and institutions from their taxes. This does not advance any particular church, though it does generally support religion.

Opponents of vouchers often use the

so-called "skimming" argument. They argue that a voucher system will permit some lucky kids to escape from bad schools, leaving the rest behind. There are two answers to this.

In the first place, even if it were true that there would never be enough money to provide vouchers for everyone, it is hard to see how it is moral to deny opportunity to anyone. As one school-choice advocate put it: "If the Titanic has too few lifeboats to save everyone, does that mean no one should use one?"

But as actual experience with voucher programs has shown - and this is the second answer to the "skimming" argument - the public schools tend to improve when vouchers are permitted. Competition, that most American of ideas, works.

In East Harlem, N.Y., for example, a choice program has been in effect since 1974. According to a new study by two political scientists at the State University of New York, East Harlem's schools were at the bottom of the city's system when choice was first introduced. But scores began rising steadily - not just at the new alternative schools but at the old public schools as well - with the advent of choice. Professors Paul Teske and Mark Schneider told The New York Times: "The data show quite clearly that choice in District 4 has not produced any loser schools. To the contrary, our data show most of these schools have improved over time, suggesting that choice has put competitive pressure on all schools to improve."

The teachers unions, while careful to couch their opposition to choice in altruistic terms, always wind up pressing for more money. But as the District of Columbia proves, spending may be good for teachers but has no effect on pupil performance. The District of Columbia spends $8,290 per student, compared with a national average of $5,528 (most Catholic schools charge tuition of under $2,000 and yet achieve much better results). Seventy-eight percent of D.C.'s fourth-graders are below basic proficiency in reading, 80 percent of eighth-graders are below proficiency in math, and 40 percent of high school students don't graduate.

The Wisconsin Supreme Court has just added its oar to those pulling for the nation's poorest kids.■

77. The Detroit News

06/13/98; Edition: Final; Section: Accent; Page C5

Girls are abandoning toys at an earlier age - why?

By Deborah Porterfield
Gannett Suburban Newspapers

Boys rule in toyland.

When grade-school boys shop for toys, they find shelves crammed with testosterone-charged action figures, video games and remote- control race cars.

When girls search for them, all they see is pink.

Other than Barbie and stuffed animals, there's not much to choose from, and that means girls — especially those who have outgrown dolls — often turn elsewhere for fun.

Toy makers don't play fair with girls, experts say. The best innovations tend to go into smart, high-tech toys for boys while girls are frequently dismissed with well-meaning pink-hued toys that insult their intelligence. Frustrated, many girls simply stop playing, leading some parents to worry their daughters are being cheated out of an important part of childhood.

In fact, children of both sexes lose interest in toys at younger ages than many adults might suspect. Spending for toys in the United States last year peaked at the tender age of 3. A few years ago, it was age 4.

The drop in toy sales is particularly steep for girls.

Last year $817 million was spent on toys for 3-year-old girls and $885 million for 3-year-old boys, according to the NPD Group's TMI report. But toy spending drops steadily after that, especially among girls. The NPD says $204 million was spent on toys for 12-year-old girls last year compared to $640 million for boys.

Experts disagree why this happens. Some claim girls would buy more toys if manufacturers made things that interest them. Others say toy makers all but ignore older girls because they would rather spend their money on makeup, jewelry and clothing.

The toy gap between boys and girls doesn't get the attention it deserves, says Dr. Richard Chase, adjunct professor in psychiatry at Johns Hopkins University School of Medicine.

"The toy companies have always taken the boys more seriously than the girls," says Chase, who also is president of the Child Growth and Development Corp., a research firm in Manhattan. "When a toy company starts to think 'We could make more money with girls,' they go to the pastel palette. They turn their blocks pink and purple as if that's the difference between boys and girls."

Until about age 3, boys and girls tend to play with the same toys, but after that their interests diverge, according to Selina Guber, a psychologist and president of Children's Market Research in Manhattan.

"There definitely seems to be a genetic basis for the girls' preferences toward more passive types of activities and the boys being into more action and aggressive toys," she says.

Consequently, toy companies tend to make cars, video games and construction toys for boys and dolls and arts and crafts for girls.

Browning wishes toy makers wouldn't be so quick to typecast girls.

'The myth is all girls are girly girls or they are tomboys," she says. "The reality is today's girls may really be into Barbie and have 35 Beanie babies, but they're also into soccer."

To grab girls' attention, toy makers typically make their products pink, or, more recently, purple.

But that ploy may backfire as girls get older.

In two recent focus groups at Hasbro, the girls in the 5- and 6- year year-old group all wore pink or purple. But in the group of 7- and 8- year olds, not a single girl showed up in pink.

"It's like someone turned off the machine," Browning says. "I used to play with them all the time," says 13-year-old Mariel DiVenere, who stopped playing with her Barbie dolls three years ago. "Then I stopped liking them. My friends didn't play with them. I didn't want to feel like an idiot in front of them."

She would switch to another toy if the choices weren't so "babyish."

"There really aren't any toys for kids our age," says Mariel. "It seems like toys are for little kids."■

78. The Columbus Dispatch

06/13/98; Edition: Home Final; Section: EDITORIAL & COMMENT; Page 14A

SCHOOL RESEARCH NEEDS DISSEMINATION

By William L. Bainbridge
& Steven M. Sundre

A humorous turn on an adage has been circulating in recent months: Ifa person is in the woods and makes a statement, and the spouse is not there to hear it, is it still wrong?

A similar question could be asked

We found the same skepticism many times over the past 13 years among others who had spent years researching dissertations, conducting case studies and pursuing purely academic research. But today, people are getting the message. Many citizens now know that research indicates children from homes of well-educated parents have huge advantages. They also are aware of the negative impact poverty can have on one's ability to learn.

Twelve years ago, SchoolMatch developed "report cards" for schools, and it is comforting to see the similarity between them and the ones state education agencies in Ohio, Vermont and elsewhere are about to use.

Meanwhile in the Halls of Ivy, scholars have been studying learning styles for more than two decades. They have proved conclusively that time of day makesa significant difference in how children perform in school and on tests. They've talked to each other, published books and scholarly journals. Their work, however, has had little noticeable impact on schooling. High-school juniors continue get up early on Saturday mornings to take college-entrance examinations.

Our point is that while the public is becoming more knowledgeable about some important factors in education, most academic research on school reform is being ignored. And, regretably, much about most of the research on school reform under way in universities and think tanks: If the researchers share their work only with each other, does it have any impact?

When SchoolMatch started its work in 1985, many colleagues in the academic establishment seemed to inquire with of what is being touted publicly is not academically sound or research-based. An illustration is a recently released **U.S. Department of Education** report to the national media revealing that students who take algebra and geometry in high school are more likely to succeed in college than those who don't take pre-college mathematics. The government spent tax dollars to prove a self-evident point.

Another example of publicly acclaimed but academically weak research is in the plethora of customer-satisfaction surveys that assess schools the same way one evaluates restaurants. There's no evidence these studies blend any relationship to the research on effective schools into their conclusions, nor any hard outcome data.

The good news is that a number of academically qualified researchers are getting a good deal of media attention in the school-reform arena. Their efforts are bringing new knowledge about systemic change to parents and interested citizens. In our travels throughout the country conducting school site visits and performance audits, we see an increase in understanding of the issues by citizens. Those interested in learning more about school reform and its practical applications can increase their awareness by reading or listening to leaders in this field, such as:

Alonzo A. Crim, professor of skepticism, "You're going to rate schools using demographic cohorts, compare districts with others of comparable parent-education level, partner with newspapers and corporations to conduct effectiveness audits and write columns for newspapers and magazines read by the general public?"

education at Spellman College and former superintendent of schools in Atlanta, Ga.; Denis P. Doyle, senior research fellow at the Hudson Institute; Howard Gardner, professor and director of Project Zero, Harvard Graduate School of Education; Jane Hannaway, professor of Education at Stanford University; Eric A. Hanushek, economist, University of Rochester; David Matthews, president, Charles F. Kettering Foundation; Thomas J. Sergiovanni, Radford professor of educational administration at Trinity University; Theodore R. Sizer, professor and chairman of the Coalition of Essential Schools, Brown University; Robert E. Slaven, co-director of the Center for Research on the Education of Students at Risk, Johns Hopkins University; M. Donald Thomas, former superintendent of schools in Salt Lake City.

This is by no means an exhaustive list of American school reformers, but it is illustrative of those who seem to be doing the best job in getting their message to the general public, or understanding the importance of public involvement in the process.

William L. Bainbridge is president, and Steven M. Sundre is executive vice president of SchoolMatch, a Westerville-based consulting service that assists parents, corporations and schools with school ratings.■

79. Los Angeles Times

* 06/15/98; Edition: Home Edition; Section: Business; Financial Desk; Page D-4

Push to Trade Class Textbooks for Laptop PCs

By GARY CHAPMAN
University of Texas at Austin

AUSTIN — Last month, I testified at a hearing in the Texas State Capitol about the proposal under consideration here to replace public school textbooks with laptop computers and CD-ROMs. I attended this event at the invitation of Dr. Jack Christie, the chairman of the Texas State Board of Education and the man behind this idea. Dr. Christie, a chiropractor, packed a hearing room with legislators, state education officials, legislative staff, reporters, and many, many presenters, most of them vendors from the computer and software industries. His intent, he told me on the telephone before the hearing, was to "dazzle" the audience with computers and educational software.

This was a dismal experience for me. I

was the only skeptic in the entire program, out of more than 40 speakers. As one might have expected, there was a huge outpouring of support and praise for Dr. Christie's plan to lease a laptop computer for each of the nearly 4 million children in Texas public schools—this praise and support came from computer manufacturers, of course, who shamelessly lauded Dr. Christie as a "visionary" and other superlatives.

Last week, House Speaker Newt Gingrich endorsed this trend. "One of the goals should be to replace all textbooks with a PC," Gingrich (R-Ga.) told the Supercomm trade show at the Georgia World Congress Center in Atlanta a week ago. "I would hope within five years they would have no more textbooks."

There is a frenzy over getting computers and the Internet into K-12 schools that is reaching a point of pure excess and foolishness. In the interests of helping to promote some balance and rationality in this debate, I am presenting my own admittedly opinionated FAQs (a widely used Internet technique called "frequently asked questions"). These are offered as points of consideration for parents with school-age children.

Are computers important in my child's education?

Yes. Computers are transforming communications and the economy, and every child should be exposed to this technology to understand the significance of this transformation. Every high school graduate should know how to use a computer and the Internet, understand how a computer works, have some grasp of how to find information on the Internet, and generally know how computers are used by businesses, the government, educational institutions and people in their homes. At a bare minimum, students should know how to type, how to use a word processor, how to "drive" an operating system and how to navigate the Internet.

Does this mean I should buy a computer for my child?

Not necessarily. What young students need is access to a computer—routine, science, economics, history, literature and other traditional subjects, which are all taught best out of books; and a great capacity for change, flexibility and "life-long learning." To shortchange these subjects, or these qualities, for the evanescent skill of using some particular software package or operating system on a computer would be a great disservice to young people.

There was also a fair amount of pure Texas hucksterism on display, such as one vendor who poured water on a laptop to show its durability (he also invited a portly legislator to jump on the machine), and a demo of a software product that, inexplicably, turned ordinary addition problems into animated cartoons.

It dawned on me early in the course of this event that almost nothing will prevent Texas from wasting huge sums of easy and free access. If students can use a computer at school, especially after school hours, or at a public library, or in a public access center near home, this should be sufficient if a household cannot afford a home computer, printer, and Internet connection. The advantages for students who own their own computers are not so great that students who use public access computers will suffer greatly by comparison.

What is more important is that students at home use their free time to study, to read and to visit interesting places and people. They should also be encouraged to pursue their interests with discipline and perseverance. Kids who have their own computers waste a lot of time using their machines, just as adults do. If your child always has his or her nose in a book, you can be proud and relieved. If your child is always in front of a computer screen, you might need to worry.

*

Won't my child be disadvantaged in the new high-tech economy if he or she is not an expert with computers?

No. Most people who use computers as part of their work learn what they need to know about the technology as part of their job, or, if they learn at school, in the last year or two before starting work. The technology changes too rapidly for us to expect that children in grade school or middle school will be learning anything relevant to what they'll encounter in the workplace.

To succeed in the new high-tech economy, people need two things: a solid grounding in fundamental fields of math,

money on trying to get every kid in the state to use a laptop computer. Other school districts and states are watching this closely, and tens of thousands of parents seem to be jumping on this bandwagon. Ohio is also considering a version of the Texas plan; Beaufort, S.C., has already implemented a "laptop for every child" program; and schools all over the country are experimenting with the idea.

and other traditional subjects, which are all taught best out of books; and a great capacity for change, flexibility and "life-long learning." To shortchange these subjects, or these qualities, for the evanescent skill of using some particular software package or operating system on a computer would be a great disservice to young people.

The growing mania for getting a computer for every child in school is dangerous and foolish. It will impose colossal and unneeded expenses on schools, which are already strapped just trying to provide computers in the classroom or library. The requirements for technical support for millions of computers used by kids are unthinkably immense and expensive—there probably aren't enough technical support personnel in the entire U.S. to manage such a task, and schools can't pay these people what they can get in the private sector. The idea of replacing textbooks with laptop computers is a misapplication of a useful technology to the wrong problem, and the enthusiasm for "edutainment" software is alarming and discouraging. Learning is difficult and always will be.

There appears to be no greater danger to public education today than the misguided and inexperienced "evangelism" of grandstanding political leaders. There's a lot we need to do to improve education in this country, but excessive enthusiasm for computers will be a serious liability, not an asset.

Gary Chapman is director of the 21st Century Project at the University of Texas at Austin. His e-mail address is gary.chapman@mail.utexas.edu.■

80. Los Angeles Times

* 06/15/98; Edition: Home Edition; Section: Metro; Letters Desk; Page B-4

Language Schools

I cannot help but notice the irony in "Asian Language Schools Foster Skills, Traditions" (June 8). We have just gone through a heated debate on Prop. 227. Here we are, having Asian parents worrying that their children will only know English and therefore sending 50,000 of their young to remedial native language and cultural schools on the weekends.

I wonder if the Latino parents have the same worry? I also wonder what the opponents of Prop. 227 have to say about this?

I was one of the reluctant children

who had to attend Chinese school when I was a kid. I spoke not a word of English when I came to America. I attended a public school near downtown L.A., before the bilingual program. Thanks to my parents, today I'm trilingual.

ROBERT JUNG
Los Angeles■

81. The Washington Post

06/15/98; Edition: FINAL; Section: OP-ED; Page A23

Wisconsin Watershed

By William Raspberry

That celestial phenomenon in Wisconsin last Wednesday was either the sky plummeting earthward or the sun breaking through. It all depends on where you turn for your weather reports.

The facts of what happened are not in dispute. The state Supreme Court upheld as constitutional a Milwaukee program that would use state-funded vouchers to pay the parochial-school tuition of some 15,000 low-income children. Until that ruling, approximately 1,500 children were using the grants to pay for private — but not church-supported — schooling.

TD The expansion to cover religious schools was, according to many civil libertarians and supporters of teachers' unions, a huge chunk of falling sky — potentially obliterating the line separating church and state and crushing the nation's public schools.

It would, as one partisan put it, use some people's tax dollars to support other people's religion. An appeal to the U.S. Supreme Court is all but certain.

Kevin Hasson, founder of the Washington-based Becket Fund for Religious Liberty, is one of the sunshine boys. He finds the Wisconsin ruling both technically and constitutionally sound.

"At the technical level," he tells me, "the money doesn't go to the religious schools but to the parents of eligible children. And one criterion for eligibility is not whether you are religious or not. If you meet the geographic and income criteria, you get a check that you can endorse over to the school of your choosing — including your local public school.

"Constitutionally, there's not much of a problem. There's a 15-year line of [U.S.] Supreme Court decisions saying it's okay to use public funds for education expenses in religious schools."

But would a Supreme Court blessing of vouchers be a good thing or a bad one? It's hard to say — and not primarily because of the constitutional issues involved. If you see public schools as more problem than solution — if you find yourself describing them as government schools — you're likely to welcome the prospect of vouchers.

If you think of public schools — however dreadful some of them may be — as a last refuge for the poor, like public transportation or public housing, you'll want to make sure they are not done in by vouchers.

If you think of inner-city public schools as hotbeds of violence, enforced ignorance and a lack of discipline, the thought that they might go out of business won't cause you much grief (though you might mumble some thought to the effect that the competition from vouchers actually would make public schools better, so really it's good for them). If you think of voucher advocates as conservatives who neither care much about poor black kids nor much like the idea that black folk are running school systemsthat are comparable to huge corporations with guaranteed funding, you don't want to hear much pro-voucher talk.

The Wisconsin court, of course, was not addressing the question of whether vouchers are a good idea, only whether their use for parochial schooling is a legal idea. It decided that the Milwaukee plan passes the Supreme Court's three-pronged test: It has a secular purpose, its primary effect is neither to advance nor inhibit religion and it does not create "excessive entanglement" between church and state.

Is it possible to get beyond the questions of what is permissible to the question of what is the right thing to do?

I think it is, but the pro-voucher/anti-voucher warfare may be the wrong place to begin. A better starting place: How can we deliver the best education for the greatest number — and to the greatest benefit of society?

That's what we asked when our servicemen returned from World War II, and the resulting GI Bill not only paid for a huge amount of education and job training, improving local economies across America but also helped preserve and improve a huge number of struggling schools — including some that were run by churches.

Maybe what happened in Wisconsin was neither falling sky nor breakthrough answer, but merely a flash of light reminding us to get the question right.■

82. The New York Times

06/13/98Section: Editorial Desk; Section A; Page 15, Column 3

Grammatically Incorrect

By Ralph Schoenstein

PRINCETON, N.J. — Microsoft has many detractors, but no one has noticed its most egregious sin.

The company's word-processing program, Word for Windows 95, is ruining the English language. I have just discovered that Word's grammar check has a command of English equal to that of Tarzan.

Eager to see if the check knew the difference between a conjunction and I first asked Word to check, She was a most unique woman; she was slightly pregnant. The error was easy to find, two modified absolutes. When the check responded that the sentence was flawless, I knew English was partially dead.

conjunctivitis, I wrote, Due to the weather, they could not come. The check seemed to think that the sentence was Churchillian. Although most people use

My next offering, I couldn't help but going, used the gerund instead of the infinitive. The check replied, Consider replacing with "could not" in a formal document. As they say in Seattle, I couldn't help but being dismayed.

"due to" incorrectly, I thought that a grammar guide on millions of computers should know that the sentence needed a conjunction instead.

Inspired to eloquent awfulness, I wrote, Thinking it was open, the door was really closed. The check replied, The main clause may contain a verb in the passive voice. But there is no passive voice here, just a thinking door.

Incredulous that Microsoft was helping millions of Americans sound like Popeye, I went on to write, If I was a better man, I would go. Missing my failure to use the subjunctive, the check resorted to political correctness: Gender-specific expression. Consider replacing with "person," "human being" or "individual."

The check, of course, had a point. Every time I call myself a man, as opposed to a woman or a newt, I am being gender specific.

Giddy from all the grammatical goofiness, I wrote, There were only three grown-ups between Judy, Jill, Eve-Lynn, Lori, Maria and Max. Once again, the check approved, unaware that between cannot handle six people. That's why among was invented.

Deciding to meet the check halfway, I stopped writing in English: She shopped, like, sixteen times. The check said the sentence was perfect.

Of course it was — not a single contraction.■

83. The New York Times

06/13/98Section: Editorial Desk; Section A; Page 15, Column 6

Class Of '98

By FRANK RICH

The last term of high school, as I remember it from the first time around, is one steady flooring of the accelerator pedal. Grades don't count, exams don't count, the college that's accepted you can't change its mind.

In my particular senior year, "Sgt. Pepper" had just hit town, the drinking age was 18 and everyone had a driver's license. By both shaking and stirring these ingredients, my friends and I were able to float for weeks, it seemed, from one backyard party to another until finally we stayed still just long enough to slip into our rented tuxedos, pick up our corsages and find our way to our dates and the prom. After that we drove all night to the beach, though how we then crept back to our Washington graduation from Ocean City, tired and sunburned but no wiser, I don't precisely recall. Lucy was always in the sky with diamonds that endless June, and she was blinding.

The second time around, high school graduation has a different effect. As I have watched my first son float through his spring term of senior year, I don't begrudge him his dawning recognition that school is out even before it officially is; he's earned the right to coast. And I would have hated myself in the morning if I had hypocritically applied a curfew to his late spring nights. But graduation, which could not come fast enough when I was 18, arrives far too quickly now that he's 18. Instead of accelerating, a father wants to slam on the brakes.

Friends talk about the horror of turning 50, an indignity that apparently requires you to crawl into a dark psychic cave for several months and emerge reading Gail Sheehy books, but I can't imagine how it could be worse than a first child's leave-taking. After those years of secretly fantasizing that it might be a breather to have at least one child out of the house, especially an adolescent male child, I want to bar the door.

It wasn't until the end of the so-called "college-application process" — a misnomer for "college-application torture" — that I realized why it had filled me with such anxiety. My fear wasn't that my son would fail to get into whatever school he wanted (not that he was going to choose what school he wanted until the last possible minute anyway, thank you very much), but that he would get into that school. The moment the admissions letters went out was the moment he was truly out the door — not to an indeterminate friend's house from which he'd certainly return (however tardily), but to the humbling realm of adulthood that will be his permanent new home. Unselfishly as well as selfishly, I wanted him to cling to senior year forever. He was safe and happy there, and I, as I now realize, was safe and happy there too.

My friends John and Nan have tried to cheer me up. Their daughter, a year older than my son, is at the same college he'll be going to in the fall. It's not that far, they keep reminding me, and we can all drive up together on a weekend and take our kids out to dinner. Having only boys, I can't speak about daughters, but I remember what I was like in college; dinner with my parents if they happened to drop into town was not much higher on my list of priorities than folding laundry. I had my own life now.

These June mornings I wake up to the radio, on which my favorite talk-show monologuist, a few years older than I am, talks about the joys of incipient second fatherhood: he has a new baby due any minute. I fantasize: Could I start at the beginning again and simply fill the empty place in my nest? Then I get out of bed, and flash back to the hospital where my son was born, to the nights of formula, the days of strollers. I face reality: I'm just not one of those people who can turn back the clock.

So I anticipate instead the world that's going to open wide for my son in the fall, and imagine it excitedly through his eyes. I take the pictures of him in his rented prom tux — far slicker than his Dad's — to the drug-store to be developed. I dote on my younger boy, still with all of high school ahead of him and too much the forgotten soldier of his brother's graduation week. I remind myself as well that it's still only June, and that there's a whole summer to come before my son decamps to college.

Then again, if I've learned anything at all in those many years between my high school graduation and his, it's that the summer goes by so fast.■

84. The New York Times

06/13/98Section: Editorial Desk; Section A; Page 14, Column 6

Will Voucher Plan Help Poor Students?

To the Editor:

It is disingenuous for advocates of school vouchers to argue that public schools would be forced to improve if they had to compete with private and religious schools (front page, June 11). Imagine a floundering corporation from which the most competent managers are removed. Now imagine a public school from which the students from the most positive home environments are removed.

Public schools, which serve the whole community, need taxpayer support, as opposed to schools that enjoy the advantage of a self-selecting population.

STEPHEN LEWIS

Centereach, N.Y., June 11, 1998■

85. The New York Times

06/14/98Section: Week in Review Desk; Section 4; Page 2, Column 4

Vouchers for Church Schools

By ETHAN BRONNER

In a decision many believe is headed for the United States Supreme Court, the Wisconsin Supreme Court ruled that the city of Milwaukee may use school vouchers to send poor children to parochial schools, saying the plan did not violate the First Amendment's separation of church and state.

The ruling gave a boost to the growing school-choice movement, which seeks to send children in failing public schools to private ones, most of which have religious affiliations. The aim is to inject competition into education as a means of forcing improvement.

ETHAN BRONNER■

86. The Wall Street Journal

06/15/98

Why I'm Reluctantly Backing Vouchers

By Arthur Levine

Throughout my career, I have been an opponent of school voucher programs. I disapproved of them because I feared they would undermine public schools. They also threatened to diminish the teaching of universal democratic values by supporting parochial and ideologically based schools. Studies of the limited experiments conducted with vouchers and school choice in the U.S. showed these options were used disproportionately by relatively affluent families, raising the concern that vouchers could turn our public schools into ghettos for the poor. In addition, the research showed vouchers produce little if any improvement in student achievement, but result in higher educational costs.

However, after much soul-searching, I have reluctantly concluded that a limited school voucher program is now essential for the poorest Americans attending the worst public schools.

The voucher rescue would aim to accomplish three goals. Most important, it would offer poor children a way out of the worst schools. If the research on vouchers is correct, not nearly as many as one would hope will choose this option. However, many will — and that is all that matters.

Second, it will become possible to shut down some of the poor schools abandoned by students with vouchers. This will permit urban public school districts to concentrate their resources on more promising and effective schools.

Despite a 15-year-long national school-improvement movement, many urban public schools are still falling apart physically and produce dismal results when it comes to teaching students. These schools show no signs of improving; some are even deteriorating. They are the worst schools in America. Walking through their halls, one meets students without hope and teachers without expectations. These schools damage children; they rob them of their futures. No parent should be forced to send a child to such a school. No student should be compelled to attend one.

Today these schools are effectively reserved for the urban poor. More-affluent parents have other options — private schools, suburban schools or better public schools. As never before in American history, we live in an age in which the future of our children is inextricably tied to the quality of the education they receive. In the past, a school dropout or a less-educated American could find a job in manufacturing or in one of the service professions, earning wages adequate to support a family. Those jobs have all but disappeared. Today, to force children into inadequate schools is to deny them any chance of success. To do so simply on the basis of their parents' income is a sin.

What I am proposing is a rescue operation aimed at reclaiming the lives of America's most disadvantaged children. This would involve a limited voucher program focusing on poor, urban children attending the bottom 10% of public schools. Their families would be reimbursed an amount equal to the cost per student of public education (a national average of roughly $6,500) to allow them to attend a better school. These schools could be nonsectarian private schools or better public schools in the suburbs. The money could even be used to create better urban public-school alternatives.

Third, the vouchers could encourage the creation of strong urban schools. This could happen as entrepreneurs and private companies such as the Edison Project follow the dollars and establish private inner-city schools. It could happen if urban public school districts decide to replace old schools with better ones so that they can compete for students. In any case, schools receiving voucher funding should be required to meet serious performance standards. They need to be accountable both fiscally and academically.

This is a painful proposal for me to offer. In making it I am departing from the views of most of my colleagues at Teachers College and of educators across the nation, whom I deeply respect. I do so only in response to a desperate situation. I offer it not as a convert to vouchers, but as an individual who thinks in this one instance they may be the only way to save the most disadvantaged children. I offer this proposal not as a detractor of public schools, but as a champion who wants them to be as strong as they can be.

Mr. Levine is president of Teachers College, Columbia University.■

87. The Wall Street Journal

06/15/98

School Choice and the Supreme Court

By Clint Bolick

With the Wisconsin Supreme Court's decision last week upholding the Milwaukee Parental Choice Program — the first of five state supreme court decisions on school vouchers expected this year — the focus on the legal battle over school choice begins the shift to the U.S. Supreme Court.

Coincidentally, the Wisconsin decision was rendered only days before the 25th anniversary of choice opponents' last victory in the U.S. Supreme Court. Many changes in the interim portend a different result next time: not only the court's jurisprudence on the First Amendment's religion clause, but also the nature of school choice itself.

In its 1973 ruling in Committee for Public Education and Religious Liberty v. Nyquist, the court struck down New York state's "parochaid" program that provided grants, partial tuition reimbursement, tax deductions and maintenance and repair aid directly to private schools. Most of the benefits accrued to religious schools and their students.

The court ruled that the program had the "primary effect" of advancing religion because it singled out private schools and their students for special benefits. Accordingly, the program violated the First Amendment's core "neutrality" principle.

But the court left open the constitutionality of "some form of public assistance (such as scholarships) made available generally without regard to the sectarian-nonsectarian, or public-nonpublic nature of the institution

The Supreme Court is likely to soon have several opportunities to remove the constitutional cloud hanging over school choice. The expected Wisconsin appeal is one; similar choice programs await resolution in the supreme courts of Vermont, Arizona, Ohio and Maine.

benefited" — such as the GI Bill, which recipients may use at religious or secular schools.

Since Nyquist, the court has sustained such "neutral" benefits in five cases:

— In 1983, it upheld Minnesota's state income-tax deductions for education expenses, the vast majority of which were claimed for religious school tuition.

— In 1986, the court unanimously sustained a blind student's use of public funds to prepare for the ministry at a divinity school.

— In 1993, it allowed an Arizona school district to provide an interpreter for a deaf student attending a Catholic high school.

— In 1995, it forbade the University of Virginia from excluding a religious publication from receiving student-fee funding.

— A year ago, the court overturned prior precedents and allowed public school teachers to provide Title I remedial instruction in religious schools.

As Justice Sandra Day O'Connor acknowledged last year in Agostini v. Felton, the court has "significantly changed" its "understanding of the criteria used to assess whether aid to religion has an impermissible effect." Even direct aid, Justice O'Connor explained, is constitutional if it is "allocated on the basis of neutral, secular criteria that neither favor nor disfavor religion, and is made available to both religious and secular beneficiaries on a nondiscriminatory basis."

Not only do school-choice programs adhere to the principle of neutrality — which Justice Anthony Kennedy

In Brown v. Board of Education, the court declared that education "is a right which must be made available to all on equal terms." By sustaining school choice, the Supreme Court would take a giant stride toward fulfilling that sacred promise.

describes as "central" to the court's recent religion-clause cases — they possess a second attribute of constitutionality: Benefits to religious schools are indirect. As Wisconsin Supreme Court Justice Donald Steinmetz observed, "not one cent flows from the state to a sectarian private school . . . except as a result of the necessary and intervening choices of individual parents."

But direct aid, in the form of a publicly funded interpreter, should be impermissible, opined Justice Harry Blackmun in his 1993 Arizona dissent, "when government dispenses public funds to individuals who employ them to finance private choices, it is difficult to argue that government is actually endorsing religion."

The court need not overturn Nyquist in order to uphold programs like Milwaukee's. For school choice has evolved from "parochaid" to child-aid. The Milwaukee Parental Choice Program adds private and religious schools to an existing array of public school options — charter schools, magnet schools and interdistrict transfers. In each instance, the practical consequence is the same: State education funds follow the parents' choice. This is the essence of neutrality.

School choice is an essential element of public education reform. In Milwaukee, it has boosted academic achievement and graduation rates and goaded changes in public schools. As former Milwaukee schools superintendent Howard Fuller has attested, inner-city public schools will not improve until low-income families are given the power to exit.

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Mr. Bolick is litigation director at the Institute for Justice in Washington, D.C. and defended the Milwaukee Parental Choice Program.■

88. The Kansas City Star

06/14/98; Edition: METROPOLITAN; Section: OPINION; Page L2

Voucher ruling disappointing

By LAURA SCOTT

A major ruling regarding school vouchers in Wisconsin will send shock waves throughout public schools in the United States. The Wisconsin Supreme Court approved spending public funds to

support children in religious schools.

The goal of tax-supported vouchers for religious education has been desired by private school advocates for years. They have presented their case as one of school choice. Indeed, Milwaukee's closely watched voucher experiment was supposed to give poor children's families the same array of choices in education that more well-to-do families have enjoyed.

TD The way to ensure equal educational opportunity for all is not to encourage exodus from public education or to set up a two-tiered system of haves and have-nots, both of which vouchers tend to do.

Vouchers do not spur competition that encourages public schools to do better, despite what voucher advocates say. Private schools can choose whom they want to educate - the brightest and those without discipline problems, for instance - and leave the others to the public schools, that have no such choice.

This country's public school system exists to make sure that equal educational opportunity is available to all. If there are problems in the public schools of a community, that is where resources and attention should be directed, not away from them so they only get worse.

In Milwaukee, $5,000 in tax money is lost to the public schools each time a student with a voucher goes elsewhere.

Indeed, Wisconsin's attempt to ``equalize'' opportunity for poor children could backfire as higher-income parents complain that the tax-supported vouchers are not available to them.

The other valid reason for opposition to vouchers is the state's requirement that taxpayers pay for religious instruction.

Vouchers erode the principle that public funds should not be spent to support religious activities. This Wisconsin decision appears to be at odds with the Constitution.

Milwaukee's teachers and the American Civil Liberties Union have vowed to appeal the state court ruling. Much is at stake, for public education as well as for the American principle of separation of church and state.■

89. Chicago Tribune

06/14/98; Edition: CHICAGOLAND FINAL; C; Section: COMMENTARY; Page 21

SCHOOL VOUCHERS AND THE SALVATION OF EDUCATION

GIVING POOR KIDS A CHOICE GIVES THEM A SHOT AT DECENT SCHOOLS

By Steve Chapman.

The Rockies may crumble, Gibraltar may tumble—they're only made of clay, and they don't have the fierce support of the teachers unions, which are the most powerful interest group in the Democratic Party. In that respect, they are inferior to the American public school system, which despite its failures has given every appearance of being as invulnerable to attack as a nuclear missile silo. Until last week, that is, when the Supreme Court of Wisconsin fired off a salvo that put a large crack in the foundation.

In an unequivocal decision, the court upheld the constitutionality of a Milwaukee school choice program that gives poor children the educational equivalent of a "Get Out of Jail Free" card: a voucher that can be used to pay tuition at a private or parochial school. For 1,600 students each year, it provides the opportunity to escape underperforming public schools that have long treated them not as clients but as captives.

Critics of vouchers were heard afterward disparaging them as a "lifeboat strategy" that saves some children but abandons the rest. Well, it's true that there is a certain resemblance between urban public school systems and the Titanic. But not many people would argue that since the ship didn't have enough lifeboats for everyone, the only fair approach would have been to let everyone drown.

The point of the program, though, is to improve the chances of poor children regardless of what school they attend. It does so through the old-fashioned method of intensifying competition. Each student a public school loses means the disappearance of up to $4,400 in state funds. So public schools had better give parents a good reason to stay or the schools won't be around long. This is a radical change from the existing system, which is more inclined to reward failure than to punish it.

Of course, the teachers unions dismiss the case for vouchers as idle theorizing. And maybe they're correct in fearing disaster. The only way to know is to try vouchers out in some places where public schools are doing a lousy job and see what happens. But the critics have not been eager to test their claims. They

Based on findings so far, it's clear that they were wise to oppose them. Studies by Harvard education scholar Paul Peterson found appreciable gains in achievement among children in Milwaukee and Cleveland who used their new options to enroll in private or parochial schools.

Critics often say that private-school students do better because they are "self-selected" for success, meaning they come from homes where education is emphasized and high standards are set. But in Milwaukee, Peterson and his colleagues compared apples with apples. Children who applied for the vouchers were selected by lottery—so it was possible to evaluate the relative performance of students who differed only in whether they were given the chance to move out of the public schools.

What the scholars found is that, everything else being equal, private and parochial schools simply got better results.

The constitutional case against school choice is also looking distinctly anemic after the Wisconsin Supreme Court's refusal to invalidate the Milwaukee program—as requested by, among others, the city teachers union. The lawsuit charged that the vouchers violate the separation of church and state by pouring tax dollars into the bank accounts of religious institutions.

The critics apparently haven't been paying attention to the U.S. Supreme Court, which has ruled in one case after another that the crucial issue is not where

the dollars come from but who decides where they go. In 1983, the court upheld a Minnesota tax deduction for school tuition, concluding that the 1st Amendment ban on government aid to religion does "not encompass the sort of attenuated financial benefit, ultimately controlled by the private choices of individual parents, that eventually flows to parochial schools from the neutrally available tax benefit at issue in this case."

What was true of tax deductions in Minnesota is equally true of vouchers in Wisconsin. But that hasn't stopped President Clinton from using church-state separation as an excuse for rejecting a proposed federal tax break for families who save for education expenses, including private school tuition.

Clinton and his allies in the teachers unions persist in behaving as though students were made for the benefit of the public schools, not the other way around. But the educational monopoly they are determined to preserve has never looked as vulnerable as it does today.■

90. Portland Oregonian

06/13/98; Edition: SUNRISE; Section: EDITORIAL; Page C09

BEST WAY TO LEARN ENGLISH IS NO-COST IMMERSION

(Immigrants') goal has been to learn English as quickly as possible. Most pre-teen children will absorb another language through their pores when they are immersed in it. And immersion is a fact of life that costs nothing. All that the vast majority need from the school system is a little guidance and friendly feedback.

Bilingual-education advocates have in recent years taken on a secondary, self-justifying responsibility — the preservation of the immigrant cultures (which would apparently be at risk were the children to learn English too quickly). That such a position would be viewed as patronizing by the immigrants, all of whom voted with their feet to be here, should come as no great surprise to educators in California.

JOHN FRINK

West Linn■

91. The Indianapolis Star

06/14/98; Edition: CITY FINAL; Section: EDITORIAL; Page D04

School vouchers

Cal Thomas is dead wrong in his characterization of Sen. Paul Coverdell's tax-free account plan as the salvation of public education (April 22). The $7 per year in tax-free interest that an account would earn for a family earning between $33,000 and $55,000 wouldn't do much to help a parent pay tuition at any private school in America.

In addition, the Coverdell plan will no more guarantee a child will be chosen to attend a particular private school than will any other voucher scheme. The true choice remains where it always has - in the hands of private school admission committees.

Vouchers have proven ineffective at helping children succeed academically. The latest research, the official study of the Cleveland voucher program, found that "there are not significant differences in third-grade achievement between (voucher) students and their Cleveland City School District peers." The report also revealed that more than $1 million in taxpayer-subsidized voucher money was used for cab fare to transport students to and from the private schools.

The real tragedy of such legislation is that it continues to divert attention away from reforms that Americans know will help: smaller classes, higher academic standards. The National Education Association is working for these improvements because we put all children first.

BOB CHASE President National Education Association Washington, D.C.■

92. The Washington Post

06/13/98; Edition: FINAL; Section: OP-ED; Page A20

The Education Monopoly

In Sari Horwitz's news story "Poll Finds Backing for D.C. School Vouchers; Blacks Support Backing More Than Whites," [Metro, May 23], one poll respondent, a Howard University professor, is quoted as saying: "The Founding Fathers, Jefferson, Washington and Adams, considered public education to be the key to success to the Democratic republic. Vouchers cannot help but weaken public education."

Sorry, sir, but those gentlemen would not have known public eduction as we know it today — and would be horrified at its present condition. Education in the colonies, and at the time of the Founding Fathers, was the province of private and community endeavors and financing, and often was transmitted by ministers, who were generally the most educated in the community.

Since most of the early colonists were Protestants, for whom salvation was dependent on private interpretation of the Bible, literacy was of great importance and the Bible was an integral part of the school, reflecting the religious

affirmation of the people.

Not until the 1820s and '30s, and Horace Mann, was there general movement toward publicly financed community schools, which were called "common schools," not public schools — but still these common schools were voluntary and predominantly Protestant oriented. Mandatory attendance did not enter the picture until many decades later.

Yes, public education is a key factor in a democratic republic, but not necessarily as implemented through government-operated schools only, which seems to be the mantra of those opposing vouchers. The idea that the state makes education mandatory, taxes all to pay for it but then forces children into government-operated schools as a condition for receiving their just benefits is more a tenet of socialism/totalitarianism than democracy. In fact, the United States is the only free nation that denies a ssistance to children in nongovernment schools.

In a nation that professes freedom of speech and religion and equal protection of the laws, it would seem that choice, competition and equal opportunity are essential ingredients to universal public education. In other words, fund the education of the child according to the constitutional rights of the parents, rather than fund a government system into which children whose families cannot afford otherwise are forced.

It is this virtual monopoly that has weakened public education. The choice, competition and direct accountability to parents created by vouchers are what is needed to revitalize public education.

MARILYN LUNDY

St. Clair Shores, Mich.■

93. The Washington Post

06/14/98; Edition: FINAL; Section: OP-ED; Page C06

An Education in Self-Centeredness?

The **Department of Education** is busy doing what it does best: appropriating valuable classroom time and tax dollars for loopy, '60s-era experiments on other people's kids.

Education Secretary Richard W. Riley recently kicked off his national "I Like Me" program, aimed at 250,000 kindergarten students across the country ["Self-Concept Program Launched," Metro, May 29]. It will continue in school systems nationwide next school year.

Now isn't this wonderful? While parents struggle to teach 5-year-olds the virtues of sharing, taking turns and respecting other people, the **Education Department** wants to make kids more self-centered!

Who pays these guys' salaries? (Oops. We do. . .)

JAMES A. MILLS

Silver Spring■

94. Los Angeles Times

* 06/14/98; Edition: Orange County Edition; Section: Metro; Editorial Writers Desk; Page B-10

NRA's Education Program Praised

According to the authors of "Manufacturers Must Act to Cut Deaths," (Orange County Voices, June 7), over 30,000 people are killed by guns in the U.S. each year.

How can an inanimate object be blamed for a single death? Therein lies the fundamental difference between gun-ban activists like Mary Leigh Blek and those of us who—instead of blaming an inanimate object—blame the individual who uses the object in an illegal fashion.

Blek and her co-author, Ellen Freudenheim, go on to attack the National Rifle Assn.'s "Eddie Eagle" program—an elementary school education program that teaches one safety procedure to our children if they ever see a gun: "Stop! Don't touch. Leave the area. Tell an adult."

How can any responsible parent be against such a program? The incident, mentioned by the authors, involving the 12-year-old Mission Viejo girl who was accidentally shot by her friend would not have happened had the girl's friend been exposed to the "Eddie Eagle" gun-safety program. Yet the Bleks and their ilk oppose such a program in our schools!

Individual accountability is the answer. Whether it is a misguided school official denying a gun safety program in our schools, or a criminal who illegally obtains and uses a firearm, these are the individuals who must be held accountable for an accidental or criminal act involving a gun.

Do we blame a car for a death caused by a drunken driver? Do we blame the car's manufacturer? Of course not; we blame the individual. We must use the same logic when dealing with any inanimate object needing human interaction for its use, legal or illegal.

The familiar bumper sticker says it all: "Guns don't kill people. People kill people." Think about it.

RICHARD A. BOWEN

Foothill Ranch

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Mary Leigh Blek and Ellen Freudenheim's article turns logic on its ear. Now, if a firearm is misused, blame (and sue) the firearm manufacturer. No more individual responsibility for one's actions! How neat and tidy it all is.

Worst of all, the authors resort to a complete and bald-faced lie when describing the National Rifle Assn.'s "Eddie Eagle" program.

This program is designed to teach young people (grades kindergarten through eight) what to do in the event that a firearm is discovered. While the delivery of the message is geared to the maturity and age group for each grade, the message remains constant at each level.

When you see a gun, "Don't touch! Leave the area! Tell an adult!" What part of this message is the "proverbial fox of a marketing effort disguised in the lamb's wool of a school-based program"?

The "Eddie Eagle" program was used at my daughter's school this past April. The material was thoroughly reviewed by the school board, of which I am a member.

It was presented in advance to the parents and then taught by a police

officer only after he reviewed the material prior to its presentation. Nowhere in the literature were there any pro-firearm statements.

Would the authors find a course on firearms awareness more credible if Handgun Control Inc. produced it? If the girl from Mission Viejo or the boy from La Palma had learned the message my daughter learned, two needless tragedies might have been prevented.

DANIEL J. NIEMIEC
Huntington Beach

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With all the shootings throughout the nation, I have grave concern over my safety as well as others'.

I have seen kids as young as 10 shooting their classmates because of juvenile differences that are normal for their age.

When I was 10, I hadn't even seen a gun except on television and movies. Death has also occurred because of the effects of television shows such as the cartoon "South Park" and singers such as Marilyn Manson.

This is ridiculous. Solving the problem needs to come in reforming the entertainment industry and building up America's families.

BRITTANY WATSON
Dana Point■

EDITORIAL

95. Detroit Free Press

June 12, 1998

School officials deserve praise for discipline

If kids learn nothing else in school, they should learn to distinguish between feeling and thinking.

They may trail their Asian and European peers in computer savvy and mathematical prowess, but if they understand the difference between responding to the world emotionally and evaluating it thoughtfully, most of our teenagers will be OK.

Like any other lesson, this distinction is taught most effectively by adults who practice making it in the real world.

That's why administrators at Royal Oak Kimball High School deserve our appreciation for their difficult decision to discipline a school custodian who declined to join other staff members in a search triggered by a bomb threat.

Bear with me, and I'll explain.

But first, in case you missed the story in Thursday's Free Press:

Someone telephoned Kimball twice on Monday to warn that a bomb had been hidden in the school, whose student body numbers some 1,300 teenagers. As in previous bomb scares — Monday's was the third at Kimball this school year — Principal Tom Neville notified police and asked staffers to join him in a search for suspicious objects.

Most complied. But Patricia Biland, the school's 34-year-old assistant head custodian, refused, citing her responsibility to the 14-month-old daughter she is raising alone. Royal Oak school officials, citing a written job description that lists the promotion of building security and student safety among custodians' responsibilities, suspended her without pay.

Let us not judge Biland too harshly. A mother's fear — for her own safety, or for her infant's well-being — is nothing to laugh at, even when it is disproportionate to the real risk.

But neither should school policy be calibrated to anyone's irrational anxiety. In Biland's case, the relevant question is not whether her fears were genuine, but whether the request that she and other staffers participate in the bomb search was reasonable.

I can't speak for the generations that preceded mine, but by the time I got to high school — about midway through the Nixon presidency, for any calculators in the audience — bomb scares were an end-of-the-school-year staple.

Then, as now, school administrators sought ways to assure student safety without surrendering to the full-scale disruption pranksters sought. To ignore even the most dubious threat, they knew, would be foolhardy; but to reflexively evacuate the building and summon police would hand adolescent yahoos too big a payoff for a 10-second pay-phone call.

Neville, Biland's boss, was trying to find the middle ground between under-response and over-reaction Monday when he enlisted staffers in a quiet, low-key search, reasoning that those who work in the building every day would be more apt than police to notice anything amiss.

Biland, who acknowledges participating in several previous bomb hunts during her seven-year tenure at Kimball, says the increasing incidence of schoolyard violence has convinced her that such searches are too risky.

But there's no evidence I know of that high schools are exploding any more often than they did a generation ago. And the need for adults to keep the real threat of violence in perspective — especially in the midst of melodrama-prone adolescents — is greater than ever.

Sympathizing with a frightened mother is one thing; contorting a reasonable policy around her fears would be another.

Here's to Royal Oak school administrators for knowing the difference.■

96. Los Angeles Times

* 06/14/98; Edition: Ventura County Edition; Section: Metro; Zones Desk; Page B-18

Enforce Graduation Standards

We offer best wishes to the Class of 1998, which this month sails off into a promising future. But as the experience of a handful of Fillmore high school seniors this year illustrates, rising graduation standards will make that

diploma harder to earn in the years ahead—and school officials must resist the temptation to relax those standards when some students, inevitably, fail.

Following a statewide trend, many Ventura County high schools have adopted tougher graduation standards in recent years.

Santa Paula High School, for example, eliminated its "standard track" and this year began funneling every student into college-preparatory classes.

Fillmore school trustees went even further, voting last year to require a C average for graduation beginning with the Class of 2002. And beginning this year, Fillmore High seniors were allowed only two chances to pass state-mandated proficiency tests. In previous years, students were allowed to try up to six new policy and many chances to prepare. Not only does the district offer practice tests beginning in the fourth grade, it also provides tutoring to seniors.

But raising standards has not been painless. The first to feel the effects were eight seniors at Fillmore High who were unable this year to pass the state writing proficiency test after two tries.

The students appealed to trustees, arguing that the two-test limit was unfair. Other schools allow more chances, they contended.

But in the end, trustees agreed to grant the eight students a third chance—and last week, seven of those students passed the exam and earned their diplomas in time for graduation.

School officials pointed out that the students had plenty of warning about the times.

School officials say tougher standards have not, as some had feared, forced marginal students to leave school. In fact, the county's dropout rate declined again this year to a record low of 2.5%.

Those kinds of figures demonstrate that raising standards can keep students in school, education officials say.

We're happy that these students have finally crossed the finish line, but we urge school boards not to make a habit of granting such exceptions. Many students will work harder only if they know it is necessary—and they will know it is necessary only if they know the standards are firm.

If stricter graduation requirements are to mean anything, if they are to be effective in raising the quality of the education our schools provide, they must be enforced.■

97. The Washington Post

06/13/98; Edition: FINAL; Section: Editorial; Page A20

D.C. Test Scores Looking Up

NO ONE IN the D.C. public school system will claim standardized test scores are where they should be or that the school system has finally turned the corner on student achievement. But the latest test results showing improvement at most grade levels must be greeted with a mixture of pleasure and relief. As School Superintendent Arlene Ackerman said, "We didn't jump leaps and bounds, but we showed solid progress."

A school system in which most students at every grade level have only partial mastery of basic reading and math skills for their grade remains a system in trouble. But the difference this year is that student performance is no longer languishing at the bottom. The latest scores show the lowest-performing students in second and fourth grades making the biggest gains in reading, while math scores climbed for the lowest-performing sixth- and eighth-graders. The overall gains represent no small feat for asystem that got started three weeks late and in which various schools were plagued with fire-code violations.

TD But this first tangible step toward a school system turnaround began long before the Standford 9 Achievement Test was administered this spring. It began with Mrs. Ackerman's attention-getting declaration of an educational crisis and her focus on student achievement as the school system's number one strategic goal. It continued with the introduction of reading and math content standards and introduction of accountability systems for principals and students. A host of parents and other volunteers quietly pitched in as tutors before and after school programs; teachers were trained. In all, a number of people joined in the blitz on low student performance, and it paid off.

The next critical test for the new school leadership is to make the city's largest-ever summer school endeavor a success. Sending as many as 20,000 schoolchildren to summer school is a major logistical and financial undertaking, but it is necessary if improvements are to continue. The effort isn't limited to students. Test scores are now a factor in assessing principal and teacher performances. In short, to boost student achievement, Mrs. Ackerman is asking everyone — student, principal, teacher andparent — to put something on the line. It seems to be paying off.■

98. Omaha World-Herald

06/14/98; Edition: Sunrise; Section: Editorial; Page 32A

More Tools for School Accountability

The Nebraska Board of Education ought to pursue the idea of opening school districts to more public scrutiny.

The board is considering requiring districts to report standardized test scores to the public. Also, the board may require school systems to provide the public with information ranging from student turnover rates to per-pupil costs and class sizes. Some districts, such as Omaha Public Schools, already disclose some of the facts.

These are good ideas. School boards around the state would all have to give parents, community leaders and taxpayers information that is necessary to evaluate those districts properly. Parents would be able to see what their children's schools do well and what they do poorly. Taxpayers would have more information to help them decide whether their money is being spent properly.

The state board's goal is to increase accountability, officials said. Kathleen McCallister of Omaha, president of the board, said the information would be "a tool for making informed decisions."

Indeed it would be. The public needs facts to help make informed decisions regarding the schools. The proposed disclosure plan would help provide facts.■

99. St. Louis Post-Dispatch

06/14/98; Edition: FIVE STAR LIFT; Section: EDITORIAL; Page B2

PUBLIC SCHOOLS SAFEGUARD DEMOCRACY

Wisconsin's voucher system for paying the entire cost of private and parochial school education is a frontal assault on two core principles of democracy - public schools and the separation between church and state.

If the U.S. Supreme Court goes along with the Wisconsin Supreme Court decision upholding the voucher program, the nation will be opening the public treasury to church schools. Instead of a wall between church and state, the nation would be left with a broken down fence.

One of the main reasons for adoption of the First Amendment was that many colonies and states levied taxes for religious purposes. The Virginia Bill for Establishing Religious Freedom, which served as a basis for the First Amendment, attacked this evil. Thomas Jefferson wrote the preamble: "To compel a man to furnish contributions of money for the propagation of opinions which he disbelieves, is sinful and tyrannical."

Are we now to turn our backs on this central principle of the First Amendment?

If a court blindfolds itself to reality and applies some legal sophistry, it can act as if the full funding of religious education is perfectly in line with the First Amendment. That's what the Wisconsin Supreme Court did.

The argument goes like this: Vouchers have the secular purpose and primary effect of improving education for poor kids. The Supreme Court already has approved tuition tax deductions for parochial school expenses. So why not vouchers?

But the difference in degree is crucial. Tuition tax deductions are us ually worth a couple of hundred dollars. The Wisconsin voucher plan pays for the entire cost of instruction or $4,700, which is the amount the state spends on each student in the Milwaukee public schools. The state makes out the check in the name of the family and sends it to the private or parochial school where the parent signs it over.

There is some reason to hope that the Supreme Court will see the Wisconsin plan for exactly what it is: direct state funding of religious education. Justice Sandra Day O'Connor's vote is key because she has been a swing vote on church-state issues. Justice O'Connor says it's perfectly fine for the government to fund some secular functions performed by religious organizations - like church-run sex education. But she is em phatic that the First Amendment does not permit public funds to finance religious activities.

If the court upholds the Wisconsin voucher program, state legislatures across the country will be besieged by church groups with their hands out. Churches with a lot of clout - Catholics in places like Missouri and the northern states, Protestants in the South - will be at the head of the line.

Religious strife in our public life would be increased because churches that don't get money will resent those that do.

In addition, the diversion of large amounts of state money to church schools would diminish the public schools, which are democracy's front-line institution.

Proponents dress up vouchers in the Sunday best of freedom, equality and competition - freedom of school choice, a better education for poor kids, and an incentive for lazy public schools to get off the dime.

But the reality is that public schools have been starved by taxpayer limits. They need more money and attention, not less.■

100. The Indianapolis Star

06/12/98; Edition: CITY FINAL; Section: EDITORIAL; Page A16

School choice gains

It's been a great week for defenders of school voucher programs nationwide.

The Wisconsin Supreme Court ruled Wednesday that poor children in Milwaukee can attend religious schools at taxpayer expense. In doing so, it expanded a landmark school choice program that until now was restricted to non-religious private schools.

``It's a resounding breakthrough,'' said Gordon St. Angelo, president of the Indianapolis-based Milton and Rose D. Friedman Foundation, which advocates for parental choice of schools. ``There has been a pent-up demand for

Earlier this month, the trust said it will award at least 500 new tuition grants improvement and school reform. This is going to unleash it.''

Another success came Tuesday in New York City. A group of nationally known business leaders pledged to raise $200 million to permit 50,000 inner-city children across the country to attend parochial and other private schools over the next four years. The venture is called the Children's Scholarship Fund.

Theodore Forstmann, chairman of Gulfstream Aerospace and a sponsor of the fund, said the extraordinary demand for a New York City scholarship program convinced him that inner-city students for the 1998-99 school year, due in part to stepped up contributions from crave alternatives. More than 40,000 families applied for the 2,200 available scholarships.

Because a high level of demand is expected in other cities, the scholarships will be awarded by lottery, a process already adopted in Indianapolis by the Educational Choice Charitable Trust. The trust, founded in 1991 by insurance executive Pat Rooney, provides grants to low-income public school students to attend religious or independent schools of their choosing.

individuals and businesses. More than $1 million has been committed over the next

three years. The grants will be awarded by lottery on July 8.

Rooney was one of the first business leaders to act on the idea that poor children should have educational options. Today private voucher or scholarship programs exist in nearly 40 cities and towns across the country. The one launched Tuesday is the first national proposal and the most impressive commitment to date.

Giving low-income students an alternative to bad public schools is an idea whose time has come. It is an idea propelled by the frustration of parents and the demands of employers. It is an idea that the Wisconsin Supreme Court viewed as a matter of simple fairness.

The week may well have signaled a turning point in American education. Before it was out, public school officials vowed an appeal to the U.S. Supreme Court.

St. Angelo says he welcomes that appeal because recent rulings by the court on similar subjects suggest it will uphold the Wisconsin ruling.

For the sake of the children, we share his optimism. How the justices confront the conflict between an established institution and a new vision of individual need will be critical to our youngsters' futures.■

101. Cleveland Plain Dealer

06/12/98; Edition: FINAL / ALL; Section: EDITORIALS & FORUM; Page 10B

PROGRESS FOR PUPILS

A FAVORABLE RULING AND A $200 MILLION PROMISE STRENGTHEN VOUCHER SUPPORTERS' HAND

This week, the grown-ups did right by kids.

What's more, they did it twice.

In the first instance, a group of business leaders announced plans to raise $200 million to give poor students a chance to attend private or parochial schools in cities across the country. In the second, the Wisconsin Supreme Court said public officials could offer similar opportunities to Milwaukee pupils - even if taxpayers' money pays for religious schools' tuitions.

The Milwaukee case mirrors another in Ohio: In both instances, opponents charge that publicly funded voucher programs violate the principle of separation of church and state. Supporters, meanwhile, counter that no ban is violated when stipends go directly to families. In Wisconsin, a four-member court majority bought the advocates' argument; Ohio's high court has yet to say when it will hear arguments on Cleveland's state-sponsored pilot program - much less when it might issue a ruling.

In truth, actions by either of these state courts mark merely an intermediate step. Since all adversaries have vowed to appeal their cases to the U.S. Supreme Court, the matter will not end until the justices have their say. Meanwhile, families enrolled in contested programs in Wisconsin, Ohio and three other states continue in a state of uncertainty about the future - a condition that makes the business group's recent proposal all the more appealing.

Unveiled Tuesday, the Children's Scholarship Fund marks an outgrowth of local efforts in New York and Washington, D.C., to give low-income families options beyond the public schools. Each program has engendered a huge waiting list, inspiring co-founders Theodore J. Forstmann and John T. Walton to launch a foundation to serve students across the country.

With initial pledges of $140 million, the program will operate in 35 to 50 cities across the country, from places as large as Los Angeles to those as modest as Jersey City, N.J. Parents will be expected to contribute 25 to 60 percent of enrollment costs, with the level dependent upon their individual financial circumstances.

Even as Forstmann, a senior partner in an investment firm, announced the effort to help poor families flee troubled districts, he emphasized his own support for public schools. The idea of the program is not for private entities to crush existing systems, he said, but rather to use competition to spur improvements. To date, local programs - public and private - largely have failed to prod such changes, but this large-scale initiative just might prove bold enough to prompt real shake-ups. More important to individual families, the more abundant the educational options, the less likely promising pupils will be stunted.

The Ohio Supreme Court, and its counterpart in the nation's capital, should recognize this wisdom and act accordingly. And educational leaders in Cleveland and elsewhere should recognize the dissatisfaction the public clamor for these voucher programs represents.■

102. The Atlanta Journal

06/12/98Section: Editorial; Page A;18

Ruling on school vouchers a ray of hope for poor kids

STAFF

POOR SCHOOLCHILDREN stuck in substandard public schools scored a huge victory in Milwaukee Wednesday, a victory that we hope will extend nationwide.

The Wisconsin Supreme Court, ruling in a hotly contested issue, said public education dollars can be used for vouchers to religious schools. The immediate effect is to expand the Milwaukee Parental Choice Program from 1,500 poor children attending 23 nonsectarian private schools to 15,000 attending religious or nonreligious schools in September. But the wider impact, especially if the ruling is appealed and upheld by the U.S. Supreme

Court, is to give legal sanction to using public dollars for religious instruction.

The Wisconsin court said the law violated neither the state constitution nor the federal separation of church and state. A student qualifies for benefits "not because he or she is a Catholic, a Jew, a Moslem or an atheist," the court wrote; "it is because he or she is from a poor family and is a student in the embattled Milwaukee Public Schools."

The court noted that under the law extending vouchers to religious schools, public dollars go to parents, not directly to religious institutions. Further, the law prohibits parochial schools from requiring students to receive religious instruction.

In Milwaukee, in Atlanta and across the nation, poor children, a disproportionate share of them minorities, are trapped in public schools that have little or no incentive to improve. School vouchers give those poor children and their parents an educational option, and they give public schools reason to prove their mettle.

School vouchers need to expand beyond Milwaukee to all poor school systems, thereby giving poor families a choice the affluent already enjoy. E-mail: journal@ajc.com■

103. The Virginian-Pilot and The Ledger-Star,

06/12/98; Edition: FINAL; Section: LOCAL; Page B10

HIGHER EDUCATION MORE STUDY IS NO ANSWER

While Virginians await the governor's appointment of a blue-ribbon commission on higher education, yet another report underscores a truth needing no further study: Virginia spends precious little relative to the high quality it gets from its public colleges and universities.

This fact has been reported 16 ways from Sunday. The only reason state officials keep commissioning study groups to traverse the same ground is that they keep hoping for a different conclusion.

They could save time and money, some of which could go to the institutions, by giving up on trying to reconfigure reality.

The latest evidence of state parsimony comes from the Virginia Business Higher Education Council, a pro-business group that admittedly has as its agenda the improvement of higher education in the state. (Shame on them!)

The statistics the council provides in its May newsletter aren't subjective, however. Analysis of hard, cold data from the National Center for Educational Studies shows that almost every Virginia four-year college is spending less per student than its "peer" institutions in other states.

George Mason, for example, spends less per student than all but one of the 20 public universities identified as its peers by the governor's office, the General Assembly and the State Council of Higher Education. It's dead last in the amount of state funding per student.

Old Dominion University ranks 18th out of 22 peer institutions in per-student spending and is 21st in state support. Norfolk State University ranks higher in overall per-pupil expenditure (13th out of 24), but is back at the bottom (23rd of 24) in per-pupil state support.

The University of Virginia, which has been rated the top public university in the nation, spends less per student than seven of 15 peer schools, and is 13th in the amount of state support. The list goes on.

As the report points out: "A lower ranking expenditure per student, as such, is not necessarily good or bad. It can be indicative of efficiency. . . . Consistently ranking at the bottom, as is now the situation, however, should be a matter of concern."

Why does this matter? Just ask the parents of students who are enrolled at these allegedly premier institutions. Far too many are attending oversized classes in which there are inferior technological equipment, inadequate support systems and heavy reliance on graduate assistants as instructors.

If Virginia politicians want to study higher education, they should start by focusing on ways to close the funding gap. Virginia schools cannot live indefinitely on reputation. Sooner or later, public perception will catch up to the reality that funding reductions over the last decade have taken a toll.

State colleges and universities deserve financial backing on a par with the product they have delivered in good times and bad. Gold-plated performance deserves, in the least, silver-plated support.■

104. Buffalo News

06/12/98; Edition: CITY; Section: VIEWPOINTS; Page B3

PARENTS HAVE TO TEACH THEIR CHILDREN MORALS

Our country seems besieged with a new kind of plague. I am referring to the latest in a string of tragic shootings by young teen-agers. While authorities struggle to find answers to these senseless acts, the parents of children attending "Any School, U.S.A." fear for their safety and at the same time can't help but wonder if they provided their children with the necessary tools to make decisions that are both sound and just.

The tools I speak of are values, morals and standards. These very ideals seem to be fading from our culture today. It seems that some American youths have lost their focus, direction and purpose in life. Whether the cause is information overload, peer pressure or a lack of parental supervision, children need our guidance to help keep them on the right path. Teens must learn to lead and not

follow.

To instill character-building traits in children throughout their formative years should be one of the most important objectives of all parents. Respect, honesty, integrity and discipline should be emphasized. These intangible beliefs provide the information for future decision-making skills and pave the way for a leadership role. After all, leaders are made, not born. Our youths can still reclaim those values, morals and standards that were lost somewhere along the way. Ron Kujawa Cheektowaga■

105. Boston Herald

06/14/98; Edition: Al; Section: EDITORIAL; Page 030

Kids win in Milwaukee

The nation's schoolchildren won a decisive victory in a ruling this past week by the Wisconsin Supreme Court that allows Milwaukee parents receiving publicly funded vouchers to use those stipends at religious schools.

Under the Milwaukee plan, children from poor families are given $5,000 a year in tax-funded vouchers to attend the private school of their choice. Pending the resolution of a constitutional challenge, the program excluded religious schools.

According to the justices, including parochial schools won't violate the First Amendment. A student qualifies for the program "not because he or she is a Catholic, a Jew, a Muslim or an atheist; it is because he or she is from a poor family and is a student in the embattled Milwaukee Public Schools," the court ruled.

Currently, 23 private schools take Milwaukee students under the voucher program. Now, an additional 80 schools (mostly Catholic and Lutheran) will be able to participate. In the past, a lack of schools - not a lack of applicants - has held the program back.

Also last week, the Boston City Council was told the city's public schools are in hopeless disarray and only a return to neighborhood schools will save them.

At the Woodrow Wilson Middle School, according to the organization Boston's Children First, 94 percent of seventh-graders scored poor or failing grades on a standardized math test, but all were promoted to the next grade.

While there's nothing wrong with neighborhood schools, clearly they aren't the answer to the crisis in public education. Yes, a return to neighborhood schools will greatly increase the chances for genuine parental involvement, which in turn can only help improve what goes on inside those facilities. But all of that takes time and effort, and with every passing day some child is being lost to a system grown complacent.

Real competition - through charter schools and private schools made available through vouchers (publicly or privately funded) - is the best way to make a difference.

There's a growing awareness of this. A business group, the Children's Scholarship Fund, announced it will raise $200 million to allow 50,000 inner-city children to attend private schools over the next four years. (Boston has been invited to participate.) Similar philanthropic initiatives have begun in a number of cities.

Giving poor children a choice in education is an idea so sensible - and in many ways so easy to accomplish - that it's beginning to make real progress in the courts and within the business community.■